

# 2011 — 2012

## NM PreK Training & Consultation Summary Report

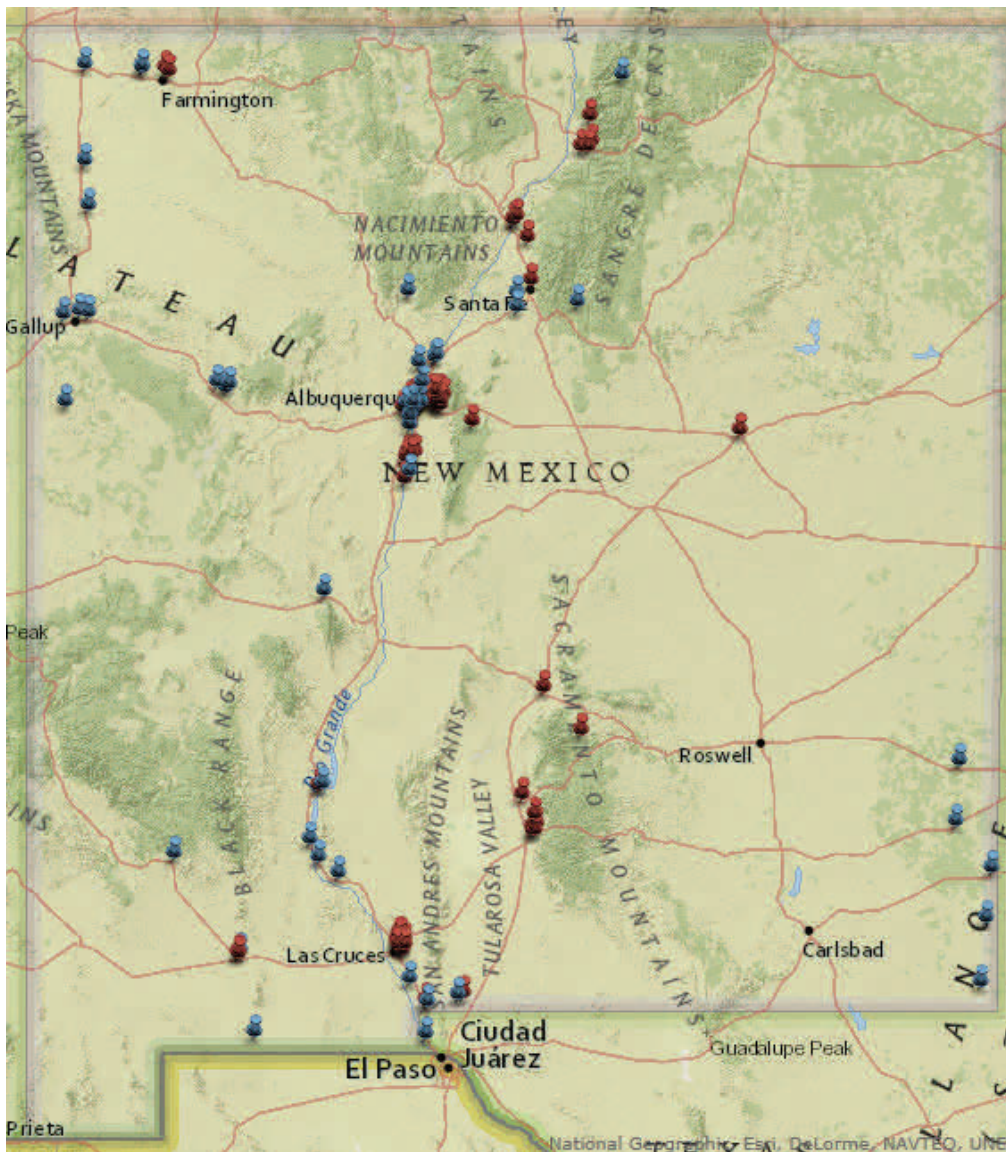
New Mexico  
**pre**  
Invest A Little  
Get A Lot



Funded by the New Mexico Children, Youth and Families  
Department and the New Mexico Public Education Department

# New Mexico PreK Overview

New Mexico PreK is a voluntary program funded jointly by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). Since the program's inception in 2005, CYFD and 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. To meet this goal, CYFD and PED work in collaboration with UNM Continuing Education's Early Childhood Services Center to provide consultation and training to teachers and administrators working with NM PreK classrooms across the state.



*Map of all the NM PreK sites*

*PED sites:*

*CYFD sites:*

## NM PreK Overview (cont.)



NM PreK provides support for the implementation of an authentic assessment and curriculum process in preschool aged classrooms. The Authentic Assessment and Curriculum Process involve the following components:

**NM Early Learning Guidelines:** The NM Early Learning Guidelines (ELG's) are used to structure the NM PreK Authentic Assessment and Curriculum Process. NM PreK uses 23 of the indicators identified in the ELG's to assess PreK children, and each of these assessment ratings are entered into the statewide NM PreK Database. The ELG's are strongly aligned with the NM Kindergarten State Standards to ensure cohesive, inclusive transitions, and are criterion based.

**Authentic Assessment and Curriculum Cycle:** This is a process that involves planning, observation, reflection, assessment & individualization and which is supported at all levels of the NM PreK program. Rather than conducting assessment in a test-like fashion, it is instead conducted in a developmentally appropriate fashion using a play-based curriculum process where children's skill development is identified, planned for, observed for and reflected upon by the teacher. Each child can be accommodated through individualizations and/or modifications to the classroom environment, curricular approaches or teacher/peer interactions.

**NM PreK Training:** Every teacher who participates in NM PreK is required to attend a NM PreK training. These trainings teach the teachers how to implement the Authentic Assessment Curriculum Cycle, develop family interactions, and much more!

**NM PreK Training and Development Consultant Support:** Each full-support NM PreK site receives regular visits from PreK Consultants who help to strengthen the practice in the PreK classroom. This support ranges widely based on the classrooms strengths and areas of opportunity, but often incorporates curriculum development skills, environmental modifications, authentic assessment implementation support, and/or reflection on teachers practice in cooperation with the consultant. Consultants are all experienced early childhood professionals who have, at minimum, a bachelor's degree in a related field and several years of experience in the early childhood classroom.



## Contents of NM PreK Annual Report 2011-2012

NM PreK data contained in this annual report is organized into two largely generalized categories: Professional Development and Child Learning/Outcomes. Each section is outlined below.

### Professional Development

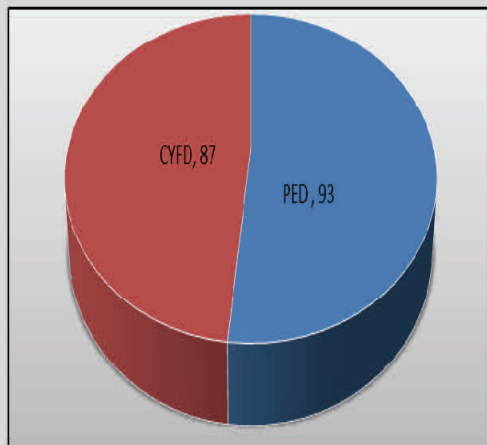
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### Child Learning & Outcomes

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**FY 12 NM PreK Classrooms**

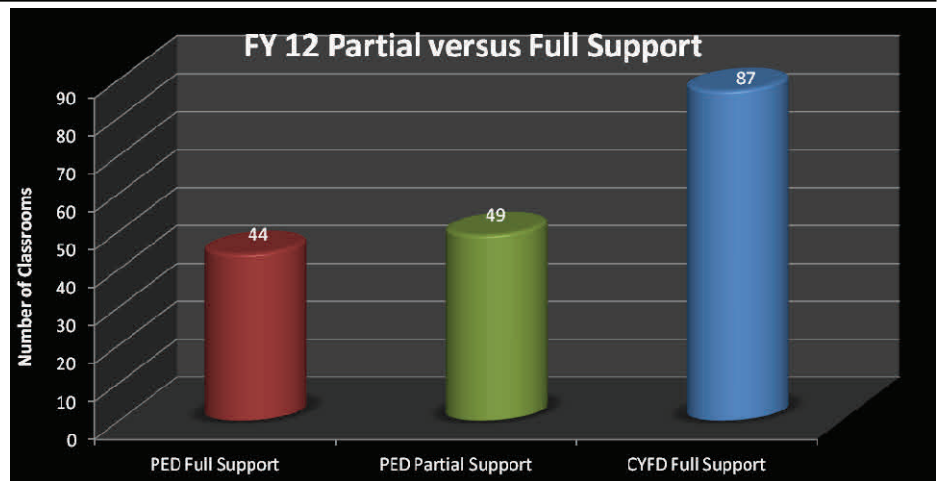


In FY 12, NM PreK Consultants provided support and consultation services to teachers and administrators in 180 NM PreK classrooms across the state of New Mexico. Consultants supported teachers in implementing the NM PreK Authentic Assessment and Curriculum Cycle, Developmentally Appropriate Practice, and NM Best Practices, which ultimately impacted 4,569 children in the state.



## Direct Support Services & Hours

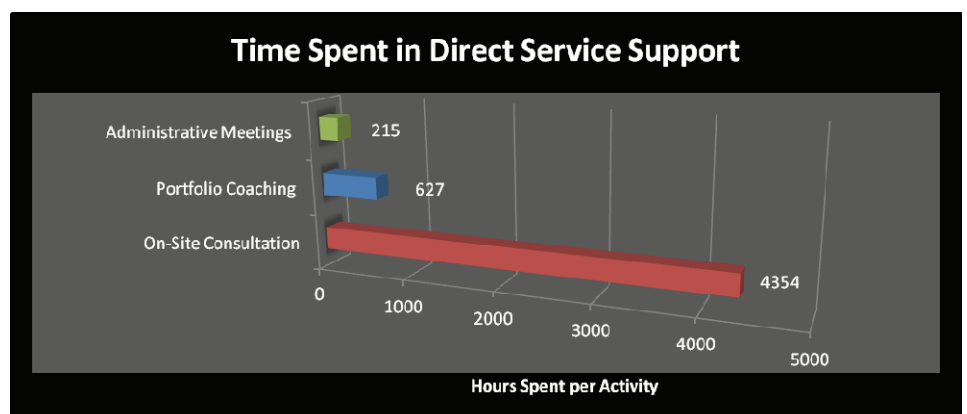
NM PreK was impacted by a decrease in funding at the start of the program year which led to the establishment of full and partial support services. A criterion for partial support was approved by the Public Education Department (PED) as the Children, Youth, and Families Department (CYFD) was not affected by the funding decrease. Partial support classrooms were identified as any NM PreK classroom within PED in which the lead teacher was a returning teacher to NM PreK. This had a tremendous impact on NM PreK teachers within PED, as consultants were restricted from providing on-site support and consultation services in these classrooms.



**Despite the challenges that were experienced in FY 12, NM PreK Consultants went on to provide an outstanding number of hours in consultation services for NM PreK teachers.**

### Direct Service Support:

**5,196** hours of direct support (on-site consultation, portfolio coaching, and administrative meetings)



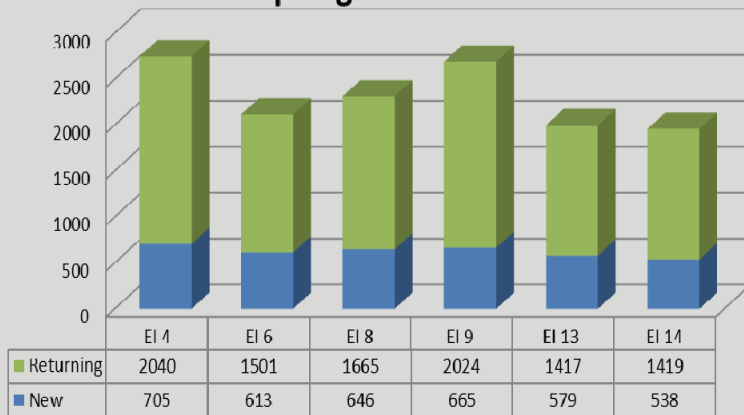
### Off-Site Partial Support:

**248** hours of technical assistance for programs receiving off-site partial support

**140** hours of portfolio coaching via email and fax

## Portfolio Coaching & Accountability

**CYFD/PED Combined Coaching Samples  
Spring FY12**

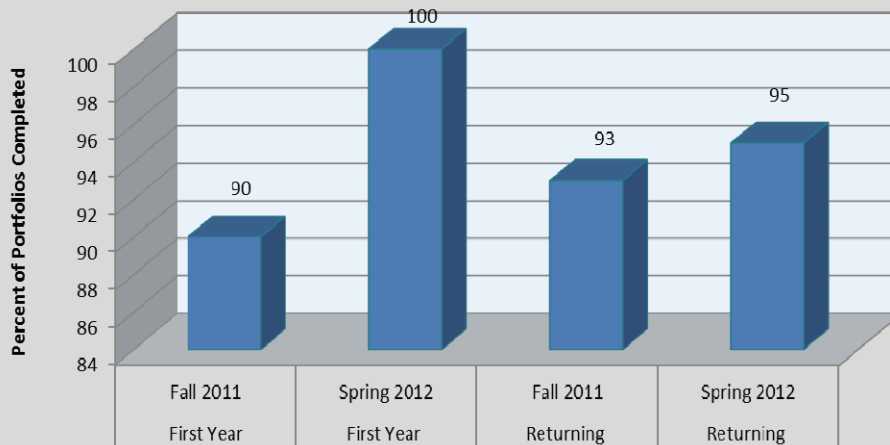


### Portfolio Coaching

As part of the on-site support leading to positive child learning outcomes and improved teacher practice, NM PreK Consultants coached teachers in documenting child observations in a way that supported the play based observational assessment philosophy of NM PreK and conveyed a positive message to each family about the growth and development of their child. Consultants reviewed a percentage of each teaching team's portfolio collections to ensure

match, detail, and objectivity, and worked with teachers in incorporating their observations into the lesson plan and curriculum of the classroom. In the spring of FY 12, NM PreK Consultants provided coaching support on 13,812 portfolio samples within the ELG domains of literacy, numeracy, scientific conceptual understanding, and aesthetic creativity.

**Fall/Spring Accountability Comparison**



### Portfolio Accountability

NM PreK Consultants spent an additional 212 hours conducting accountability visits. These accountability visits determined the level of individual program compliance with regards to the required portfolio samples for each child enrolled. The overall results for all NM PreK teachers across the state in the spring of 2012 include the following:

- 95% of experienced NM PreK teachers (those in at least their 2<sup>nd</sup> year) completed all of their required portfolio documentation or are missing less than 10 samples in total. This is compared to the 93% that were completed in the Fall. This indicates a 2% increase in completion.
- 100% of first year PreK teachers completed all of their required portfolio documentation or are missing less than 10 samples in total. This is compared to the 90% that were completed in the Fall, indicating a 10% increase in completion.



## 2011-2012 New Mexico PreK Teacher Trainings

The New Mexico PreK Consultation program provides yearly trainings for all NM PreK teachers, educational assistants and administrators. The trainings are based on the Authentic Assessment Curriculum Cycle including the NM Observational Assessment Tool. The purposes of these trainings are to support teachers as they implement observation, documentation and planning process into their classrooms. The trainings support teachers to use these processes to create a play-based environment that focuses on the NM PreK Early Learning Outcomes and Indicators.

One of the unique aspects of the NM PreK Training Model is that consultants facilitate the trainings throughout the state. These same consultants provide visitation to and follow up on the appropriate implementation of the training curriculum with PreK teachers and administrators.

*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 Outcomes and Indicators and how these are incorporated into authentic observations and classroom curriculum. In addition this training uses a CD ROM that was developed to help train teachers on observational assessment that can be found on the NM PreK website ([www.newmexicoprek.org](http://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 to developing the Authentic Assessment and Curriculum Cycle 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 and NM PreK coordinators an overview of the Authentic Assessment and Curriculum Cycle and how it is implemented in NM PreK classrooms. In addition it 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 and activities.

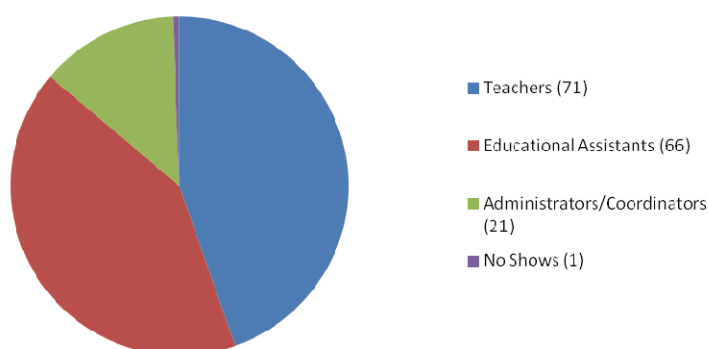


## 2011-2012 New Mexico PreK Observational Assessment Tool New Teacher Trainings

### Evaluation Summary

Attendees were given the opportunity to evaluate the NM PreK New Teacher Training (NTT) they attended on areas such as topics, clarity of training, presenter's knowledge and attitude. Comments were also documented and added to the report. A total of 152 NM PreK training attendees answered the evaluation questions. The following is a summary of the evaluation results.

**New Teacher Training 2011-2012  
Summary of Attendees**



### PreK New Teacher Training (NTT)

#### Locations

- Three at The University of New Mexico Continuing Education Building
  - One at the Central New Mexico Work Force Center
  - Two in Las Cruces at the Community Action Agency
- Total of 158 Participants**

Training Evaluation	Strongly Disagree	Disagree	Somewhat Disagree	Agree	Strongly Agree	Response Count
Information clear/easy to understand	0.0%	0.0%	1.3%	32.2%	66.4%	152
Presenter (s) knowledgeable about topic	0.0%	0.0%	0.0%	19.1%	80.9%	152
Presenter (s) allowed time for questions/ feedback	0.0%	0.0%	0.0%	17.1%	82.9%	152
Enough time to cover all information	0.0%	0.0%	1.3%	24.3%	74.3%	152
Presenter (s) respectful, supportive & professional	0.0%	0.0%	0.0%	17.8%	82.2%	152
Training will have a positive impact on my duties/responsibilities	0.0%	0.0%	0.7%	19.1%	80.3%	152
I will take information I learned and apply it	0.0%	0.0%	0.0%	18.4%	81.6%	152

*New Teacher Training Evaluation Data*





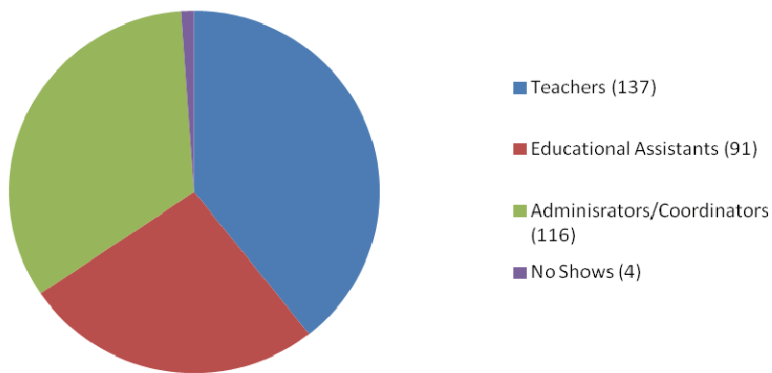
## 2011-2012 New Mexico PreK Observational Assessment Tool Returning Teacher Trainings

### Evaluation Summary:

Attendees were given the opportunity to evaluate the NM PreK Returning Teacher Training (RTT) they attended on several areas which included topics, clarity of training, presenter's knowledge and attitude.

A total of 225 NM PreK training attendees answered the evaluation questions.

**Returning Teacher Training 2011-2012  
Summary of Attendees**



### NM PreK Returning Teacher Training (RTT) Locations

- One in Santa Fe at United Way of Santa Fe
  - One in Farmington at the Kirtland Early Childhood Center
  - One in Hobbs at Hobbs Municipal School Training Center
  - One in Gadsden at One Track PreK
  - Two in Las Cruces at the Community Action Agency
  - Three in Albuquerque at the University of New Mexico Continuing Education Building
- Total of 244 participants**

Training Evaluation	Strongly Disagree	Disagree	Somewhat Disagree	Agree	Strongly Agree	Response Count
Information clear/easy to understand	0.0%	0.0%	0.4%	35.6%	64.0%	225
Presenter (s) knowledgeable about topic	0.0%	0.0%	0.4%	26.7%	72.9%	225
Presenter (s) allowed time for questions/ feedback	0.0%	0.0%	0.4%	30.7%	68.9%	225
Enough time to cover all information	0.0%	0.9%	3.1%	32.9%	63.1%	225
Presenter (s) respectful, supportive & professional	0.0%	0.4%	0.4%	25.8%	73.3%	225
Training will have a positive impact on my duties/responsibilities	0.4%	0.0%	2.2%	30.2%	67.1%	225
I will take information I learned and apply it	0.0%	0.0%	1.3%	32.0%	66.7%	225

*Returning Teacher Training Evaluation Data*



## 2011-2012 New Mexico PreK Teacher Trainings Summary

### What teachers and administrators are saying about the NM PreK Teacher Trainings...

- *"I really enjoyed the training. I felt like it was really helpful. I got so much out of it. I came in with a little knowledge and left with so much. It brought everything together."*
- *"This training was really amazing. I enjoyed and learned so much. This training will be most helpful in my observations. I feel more comfortable in my field of NM PreK."*
- *"This will be my first year in this program. This training has given me all the tools I need to help my teachers and our programs succeed."*
- *"I appreciate the things I learned from the training because they will help me become a better PreK teacher, planner, and collaborator."*
- *"Excellent trainers, thanks for letting us be heard and valued."*
- *"The training was very helpful to refresh my memory and to learn about new PreK documents. It also helped me to gain new strategies and approaches in lesson plans and classroom ideas!"*
- *"I very much enjoyed this training. I feel more motivated because of the information I received and the support/teaching strategies I received."*

## Moving Forward

As the NM PreK program grows and expands with an increase in funding we will continue to foster the professional development of NM PreK teachers and administrators through support and trainings. NM PreK consultants are assessing the needs of PreK programs and considering feedback from previous trainings to move forward in planning future trainings. Feedback from a reflective process by NM PreK consultants, teachers and administrators is considered as trainings are designed.

In the 2012-2013 PreK year, the Returning Teacher Training is titled, *Deepening Your Practice: Understanding and Applying the Observation, Documentation, and Planning Process*. The New Teacher Training will continue to be focused on, and is titled, *An Introduction to NM Observational Assessment Tools*. NM PreK will continue to emphasize the importance of support for NM PreK teachers and programs through relationship based professional development. NM PreK consultants will continue to carry out NM PreK trainings for all teachers and administrators and reinforce these concepts through onsite classroom visitation.

## Early Childhood Environment Rating Scale (ECERS)



The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a widely used program quality assessment instrument designed for early childhood classrooms. ECERS-R is used in NM PreK in two ways, in the form of a self-study (or internal) ECERS-R where programs conduct an Early Childhood Environment Rating Scale-

Revised on themselves, or in the form of an official (or external) ECERS-R conducted in selected programs by a NewMexicoKids Network consultant. In FY 12 each NM PreK classroom was required to submit a score to the state on ECERS-R and to do a self-assessment using the Early Childhood Environment Rating Scale-Extension (ECERS-E). In addition to their internal self-assessment, a total of 27 NM PreK classrooms received an external ECERS-R assessment from a NewMexicoKids Network consultant.

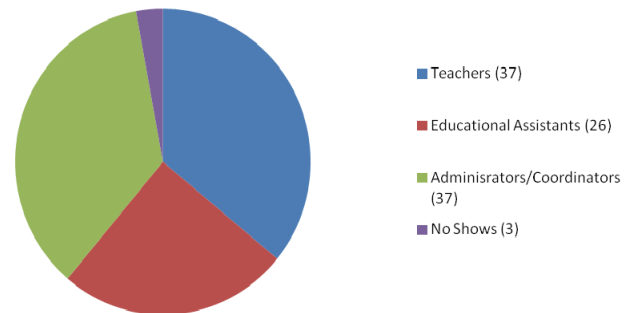
The established reliability and validity of the ECERS-R make it particularly useful for program assessment and quality improvement.

The scale is organized into seven subscales :

- Space and Furnishing
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Each of the 43 items is expressed as a 7-point scale with indicators for a 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent).

**ECERS-R/ECERS-E Trainings 2011-2012  
Summary of Attendees**



To aide programs in deepening their understanding of these tools, the NewMexicoKids Network Office offered two trainings on the Early Childhood Environment Rating Scales (ECERS-R and ECERS-E). The trainings were held in Albuquerque and had 98 and 82 participants. The participants included NM PreK administrators, teachers, and educational assistance as well as NM PreK state support staff (see figure). The training content covered an overall review of both tools with in depth discussion on how to score each of the tools. Participants were given the opportunity to ask questions about the various indicators in the scale and to practice observing classrooms via video and score their observations. After the training the participants were asked to evaluate the training content and the knowledge & presentation of the trainer.

## ECERS-R/ ECERS-E Training Evaluations

Training Evaluation	Strongly Disagree	Disagree	Somewhat Disagree	Agree	Strongly Agree	Response Count
Information clear/easy to understand	0.63%	1.27%	2.53%	46.8%	48.7%	158
Presenter (s) knowledgeable about topic	0.00	1.27%	0.00%	32.9%	65.8%	158
Presenter (s) allowed time for questions/ feedback	0.0%	1.27%	2.53%	25.3%	70.9%	158
Enough time to cover all information	0.63%	1.27%	5.06%	43.7%	49.4%	158
Presenter (s) respectful, supportive & professional	0.0%	0.63%	0.63%	31.0%	67.7%	158
Training will have a positive impact on my duties/responsibilities	0.63%	1.27%	5.06%	31.0%	62.0%	158
I will take information I learned and apply it	0.63%	1.27%	1.27%	34.2%	62.7%	158

NM PreK ECERS-R/ ECERS-E Training Evaluation Results

### **What participants said about the ECERS trainings...**

*"Very informative. As a new building principal this will give me insight into what preschool entails and what I must do to support it."*

*"Thank you! This was the best ECERS training I've ever been to. It was fun."*

*"Less questions and answers and more review of instruments. Microphone usage needed."*

*"Really comfortable training. Very helpful."*

*"This ended up being a repeat but I still got lots of good information. Maybe questions could be emailed instead of spending so much time on that. "*

*"Thanks for all the info! We feel confident we can complete our ECERS!"*

*"Great job. Very useful tool and can't wait to get going!"*

*"Maybe smaller groups or a 2 day training."*

*"This training will make me go back and evaluate my classroom and the way we do things during the day. . . Thank you!"*

## What's next for Environment Rating Scales in New Mexico?

A revised edition of the ECERS-R/ ECERS-E training will be offered to NM PreK program staff in FY13. This newly revised training will include a stronger emphasis on why items scored in the ECERS-R/ ECERS-E are important for children's health, learning and overall development. The FY13 training will also include more information on how NM PreK programs can use the ECERS-E as a tool for self-assessment and program improvement. In FY13 the NewMexicoKids Network Office will be providing ECERS-R and ECERS-E trainings in various locations around the state.

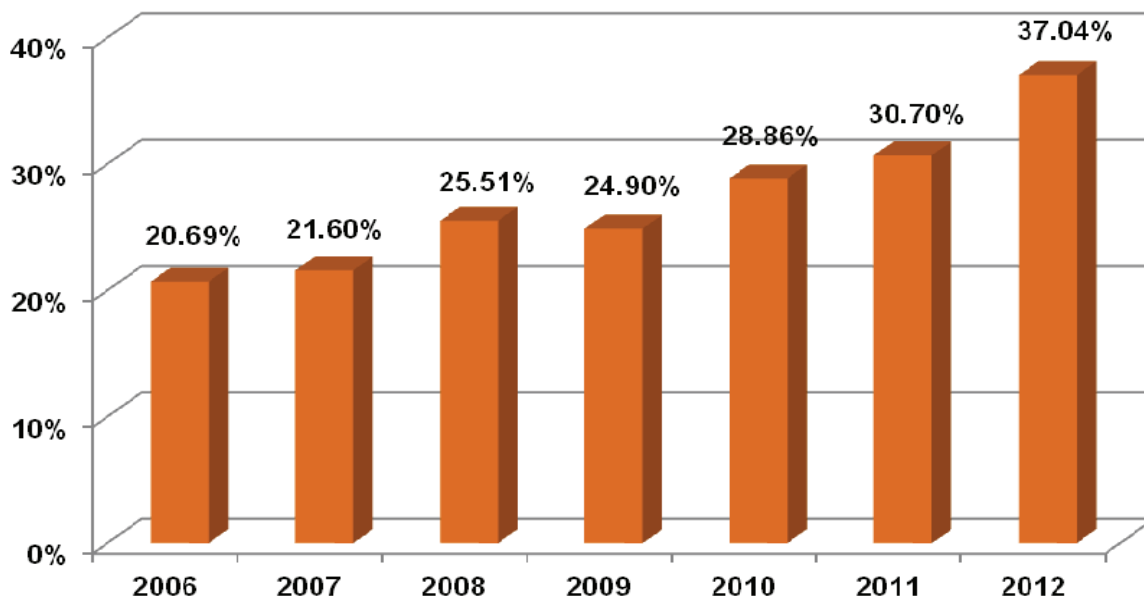


The goal in adding additional training dates is to make the group sizes smaller and to attract more teachers and educational assistants from the southern portion of the state. The content of the training has also been changed to allow for more time to discuss the importance of quality interactions in early childhood programs while spending less time on scoring the tools. A Frequently Asked Questions (FAQ) document has been created and will be distributed at the training. The FAQ document will be used as a reference when questions arise during the training. Participants will be encouraged to refer to the FAQ document so the trainers can spend more time covering other content areas in the training. More visual aides have also been added to the training as a result of participant feedback.

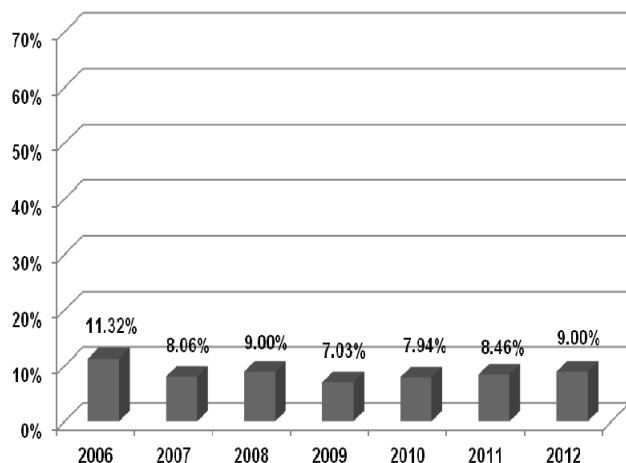


# Teachers & Early Childhood Licenses

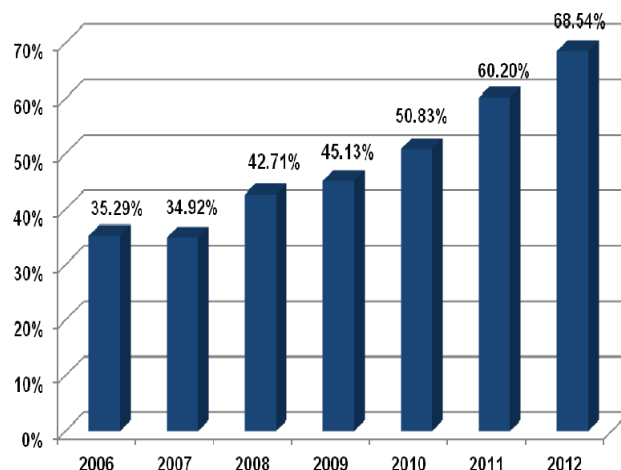
**% State Funded PreK Teachers  
With Early Childhood License  
FY2006 to FY2012  
All Programs**



**% State Funded PreK Teachers  
With Early Childhood License  
FY2006 to FY2012  
CYFD Programs**

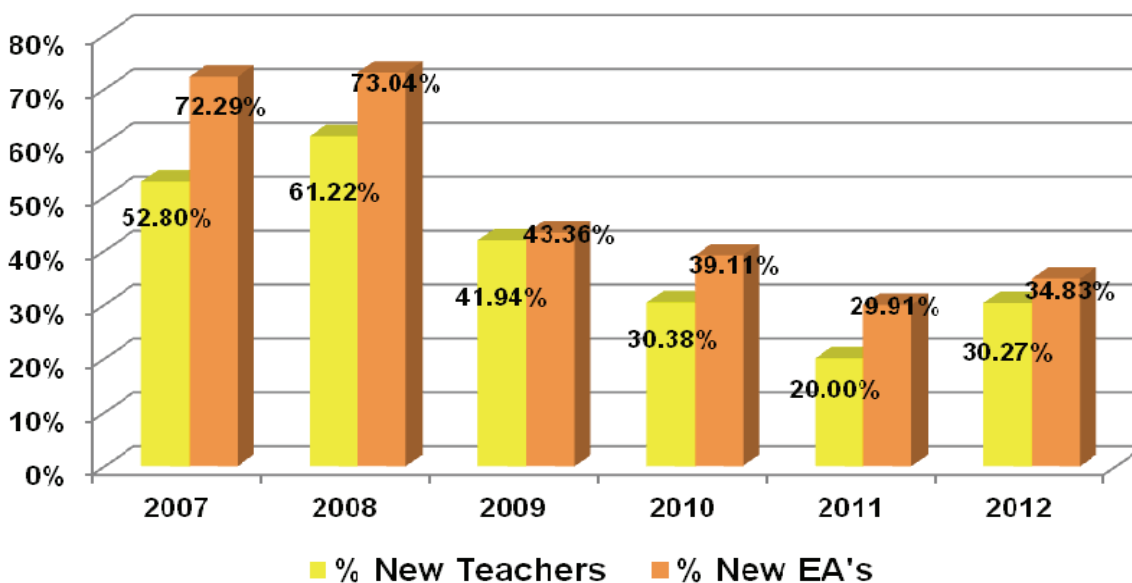


**% State-Funded PreK Teachers  
With Early Childhood License  
FY2006 to FY2012  
PED Programs**

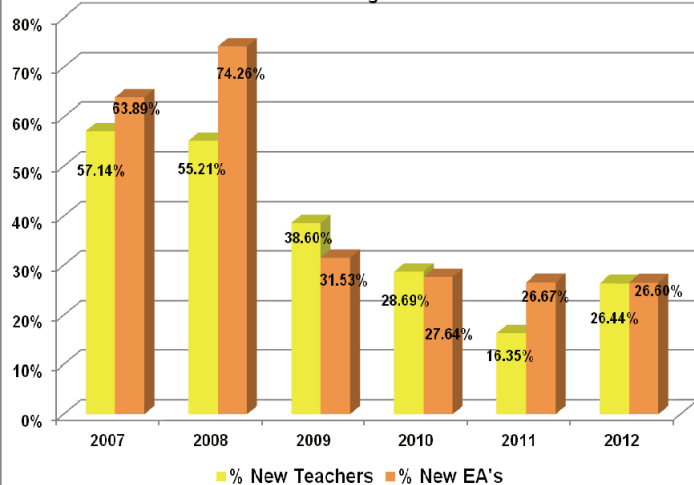


# NM PreK Teacher Turnover

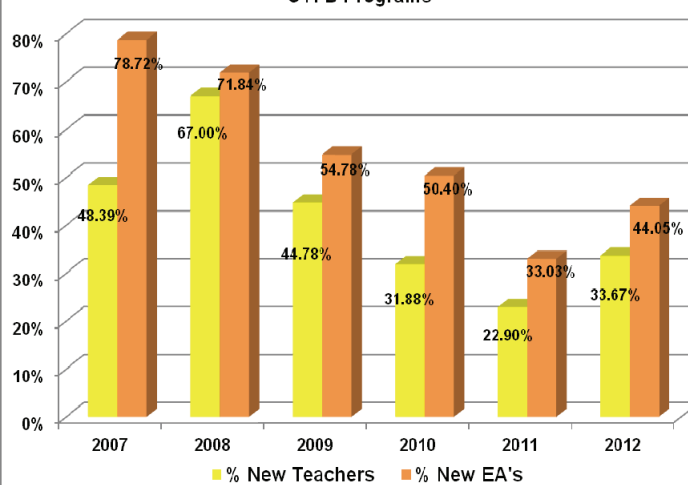
**% of New Teachers and EA's in State Funded PreK  
FY07 to FY12  
All Programs**



**% of New Teachers and EA's in State Funded PreK  
FY07 to FY12  
PED Programs**



**% of New Teachers and EA's in State Funded PreK  
FY07 to FY12  
CYFD Programs**

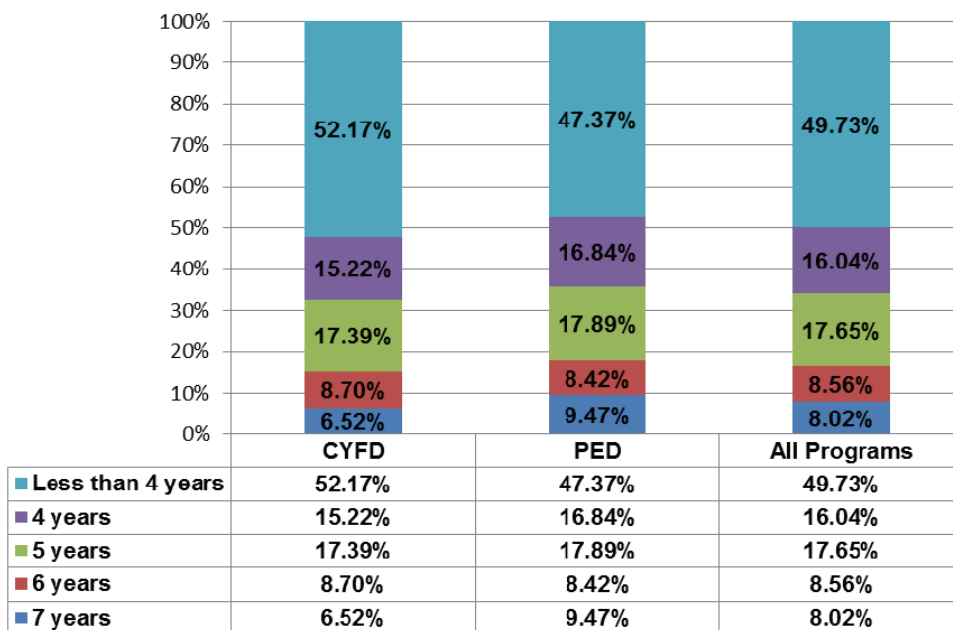


## A few notes about NM PreK Teacher Turnover:

- The percentage of new teaching staff (teachers and EA's) also reflect the expansion of PreK sites, particularly FY2007, FY2008, and FY2012.
- In general, there is higher turnover among EA's than lead teachers.

## Number of Years in NM PreK: Teachers & Educational Assistants (EA's)

**Number of Years Teaching in State Funded PreK  
Teachers Still Active With PreK on 6/30/2012**

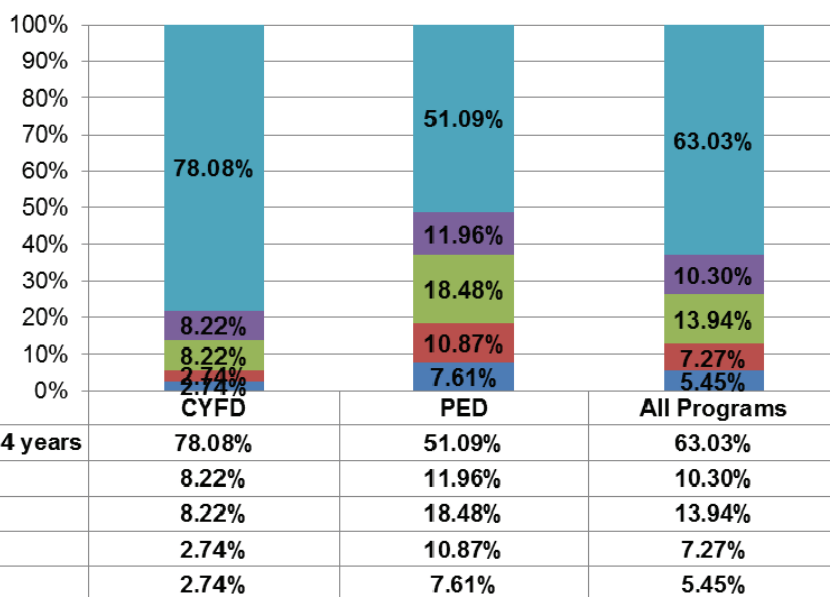


More than 50% of teachers in NM PreK have taught for four years or more.



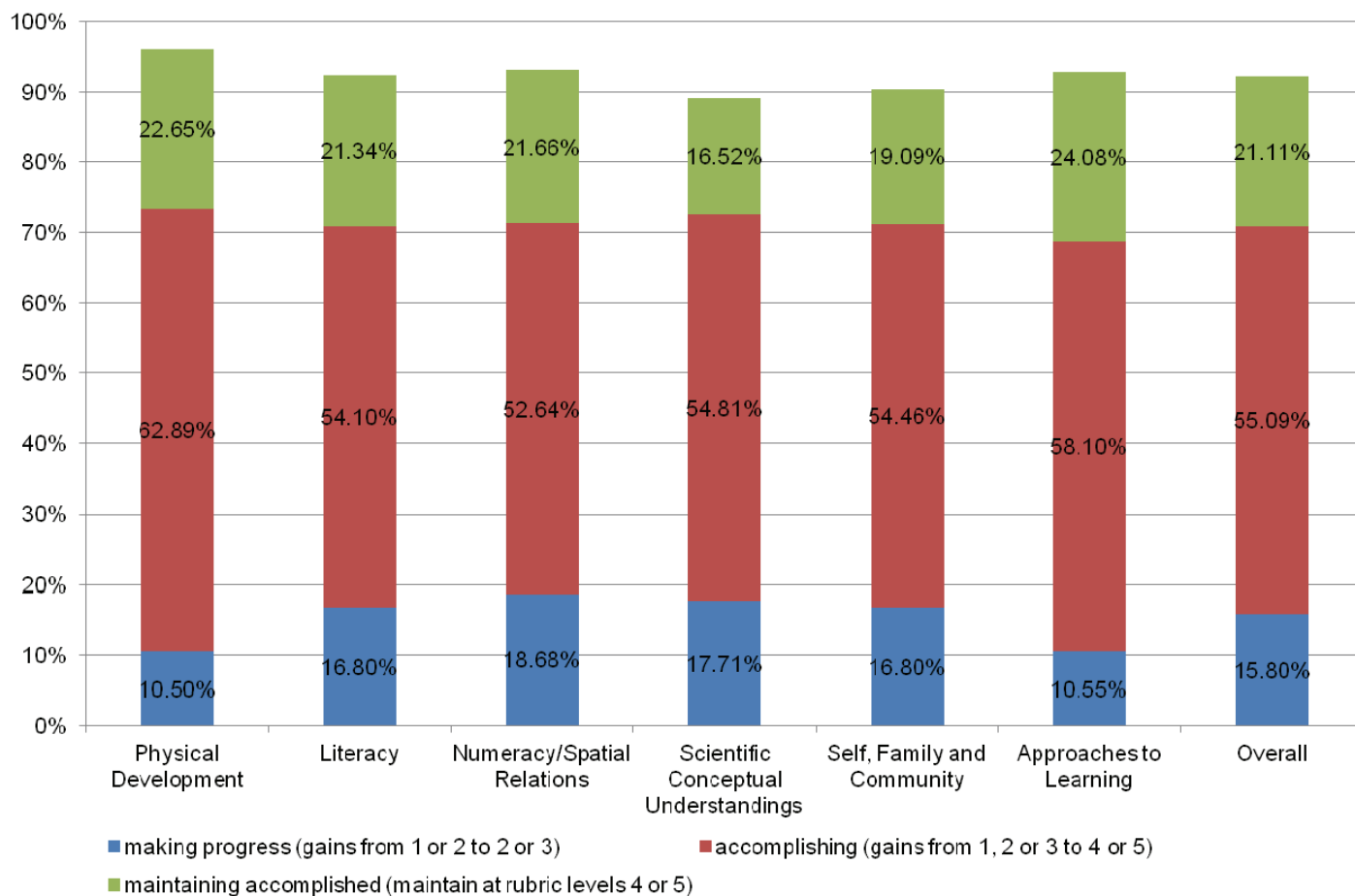
Turnover in Educational Assistants continues to be high.

**Number of Years Teaching in State Funded PreK  
EA's in FY2012**



# Measurable Student Progress– All Program Data

Percent of Children in State-Funded PreK Showing Measurable Progress  
FY2011-2012  
All Programs



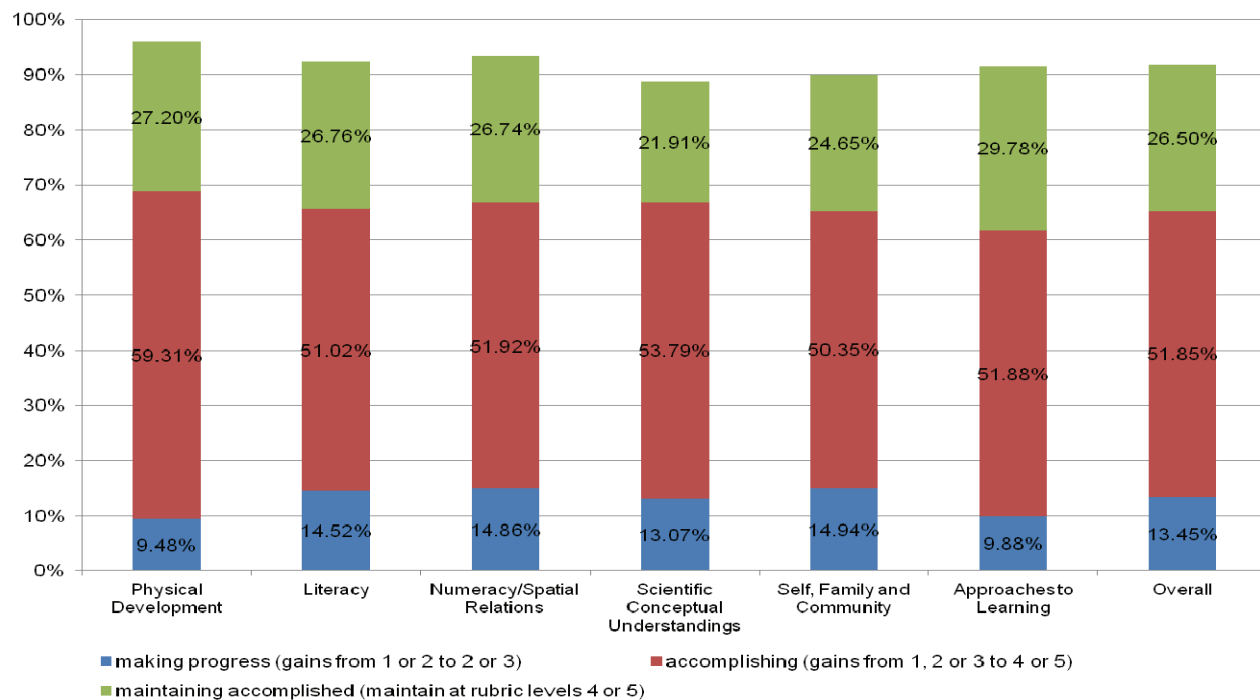
## A few notes on NM PreK Measurable Student Progress:

- Making progress includes children who made rubric level gains from level 1 to level 2, or from level 1 to level 3, and level 2 to level 3.
- Accomplished includes all children who made rubric level gains from level 1 to 4, from level 2 to 4, from level 3 to 4, from level 1 to 5, from level 2 to 5, from level 3 to 5, or from level 4 to 5.
- There is a percentage of children who already attained rubric level 4 (accomplished) or 5 (exceeds expectations) in the fall and who maintained the same levels in the spring.
- Showing measurable progress means any increase from one rubric level to another or maintaining at Rubric level 4 and/or 5.

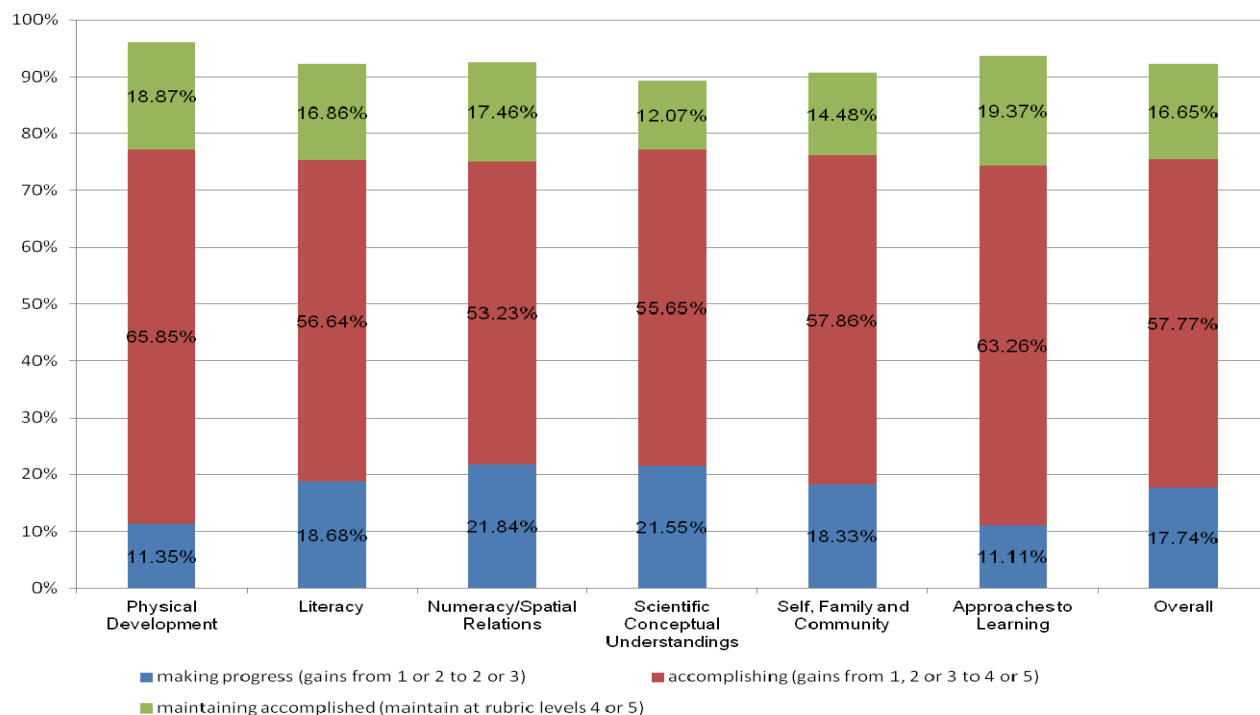


# Measurable Student Progress- CYFD & PED Data

Percent of Children in State-Funded PreK Showing Measurable Progress  
FY2011-2012  
CYFD Programs

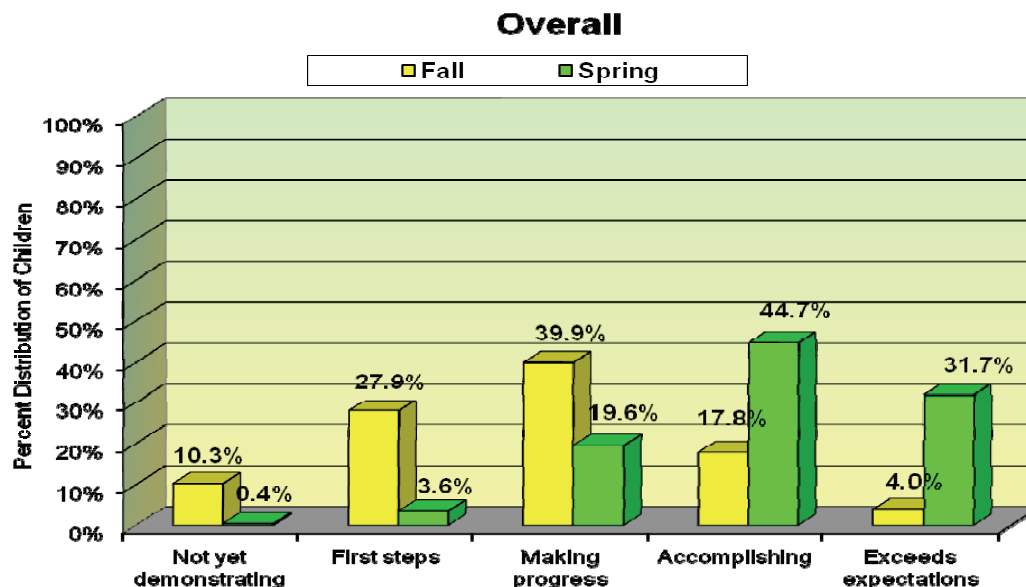


Percent of Children in State-Funded PreK Showing Measurable Progress  
FY2011-2012  
PED Programs



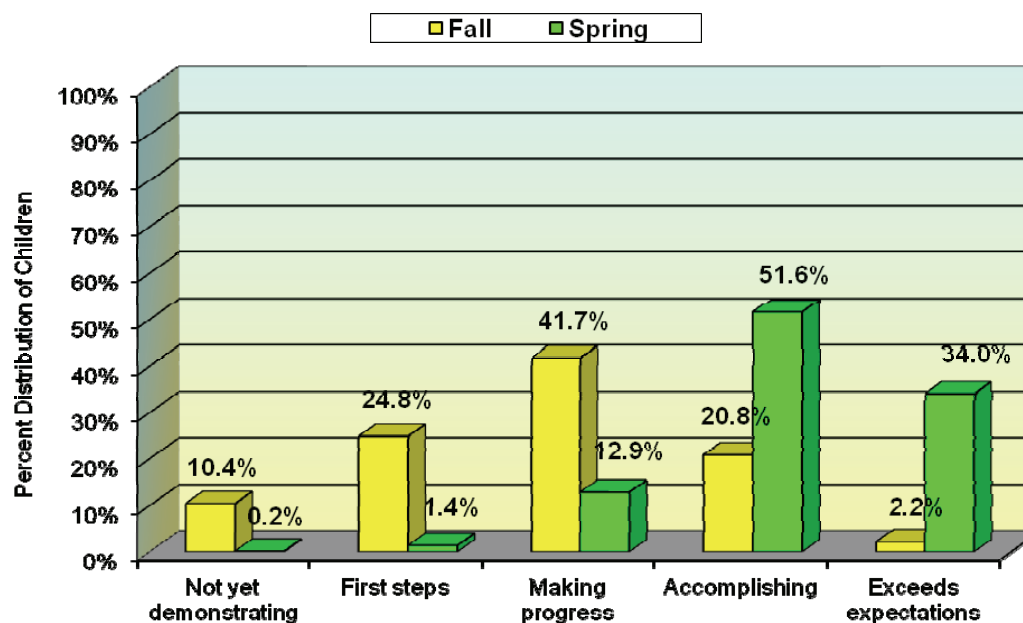


# Early Learning Outcomes Fall-Spring Comparison SY2011-2012 n=3961



Accomplished and Exceeding Expectations = 76.4%

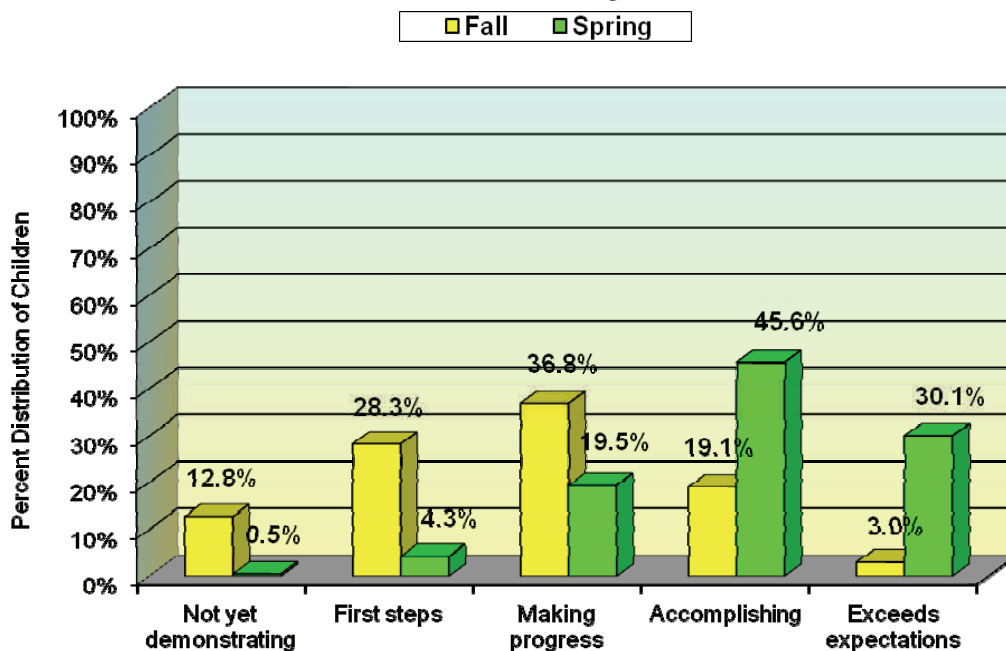
## Physical Development, Health and Well Being



Accomplished and Exceeding Expectations = 85.6%

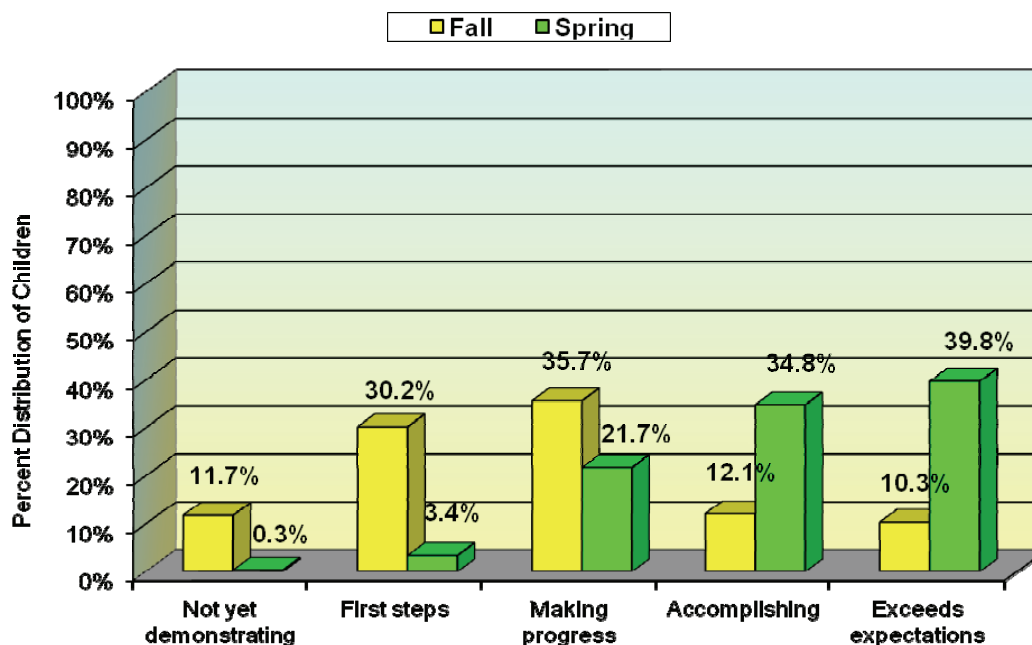
# Early Learning Outcomes Fall-Spring Comparison SY2011-2012 n=3961

## Literacy



Accomplished and Exceeding Expectations = 75.7%

## Numeracy and Spatial Relations



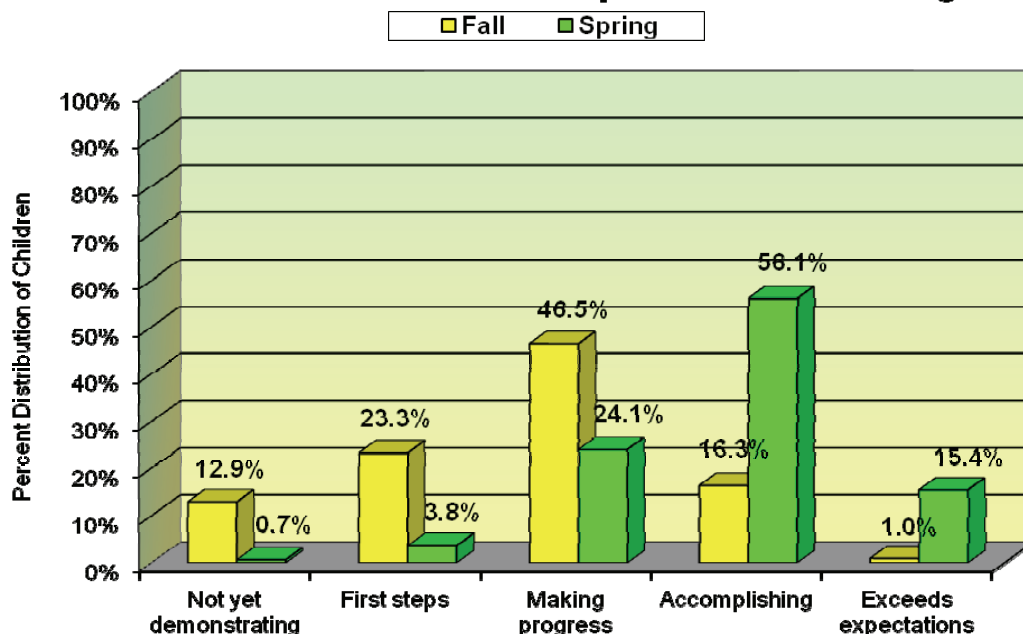
Accomplished and Exceeding Expectations = 74.6%

# Early Learning Outcomes

## Fall-Spring Comparison SY2011-2012

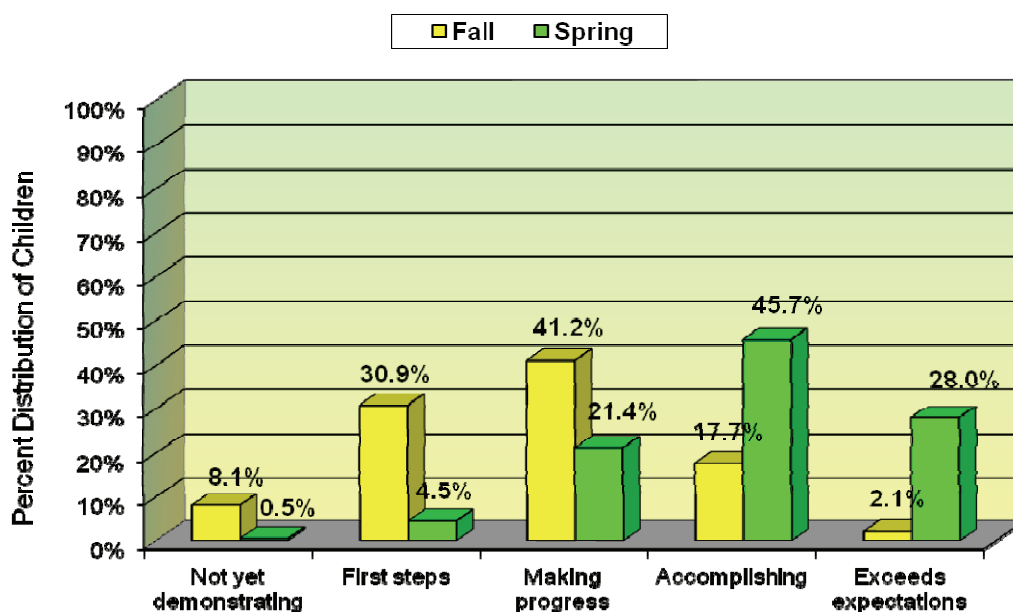
n=3961

### Scientific Conceptual Understandings



Accomplished and Exceeding Expectations = 71.5%

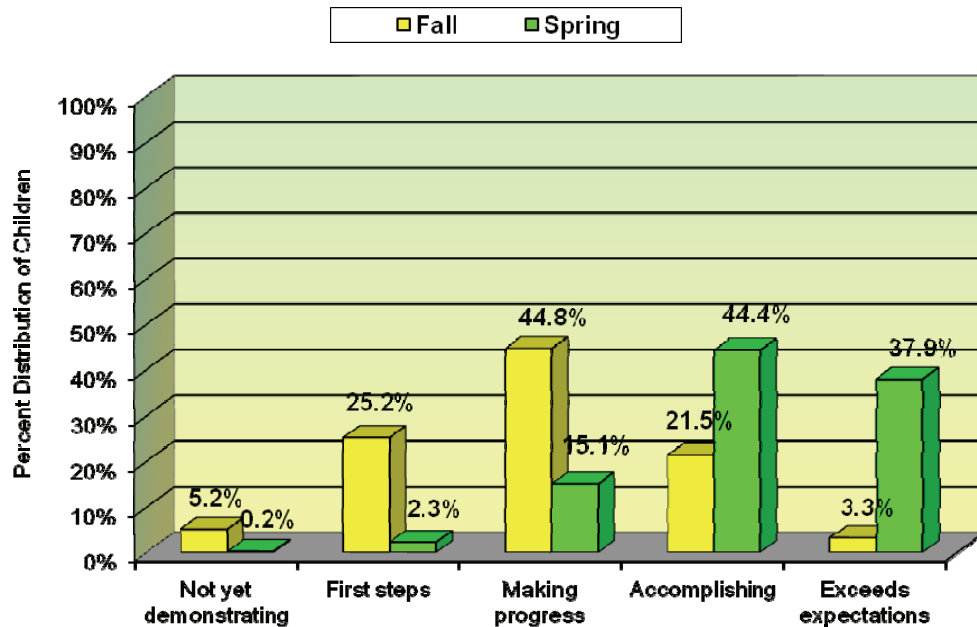
### Self, Family and Community



Accomplished and Exceeding Expectations = 73.7%

# Early Learning Outcomes Fall-Spring Comparison SY2011-2012 n=3961

## Approach to Learning



Accomplished and Exceeding Expectations = 82.4%





# 2012 NM PreK Survey Summary



UNM Continuing Education Early Childhood Services Center conducted a survey of all NM PreK Participants (teachers, educational assistants & administrators) in the Spring of 2012. Results were largely positive, and helped to guide NM PreK in future decisions and implementations. Below are just a smattering of results from the survey.

**The completed surveys provided a 62% rate of response, a total completed number of 302.**

Teachers and Educational Assistants (PED & CYFD) completed 212/350 surveys equaling a 61% response rate. Administrators and Mentors/Consultants/Specialists (PED & CYFD) completed 90/136 surveys equaling a 66% response rate. Total PED responses included 164/229 giving a 72% response rate and total CYFD responses included 138/257 giving a 54% response rate.

## SURVEY SUMMARY:

Results to the question about the amount of planning time each teacher received were split nearly evenly across the board. The largest gap of planning time was found among Educational Assistants– 1.4% received 2-3 hours of planning time each week and 29.6% received 0-30 minutes of planning time each week.

Survey data includes 69 partial support respondents. These partial support respondents often noted that they did not feel supported by their consultants. 15.9% responded as either disagree or strongly disagree. This response is indicative of the lack of response instead of a negative response to consultant support.

Administrators responded positively (17% Agree and 23% Strongly Agree), to feeling supported by their consultant. They also noted strong positive responses when asked if the consultant provided timely responses/feedback ( Strongly Agree=62%, Agree=23%, Uncertain=2%, Disagree=0%, Strongly Disagree=0% and n/a for me=12%).

The most highly rated area, by both lead teachers and educational assistants, for the largest impact of consultant support in their classrooms is in the area of Teacher Child Interaction. 77% of Lead Teachers and 90% of Educational Assistants either agree or strongly agree that the PreK consultant support has impacted positive change in this area. The area rated the lowest for seeing positive change based on PreK consultant impact is Family & Community Involvement with 68% of Educational Assistants and 63% of Lead Teachers indicating that they either agree or strongly agree that the PreK Consultant support has impacted positive change in this area.

71% of Teachers (leads and educational assistants) noted a positive response (Strongly agree= 33% and Agree= 38% ) to the questions asking “The more I see my consultant, the stronger my practice/program becomes”. Uncertain responses generated 14%.

Across all of the job positions for the survey respondents (Administrator, Mentor, Teacher & Educational Assistant), 4%, or 12 out of 302 respondents noted a negative response (disagree or strongly disagree) to the questions “*The PreK Authentic Assessment & Curriculum process (planning, observation, reflection, assessment & individualization) strengthens the practice in my classroom (s)*”. The following table (Table 2) shows the percentages of responses across all categories of job positions in response to this question.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N/A
37%	46%	7%	3%	1%	6%

Table 2: These percentages are in response from all respondents to the question of “*The PreK Authentic Assessment & Curriculum Process (planning, observation, reflection, assessment & individualization) strengthens the practice in my classroom (s)*”.



## 2012 NM PreK Survey Summary Cont.

In light of the overall positive tone of most responses and the expressed need for consistency in the program, the major components of New Mexico PreK will remain the same. NM PreK's focus on individualized, relationship based teaching and learning and authentic assessment is highly valued by survey respondents. Basic requirements concerning portfolio documentation, Quick Check Recording Sheets, Family/Teacher Summary Reports, and conferences will not change for the 2012-2013 program year.

### **Below are a list of some of the actions taken based on survey results:**

Nearly 70% of teachers requested additional training on how to plan and implement effective small group time activities for children. Therefore, a portion of the NM PreK Returning Teacher Training for FY 2012-2013 will be dedicated to planning and implementing small group activities.

Over 55% of teachers expressed a need for more training on lesson planning around children's interests and needs. Therefore, a portion of the NM PreK Returning Teacher Training for FY 2012-2013 will be dedicated to meaningful, authentic lesson planning tips and strategies.

General comments from teachers and administrators indicated a desire for more support in the area of family involvement in the NM PreK program. Therefore, a section of the Returning Teacher Training for FY 2012-2013 will be dedicated to learning ways to partner with families to enhance children's play-based learning. In addition, a greater emphasis will be placed on family involvement throughout the NM PreK First Year Teacher Training for FY 2012-2013.

Question responses and general comments from teachers indicated challenges and frustration with documenting the embedded Essential Indicators on portfolio forms. Therefore, a portion of the NM PreK Returning Teacher Training for FY 2012-2013 will be dedicated to reviewing and practicing the documentation process for embedded Essential Indicators. A greater emphasis will be placed on this topic in the NM PreK First Year Teacher Training as well.

Question responses and general comments from teachers indicated some frustration with the time line, or Calendar of Implementation, for completing assessment documentation. The majority of these responses and comments had to do with the specific dates for completing the Quick Check Recording Sheet Essential Indicators. Therefore, while the Calendar of Implementation will remain, dates of completion for specific items will be determined on a program by program basis under the guidance of the NM PreK Consultant but in partnership with program teachers and administrators.

General comments from teachers indicated a desire for more time to share ideas among PreK colleagues and more practical take-aways from NM PreK training session (i.e.; activity and lesson plan ideas, time to meet and compare experiences with fellow PreK teachers). Both of these concerns have been addressed in the planned PreK Training sessions for FY 2012-2013. The First Year Teacher Training includes more opportunities than in past years for participants to work together in pairs and small groups and to share ideas. The Returning Teacher Training includes breakout sessions with many hands-on, practical activities, corresponding handouts and opportunities for teacher networking.

Question responses and general comments about the effects of "partial support" in many PED sites during the 2011-2012 program year have indicated some frustration with the reduced level of PreK Consultant support. Fortunately, funding for NM PreK has not only been restored, but has increased for the 2012-2013 program year.





## Comments about NM PreK (2011-2012)

### Comments from families about NM PreK:

*"I see tremendous growth in my child since August. The way she plays with other children, she is really making friends. She also plays and does things for a lot longer than she used to."*

*"At home I see a lot of changes. I find my child follows through with directions. His play has changed to be a lot more detailed and involved."*

*"I noticed my child's language skills have really changed and developed since beginning in PreK this year. I think PreK has done a lot to prepare her for Kindergarten."*

### Comments from NM PreK teachers about NM PreK:

*"I love when our PreK Consultant comes in to observe. Every time she leaves I feel that I have learned something that will help my students succeed and that will make me more effective in the classroom."*

*"The PreK consultant is by far the strongest professional learning component of PreK."*

*"I feel that this program is great and beneficial for young children. I've seen the children accomplish so much in the program. It's a great way to get children ready for kindergarten, and is definitely needed, especially for their social and emotional growth."*

*"I feel that the NM PreK program has greatly improved my entire center staff and the quality program we offer to the community."*

*"The NM PreK Program has produced positive, long-lasting educational outcomes for children in our small, rural district. Without NM PreK, the non-tribal children would have zero opportunity to receive high-quality, early childhood education and be ready for Kindergarten. This will become even more important as our state transitions to Common Core State Standards in K-3 during 2012-2013. We already know that the expectations will be even higher at each grade level than they have been with the New Mexico Standards and Benchmarks. I believe that NM PreK will provide opportunities for our children to be ready to learn at these higher levels."*