

How the Regional Partnership School (RPS) of Northern New Mexico Addresses the Four Major Elements of the “No Time to Lose” Report*

Elements of a World-Class Education System	How the RPS is consistent with these elements
<p>“Children come to school ready to learn, and extra support is given to struggling students so that all have the opportunity to achieve high standards”.</p>	<p>The RPS will build systems to ensure students enter school ready to learn, and provide appropriate resources for students who need additional support while they are in school (e.g., pre-K, K-3 Plus, summer programs, extra instructional time in reading and math for students who are not on grade level, and enrichment opportunities for at-risk students).</p>
<p>“A world-class teaching profession supports a world-class instructional system, where every student has access to highly effective teachers and is expected to succeed”.</p>	<p>The RPS is designed to support pre-service teachers and in-service teachers to continually improve their instructional methods through systems of professional learning, continuous improvement, and clinical practice.</p>
<p>“A highly effective, intellectually rigorous system of career and technical education is available to those preferring an applied education”.</p>	<p>The RPS is a partnership with a major employer that will develop educational pathways to meet workforce needs (e.g., radiological control technicians, computer scientists, computer technicians, electro-mechanical technicians, welders, etc.).</p>
<p>“Individual reforms are connected and aligned as parts of a clearly planned and carefully designed comprehensive system”.</p>	<p>School instructional practices and procedures are to ensure the success for all students, pre-service teachers, in-service teachers, the university partner, and the workforce partner (e.g., Curriculum taught in the NMHU School of Education will be informed by the ongoing work of the RPS and modified as necessary. As such, best practices used at the RPS will be informed by current research coming from NMHU and other universities).</p>

* *No Time to Lose: How to Build a World-Class Education System State by State* (National Conference of State Legislatures, August 2016)

How the RPS Addresses Foundational Elements Identified in the Yazzie/Martinez v. State of New Mexico Court Case

The actions below articulate how the RPS intends to address the requirements outlined in the July 20, 2018 state court ruling on the consolidated lawsuit *Yazzie v. State of New Mexico and Martinez v. State of New Mexico*, which found that the state was not providing New Mexico students with a sufficient education as required by the state constitution.

Students

- The RPS will intentionally develop and implement systems to address the learning needs of at-risk students and ensure students enter school ready to learn (e.g., pre-K, K-3 Plus, summer programs, extra instructional time in reading and math for students who are not on grade level, and enrichment opportunities for at-risk students).

Quality of Teaching and Teacher Retention

- Build systems for recruiting and retaining new teachers, including multi-year teacher residency programs intended to train pre-service teachers in a comprehensive way. Doing so will maximize the quality of teacher preparation to ensure teachers are truly ready on day one, increase the number of teacher candidates entering the profession, and mitigate rates of attrition.
- Ensure that teachers are trained and supported through school-based continuous improvement programs. Build time into the structure of the school day where teachers are expected to collaborate by analyzing student work and acting on the results, observing one another's practice and providing descriptive feedback, and improve teaching and learning through the continuous improvement process: set goals based on data, develop a plan, implement, assess, reflect, adjust, celebrate, repeat.
- Develop opportunities for academic advancement such as masters degree programs, administrative licensure, and certificate and endorsement programs to incentivize and support professional growth.

Instructional Materials

- The RPS will ensure that all students have access to high quality instructional materials including textbooks and technology resources that are aligned to the Common Core State Standards and PVSD pacing guides. Additional resources for at-risk students will be provided to ensure a connection with students' culture and language.
- The RPS will actively engage parents, families, and community members in the selection and development of instructional materials that are culturally relevant. Additional resources will be acquired and/or developed and used with at-risk students.

Curricula Opportunities

- Engage all students in rich problem solving through inquiry-based approaches using a variety of strategies to improve critical thinking, reasoning, and perseverance supported by appropriate curricula and resources. Ensure that students who are struggling, and at-risk students, receive additional support.

- Develop a “bank” of rich math tasks by grade level aligned to the Common Core State Standards. Administer tasks monthly and support students in tracking their own progress through analysis of their work and the work of peers, providing peer feedback, and making adjustments to improve their work.
- Develop a comprehensive system of interventions for students who are struggling, at-risk students, and students performing below grade level. Interventions will include additional classroom time as well as after school tutoring programs. Adjustment to instructional materials and approaches will be made as necessary.
- Initiate career pathways mapping to determine school-workforce connections and workforce needs. Develop additional instructional programming and internships for at-risk students based on workforce needs (e.g., radiological control technicians, computer scientists, computer technicians, electro-mechanical technicians, welders, etc.). Ensure students have school to work pathway options articulated.