On September 29, over 85 educators from around New Mexico gathered in Las Cruces for the Bilingual Educator’s Institute, hosted by the New Mexico Association for Bilingual Education. The Institute focus was on Language Transfer: Navigating Two Languages While Conquering the Standards. Benchmark Education sponsored Hector Ramirez, who speaks internationally, supporting educators in the classroom and by offering workshops to educators. His specific topic was supporting Metalinguistic strategies.

The participants were engaged throughout his presentation and you know it is good when cellphones are out capturing the slides. There is no doubt that strategies introduced during the event were implemented that very next week!

NMABE’s advocacy efforts were evident during the event, as well. A panel presentation on the New Mexico Landmark Trial was conducted. Panelists included Stan Rounds, Edward Tabet-Cubero, and Mayra Valtierrez. The Yazzie/Martinez vs. State of New Mexico is known by many educators. The court issued a landmark ruling confirming the state is violating the constitutional right of our diverse students to a sufficient education. It is imperative that all New Mexico Educators become familiar with the ruling as well as the frameworks developed to respond to the judge’s rulings.

Visit http://nmpovertylaw.org to learn more about the case and to review the community led platform for education in NM developed by advocates from around the state.

NMABE would like to thank Adrian Sandoval, David Rogers, Michael Chavez, Andrea Chavez, Lorena Ancira, Lydia Saucedo and Lourdes Sierra. These superb educators presented breakout sessions during the afternoon session.

—Victoria Tafoya
NMABE Interim Director

Save the Date

The NMCEL Summer Conference will be held Tues.-Fri., July 23-26, 2019 at the ABQ Embassy Suites. An agenda will be published in the future.
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Colleagues:
I am excited to announce that the NMSSA and NMCEL have adopted “A Vision to Transform Education in New Mexico – 2019 Policy Recommendations for a Better Future.” This document will guide our efforts for moving New Mexico Public Education forward into 2019 and beyond. It is an effort completed by 36 of your fellow superintendents addressing all aspects of legislation, practice and visioning. This wonderful work exemplifies what we, as practitioners, find necessary to propel our system into the next four years and beyond. (The complete work is available at this link: 2019 Policy Recommendations for a Better Future.) The following is an executive summary of that work.

Commitment to our Children
A successful education system is one of shared commitments, where each stakeholder understands his/her responsibilities and takes seriously the work that must be done to reach the common goals of our collective society. The responsibilities of schools go beyond reading, writing and arithmetic. Schools are fundamental to our democracy.

To transform our education system, New Mexico needs true leadership – an educational leader will work with all education stakeholders and commit to our shared ideals for the betterment of our children.

The superintendents, through recommendations contained herein, commit to the future of our education system.

Public schools, unequivocally, rise and fall on the expertise, collective buy in and support of its personnel.

The superintendents commit to the responsibility to educate, care for and empower students across New Mexico.

The superintendents commit to articulate the resources we need to engage in the work expected of us.

We ask that policymakers, business leaders and communities at large join us in our commitment, so we may work toward a brighter New Mexico future.

If we can establish a common vision, captured in the Profile of a New Mexico Graduate, and establish the resources necessary to fulfill that vision, we can also build stable systems that develop the human capital we need and deliver public education to students equitably. We must trust the voice of our educators and empower their voice to continually guide us toward our vision – a vision that benefits our children.

Creation of a Common Vision: The Profile of a New Mexico Graduate
Establish, in law, an Education Vision Taskforce which would be responsible for creating a common vision of education to create a brighter future.

— Stark Talk continued p. 8
Educational Leadership Initiative

AASA and The Wallace Foundation have partnered to work on the Educational Leadership Initiative to develop, test and share useful approaches for training of education leaders. The initiative supports the Foundation's efforts to:

- Improve the quality of educational leadership via the Principal Pipeline and Leadership Succession initiatives;
- Expand learning time during the summer and the regular school day or year; and to
- Provide access to and equitable distribution of quality arts learning and after school programs.

As a result of this partnership, AASA has developed a series of webinars, podcasts and Thought Leader sessions focused on education leadership, summer learning, and arts learning. We are pleased to offer them to you on-demand for your continuing professional development, along with other related resources developed by the Wallace Foundation.

AASA Educational Leadership Initiative
THE MORE YOU KNOW, THE MORE THEY GROW

Learn how you can use MAP® Growth™ to make instructional decisions that lead to stronger student learning, as well as forecast college readiness and predict performance on PARCC.

NWEA™ Account Executive
Katie Bright
katie.bright@NWEA.org
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**The MAP Suite - https://www.nwea.org/the-map-suite/

**Mapping the Road to College - https://www.nwea.org/research-data-galleries/mapping-the-road-to-college/

**PARCC Linking Study - https://www.nwea.org/resources/parcc-linking-study/
As educators know first-hand, there is a teacher shortage in our state and the continuous increase continues. With the work of Dr. Karen Trujillo, director of the NMSU Alliance for the Advancement of Teaching and Learning, Sofia Villa, an NMSU student studying Bilingual Elementary Education, and research interns in the NMSU College of Education Southwest Outreach Academic Research (SOAR) Lab, the 2018 New Mexico Educator Vacancy Report is available for your review.

The annual report is an effort to fill the need for more information on “tracking educator vacancies or the pipeline of future teachers in New Mexico.”

As you’ll read, among the influences of attracting teachers are salary and testing-related job security. Strategies to develop more teachers are “grow your own” programs, adjusting degree plans, funding for recruitment, and restructuring the higher ed degree programs.

The report shows there are currently 1,173 educator vacancies in NM, with 740, or 63%, for teachers. The data also reflects the number of openings for certified staff, such as counselors, administrators, educational assistants, literacy/math coaches, nurses, librarians, any many other ancillary services employees.

The central region of the state has the majority of the openings, with special education as the highest need. The report gives also contains good graphical images. You are encouraged to read this very informative report that also includes higher education data.

New Mexico Activities Association
NMAA Recognizes Distinguished Service Award Recipients

The New Mexico Activities Association Distinguished Service Award is given annually at the NMAA and NMADA Fall Leadership Conference. The individuals receiving this award have all contributed significantly toward the good of the Association in one form or another. Each recipient has supported interscholastic activities for numerous years. The 2018 honorees are David Campbell, Dr. Roberto Carreon, and Gary Chavez. They were all recognized with commemorative plaques during the Conference banquet held October 1.

David Campbell was born and raised a “Buckeye” in Ohio. He played football for Ohio Northern University and also served as a student assistant coach for one year. Dave has been a longstanding teacher, coach, and administrator with Dexter Schools, the last 13 as athletic director. Some of his awards include the NMADA Class 3A AD of the Year and NMHSCA AD of the Year award. He is the current president of the NMADA as well as an NMAA commission member and he serves on the NMAA hardship and football sports specific committees.

Dr. Roberto Carreon grew up in Silver City and graduated from Silver High School. A Harvard Medical School graduate, he completed his orthopedic surgery residency at the University of Washington. He is one of the founding members of the NMAA Sports Medicine Advisory Committee and also served on the National Federation of State High School Associations Sports Medicine Advisory Committee. On many evenings and weekends during the school year you can find Dr. Carreon on the sideline or in gymnasiums volunteering his time as a team physician. He currently works with the Southwest Bone and Joint Institute.

Born and raised in Las Vegas (NM), Gary Chavez is a graduate of Robertson High School and attended New Mexico Highlands University. Gary has been a Public Address Announcer for more than 30 years. He has announced at numerous high school and collegiate events, including state cross country and track for 12 years and state basketball and baseball for the past 25 years. Gary currently works for the New Mexico Human Services Department as the Chief Procurement Officer/Bureau Chief for the Contracts Management and Procurement Bureau.
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The taskforce would be responsible for:
- Creating the Profile of a New Mexico Graduate – the knowledge, characteristics, traits and skills (both hard and soft skills) — a graduate needs to be successful in college or career once they leave the public school building;
- Establishing baseline services necessary to support the Profile of a New Mexico Graduate; and
- Providing oversight in the implementation of the vision and ongoing recommendations to align systems and monitor systems progress.

Baseline Services Necessary to Support the Profile of a New Mexico Graduate: A Sufficient Funding Formula
The Profile of a New Mexico Graduate should be used to identify the services and opportunities students have a right to receive during their time in our public schools. Adopting baseline services as the definition of “sufficiency” necessitates a comprehensive cost-analysis to calculate the investments and monetary resources needed to provide these services. To ensure appropriate funding reaches schools for the delivery of services, the State Equalization Guarantee must be reviewed and renewed so it reflects the reality of new associated cost of service.

Stable, Sufficient Funding
The state must accept its responsibility to appropriately, sufficiently and sustainably fund the public school system.
- Establish, fund and invest in a dedicated “rainy day” or revenue stabilization fund for public education which could be used to stabilize education appropriations in times of economic crisis.
- Adopt a program review and approval framework for voluntary programs so those programs are formula funded. Programs that should be immediately considered for program review and approval include: Pre-K; K-3/K-5 PLUS; Reads to Lead; Principals Pursuing Excellence; Teachers Pursuing Excellence; Truancy/Attendance Coaches.
- Phase in, over several years, an increase to the At-Risk multiplier that matches national averages. Use a three-year average of Free and Reduced Priced Lunch (FRPL) eligible students rather than the Title I census to generate at-risk numbers.
- Consider amendments to ancillary service provider units so all students have access to social workers and mental health providers.
- Fully fund the 10 RECs by providing a substantially larger operating budget.
- Fully fund unfunded mandates, such as: transportation; special education; instructional materials; NM Every Student Succeeds Act (ESSA) plan.
Straight Talk (cont.)

- Fully fund development and implementation of school safety plans; Teacher Cost Index; teacher salary increases.
- Introduce legislation that would prohibit laws or regulations from being enacted and enforced until funding is appropriated by the State.

Develop, Recruit and Retain Human Capital

Public schools, unequivocally, rise and fall on the expertise, collective buy-in and support of its personnel. A significant majority of public school budgets are invested in personnel, and those individuals must be adequately prepared to walk through the public school doors and deliver world-class instruction. To ensure New Mexico can develop, recruit and retain a high-quality education workforce we request the following actions be taken:

- Increase minimum salaries for Level 1, Level 2 and Level 3 licensed teachers to $45,000, $55,000 and $65,000, respectively. Increase minimum salaries for elementary, middle and high school principals to $80,000, $85,000 and $95,000 respectively.
- Increases to minimum salaries of teachers and principals must be paired with proportional increases to all school support staff, including, but not limited to, educational assistants, secretaries, custodians, nurses, counselors and other administrative staff. Salaries should also proportionately increase in district administrative offices.
- The state should determine how it could formula fund incentive pay for specific teacher endorsements and teaching hard-to-fill subject areas, large at-risk student populations and teaching in rural areas.
- Superintendent’s support, as a condition of increased minimum salaries of school staffs, 10 additional contract days, or the equivalent hours, to embed professional develop days throughout the school year. The state should invest in instructional coaches who work in real-time to problem solve with and empower teachers when delivering instruction. Ongoing professional develop also includes dedicated collaboration time between teachers.
- Codify the need for a licensure review workgroup, made up of current practitioners, to review licensure requirements and advancement. Aligning licensure requirements and advancement must be done considering recent implementation of the Teacher Cost Index.
- Adopt robust residency and mentor programs for new teachers.
- Fully fund safety personnel and other augmentations that will increase student safety.
- Fully fund the teacher loan forgiveness program in New Mexico. Work with institutions of higher education for tuition structures that alleviate financial costs of students entering teacher preparation programs.

Implementing Equitable Delivery Systems and Progress Monitoring

Once we define what our common vision is, and the Profile of a New Mexico Graduate, schools must be held accountable to that common vision. The state should develop a planning tool that would assist districts in creating local profiles of a graduate rooted in the common vision. The state should then require every district to articulate the local decisions it has made to reach the Profile of a New Mexico Graduate, including goals and action plans for a five-year period.

We must refine our equitable delivery systems from graduation all the way back to preschool. In collaboration with educators, the state should:

- Review and amend high school graduation requirements to consider:
  - Increased flexibility in courses that may be used to grant core credits in English, math, science and social studies;
  - Maintaining the requirement for four years of math, but amending the mandate of Algebra II so schools may offer math courses that are more relevant to a student’s plan after high school; and
  - Eliminate primary v. alternate pathways to prove competency and replace them with multiple pathways of equal rigor but greater flexibility.
- Fully invest in career and technical education programs, apprenticeship opportunities and internships for students.
- Codify collaboration between schools and employers by requiring collaboration between industry leaders and school districts as part of the local profile of a graduate.
- Consider tax incentives for businesses that provide internship and apprenticeship opportunities for students.
- Formula fund and increase funding for four-year-old preschool programs through the SEG using a program review and approval framework. Allow school districts to contract with private providers to implement preschool programs. Allow school districts to serve preschool students through satellite campuses when appropriate. Braid federal and local dollars available for preschool to maximize delivery systems.
- Match any increases in the SEG for four-year-old programs with proportional increases in funding for three-year-old programs using the current PED/CYFD model.
- Fully fund facilities needs of growing public preschool programs.
- Fully fund human capital development for early childhood programs.
- Fully fund transportation needs to transport three-and four-year-olds to publicly funded preschool programs.
- Increase the minimum number of instructional hours by the equivalent of 10 days. Appropriately fund the additional hours through the SEG. Allow maximum
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Straight Talk (cont.)

flexibility to school districts to establish a school calendar and school day that is responsive to local community needs and values.

Ongoing Advice from Education Practitioners

Completing the work of a Profile of a New Mexico Graduate is pointless if the vision, mission and goals are not contextualized in the day-to-day work of practitioners and policy-makers. To ensure the statewide vision is meaningful and operationalized, there must be ongoing communication between schools and the Public Education Department.

The state should pass legislation creating and granting authority to the Education Practitioner Advisory Council. The advisory council should be appointed by the Executive and the Legislature – an even balance of the two branches of government. Advisory members would include current practitioners of the following groups:

- Superintendents;
- Principals;
- Other Educational Leaders;
- Charter School Leaders;
- School Board Members;
- Teacher;
- Parents; and
- Students.

The advisory council should have the authority to:

- Ensure alignment to and continued improvement of the Common Vision and Profile of a New Mexico Graduate including next steps once the profile is created;
- Review new or amended rules prior to being published in the New Mexico Register; and
- Request cost analysis on official decisions and rule changes made by the PED.

I will be coming around regionally to discuss this work and to answer questions and provide insights into the thoughts behind the complete work. I am asking that you review it in depth and become active in the effort to assure that we move the State Policy Discussion in this direction.

Thanks to each of you who worked so hard on this vision and a special thanks to Carrie Brunder for facilitating the discussion and drafting of this quality work.

Best Regards, Stan

NMABE NOTICE

If you are interested in participating in NMABE’s next Bilingual Educator’s Institute, mark your calendars now! Join us on February 16, 2018 in Santa Fe. Details to follow on www.nmabe.net.
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NIET has partnered with high-need schools to help them lead significant and sustained gains in teacher growth and student achievement for over 20 years in districts all across the country. Some of their proudest partnerships span many diverse contexts where the student need is greatest. For instance, their support has led to notable learning gains for Native students in Chinle, Arizona and English Learners from Somerset, Texas to Goshen, Indiana. To achieve these results, they have developed more than 30,000 teacher leaders who are responsible for leading instructional improvement in their own schools.

Investing in teachers and school leaders is the foundation for NIET’s school improvement partnerships. NIET partners with district and school leaders to identify the needs and priorities of their schools and build a tailored support plan of training, coaching, and follow up. Through this process NIET helps schools to strengthen structures, like professional learning communities, that enable effective professional learning using effective protocols and tools that ensure transfer of work in the PLCs to stronger practice in the classroom. NIET helps schools to implement teacher leader roles that ensure teacher growth and student success through effective coaching and meaningful follow-up in classrooms. NIET helps principals and teacher leaders build a school culture where teachers can thrive and own their own development. With effective supports and an outcomes-oriented culture in place, NIET’s partner schools have been able to intentionally and effectively raise student achievement for all students, but especially those with the greatest academic needs.

NIET is proud to note that their school improvement team consists of educators and coaches who have all lived this work in high-need schools and have mastered the strategies that lead to school improvement. NIET understands that school improvement is challenging work that requires trust and perseverance, which is why their team works shoulder-to-shoulder with their partners until their goals have been achieved.

We look forward to this shoulder-to-shoulder relationship with this results-oriented partner. Below is additional information about NIET which will give you a broader view of the opportunities that are afforded to all of us.
Our staff all have successful experience in working and coaching in high-needs schools to improve student achievement.

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Connect with us:
Staying Current

Here are this month’s suggestions from Stan’s desk, computer and mobile device. Send your “Staying Current” suggestions to info@nmcel.org:

► WHAT’S ONLINE
HTTPS://THEJOURNAL.COM/HOME.ASPX

Have you ever clicked on THE Journal? This online resource is focused on “Transforming Education through Technology” for senior-level district and school administrators, technologists, and tech-savvy educators. There is a plethora of articles, newsletters, information on grants, administrator tools, and K-12 tech trends.

► FEATURED VIDEOS
https://youtu.be/WxlcGCGUG5o
Education Inspiration Speech for Parents – Khang Nguyen, 11 years old

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion#t-58582
This TED Talk “Every Kid Needs a Champion” by Educator Rita Pierson is worth another look. A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

► GOOD READS
“The Unlearning Leader”
Michael Lubelfeld and Nick Polyak
Rowman & Littlefield
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As the subtitle indicates, we are all “Leading for Tomorrow’s Schools Today,” and this book focuses on how today’s leaders need to connect for success. The premise being we all need to unlearn.
Price: $24.99 (e-book) to $50 (hardback)

3 NM Schools Earn Blue Ribbon Award

Congratulations to three New Mexico schools earning the prestigious National Blue Ribbon Award by the US Department of Education: Broadmoor Elementary in the Hobbs Municipal Schools; Anansi Charter School in El Prado; and East Mountain (charter) High in Sandia Park. There are 349 schools in the nation receiving the honor based on their overall academic excellence or their progress in closing achievement gaps among student subgroups.

The schools will be recognized in Washington, D.C. in early November. They join 67 other New Mexico public, private and charter schools that have received the recognition since the program began in 1982.

Upcoming Events

NMCEL
Dec. 13: Executive Board Mtg., 10 a.m., NMAA Conference Rm. A

NMAA
November 7-9: Fuddruckers State Soccer Championships
November 10: Laguna Burger State Cross Country Championships
November 15-17: Rudy’s Bar-B-Q State Volleyball Championships

NMASBO

NMSSA
Dec. 6: Executive Council Dinner, 6-8 p.m.
Dec. 7: Meeting in conjunction with NMSBA, 2-5 p.m., Embassy Suites

Nov. 6: Election Day statewide
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For More Information, Contact:
Mary Anne Guy, Educational Partnerships
505.304.1963  |  Mary_Anne_Guy@discovery.com  |  Twitter: @DiscoveryEd

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NM Teacher Shortage Attracts Foreign Educators

There are job openings for teachers throughout New Mexico. Districts are searching for educators to place in those hard-to-fill positions in STEM, bilingual, special education and others. In a story by Lauren Villagran from Searchlight New Mexico, one example is given of how foreign teachers end up in the state; in this case, Hobbs Municipal Schools.

Remarkable, the article states that “across the U.S., 2,876 J-1 visas were issued to teachers in 2017, up 140 percent from nearly 1,200 in 2010. In New Mexico, the State Department issued 166 J-1 visas to teachers between 2015 and 2017, compared to 70 in the prior three years.”


LESC Offers Concise Overview of Yazzie/Martinez Lawsuit

A good synopsis of the consolidated Yazzie and Martinez lawsuits against the state was authored by the Director of the Legislative Education Study Committee Rachel Gudgel. Her overview is a good brief presented to the Committee. It’s helpful to understand the Court’s decision and Order. Read the summary.

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Be Familiar with State Bond Questions and Amendments on Ballot

Early voting is underway for New Mexico's General Election; the last day to vote early is Saturday, Nov. 3.

Aside from the various offices that are up for consideration are four statewide bond issues, ranging from (A) aging and senior citizen facility improvements, to (B) library resources, to (C) the purchase of school buses, and (D) improvements to higher education facilities. To review the bonds, click on this link provided by the New Mexico League of Women Voters: https://www.lwvn.org/VGuide2018/bonds.html

Also to be considered are two constitutional amendments. The Las Cruces League of Women Voters published a Voters’ Guide that offers arguments for and against the Amendments. Click on this link and flip to page 15 to read both sides: http://lascrucesbulletin.nm.newsmemory.com/?special=Voters+Guide&date=20181005

This guide also has candidate information for the Governor’s race, U.S. Senate, Congress, Secretary of State, Auditor, Treasurer, Attorney General, Land Commissioner, State Judicial Offices and others.
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⇒ Implement a balanced assessment system
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⇒ Bring in community voices

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Website: www.advanc-ed.org

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