



**PROFESSIONAL DEVELOPMENT
& CONSULTATION
SUMMARY REPORT
2014-2015**

DRAFT

Prepared by
UNM Continuing Education
Early Childhood Services Center



10! CELEBRATING A DECADE

2005

- New Mexico Legislature develops and passes the PreK Act of 2005.
- PreK begins with 30 programs across NM and 1538 children funded.

2008/09

- CYFD and PED endorses the New Mexico PreK Works! Brochure.

2009/10

- Training and Consultation Contract moves to UNMCE and remains under the NewMexicoKids Network.

2011/12

- PED funds 2380 Children; contracts with 22 school districts and charters.
- NM PreK Consultants support 180 classrooms.
- CYFD funds 2189 children, contracts with 35 contractors.

- First Professional Development Consultation Summary Report developed.

- First annual NM PreK teacher/admin survey conducted.

- 158 Participants in the NTT (delivered in Las Cruces and Albuquerque).

- 244 Participants in the RTT (delivered in Las Cruces and Albuquerque).

2014/15

- PED contracts with 53 school districts and 4 state charter schools to serve 5,082 children, with 493 of these children receiving extended-day services.

- CYFD contracts with 65 community-based providers at 125 different sites to serve 3,315 children.

- Due to growth of the program, NM PreK separates from the NewMexicoKids Network and becomes its own program within the ECSC.

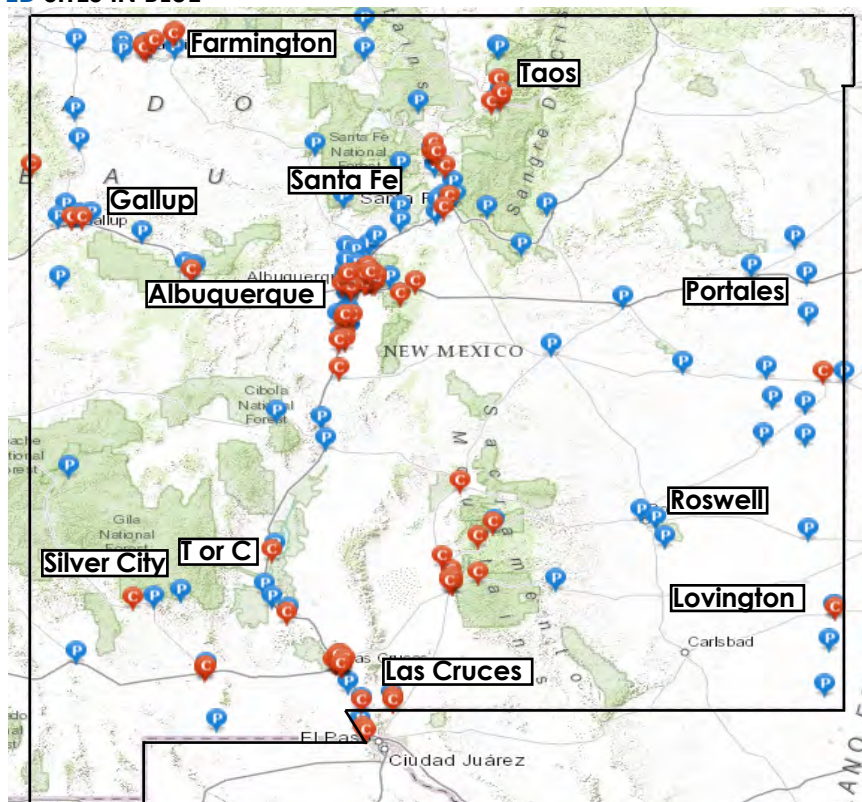
ABOUT

NM PreK, a voluntary and state-funded pre-school educational program has **positively impacted child learning outcomes**, deepened teacher classroom practices, and supported the overall health, **happiness, and well-being of 4 year-old children in NM** for over **10 years** now. Since the program's inception in 2005, the Children, Youth and Families Department (**CYFD**) and Public Education Department (**PED**) have partnered to ensure that **every child** in New Mexico has the opportunity to **attend a high quality early childhood program** before entering kindergarten. CYFD and PED work in collaboration with the University of New Mexico, Department of Continuing Education (**UNMCE**), Early Childhood Services Center (**ECSC**) to provide **consultation and training** to teachers and administrators across the state. Our team of consultants use a **relationship-based, strength based, and teacher-focused** approach in their consultation/coaching work to support and **strengthen teacher knowledge** and implementation of **developmentally appropriate practice** in order to optimize children's physical, cognitive, social and emotional learning with multicultural sensitivity in mind. The program is also designed to address children's healthcare, nutrition and safety. NM PreK is the result of the **NM PreK Act of 2005**. It began with 77 classrooms and is now up to approximately **359 classrooms** across the state.

2014-2015 MAP OF NM PREK SITES

CYFD SITES IN RED

PED SITES IN BLUE



PROFESSIONAL DEVELOPMENT & CONSULTATION

TEACHER & ADMINISTRATOR TRAINING

Every teacher and administrator who participates in NM PreK is required to attend a NM PreK training each year. These large group trainings support teachers in developing the critical skills and knowledge base needed to implement the Authentic Observation Documentation Curriculum Planning (AODCP) process and support children's optimal well-being and learning. Training content is further articulated, extended, and reinforced by NM PreK consultants, who, through on-site consultation, enhance teachers' understanding of the AODCP Process, as well as best teaching and care practices in early childhood education for the best possible child learning and development

Consultants & teachers are partners who:

- strive for children's success
- focus on improving classroom quality
- support children's progress with the NM Essential Indicators

outcomes, which include kindergarten readiness.

CONSULTANT SUPPORT

Each NM PreK classroom receives regular visits from a NM PreK consultant. PreK consultants are experienced early childhood professionals who have, at minimum, a bachelor's degree in early childhood education (or related field) and several years of experience in early childhood classrooms.

PreK consultants offer PreK Teachers technical assistance and coaching as a form of professional development that positively influences the quality of learning experiences that teachers and children receive in early childhood settings. Consultants begin by building strong relationships with teachers. Using a strength-based approach, consultants focus on teachers' talents, interests and current skill levels and enhance all of these through a variety of supports, including observing teachers, modeling best practices, for the successful implementation of the tools used in NM PreK.

TEACHER-FOCUSED

Consultants meet with teachers regularly to discuss and reflect upon classroom practices and help teachers problem-solve classroom challenges. On-going

consultant support is teacher-focused, that is, consultants are expected to directly support teachers rather than individual children in the classroom. Teacher support is individualized based upon teacher and classroom strengths, but often incorporates developing teachers' skills and knowledge in the following areas: curriculum planning and implementation, environmental modifications for inclusion, coaching on observation and documentation and family engagement.

COLLABORATION

The consultant role is non-supervisory, rather, collaborative: Consultants and teachers are partners, each providing expertise. Both strive for children's success. A mutual focus of consultants and teachers may be improving overall classroom quality or targeting specific practices aimed at supporting children's progress with the NM Essential Indicators, literacy and math skills, social-emotional learning, aesthetic creativity, and many other areas. Consultants document teacher progress toward these mutually-identified goals and provide constructive feedback to teachers. Over time, consultants engage with teachers and administrators in a cycle of Continuous Quality Improvement.

CONSULTANT STORIES

(21 UNM CE, ECSC NM PREK CONSULTANTS ACROSS NM)



REFLECTING WITH TEACHERS

Teacher-consultant relationships are most beneficial when they are based on respect for each other's knowledge base. This year I worked with a pair of teachers who were right on target with best practices in early learning. Their classroom was intentional, focused, easy, free, and energized by the children. Working with such eager and competent teachers, my job was not to necessarily add to these teachers' knowledge base, but to facilitate their own understanding of how they achieved best practices. By asking such reflective questions as -- "How do you teach kids to read and write?," "What makes for a good, progressive book for children?," and "How do you create an engaging play center for children?" -- teachers become more aware of their intentional teaching strategies and strive to be intentional with children every day.

-EMILY

COMMUNITY COLLABORATION

I work in one of the rural areas of New Mexico where there are few opportunities for professional development and for collaboration among early



childhood educators. This past year I recognized the need for teachers to have the opportunity to meet with their peers for support and discussion. Collaborating with various teachers and programs, I supported the NM PreK teachers from Grants, Gallup and Zuni. At our first meeting, teachers shared from

their lesson plans, ideas for literacy, and also discussed strategies for classroom management. At our second meeting, we met in Zuni and looked at classroom environments, favorite books for literacy, and other classroom strategies. We also shared a traditional Zuni meal. Teachers benefited from observing how other teachers designed their classrooms environments and sharing ideas for science, literacy and classroom management. These meetings were very successful and there is high interest in continuing them. We have already scheduled another collaboration for the fall. My goal is to support their interest in gathering and to encourage teachers to present their work to each other and at the NMAEYC conference.

-MARLENE



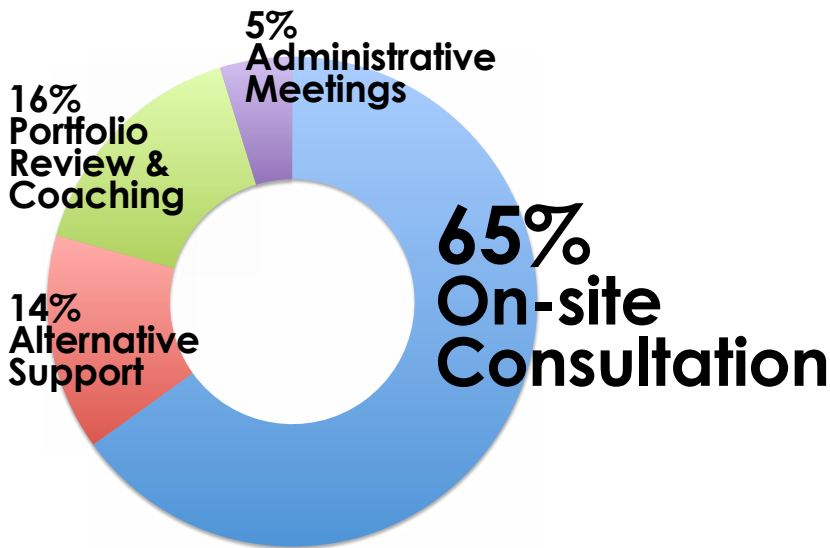
SUPPORT WITH LESSON PLANNING

My teaching teams have begun to think out of the box in terms of lesson planning. I encouraged the teachers to make the NM PreK lesson plans larger than normal and on colored paper. Teachers hand-drew them, posted them in various places to "unpack" the lesson planning process. Teachers began to see the lesson plans as living documents and as pages that told the story of the classroom. Teachers began to enjoy lesson planning more and understand its importance in achieving optimal learning experiences for kids. Lesson planning has become more rewarding for them and they feel they have significant understanding.

-PAIGE

CONSULTATION SUPPORT BY THE #'s

PERCENTAGE OF TIME & TYPE OF SUPPORT PROVIDED BY
NM PREK CONSULTANTS TO TEACHERS & ADMINISTRATORS



TYPES OF CONSULTANT TEACHER SUPPORT

• ON-SITE CONSULTATION: OBSERVING, COACHING, MODELING

NM PreK Consultants engage with teachers in a professional development cycle that includes planning, observations, reflective dialogue and modeling. Consultants visit classrooms at least once a month to observe teachers. In many cases, prior to the observation, the consultant and teacher have discussed what areas of teacher practice would be an ideal focus for the observation. Consultants and teachers may select targeting specific practices aimed at supporting children's progress with the NM Essential Indicators. The consultant gathers data as the teacher implements lessons. Subsequently, both teacher and consultant analyze the data, which includes the teacher's instructional decisions and compare them to the intended and derived goals set during the planning phase. Consultants are not focused on "fixing" lessons or telling teachers how teaching should be done, but work collaboratively with teachers to help enhance teachers' understanding and implementation of the AODCP process and "best practices" in early care and education. During coaching sessions, consultants use reflective dialogue to challenge teachers' thinking and enhance their perceptions about their teaching practice. Consultants lend

their expertise by modeling particular effective learning practices to enhance teachers' skills. Over time, consultants develop teachers' own capacity to self-analyze, intentionally plan and implement curriculum, and increase teachers' knowledge base.

• PORTFOLIO REVIEW & COACHING

Each assessment period, consultants review the anecdotal notes recorded by teachers that reflect children's overall learning and development. Using the NM Early Learning Guidelines as a reference, consultants guide teachers in recognizing patterns in their observations of children and identifying/matching them with early learning milestones. Consultants then coach teachers in planning the "next steps," that is, curriculum that optimizes children's learning and development.

• ALTERNATIVE SUPPORT

Consultant support continues throughout the school year for teachers in the form of one-page educational resources, focused conversations about NM PreK requirements, critical pedagogy, explanations of learning materials and activities, etc.

• ADMINISTRATIVE MEETINGS

Consultants are liaisons between administrators and teachers. They inform administrators about teachers' successes in the classroom and strategize with them to develop opportunities to support both teachers and children.

UNDERSTANDING AUTHENTIC OBSERVATION

The teachers I was working with identified a goal. They wanted to have richer, solid portfolio documentation. The teachers saw the process of documentation as valuable and



important to share with families. I guided teachers in thinking about portfolios in a particular way. I asked them to read their documentation as if they were the families of the children. I saw the "lights" go on in their heads. The teachers told me that the purpose of adding details to portfolios showed families how much their children were learning through playful activities. The teachers also commented that although they used a formal assessment in addition to the AODCP, authentic observation was a much better tool to see where children were developmentally and academically. Through observation the teachers discovered that the children's learning was more meaningful, more impactful when the children could play or dramatize what was being taught. The teachers observed the children reenact in the dramatic play center a story that was read in group time, or, after singing a song to the children, they would later sing that same song on the playground at the top of their lungs. The teachers also observed that it was more valuable for children to practice saying letters to their peers while playing in the reading area than to have children recite letters rote-style. It was more meaningful for the children when children pretended to be the teacher and "read" to a group of friends. Literacy skills were better developed when

children pretended to read a restaurant menu and recite letters that they recognized. I also build strong relationships by getting to know the teachers. I refer to my own classroom experiences and share these with the teachers; this is received well by teachers because our shared experiences help us to relate and connect.
-LAURA

PROVIDING INSIGHTS

I had an experience with one classroom that changed teachers in the middle of the semester due to uncontrollable circumstances. Initially, the transition was hard for everyone involved, including teachers, parents and children. When I



began consulting with the newly transitioned teacher, I knew the best approach was to listen to the teacher's frustrations. She was unsure as to how to proceed. She mentioned feeling as if her teaching style was not conducive to the new classroom. We reflected on her thoughts and feelings. The teacher acknowledged the innate challenges she faced, namely gaining rapport with the children, parents and fellow teachers in such a short time. Brainstorming together, I helped the teacher articulate, identify and implement ideas for the classroom in a manner that was conducive to the current classroom routines. She mentioned to me that she had to learn to initially sit back and observe in order to get familiar with her new classroom, coworkers, children, and families, and by doing this, she was able to feel more comfortable. By listening to teachers and providing them insights, it can lead teachers to new perspectives and help them be the best teachers they can be.

CHILD EARLY LEARNING OUTCOMES

THE NEW MEXICO EARLY LEARNING GUIDELINES (ELGs)

serve as a framework in guiding NM PreK teachers in caring for, planning, assessing, and supporting children's optimal development and learning. The guidelines are developmental milestone markers and provide reasonable expectations for children at different ages so that teachers have criteria to reference as they observe children in action, determine their levels of performance,

and plan curriculum to help children grow, develop and learn to their fullest potential. The ELGs are strongly aligned with the NM Kindergarten State Standards to ensure cohesive, inclusive transitions, and are criterion based. The ELGs and AODCP Process are used in NM PreK and other various early learning systems across the state.

The 25 KEY INDICATORS from the ELGs reported on by teachers are:

PHYSICAL DEVELOPMENT, HEALTH & WELL-BEING

- ⇒ #1.1 Coordination and strength
- ⇒ #1.2 Balance and spatial awareness
- ⇒ #2.2a & #2.2b Fine motor

LITERACY

- ⇒ #5.1 Listens to directions
- ⇒ #5.3a & #5.3b Sounds of language
- ⇒ El #6.1 Conversational ability
- ⇒ #7.1 Book enjoyment
- ⇒ El #7.2 Story Comprehension
- ⇒ #7.4 Alphabet knowledge and word/letter recognition
- ⇒ El #8.3 Writing

NUMERACY

- ⇒ #9.2 One-to-one correspondence
- ⇒ #10.1 Shapes
- ⇒ El #11.3 Measurement
- ⇒ #12.1 Sorting

AESTHETIC CREATIVITY

- ⇒ #13.1 Creativity

SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

- ⇒ El #14.1 Senses
- ⇒ #14.3 Scientific predictions

SELF, FAMILY & COMMUNITY

- ⇒ El #17.4 Family, Community, Culture
- ⇒ #19.1 Cares for possessions
- ⇒ El #20.1 Plays and interacts
- ⇒ El #20.2 Social problem solving

APPROACHES TO LEARNING

- ⇒ El #23.2 Explores new things
- ⇒ El #24.2 Independence
- ⇒ El #25.3 Role plays
- ⇒ El #27.1 Focus

New Mexico's Observation Documentation and Curriculum-Planning Process



The Result: Happy, Healthy Children!

AUTHENTIC ASSESSMENT

AUTHENTIC OBSERVATION DOCUMENTATION CURRICULUM PLANNING PROCESS

The NM PreK training and consultation team provides teachers and administrators training and support for the implementation of a portfolio-based assessment process in preschool-aged classrooms. The AODCP is a process that involves teacher

planning, observation, reflection and learning individualization for children in order to authentically observe and support 4-year-olds' language, physical, cognitive and social-emotional development. Rather than conduct assessment in a test-like manner, the AODCP Process asks that teachers adhere to best practices in early learning and care to observe,

identify and plan for children's individual needs, interests, skills and family goals using a play-based, developmentally appropriate, and culturally sensitive curriculum. In NM PreK classrooms, teachers can modify the classroom environment, curricular approaches or teacher/child interactions to accommodate all children.

WHAT IS A PORTFOLIO?

DOCUMENTING GROWTH & LEARNING:

In NM PreK, teachers report on 25 Essential Indicators of early learning and development. Teachers document children's growth and accomplishments in the form of portfolio collections, Quick Look Recording Sheets and Embedded Els. Teachers share these observations with families using a Family Teacher Summary Report during family-teacher conferences, held 3 times a year. Essential Indicators are observed and assessed by teachers using a developmental continuum scale. The assessments are then reported by each program and collected in a state-wide database. Consultants follow up with teachers regarding the data collection process and assist in identifying trends. This information is then used as a platform by teachers to individualize children's learning and curriculum planning.

PORTFOLIO COACHING BY THE #'s

During regularly scheduled visits, NM PreK consultants review a variety of child portfolio samples collected by teachers and provide feedback to teachers in the form of "celebrations" and "recommendations." Additionally, consultants provide support to teachers in connecting their observations to curriculum planning to

optimize child learning and development.

Consultants also conduct accountability visits to determine the level of individual program compliance in regard to required portfolio collections for each enrolled child. These portfolios are viewed as celebrations of children's learning and are shared with families.

OF PORTFOLIOS REVIEWED BY CONSULTANTS

21705 Fall/Winter

25651 Spring

OF HOURS CONDUCTING ACCOUNTABILITY VISITS BY CONSULTANTS

657.5

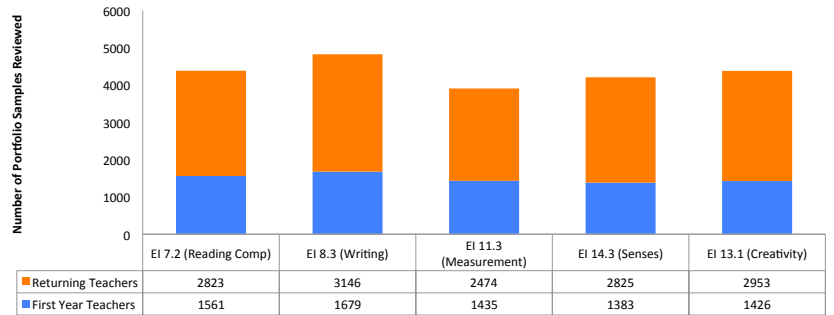
97% RETURNING TEACHERS

COMPLETED REQUIRED SPRING DOCUMENTATION OR WERE MISSING 10 OR FEWER SAMPLES IN TOTAL, COMPARED TO 95% THAT WERE COMPLETED IN THE FALL.

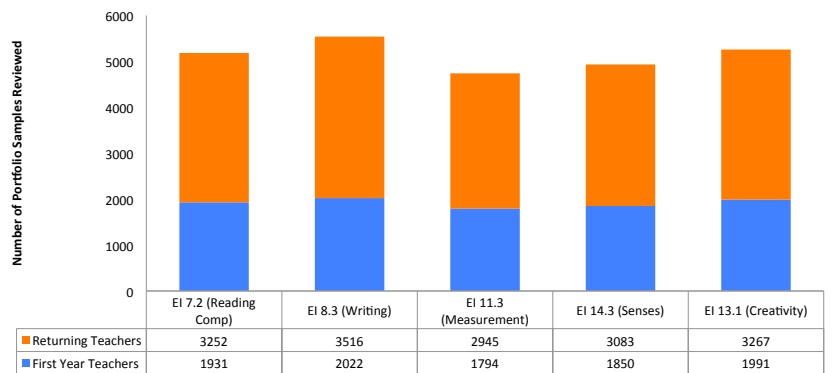
95% FIRST-YEAR TEACHERS

COMPLETED REQUIRED SPRING DOCUMENTATION OR WERE MISSING 10 OR FEWER SAMPLES IN TOTAL, COMPARED TO 90% THAT WERE COMPLETED IN THE FALL.

CYFD/PED Combined Coaching Samples Fall FY15

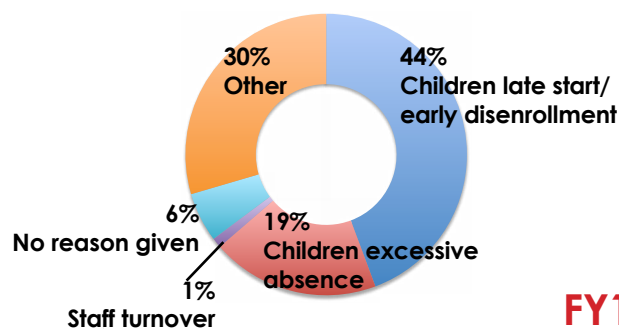


CYFD/PED Combined Coaching Samples Spring FY15

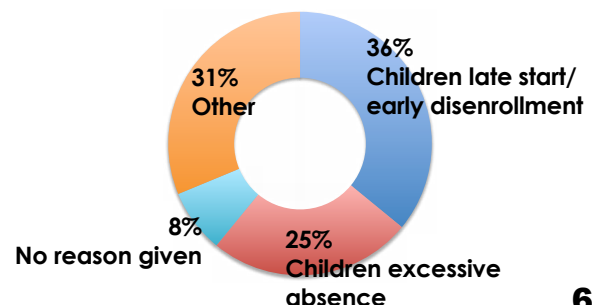


PED/CYFD COMBINED TEACHER REASONS PROVIDED FOR MISSING PORTFOLIO SAMPLES

FY15-FALL



FY15-SPRING



ANNUAL NM PREK TEACHER TRAININGS

The NM PreK Training & Consultation Program provides yearly trainings for all NM PreK teachers, educational assistants and administrators. The trainings are based on the New Mexico Authentic Observation Documentation and Curriculum Planning (AODCP) Process and support teachers as they implement observation and documentation in their classrooms, while also creating a play-based environment that is supported by the NM Early Learning Guidelines. One of the unique aspects of the NM PreK Training Model is that consultants facilitate the trainings throughout the state. These same consultants follow up on the implementation of the training curriculum with teachers and administrators, while working with them in their programs.

NM PREK NEW TEACHER TRAINING

This training is designed for individuals in their first year as a NM PreK teacher, EA or

Administrator and is an introduction to the Observational Assessment Tool used in all NM PreK classrooms. The focus is on the NM PreK Early Learning Guidelines and how these are incorporated into authentic observations and classroom curriculum. In addition, this training uses a CD that was developed to help support teachers in learning about and/or deepening their practice regarding observational assessment. The CD can be found at www.newmexicoprek.org.

NM PREK RETURNING TEACHER TRAINING

This training is designed for teachers who have attended the New Teacher Training and are in at least their second year of the NM PreK program. It is a more focused and specific training to developing the AODCP Process in NM PreK classrooms. This training changes each year to help meet the needs of PreK teachers as they grow and gain experience in the

Authentic Assessment and Curriculum Cycle.

NM PREK ADMINISTRATOR TRAINING

This training gives administrators an overview of the Authentic Assessment and Curriculum Cycle and how it is implemented in NM PreK classrooms. In addition, this training emphasizes the importance of administrator/coordinator knowledge of NM PreK assessment and curriculum practices so they are able to provide support needed for teachers including classroom support and planning time. Finally, it provides administrators/coordinators with a basic understanding of play based curricular ideas, activities, and the importance of positive teacher-child interactions.

ECERS-R & ECERS-E

This training incorporates using environment rating scales as self assessment tools for improving program quality and positive child outcomes.

RETURNING STAFF OPINIONS

(Returning Teacher Training Survey Evaluation Results)

Trainers are fun and very supportive!

Had a fun time learning and collaborating with co-teachers.

Gracias el entrenamiento fue muy bueno y gracias por el traductor.

Training was fun and easy to understand. The hands-on activities really helped me to learn about different ideas and skills.

Great conversations, a lot of sharing and learning. Very enjoyable.

Great training!

Que continuen dando estos entrenamientos para sentirnos mas seguros en nuestro trabajo.

Interesting and provided a balance of breathing in and out activities.

I really enjoyed this training it went really smooth and fun.

Great job! Too hot!

Always very informative.

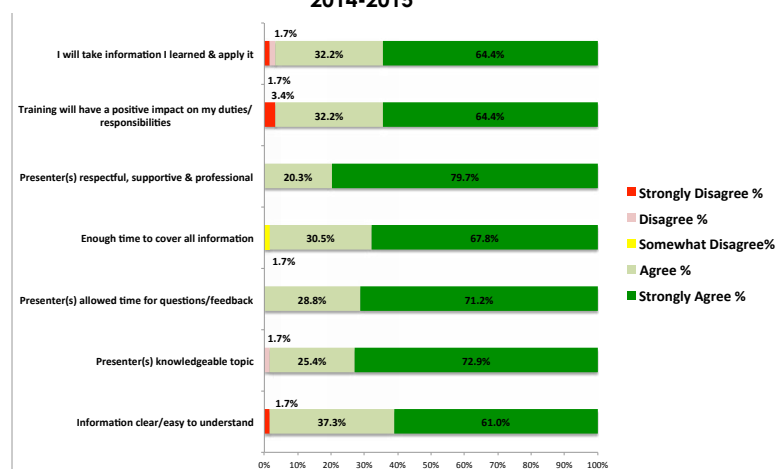
Thanks for all the information. You are the best! Loved the new materials and videos. Thanks for making it hands-on!

I like the new changes to the EIs in order to have better observations.

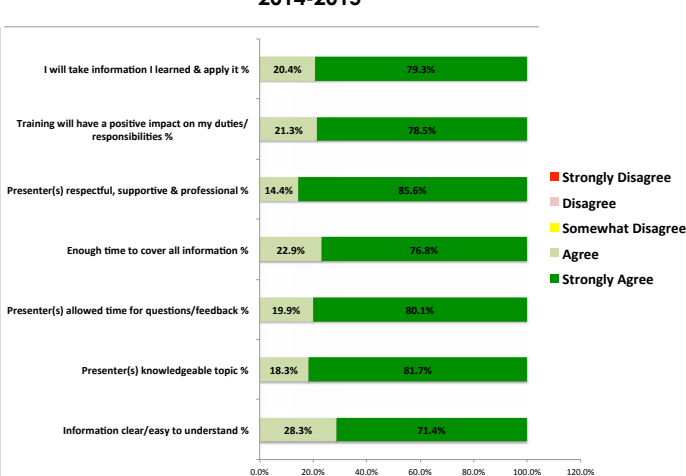
Thank you for all your advice and all the good feedback.

TRAINING EVALUATION

NM PREK ADMINISTRATOR TRAINING SURVEY RESULTS 2014-2015

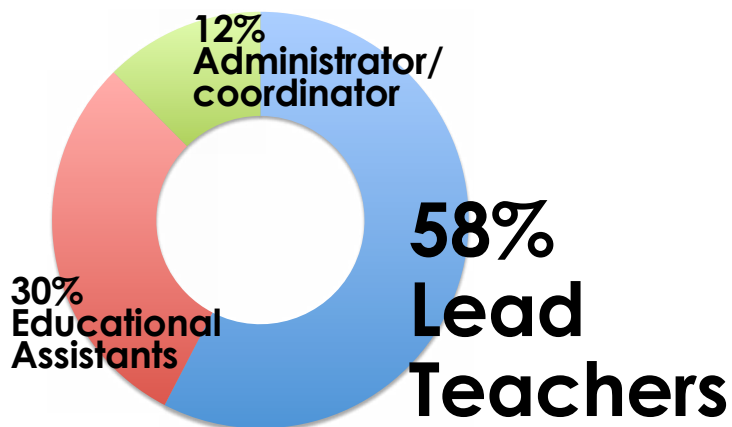


NM PREK NEW STAFF TRAINING EVALUATION SURVEY RESULTS 2014-2015



NEW TEACHER TRAININGS BY THE #'s

PERCENTAGE OF ATTENDEES:
FIRST-YEAR NM PREK EDUCATORS OR STAFF



OF PARTICIPANTS
ATTENDING NEW
TEACHER TRAINING
434

OF PREK
TRAININGS
16 (In Las Cruces and
Albuquerque)

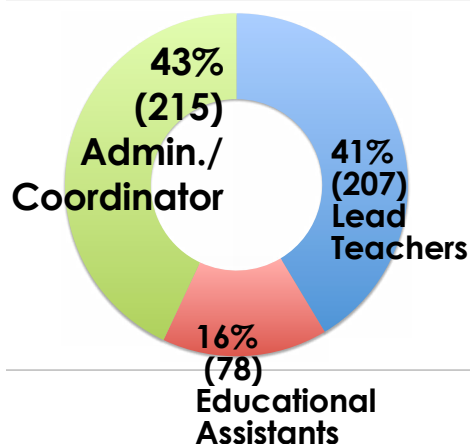
LEAD TEACHERS
250
EDUCATIONAL
ASSISTANTS
130
ADMINISTRATORS/
COORDINATORS
54

OF PARTICIPANTS
ATTENDING
RETURNING TEACHER
TRAINING
498

OF PREK
TRAININGS
17 (In Las Cruces and
Albuquerque)

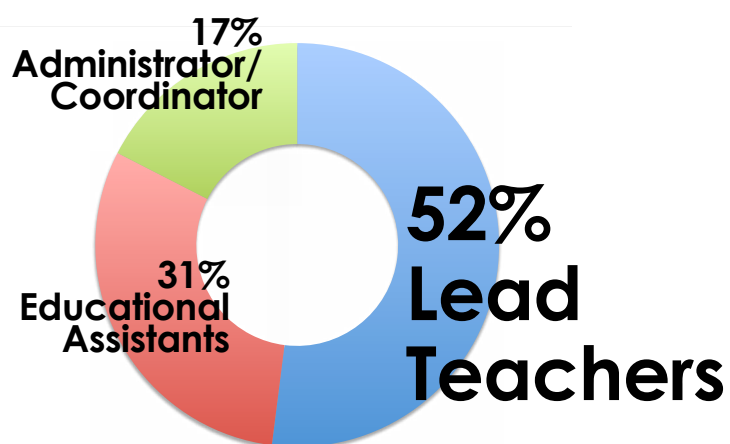
LEAD TEACHERS
259
EDUCATIONAL
ASSISTANTS
152
ADMINISTRATORS/
COORDINATORS
87

ECERS-R/E TRAINING PERCENTAGE OF ATTENDEES:



RETURNING TEACHER TRAININGS BY THE #'s

PERCENTAGE OF ATTENDEES: SECOND-YEAR (or
more years) NM PREK EDUCATORS OR STAFF



ADMINISTRATOR TRAININGS

OF ATTENDEES:

267

TEACHER OPINIONS ABOUT NM PREK

(2015 NM PreK
Survey results)

LOVE working for NM PreK!

I have been with this program since it began and I want to continue with it all my career.

My consultant is awesome! Very supportive and non-judgmental.

The consultant support and professional development

given to us by NM PreK helps us to build stronger, and more effective programs.

I feel that New Mexico Pre-k is doing a wonderful job in supporting the teachers. The consultants are a valuable resource and I appreciate their efforts in helping me deepen my practice.

I love NM Prek and I am excited with the growth in enlarging and including the 3 year olds.

This program is valuable to the children and families of NM.

Developmentally appropriate for children!

I love working in the NM PreK program. I have seen what a rich and amazing learning opportunity [and] free PreK has [done] for the children in our program. I appreciate the support that I have received from my PreK consultant... She has been incredibly [patience], encouraging, and always willing to bring new ideas to my classroom on how to interact with my students in a rich and meaningful way.

I have thoroughly enjoyed being a PreK teacher and feel that the portfolios are a meaningful and enjoyable way to share with parents, what their children have learned in PreK.



ADMIN OPINIONS

(2015 NM PreK
Survey results)

We are extremely blessed to have had the opportunity to receive the [PreK] grant this year. Children are able to learn so much... Families are very content and...positive

with this opportunity as well.

Pre-K has the capability of truly making a difference in our beginning students lives.

Excellent training opportunities are given.

We love our consultant. She has been instrumental in the implementation of our program.

Great program that really benefits children!

An excellent program. We are glad to be a part of NM PreK!

Families are very pleased with PreK.

An excellent program. We are glad to be a part of NM PreK!

Our program monitor...and our consultant...have been MORE than helpful. They have a very real interest in how our program is doing and how the children are responding to the work/play we are providing for them...



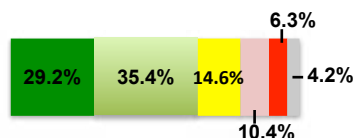
CONSULTANT IMPACT

(2015 NM PreK Survey results)

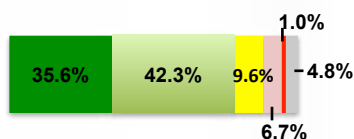
SURVEY QUESTION:

LEAD TEACHERS WERE ASKED...THE MORE I SEE MY CONSULTANT THE STRONGER MY PRACTICE/PROGRAM BECOMES...

CYFD Lead Teachers

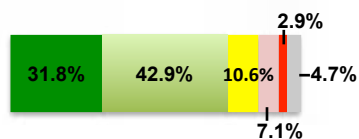


PED Lead Teachers



All Lead Teachers*

*includes responses from respondents who did not know their funding source



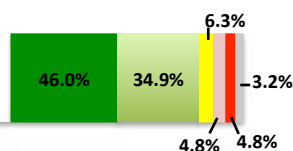
Strongly agree Agree Uncertain Disagree Strongly disagree n/a



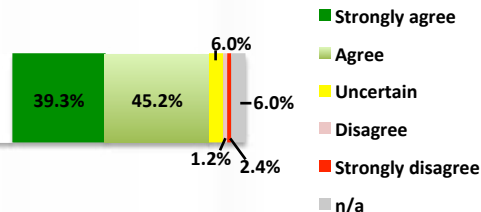
SURVEY QUESTION:

CENTER DIRECTORS, PRINCIPALS, ADMINISTRATORS WERE ASKED... THE MORE THE PREK TEACHERS SEE THEIR CONSULTANT, THE STRONGER THEIR PRACTICE/PROGRAM BECOMES...

CYFD Administrator/Center Director/
Principal

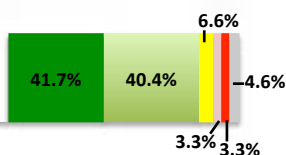


PED Administrator/Center Director/Principal



All Administrator/Center Director/Principal*

*includes responses from respondents who did not know their funding source



DRAFT