Welcome to the New Mexico Professional Development Framework! In 2003, the New Mexico Public Schools Reform Act called for development of a systemic framework for professional development. In 2004, the Educator Quality Division of the Public Education Department (PED) convened a statewide committee of teachers, administrators, post-secondary faculty, professional development providers, and PED staff to carry out this charge.

The goals of professional development in New Mexico are to support effective teaching and improve learning for all students. The Professional Development Framework will help educational systems and educators throughout the state accomplish these goals.

Most importantly, the Professional Development (PD) Framework will help you understand what quality professional development should look like in your district, at your school site, or in your classroom.
What is the New Mexico Professional Development Framework?

The Professional Development Framework is a guide for educational systems to use in designing district and school professional development plans. It includes standards, design and implementation guidelines, resources, and evaluation tools to ensure consistent quality in professional development across the state.

Who should know how to use the Professional Development Framework?

All educational stakeholders who care about the quality of teaching and learning in New Mexico public schools will benefit from understanding how to use the components of the Professional Development Framework.

School administrators will learn requirements for designing, implementing, and evaluating professional development plans for their districts and schools.

Teachers and other school personnel will expand their knowledge of the requirements and guidelines for professional development in their schools and districts. They will also learn how to participate actively in school reform efforts.

Parents and community will gain awareness of the importance of professional development for educators to enhance the overall quality of their children’s education.
What information will I find in the Professional Development Framework?

The Professional Development Framework includes four sections:

**Section 1** describes
- Requirements for the statewide, systemic Professional Development Framework.

**Section 2** presents
- The definition of professional development for educational systems and
- Belief Statements regarding the professional growth process and support structures for professional development.

**Section 3** explains
- Guidelines for designing professional development programs,
- Criteria for receiving funding for district professional development programs, and
- The evaluation process for district professional development programs.

**Section 4** includes
- Information about professional development providers and other resources,
- A list of relevant New Mexico regulations,
- A glossary of professional development terminology, and
- A calendar of professional development events in the state.
Use the information in all sections of the Professional Development Framework to guide your work in developing and conducting high quality professional development programs in your districts and schools.

Section 1: Professional Development Framework Requirements

The Public Schools Reform Act of 2003 requires that a professional development framework be established which “provides training to ensure quality teachers and school principals and that improves or enhances student achievement.” As stated in this act, the systemic framework must include the following components:

1) the criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the PED in approving school district professional development plans, and

2) guidelines for developing extensive professional development activities for school districts that
   a. Improve teachers’ knowledge of the subjects they teach and the ability to teach those subjects to all of their students;
   b. Are an integral part of the public school and school district plans for improving student achievement;
   c. Provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet the New Mexico academic standards;
   d. Are high quality, sustained, intensive and focused on the classroom;
   e. Are developed and evaluated regularly with extensive participation of school employees and parents.

--- [22-1-5.Z NMSA]

Sections 2-4 of the PD Framework include detailed information to help you align your district professional development programs and activities with the elements identified in these requirements.
Section 2: Definition and Belief Statements

Professional Development is a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

Professional development provides educators with the processes, intellectual tools, and resources to assess and diagnose students’ academic, social and emotional needs in order to create rich, rigorous, and rewarding learning experiences for every student.

In New Mexico we believe that educators are dedicated to ongoing professional development which begins with their pre-service activities, continues with their induction into the profession, and extends through the life of their professional career. To ensure career-long professional learning opportunities, district-wide professional development programs should incorporate two essential components: (a) a comprehensive professional growth process and (b) effective support structures for professional learning.

a. The professional growth process must:

• Support student learning and performance by being directly related to learning goals and learner needs.

• Be aligned with state, district, school, and or individual professional goals (e.g., district/school Educational Plan for Student Success, the Professional Development Plan and/or the Professional Development Dossier as related to licensure maintenance and/or advancement).

• Be aligned with district, state, and national standards for educational professionals and standards and benchmarks for student learning.

• Incorporate deep knowledge of content and effective pedagogy.

• Be based on principles of adult learning and teacher development. Effective professional development differentiates among learning
needs of distinct groups (teachers, administrators, support providers, parents, and community representatives); of different developmental levels among participants (novices, developing and experienced professionals); and for different school contexts (rural/urban).

- Be both systemic and systematic, while allowing for a variety of delivery modes (both formal and informal); a variety of approaches; and a variety of purposes (such as mentoring, individual and group study, on-site training, workshops, conferences, university courses, on-line instruction).

- Acknowledge that attainment and implementation of new understandings and skills requires 3-5 years. Accordingly, effective professional development is sustained over time to provide educators the opportunity for research and development, application and practice, and reflection.

- Be job-embedded, timely, relevant, and tied to work-related knowledge and skills. Effective professional development incorporates sufficient time during the work day for educators to engage in collegial collaboration and discussion for implementation.

- Be collaborative in nature with goals jointly determined and based on organizational goals and student needs.

- Take place in a safe environment which fosters educators’ confidence in implementing new practices and critically examining the impact of instructional change on student learning.

- Be regularly evaluated in terms of its impact on professional and student learning, performance, and overall school success.

- Focus on best practices.

b. **Effective professional development is supported by:**

- A financial commitment from educational systems to support resource development, including time for collaboration, application of new learning and reflection.

- Full collaboration and participation of all professional stakeholders.

- Skilled leadership at the state, district and school levels.

- A culture that values teacher learning as much as student learning.
Section 3: Putting It All Together: Guidelines for Designing High Quality Professional Development Programs

The New Mexico Public Education Department requires school districts to prepare systems-wide professional development plans for varied purposes.

Most notably, these purposes include preparation of the Educational Plan for Student Success, training of staff in performance evaluation requirements of the 3-Tiered Teacher Licensure System, and design of the Mentoring Program required to support the work of beginning teachers.

No matter what purpose drives a district professional development plan, professional development programs and activities embedded in these plans should meet the highest standards for professional development.

The National Staff Development Council (NSDC) Standards for Staff Development are closely aligned with components of the NM Framework for Professional Development and the Belief Statements that support the framework.

Because of this alignment, we have adopted the NSDC Standards as guidelines for designing, implementing, and evaluating professional development programs in our state.
**NSDC Standards for Staff Development**

**Context Standards** - Staff development that improves the learning of all students:
- Organizes adults into learning communities whose goals are aligned with those of the school and district (*Learning Communities*).
- Requires skillful school and district leaders who guide continuous instructional improvement (*Leadership*).
- Requires resources to support adult learning and collaboration (*Resources*).

**Process Standards** - Staff development that improves the learning of all students:
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement (*Data-driven*).
- Uses multiple sources of information to guide improvement and demonstrate its impact (*Evaluation*).
- Prepares educators to apply research to decision making (*Research-based*).
- Uses learning strategies appropriate to the intended goal (*Design*).
- Applies knowledge about human learning and change (*Learning*).
- Provides educators with the knowledge and skills to collaborate (*Collaboration*).

**Content Standards** - Staff development that improves the learning of all students:
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement (*Equity*).
- Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately (*Quality Teaching*).
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately (*Family Involvement*).
Criteria for District Professional Development Program Funding

Schools, districts, or independent agencies that apply for state funding to support professional development programs must demonstrate the relationship between the proposed programs and the NSDC Standards for Professional Development. Funding proposals should explicitly address all of the following questions that illustrate components of the standards:

**Context**
- How are the resources (time, leadership, personnel, and budget considerations) structured to support the plan?
- How are roles of leaders and participants defined and goals determined?

**Process**
- Are appropriate adult learning strategies used that will support program effectiveness?
- Is there a range of learning opportunities that address areas of need, diversity, skill development and refinement?
- How are data related to student learning to be used to determine goals and assess outcomes?
- How is collaboration among administrators and teachers embedded in the professional development process?

**Content**
- What should participants know and be able to do?
- Is the content clearly connected to workplace requirements and clearly articulated goals?
Evaluation of Professional Development Programs

Evaluation of professional development processes and initiatives should be conducted regularly and include data collection at multiple levels from multiple sources. Effective evaluation includes assessment at all levels and is extended beyond the professional development activities to include long term impact and follow-up. Levels of program evaluation should include:

**Participant Response** - Was the learning useful? Were the activities appropriate and meaningful? Was the facilitator effective? Were the accommodations comfortable?

**Participant Learning** - What new learning resulted? What knowledge/skills can be directly applied in the workplace? What would it take to implement new knowledge/skills?

**Organizational Change and Support** - Have sufficient resources been allocated to support change? Are participants supported in the implementation process? In what ways is organizational change documented?

**Participant Use of Knowledge and Skills** - How is new knowledge/skills being implemented? What practices or behaviors have changed as a result of the professional development program?

**Student Learning** - How have students been affected by changing practices or behaviors? What evidence is there that student learning has been influenced by the use of new knowledge/skills?

(Thomas Guskey, 2000. Model adapted with permission of the author.)
## District Self Evaluation Template for Professional Development Programs

As you design your district professional development programs, use the following template as a guide to be sure you have met all requirements and program evaluation criteria.

<table>
<thead>
<tr>
<th>CONTEXT</th>
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<tbody>
<tr>
<td>• Learning communities—job embedded learning and continuous improvement is set in a supportive environment</td>
<td>Low</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>• Leadership—provides focus, continuous support, and advocacy for instructional improvement</td>
<td>Low</td>
<td>1</td>
<td>2</td>
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<tr>
<td>• Resources—include funding, material, and adequate time for collaboration</td>
<td>Low</td>
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<tr>
<td>• Data-driven—student data is used to determine adult learning priorities, monitor progress, and help sustain continued improvement</td>
<td>Low</td>
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<td>5</td>
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<tr>
<td>• Evaluation—assessment from multiple sources, at multiple levels, from participant satisfaction to program impact on improved learning</td>
<td>Low</td>
<td>1</td>
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<tr>
<td>• Research-based—results are used to select content and prepare educators to apply research to decision-making</td>
<td>Low</td>
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<td>• Design—is a sustained process over time using varied models and strategies appropriate to the intended goals</td>
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<tr>
<td>• Learning—based on principles of adult learning and knowledge of human learning and change</td>
<td>Low</td>
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<tr>
<td>• Collaboration—provides educators with the knowledge, skills and opportunities to collaborate and manage the change process</td>
<td>Low</td>
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<tbody>
<tr>
<td>• Equity—includes content and skills for effective work with and maintaining high standards for all students</td>
<td>Low</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>• Quality teaching—deepens content knowledge, enhances pedagogical skills, and expands the repertoire of strategies for student success</td>
<td>Low</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>• Family involvement—provide knowledge and skills for involving communities and families</td>
<td>Low</td>
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Section 4. Resources for Professional Development

District, State, and National Organizations

The following organizations have materials and resources to help you access and use best practices in your district or school professional development plan. You can find contact information for these organizations at www.teachnm.org.

- Albuquerque Public Schools Teaching and Learning Systems
- Albuquerque Teachers Federation
- American Federation of Teachers
- Association for Supervision and Curriculum Development
- Center for Border and Indigenous Educational Leadership at New Mexico State University
- Center for Teaching Excellence at Eastern New Mexico University
- Institute for Professional Development at the University of New Mexico
- Las Cruces Public Schools Teacher Center
- National Education Association
- National Education Association--New Mexico
- National Staff Development Council
- New Mexico Coalition of School Administrators
- New Mexico Federation of Educational Employees
- New Mexico Regional Educational Cooperatives (RECs)
- New Mexico World Class Teachers Network
- Phi Delta Kappa International Educators Association
- Re: Learning New Mexico
- Regional Educational Technology Assistance (RETA) - New Mexico at New Mexico State University

Professional Development Requirements and Resources for the NM Performance Evaluation System: 3-Tiered Teacher Licensure

The Performance Evaluation System, that includes 3-Tiered Teacher Licensure, has requirements for individual professional development of teachers and administrators related to both the local annual evaluation and licensure advancement (the Professional Development Dossier). The Performance Evaluation System is based on the nine New Mexico Teacher Competencies. You can learn more about the professional development
requirements of this competency-based system at www.teachnm.org and access the following policy documents, handbooks and sample forms for the Performance Evaluation System:

- **Policy Documents**
  - *The New Mexico Teacher Competencies and Indicators*
  - *Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers*
  - *The Guidelines for New Mexico Annual Teacher Performance Evaluation*

- **Handbooks**
  - *The Teacher's Handbook for the Professional Development Dossier*
  - *New Mexico's 3-Tiered Licensure Performance Evaluation Handbook*
  - *The Teacher's Handbook for Annual Evaluation, Level I*
  - *The Teacher's Handbook for Annual Evaluation, Level II*
  - *The Teacher's Handbook for Annual Evaluation, Level III*

- **Sample Forms**
  - Educator Professional Development Plans
  - Educator Professional Growth Plans
  - District Professional Development Plans

**Statutes and Regulations**

- **NM Public School Code: Professional Development Requirements**

  The New Mexico Public School Code includes statutory requirements for professional development both for the district and school professional development plans and requirements of the Performance Evaluation System. You can access information about the following topics in the Public School Code.

  22-10A-8. Alternative level one license.
  22-10A-9. Teacher mentorship program for level one teachers; purpose; department duties.
  22-10A-10. Level two licensure.

22-10A-17.1. Educational assistants; licensing framework; qualifications; minimum salaries.


22-10A-19. Teachers and school principals; accountability; evaluations; professional development; peer intervention; mentoring.

22-10A-19.1. Professional development; systemic framework; requirements; department duties.

22-10A-30. Supervision and correction procedures.

22-10A-32. Licensed school employees; required training program.

22-10A-35. Local sabbatical leave program authorized.

22-10A-36. Approved program required for sabbatical leave.

22-10A-37. Minimum conditions for sabbatical leave.


22-2D-4. Family and youth resource programs; grants; department duties.

22-13-1.5. Core curriculum framework; purpose; curriculum.

22-13-1.3. Reading initiative; design.

22-23-5. Bilingual multicultural education program plan; evaluation.

22-23A-5. Indian education division; created; assistant superintendent; duties.

Article 23A Indian Education Act of 2003 (IEA).

New Mexico Administrative Code: Professional Development Requirements

6.69.4.1 Performance Evaluation System Requirements for Teachers.

6.69.2.1 Unsatisfactory Work Performance of Certified (Licensed) School Personnel.

Glossary of Professional Development Framework Terms

Alignment - the degree to which program components match purposes and evaluation criteria.

Collaboration - the act of working positively and productively with others to meet a common goal or purpose.
Data - information from a variety of sources gathered for a purpose. For example, data related to student learning might include student work examples, scripted or video taped observations, student achievement scores, and/or teacher-generated assessments. Data related to teacher performance might include observations; instructional artifacts; and/or student, peer or parent evaluations. The terms data and evidence are often used interchangeably.

Developmental Levels - descriptors of development for students and teachers.

- **Developmental levels for students** are descriptors of how they develop -- cognitively, socially and in other ways -- during their formative years in P-12 education.

- **Developmental levels for teachers** are descriptors of how they develop across the continuum of their careers. In New Mexico, the career continuum for teachers include three levels of development: “the Provisional Teacher” (the initial five years of a teaching career where the teacher demonstrates initial mastery of effective teaching); the ”Professional Teacher“ (3+ years of experience during which a teacher demonstrates expert practice); and the ”Master Teacher (6+ years of experience where the teacher demonstrates exemplary practice).

Differentiated - the intentional application of multiple modes of instruction or assessment in order to meet the needs of all members of a group. The NM Teacher Competencies are differentiated across levels of years of experience and teacher development: Level I (Provisional Teacher); Level II (Professional Teacher); and Level III (Master Teacher).

Diversity - variety among individuals. Diversity includes, for example, variations in socio-economic status, race, developmental level, ethnicity, gender, language, learning styles, culture, abilities, age, interests, and/or personality.

Job-embedded - included as part of the responsibilities of the teacher’s work day.
Leadership - the work of members of all levels of educational systems who engage in, collaborate in, and/or guide continuous instructional improvement for the benefit of the entire system.

Professional Development - a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

Professional Development Plan - a plan specifically designed to identify goals, activities and measurable objectives that will support continuous learning related to professional knowledge, skills and abilities.

- The District Professional Development Plan is a component of the comprehensive Educational Plan for Student Success that supports academic learning for all students.

- The individual teacher's Professional Development Plan (PDP) is part of the Performance Evaluation System requirements. The teacher's PDP a collaborative enterprise involving the teacher and principal in establishing a yearly plan for professional learning goals, activities, and measurable objectives based on the nine New Mexico Teacher Competencies.

Professional Development Program - An organized set of professional development experiences for an education system that will support instructional learning in an identified area of improvement.

Research-based - based on results from proven, rigorous educational research methodologies.

Staff Development - organized professional learning activities. The terms professional development and staff development are used interchangeably by the National Staff Development Council.

Student Success - attainment of knowledge, skills and attributes that will prepare and nurture individuals to become productive, engaged citizens in a democratic society.

Sustained - maintained in a coherent, planned manner over time.

Systematic - characterized by order and planning
Systemic - related to an entire system: in this case, an educational organization that is made up of individual but interdependent components united by a common purpose, action plan, and accountability.

Training - a subset of professional development. Training includes specialized, often prescribed instruction and practice that help an individual become proficient in a skill or set of skills.

Calendar of Professional Development Events and Activities

Currently under development.
References