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LEGISLATIVE EDUCATION STUDY COMMITTEE

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November 8, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ally Hudson

RE: STAFF REPORT: TEACHER PROFESSIONAL DEVELOPMENT PLANS

INTRODUCTION

According to *The Oregonian Editorial Board*, "few things are more charged in public education today than linking student achievement levels with individual teachers...but that's increasingly where the national conversation is leading." As a staff report to the Legislative Education Study Committee (LESC) in 2006 indicated, New Mexico has long recognized this connection between student achievement and teacher quality. For example, in its final report in December 2002, the LESAC Ad Hoc Subcommittee for Education Reform identified improving student achievement as the premise behind its recommendation of a three-tiered teacher licensure framework:

... the subcommittee supports the principle that the single, most important factor in improving student academic achievement is to ensure that a qualified, competent teacher is in every classroom and believes that New Mexico's primary focus must be to strengthen the teaching force by attracting and retaining quality teachers

Enacted in 2003, this three-tiered framework has included student achievement as a factor in teacher evaluations and in the progression through the three levels of licensure and the increasing minimum salaries attached to each level. However, as the 2006 LESAC staff report

also noted, the references focus primarily on describing or documenting student achievement through the nine teacher competencies (Attachment 1, *Teacher Competencies for Licensure Levels I, II, and III*), while providing few, if any, explicit consequences – whether rewards or sanctions – for teachers based on the achievement gains of their students.

In 2010, New Mexico took another step in the direction of evaluating teacher effectiveness by enacting LESC-endorsed legislation (SB 111, *Additional Teacher Evaluation Standards or Laws 2010, Chapter 107*) that addresses the connection between teacher performance and student achievement. This legislation amended the *School Personnel Act* to require that teacher professional development plans include documentation of how the results of professional development received from or offered by the state, school district, or charter school are incorporated in the classroom.

The significance of teacher professional development is highlighted in a recent report by the Mid-Continent Research for Education and Learning (McREL). According to this report, a recent study “reveals a 39 percentage-point difference in student achievement between students with ‘most effective’ and ‘least effective’ teachers.” This report goes on to suggest that ensuring that teachers have the knowledge and skills needed to implement research-based instructional strategies requires policies, such as those outlined in recent legislation, that specifically support teachers’ learning. Furthermore, the McREL report proposes that “professional development is the dominant approach to improving teachers’ knowledge and skills and is critical to maintaining teachers’ effectiveness.”

This staff report examines teacher professional development within the context of the recent legislation. More specifically, the report addresses:

- the implementation of the professional development legislation in terms of:
 - guidance from the Public Education Department (PED);
 - teacher professional development plans; and
 - demonstrated use of professional development; and
- the use of state and federal funds to support educator professional development.

In both of these sections, the report employs information collected from the responses to a brief questionnaire about the implementation of the legislation and other aspects of professional development that LESC staff presented to school district superintendents during a recent meeting of the New Mexico Coalition of School Administrators (NMCSA). This questionnaire is not presented as a scientific survey, but rather as an indication of the sorts of professional development practices occurring in the K-12 system throughout New Mexico. For that reason, the report simply employs data and remarks from those responses as illustrations of issues presented in the report.

Finally, the report concludes with a brief background about the LESC’s interest in professional development for teachers.

IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT LEGISLATION

Guidance from the Public Education Department

As noted above, the recent legislation amended the *School Personnel Act* in the *Public School Code* to require that the annual performance evaluation of a teacher include documentation showing how a teacher who receives required professional development incorporates the results of that professional development in the classroom. According to PED, this legislation “aligns well with emerging federal accountability requirements regarding professional development that require states to incorporate and demonstrate increased student achievement as reflected in the annual teacher evaluation process.”

To obtain some sense of the statewide implementation of these requirements, the LESC questionnaire asked superintendents about the guidance they had received from PED. A large majority of the respondents – 81 percent (or 48 of 59) – indicated that, as of October 2010, their district had not yet received guidance from PED on implementation of the law. A representative from the New Mexico School Leadership Institute (SLI) further noted that there is no existing regulation or PED-issued memoranda to provide direction on the implementation of the law¹.

To implement a requirement enacted in 2003 for “objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees,” PED developed a number of guidelines, handbooks, manuals, and presentations, all of which are located on the department’s website. However, because many of the materials have not been updated since 2005, they do not reflect the changes in recent law. Even so, the department is aware of the need for guidance. As explained to LESC staff, PED’s professional development component is “evolving” through the following activities:

- drafting a rule to implement the new law;
- looking to convene the Professional Development Subcommittee of the Professional Practices and Standards Commission to put in place various pieces of the legislation; and
- issuing a survey and collecting data on how the uniform teacher and principal evaluation system is currently being used.

Teacher Professional Development Plans

The absence of PED guidance on recent legislation notwithstanding, since 2003 state law has required that teachers and principals devise professional development plans (PDPs) at the beginning of each school year. Moreover, teacher performance evaluations must be based, in part, on how well the professional development plan was carried out.

According to PED, the new legislation will require the teacher and the principal “to complete the annual PDP with greater attention to the demonstration of new knowledge and/or skills

¹ On a related point, SLI has indicated its desire to create professional development training manuals and procedural documents for school leaders, but has also highlighted the need for PED to issue regulation and/or guidance on implementation procedures so that the institute can ensure that its work is in line with state law.

received as a result of professional development offered and/or required of the teacher.” The department also suggests that while the initial development of the PDP by the 40th day of the school year will help fulfill this requirement and establish the teacher’s goals, subsequent teacher classroom observations and conversations will help both the teacher and the supervisor clarify how the teacher’s professional development will be demonstrated and become a regular component of classroom instruction. PED has indicated that these provisions will apply to approximately 24,000 teachers statewide as they develop PDPs with their supervisors annually.

Although these requirements apply statewide, the frequency and delivery of teacher professional development vary considerably among school districts. To illustrate, respondents to the questionnaire indicated a range of professional development days included in teacher contracts from a minimum of one to a maximum of 13, with five being the average. In terms of when teacher professional development is provided, respondents identified the top three scenarios as follows (see Attachment 2, *Professional Development Offering Scenarios*):

- 88.9 percent (or 56 of 63 respondents) – during contract days, professional development in-service days;
- 81 percent (or 51 of 63 respondents) – during contract days, prior to start of school year; and
- 68.3 percent (or 43 of 63 respondents) – during school day, substitute in class.

Regarding the delivery of professional development, the questionnaire respondents specified the top three methods as follows (see Attachment 3, *Professional Development Providers*):

- 79.7 percent (or 47 of 59 respondents) – mostly planned and delivered district-wide;
- 57.6 percent (or 34 of 59 respondents) – mostly planned and delivered at the school level; and
- 52.5 percent (31 of 59 respondents) – delivered by a Regional Education Cooperative (REC).

One example of the district-wide delivery is the professional development that the Albuquerque Teachers Federation (ATF) offers to teachers in Albuquerque Public Schools (APS). As explained to LESC staff, the ATF professional development addresses such topics as general classroom management, behavior management techniques, dossier development, and innovative math and science education techniques.

Demonstrated Use of Professional Development

In order to influence teachers’ effectiveness in the classroom, the McREL report cited above suggests that schools need to implement “coherent, meaningful professional development programs and ensure that teachers are given adequate time and supports to put what they have learned into practice.” According to the US Department of Education (USDE), an effective professional development program includes some, if not all, of the following characteristics:

- focuses on teachers as central to student learning, yet includes all other members of the school community;
- focuses on individual, collegial, and organizational improvement;

- respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- reflects best available research and practice in teaching, learning, and leadership;
- is planned collaboratively by those who will participate in and facilitate that development;
- requires substantial time and other resources; and
- is driven by a coherent, long-term plan.

In light of the lack of guidance and current evaluation materials from PED, the questionnaire asked, “Is the impact of professional development in each classroom evaluated in your district?”

- 28.8 percent (or 17 of 59 respondents) indicated that the district ensures that it is evaluated;
- 69.5 percent (or 41 of 59 respondents) indicated that this evaluation is part of the continuous school improvement process district-wide;
- 22 percent (or 13 of 59 respondents) indicated that the impact of professional development in the classroom may or may not be evaluated, depending upon the principal; and
- 5.1 percent (or 3 of 59 respondents) indicated that the evaluation is too difficult to quantify.

Regardless, while the majority of respondents indicated that the district ensures the evaluation, statements left in the comment box indicated that “there is not enough manpower to do it” and it “depends on what the purpose is and whether administration considers it (PD) relevant to academic performance.” These comments suggest that guidance from PED on the implementation of the new legislation would prove useful in clarifying the evaluation procedures.

Another point of concern comes from ATF. Specifically, the ATF representative expressed apprehension over the mandatory inclusion of potentially poor or irrelevant professional development in the classroom. In cases of irrelevancy or poor quality, the ATF representative wondered if the law should provide flexibility to individual teachers in determining what aspects of the required professional development they choose to implement in the classroom.

USE OF STATE AND FEDERAL FUNDS TO SUPPORT EDUCATOR PROFESSIONAL DEVELOPMENT

According to OEA, despite the funds devoted to professional development efforts in previous years, “it is often difficult to determine the quality of those efforts or the impact they have on teachers and students.” Regardless, OEA suggests that the recent legislation attempts to address the impact of professional development by requiring teachers to incorporate its lessons in the classroom, and once implemented, the new legislation may provide better data on the quality of professional development that is being offered to teachers.

In an attempt to gain a better understanding of the state and federal funds that are used to support educator professional development, the questionnaire asked if a district is incurring costs for teacher professional development in school year 2010-2011, and if so, what funds are

being used. In reply, respondents identified the top funding sources as follows (see Attachment 4, *Professional Development Funding Sources*):

- 85.2 percent (or 52 of 61 respondents) – federal Title II funds;
- 75.4 percent (or 46 of 61 respondents) – federal IDEA funds;
- 75.4 percent (or 46 of 61 respondents) – federal Title I funds; and
- 63.9 percent (or 39 of 61 respondents) – federal ARRA funds.

Although the respondents indicated that the majority of funds supporting professional development come from federal sources, an additional 55.7 percent (or 34 of 61 respondents) identified state equalization guarantee (SEG)-operational dollars as a funding source.

In response to a question whether districts had eliminated or reduced expenditures or budgets for teacher professional development:

- 63.2 percent (or 24 of 38 respondents) confirmed that there had been cuts for school year 2009-2010; and
- 92.1 percent (or 35 of 38 respondents) confirmed that there had been cuts for school year 2010-2011.

Echoing these findings in a conversation with LESC staff, an ATF representative named the primary challenge to providing teacher professional development as identifying sustainable funding sources in the midst of a budgetary crisis. Because districts rarely have sufficient funds to compensate teachers for their participation in professional development, some districts have engaged in the practice of “banking time” by adding minutes to instructional days so that other full or half-days may be used for professional development.²

BACKGROUND

Between FY 99 and FY 02, the Legislature appropriated approximately \$18.0 million in recurring dollars for statewide professional development, which has remained in the base of the Public School Funding Formula, and is distributed through the unit value to all public school districts. Specifically, the funds were appropriated as follows:

- in FY 99, \$6,888.1 million;
- in FY 00, \$3.0 million;
- in FY 01, \$2.0 million; and
- in FY 02, \$6482.8 million³.

² This practice is made possible by a provision in the *Public School Code* that requires either a minimum number of instructional days or the equivalent in hours for instructional or school-directed programs. As another LESC staff report in November 2010 explains, this provision was amended in 2009 to require a minimum number of instructional days, without the hourly equivalent; that requirement, however, was delayed in 2010 legislation and is under review during the 2010 interim (see *LESC Staff Report: SJM 12, Study Various School Calendars Work Group: Final Report and Recommendations*, November 8, 2010).

³ \$4482.8 of these funds were appropriated for the purpose of funding an additional day of professional development.

In 2007 the LESC heard a presentation regarding teacher professional development and the related professional development framework, which showed, among other points, that from FY 05 - FY 08 the Legislature had appropriated approximately \$26.0 million in one-time funds to PED for professional development activities (*Attachment 5, Estimated Expenditures for Professional Development FY 05 - FY 08*). Additionally, federal funds totaling over \$43.0 million were allocated to PED and public school districts for teacher professional development during the same period. At the same presentation, testimony to the committee indicated that evaluation of professional development activities provided with these funds is inconsistent. Moreover, PED testimony indicated that school district and department accounting systems often do not distinguish funds budgeted for professional development from other types of contractual costs.

More recently, in FY 09, the Legislature appropriated \$2.0 million to the Teacher Professional Development Fund. Also in 2009, the LESC endorsed and the Legislature passed a measure to require PED, school districts and charter schools to account annually for all funds spent for professional development activities; however, the bill was pocket-vetoed by the Governor.

Finally, in FY 10, the appropriation to PED for the New Mexico Cyber Academy included \$250,000 for professional development for teachers.

New Mexico Teacher Competencies for Licensure Levels I, II, and III Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria Benchmarks.

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III

II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught (continued)		
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

5. The teacher effectively utilizes student assessment techniques and procedures.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

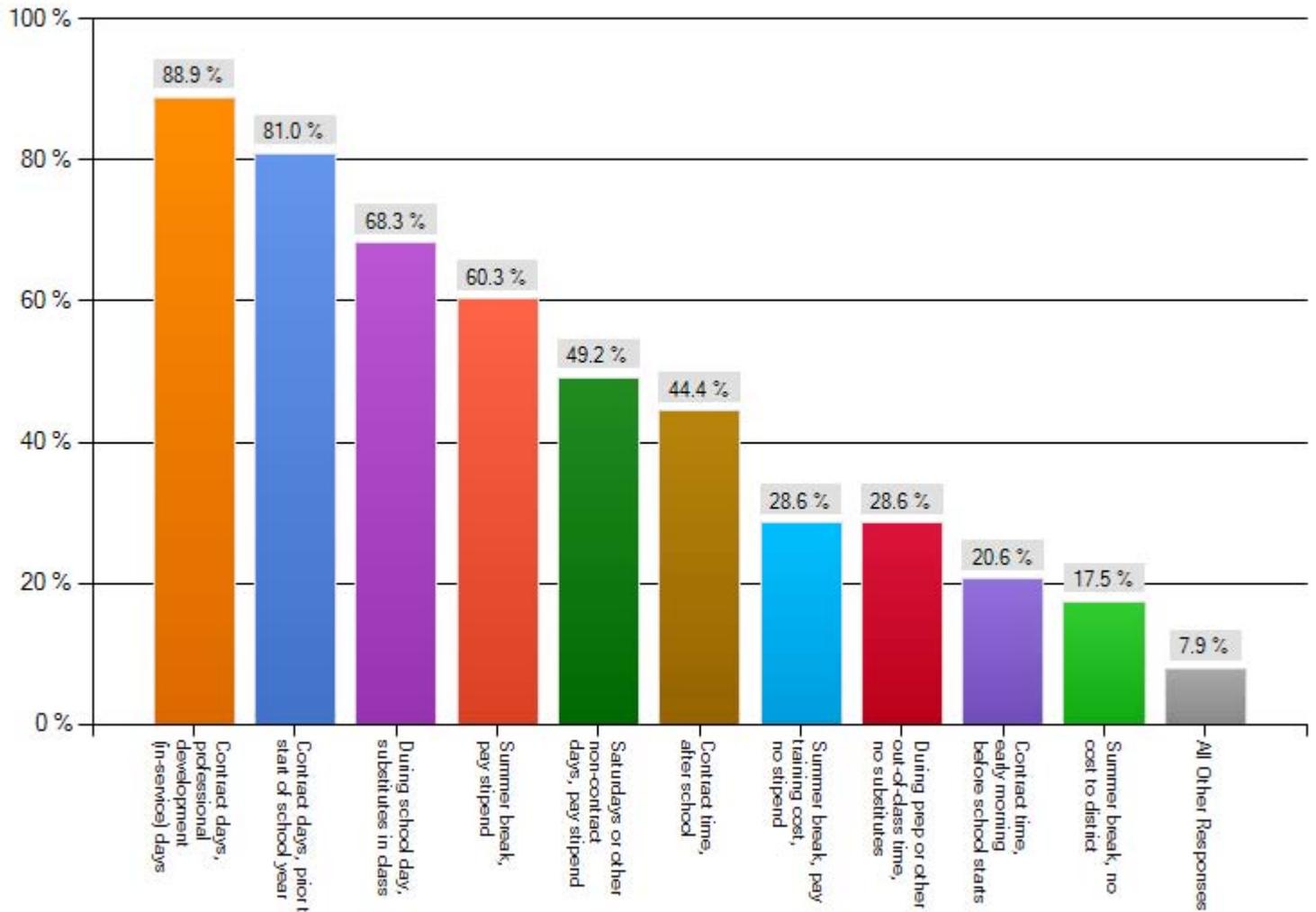
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.
I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.

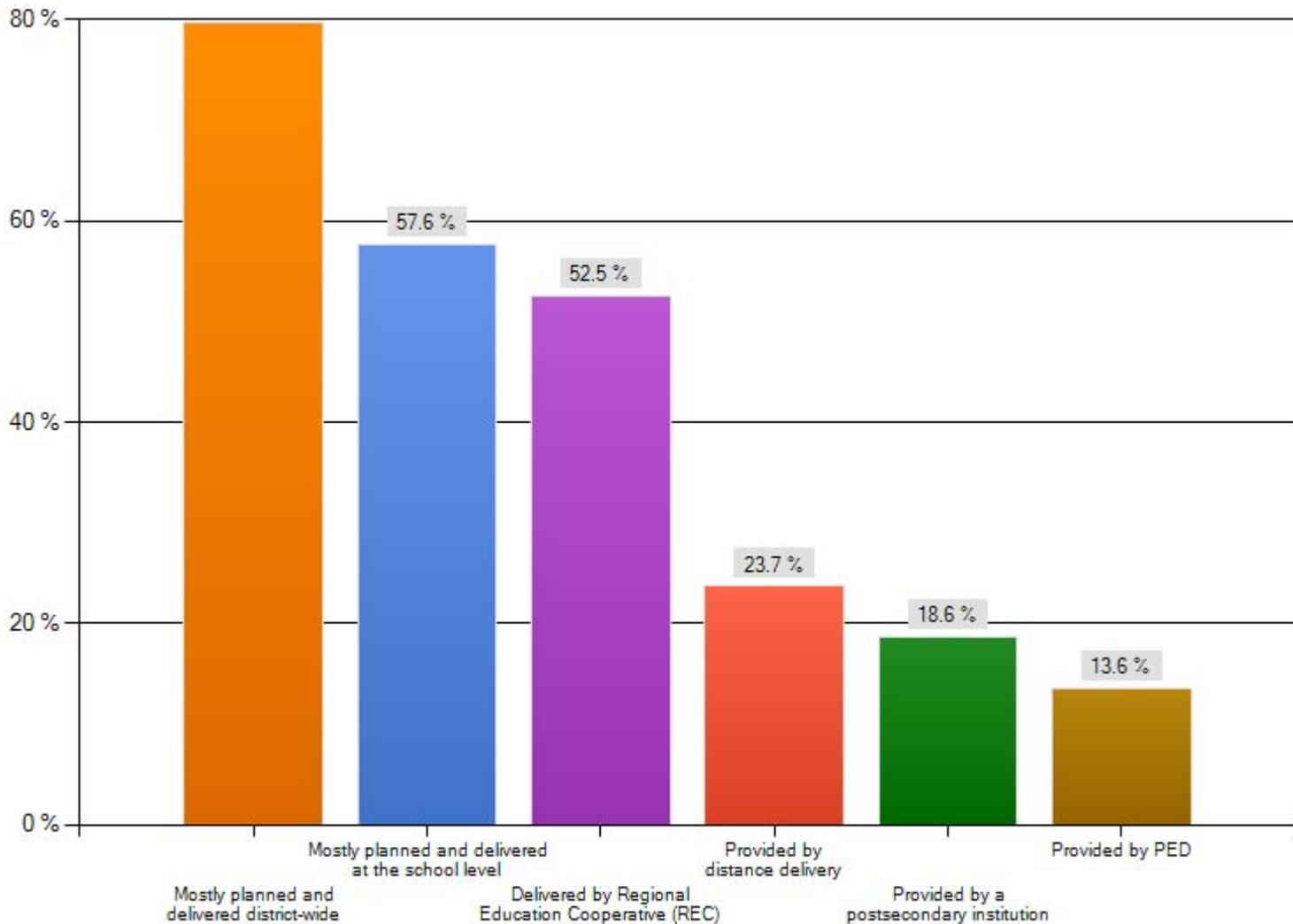
8. The teacher demonstrates a willingness to examine and implement change, as appropriate.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

9. The teacher works productively with colleagues, parents and community members.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.
D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.

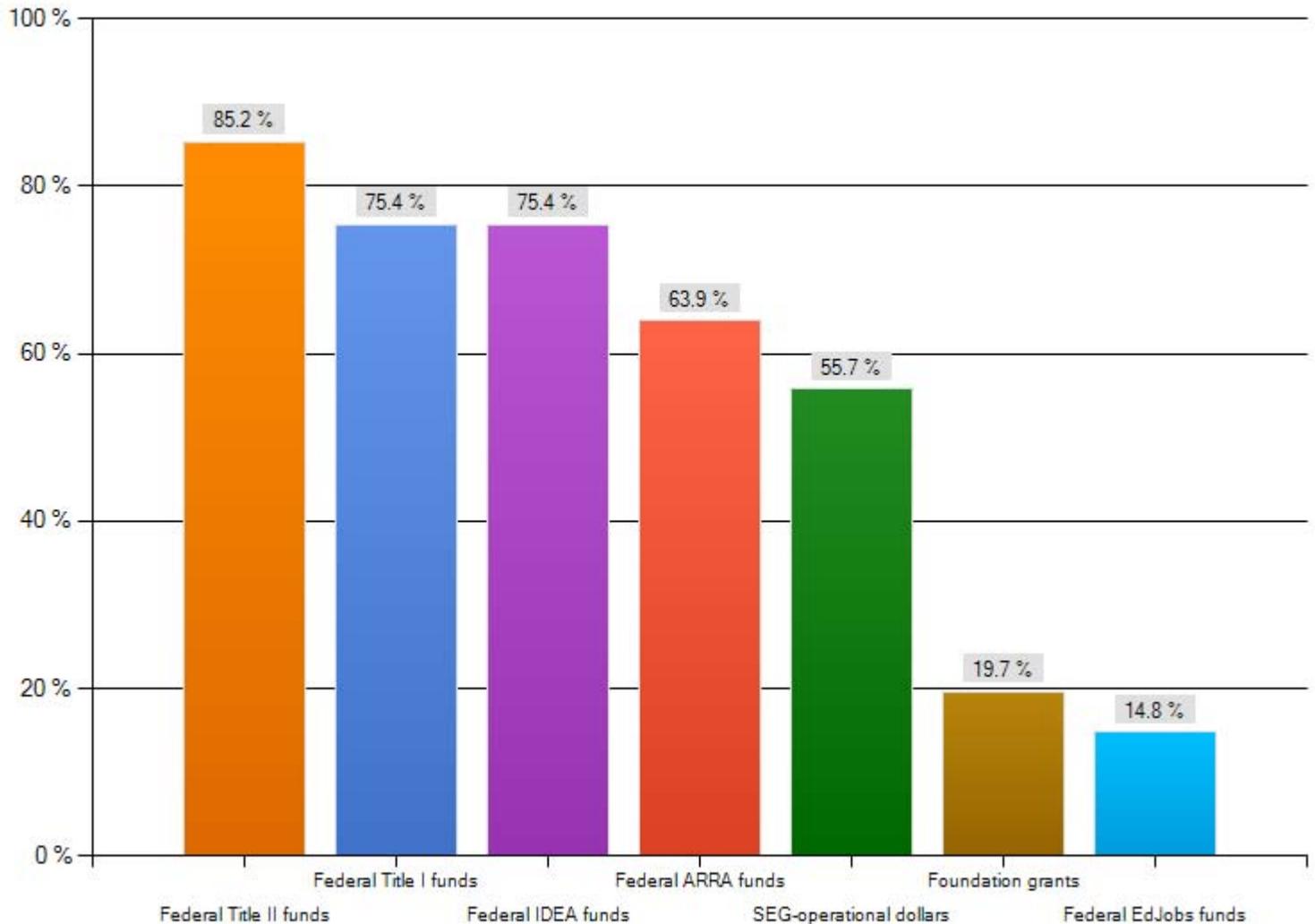
Attachment 2. Professional Development Offering Scenarios



Attachment 3. Professional Development Providers



Attachment 4. Professional Development Funding Sources



Attachment 5. Estimated Expenditures for Professional Development FY 05 - FY 08 (dollars in thousands)					
	2004-2005	2005-2006	2006-2007	2007-2008 budgeted	4 Year Total
STATE AGENCY ALLOCATIONS FOR PROFESSIONAL DEVELOPMENT (PD)					
State HB 2 Appropriations to PED					
Teacher Professional Development Fund					
Re:Learning	\$900.0	\$800.0	\$580.0	\$540.0	\$2,820.0
RETA	\$580.0	\$500.0	\$400.0	\$400.0	\$1,880.0
SQS	\$500.0	\$600.0	\$600.0	\$540.0	\$2,240.0
Service Learning		\$70.0	\$70.0	\$70.0	\$210.0
Golden Apple		\$280.0	\$225.0	\$700.0	\$1,205.0
Center for Indigenous & Border Educational Leadership (CBIEL)		\$150.0	\$125.0	\$125.0	\$400.0
Transitions to Teaching/Farmington M.S.	\$250.0				\$250.0
NMHU/CESDP	\$85.0				\$85.0
REC #8 for EPSS Training	\$85.0				\$85.0
Center for Relational Learning				\$100.0	\$100.0
The Wellness Group				\$25.0	\$25.0
Subtotal, Teacher Professional Development Fund	\$2,400.0	\$2,400.0	\$2,000.0	\$2,500.0	\$9,300.0
Summer Math, Reading & Science Institutes			\$1,699.3	\$2,500.0	\$4,199.3
Advanced Placement (portion used for teacher PD)	\$100.0	\$190.0	\$1,064.0	\$1,650.0	\$3,004.0
Core Curriculum Framework	\$381.6	\$381.6	\$381.6		\$1,144.8
Schools in Need of Improvement Fund (portion used for PD)			\$237.5	\$376.8	\$614.3
School Improvement Framework			\$1,790.2	\$1,674.7	\$3,464.9
Indian Education Fund (portion used for PD)	\$499.9	\$792.2	\$680.2	\$188.6	\$2,160.9
New Mexico Executive Educator Turnaround Specialists				\$150.0	\$150.0
Border Superintendent Leadership Institute	\$200.0				\$200.0
Three-Tiered Licensure Evaluation System	\$1,000.0	\$400.0	\$300.0		\$1,700.0
Subtotal, HB 2 funds to PED for professional development	\$4,581.5	\$4,163.8	\$8,152.8	\$9,040.1	\$25,938.2