

Public Education Department Quality Assurance & Systems Integration Division



*Claiming Opportunities to Improve
Systems and Services for English
Language Learners*

January 29, 2009

Introductions & Appreciation

Dr. Sheila Hyde
Connie Hansen
Julia Rosa Emslie



What Percentage of the 276 SINOI missed AYP in the ELL Subgroup?

What's
happening in
districts across
the State?

Voices in the field:

“This is happening TO
us”

“We don't have the
capacity”

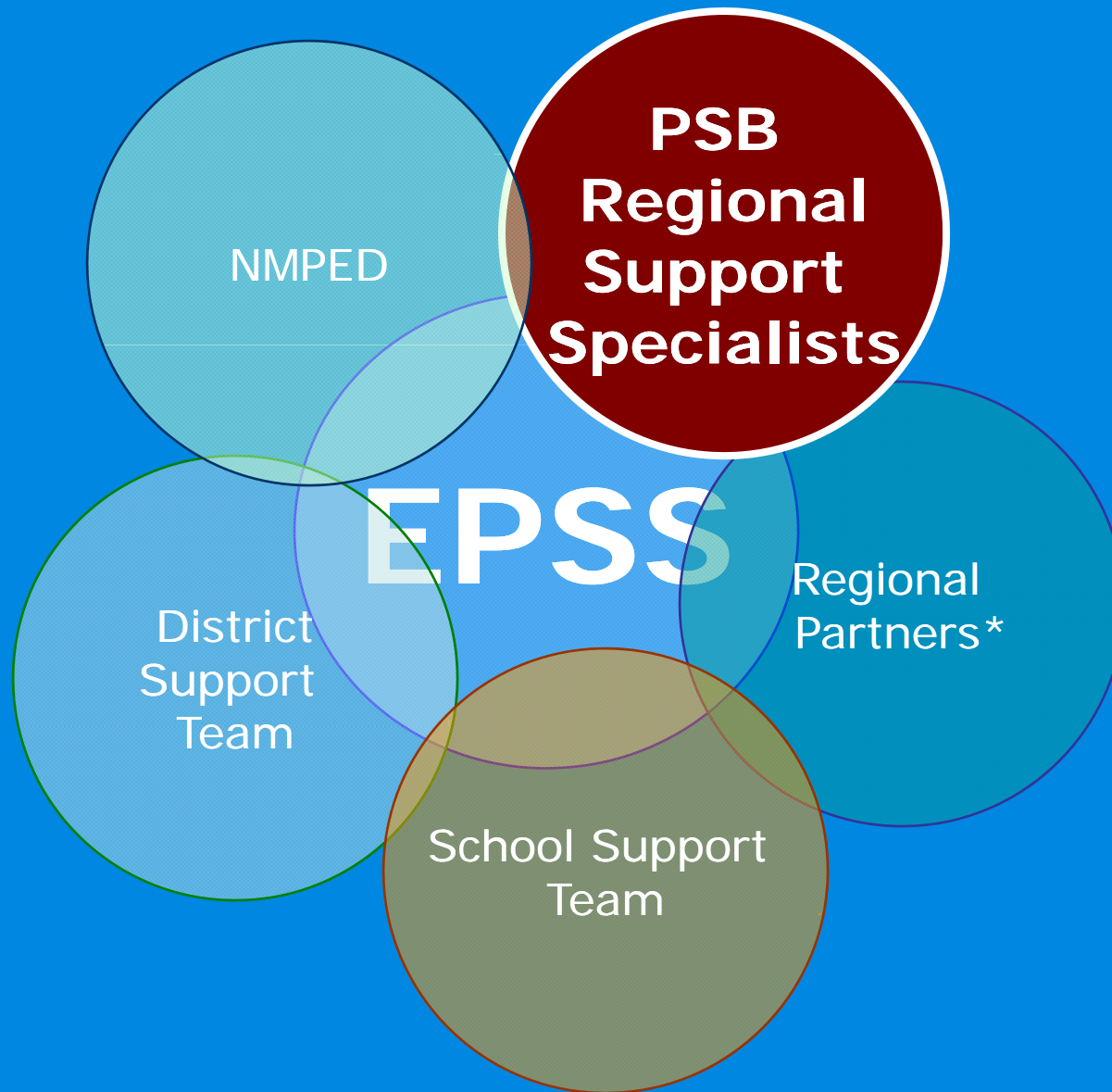
“It's the parent's fault”

Resistance, fear,
overwhelmed...

Reading: 76.8%

Math: 81.1%

Regional Support Specialists



- *OEA
- *REC
- *RQC
- *Northern Network
- *NMABE**
- *NCA
- *SQS
- *Re-Learning
- *HSTW
- *Higher Ed. Institutions
- *SWCC
- Other Regional and National Consultants



On-Line EPSS

Overview

Status: **In Process** Progress: 0 %
(0 of 95) Action Steps Complete

LEA Consolidated Plan

[Print](#) [Add a Goal](#)Outline View Options: Goals Only Goals & Strategies All Levels

Goal	Reading/Language Arts Proficiency [Edit Delete]	Strategies: 5 [Add Strategy Order Strategies] 5 Incomplete Strategies	Action Steps: 0 of 29 Complete Tasks: Tasks: 0 of 0 Complete	Estimated Cost: \$1,424,400.00 Budgeted: \$0.00 Actual: \$0.00
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All students (including students with disabilities, English language learners, economically disadvantaged, and 5 racial/ethnic subgroups) will attain proficiency or better on AIMS in reading/language arts, by June 2010.

[Attach a File](#)

Goal	Mathematics Proficiency [Edit Delete]	Strategies: 5 [Add Strategy Order Strategies] 5 Incomplete Strategies	Action Steps: 0 of 28 Complete Tasks: Tasks: 0 of 0 Complete	Estimated Cost: \$321,400.00 Budgeted: \$0.00 Actual: \$0.00
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All students (including students with disabilities, English language learners, economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better on AIMS in mathematics, by 2010.

[Attach a File](#)

Goal	HQ Teachers and Para-Professionals [Edit Delete]	Strategies: 2 [Add Strategy Order Strategies] 2 Incomplete Strategies	Action Steps: 0 of 10 Complete Tasks: Tasks: 0 of 0 Complete	Estimated Cost: \$343,000.00 Budgeted: \$0.00 Actual: \$0.00
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All teachers of core academic subjects and all instructional paraprofessionals must be highly qualified at time of hire or by the date noted in the Individual Teacher Plan.

[Attach a File](#)

SEA Resources available: [1](#)



Response to Intervention

Improving Achievement for All Students

[RtI Home](#)

[RtI Fact Sheet](#)

[Rule, Policy and Guidance](#)

[Progress Monitoring](#)

[Professional Development](#)

[RtI State Advisory Team](#)

[RtI Journeys](#)

[RtI and Learning Disabilities](#)

[Resources and Links](#)

Response to Intervention (RtI) Home

Welcome to the PED's new RtI page. This page will provide you with guidance, information, and resources about the RtI framework for New Mexico's schools. This page will be revised and updated as developments occur. *[Memo from Education Secretary Veronica Garcia]*



What is Response to Intervention (RtI)?

RtI is a framework to address school improvement, student achievement, and positive behavior for **all** students using appropriate research-based instruction/interventions, monitoring the student's rate of progress over time, and then using that data to guide instructional and behavioral strategies. In New Mexico, the RtI framework consists of a three-tier, problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports based on the data resulting from progress monitoring of student's response to the intervention.

To learn more, click on the links to the left or contact the PED's Quality Assurance Bureau Help Desk at (505) 827-4296.



HELP DESK 827.4296

**Culturally Responsive
Research Based Methods**

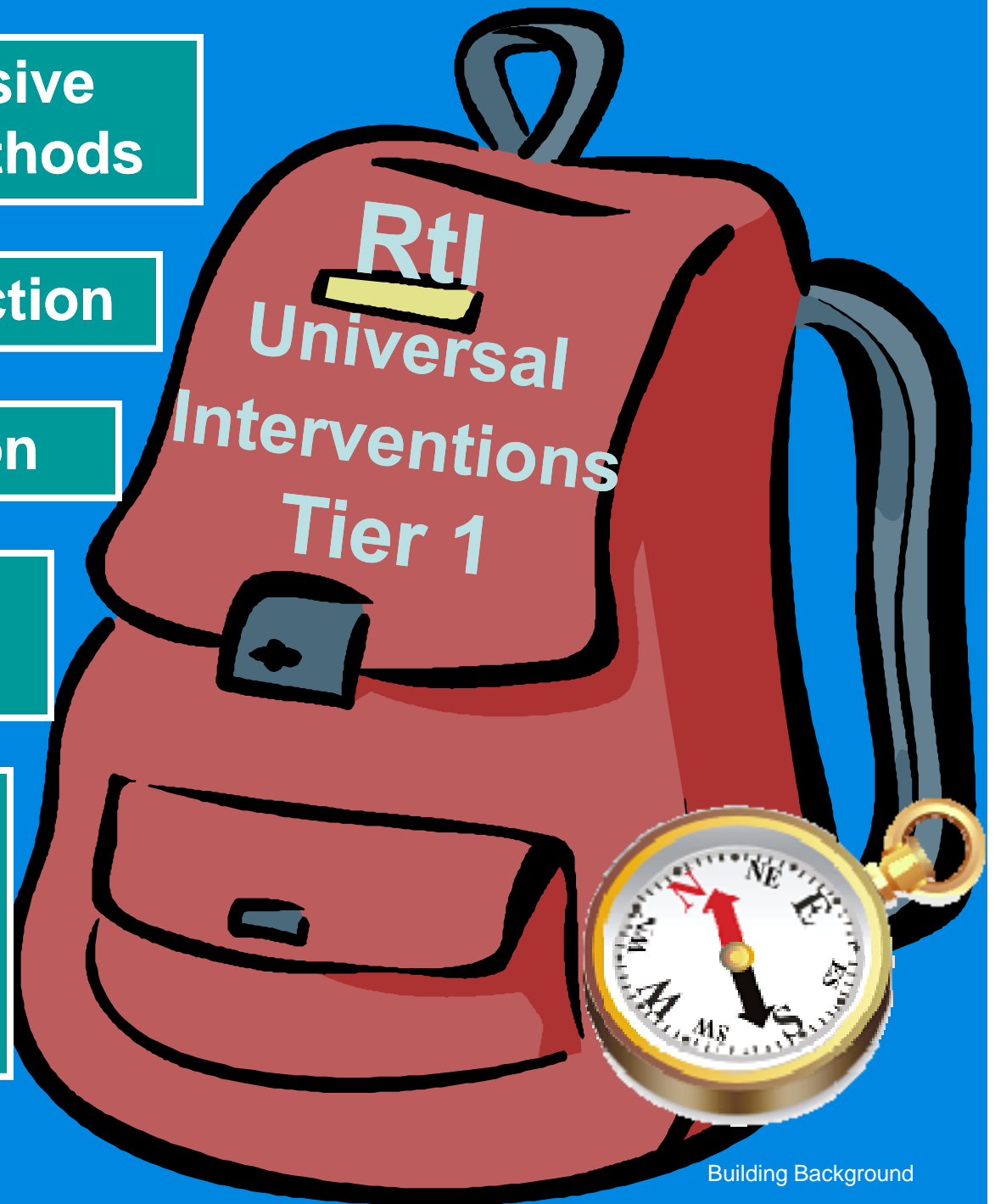
Differentiated Instruction

Sheltered Instruction

**ELL Strategies &
Techniques**

**Cognitive Academic
Language
Proficiency**

Marzano



Building Background

Our Challenge: to find TIME for teachers to plan, learn and collaborate to improve instruction!

Corrective Actions and Sanctions according to **NCLB** provisions -- if the SEA identifies a district or local education agency (LEA) for corrective action, the SEA **must**:

1. Continue to ensure that the district is provided with technical assistance;
2. **and** take at least one of the following corrective actions, as consistent with State law:
 - Defer programmatic funds or reduce administrative funds;
 - Institute and fully implement a new curriculum based on State & Local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
 - replace LEA personnel who are relevant to the inability of the LEA to make adequate progress
 - Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision
 - Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or
 - Abolish or restructure the LEA

**What kind of educator do I want to be?
What path will I take? Who will follow me?**

**What if people really invested in your R2 school's
success?**

- What if the staff at your school could have 30 hours in the Spring to plan, learn, collaborate, study, and practice new skills?
- What if that TIME was outside the instructional day?
- What if you could CHOOSE your professional development?
- What if you got PAID \$1000 improve your skills?

Teachers In Action

The Offer:

Opportunity to focus on **YOUR** Professional Development in support of **YOUR** focus on student achievement!

The Benefits:

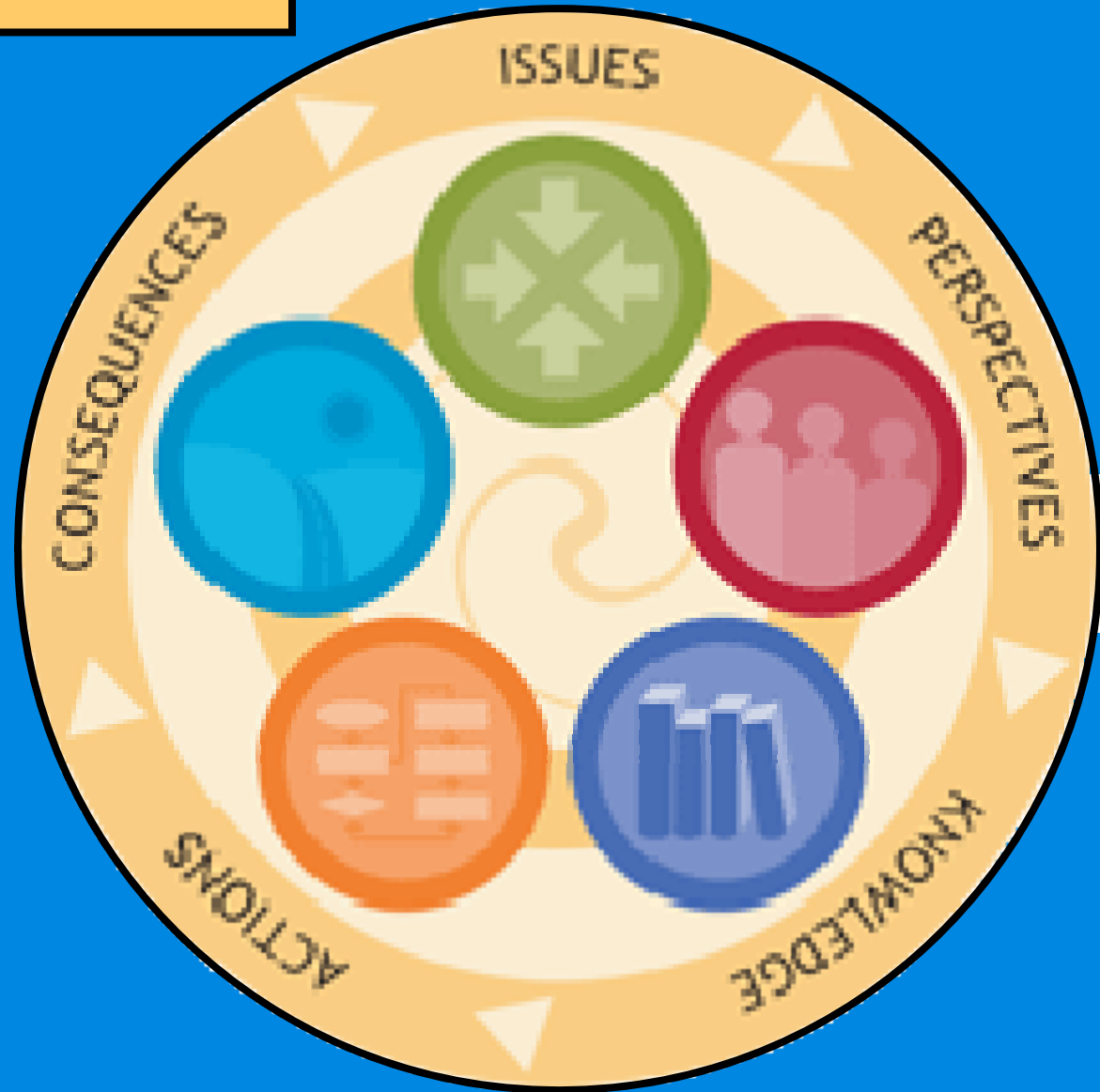
1. Opportunity for financial incentives to teachers and administrators
2. Opportunity for time to plan, collaborate and learn from peers
3. Opportunity to access coordinated and research-based professional development tied to instructional needs and your school's EPSS
4. Opportunity to implement strategies and methodology learned through professional development resulting in improved student performance and achievement

The Options:

1. 15 hour online course, collaboration and planning time with colleagues and administration
2. In concert with the administration, the teacher designs an individual plan of study that mirrors topics provided on-line and a plan for strategy implementation

casenex courses

- ESOL Instructional Strategies
- Narrowing the Achievement Gap by Addressing Diversity
- Differentiating Instruction: Addressing Culture, Learning Styles and Multiple Intelligences
- Literacy Differentiation
- Math Methods



UNM Campus
Albuquerque

June 1-2

ELL Summit

2009

ELL Summit GOALS

Promote discussion about language acquisition principles and methodology, with a focus on literacy development for ELLs

Align professional development and support professional growth

Foster the exchange of ideas and provide opportunities for networking among leaders across New Mexico

Expose participants to new and available curricula and materials that support literacy development for the ELLs



Interaction

Staking Our Claim

- Join forces
- Interdependence
- Power of WE
- Pushing past our own limits to succeed
- Who would you follow up a mountain?



Evaluation & Survey

“It is not the mountain we conquer, but ourselves.” –Sir Edmund Hillary



Presenters

Dr. Sheila Hyde

Assistant Secretary

Quality Assurance & Systems Integration Division

505-827-6517

sheila.hyde@state.nm.us

Connie Hansen

Assistant Director

Priority Schools Bureau

505-827-8005

connie.hansen@state.nm.us

Julia Rosa Emslie

Director

Quality Assurance Bureau

505-827-4292

juliarosa.emslie@state.nm.us