



This 4-year phase-in plan addresses implementation timelines for Communication, Student Assessment, Curriculum & Instruction / Instructional Materials, Professional Development, and Internal Leadership.

## **New Mexico Common Core State Standards**

### **Implementation Plan**

## **ACKNOWLEDGEMENTS**

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**Table A: NM CCSS Implementation Timeline**

# NEW MEXICO COMMON CORE STATE STANDARDS TIMELINE



2011–2012 School Year	2012–2013 School Year	2013–2014 School Year	2014–2015 School Year
<b>Curriculum</b> Current New Mexico State Standards	<b>Curriculum</b> NM Common Core State Standards (NMCCSS) taught in grades K–3. Current New Mexico standards taught in all other grades.	<b>Curriculum</b> NM Common Core State Standards in effect for all grade levels.	<b>Curriculum</b> NM Common Core State Standards in effect for all grade levels.
<b>Professional Development</b> Awareness-building conferences & regional Town Hall meetings. In-depth district Study of the Standards. State orientation, trainings and resources during the spring and summer. On-line information and materials made available.	<b>Professional Development</b> Regional <b>Teacher</b> training, emphasizing expertise in: <ul style="list-style-type: none"> <li>• NMCCSS</li> <li>• Curriculum Alignment</li> <li>• Standards-based Education &amp; Assessment</li> <li>• NM Common Core State Standards Exemplar Lesson Plans</li> </ul> Tools, workshops & training available for <b>Districts</b> .	<b>Professional Development</b> Continued <b>Teacher</b> training, emphasizing expertise in: <ul style="list-style-type: none"> <li>• NMCCSS</li> <li>• Curriculum Alignment</li> <li>• Standards-based Education &amp; Assessment</li> <li>• Model Curriculum Lesson Planning</li> </ul> Tools, workshops & training available for <b>Districts</b> .	<b>Professional Development</b> Ongoing <b>Teacher</b> training, emphasizing expertise in: <ul style="list-style-type: none"> <li>• NMCCSS</li> <li>• Curriculum Alignment</li> <li>• Standards-based Education &amp; Assessment</li> <li>• Model Curriculum Lesson Planning</li> </ul> Tools, workshops & training available for <b>Districts</b> .
<b>Assessment</b> Current New Mexico Standards Based Assessment (SBA) for students in grades: 3–8, 10 & 11. High School Exit Exam goes into effect.	<b>Assessment</b> Current New Mexico Standards Based Assessment (SBA) for students in grades 4–8, 10 & 11. 2013 SBA Bridge Assessment dually aligned to the NMCCSS and the NM State Standards for students in grade 3. High School Exit Exam in effect.	<b>Assessment</b> 2014 SBA Bridge Assessment dually aligned to the NMCCSS Standards and the NM State Standards for students in grades 3–8, 10 & 11. High School Exit Exam in effect.	<b>Assessment</b> PARCC on-line assessment provided to all students in grades 3–11. Meeting College and Career Ready Standards assessed through PARCC required for graduation.
<b>Communication</b> <ul style="list-style-type: none"> <li>• Vision for Common Core articulated by the state.</li> <li>• NMCCSS website launches <a href="http://newmexicocommoncore.org">newmexicocommoncore.org</a></li> <li>• Public feedback enabled on new website and through conferences and regional Town Hall meetings.</li> <li>• Presentation &amp; promotional materials made available.</li> <li>• District diagnostic survey</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• State, regional and local conferences are held.</li> <li>• Website content expands. <a href="http://newmexicocommoncore.org">newmexicocommoncore.org</a></li> <li>• Public feedback continues via website.</li> <li>• Updates from the Secretary regarding assessment and professional development</li> <li>• Districts create plans to engage stakeholders</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• State, regional and local conferences are held.</li> <li>• Website content expands. <a href="http://newmexicocommoncore.org">newmexicocommoncore.org</a></li> <li>• Public feedback continues via website.</li> <li>• Updates from the Secretary regarding assessment and professional development</li> <li>• Districts further engage stakeholders</li> </ul>	<b>Communication</b> <a href="http://newmexicocommoncore.org">newmexicocommoncore.org</a> serves as the clearinghouse for NM Common Core State Standards information and feedback.

# **INTRODUCTION**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

## INTRODUCTION

The New Mexico Public Education Department (NMPED) is preparing for a landmark shift in expectations and requirements for the public education system as New Mexico transitions to a more robust set of standards of what students must **understand** and be able to do in their kindergarten through high school careers.

The *Common Core State Standards (CCSS)*, as these new standards are known, grew out of a process led by governors, educators and public school leaders to establish norms across states of how best to prepare students for the demands of the modern workplace. This state-led effort was coordinated by the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). National organizations representing teachers, postsecondary educators, civil rights groups, students with disabilities and English language learners all provided feedback on the draft standards to the NGA Center and CCSSO.

The Common Core is a different approach to teaching, learning and testing that focuses on giving students a deep understanding of the most important concepts in the subjects they are studying, so that they can apply that knowledge, understanding, and skills to other subjects and in the real world. The CCSS are not “new names for old ways of doing business”; they are the foundation of public education in the 21<sup>st</sup> century. The transition to the CCSS is both immediate—as it must be implemented in the next three years—and lasting—as it affects virtually every aspect of public school curriculum, instruction, and assessment.

New Mexico joins 45 other states and the District of Columbia in adopting the Common Core State Standards. New Mexico has committed to implementing the CCSS in English language arts (ELA) and mathematics in all public schools by the academic year 2013-2014. The NMPED is preparing for a host of administrative changes as it moves to implement technically challenging forms of assessment for the CCSS. By 2014-2015, all New Mexico public school students will be taking a new form of test that will examine multiple types of assessment, not only multiple-choice answers. This next generation assessments will be developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of 24 states that have agreed to utilize the same accountability tests. As a governing member of PARCC, New Mexico will have a say in how these new assessments are developed.

Adopting the CCSS was a critical first step. A clear road map - anchored in college and career readiness- was needed next. In a unified effort to build a solid implementation process, representatives from each level of the state’s educational system were asked to provide planning input. The State’s plan is to be phased in throughout a 4-year period and will be followed by sustainability. This state-wide plan is based on the premise that *rethinking education is essential* to operationalizing the state’s expectations and actions. All elements of a

standards-based education system had to be considered while simultaneously aligning system elements to content and process standards and acknowledging the need for ongoing and periodic evaluation and adjustment.

While New Mexico faces unique challenges in educating students, transitioning to the Common Core State Standards (CCSS) presents our state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap. The spirit of diversity within New Mexico was considered during the planning process and will continue to be taken in account throughout the implementation and sustainability phases. An overarching goal will be to ensure equity and rigor for all students in meeting the State's high standards and expectations. In pursuit of that, the following student populations were explicitly addressed:

- CLD (Cultural & Linguistic Diversity)
- ELL (English Language Learners)
- SWD (Students with Disabilities)
- Gifted Program

## **Understanding Systemic Change Process**

The overall plan was framed by an understanding of the systemic change process. A learning system focused on increasing effectiveness must apply research on continuous improvement, consider the change process, and how to support long-term implementation to achieve the desired outcomes. The **Kotter 8-Step Change Process**<sup>1</sup> below is one example of this model. Following is a brief description of how the Kotter's steps are embedded within the State's Implementation Plan.

### **Step 1: Create Urgency.**

- **Communication Plan:** Events are geared to helping all stakeholders see not only the need for change but the importance of acting immediately and recognizing that the transition to the Common Core State Standards is a major opportunity.

### **Step 2: Form a Guiding Coalition.**

- **Internal Leadership Plan:** NMPED staff along with the Implementation Team and Educator Leader Cadre established under this plan will create a guiding coalition based on their position of power and level of expertise, credibility, leadership skills and trust.
- **Professional Development Plan:** A critical milestone of the plan is to build internal instructional leadership capacity within districts for sustainable implementation and improved learning systems while

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<sup>1</sup> Kotter Change Model <http://kotterinternational.com/kotterprinciples/changesteps>

guiding the efforts of policy makers, service providers, participants and evaluators of professional development.

### Step 3: Create a Vision for Change.

- **Communication Plan:** The key messages delivered will reflect the guiding principles, vision, mission and goals of the State’s Implementation Plan. These communications will help stakeholders envision a future that is not only feasible, but desirable and focused; yet one that offers flexibility and not a “one size fits all” approach.
- **Professional Development Plan:** Consistent in all State vetted professional development will be the clarification of how the future will be different from the past.
- **Curriculum & Instruction / Instructional Materials Plan:** Key instructional shifts and fewer, clearer, higher standards will bring consistency and clarity to New Mexico’s education system.

### Step 4: Communicate the Vision.

- **Communication Plan:** Key messages will be simple, vivid, repeatable, and invitational encouraging everyone, anywhere and everywhere to spread the word and “walk the talk”.
- All five major sections (i.e., Communication, Student Assessment, C & I/Instructional Materials, PD, Internal Leadership) of the New Mexico CCSS Implementation Plan will be aligned to the vision and mission.

### Step 5: Remove Obstacles.

- **Professional Development Plan:** Consistent in all State vetted professional development will be the encouragement of risk-taking and nontraditional ideas, activities, and actions.
- **Curriculum & Instruction / Instructional Materials Plan:** In particular, rural districts will be encouraged to leverage their unique features (i.e., small enrollment, remote location, flexibility, autonomy, well-established and/or ethnically unique cultural norms and traditions) bring out their creativity and ingenuity.

### Step 6: Create Short-Term Wins.

- **Student Assessment Plan:** Recognizing student and educator success as a result of aligning curriculum, instruction and assessment will go far in cementing the transition to the CCSS.

### Step 7: Never Let Up.

- **Curriculum & Instruction / Instructional Materials:** It is recommended that districts establish educator leadership cadres who can be trained in and lead the development of the CCSS-aligned

instructional methods and materials. Districts are encouraged to develop employees who can implement the vision and reinvigorate the process with new projects, themes, and change agents.

#### **Step 8: Anchor the Changes in Culture.**

- **Professional Development Plan:** A critical milestone of the plan calls for building internal instructional leadership capacity within districts.
- **Curriculum & Instruction / Instructional Materials Plan:** According to this plan, change must be anchored in tradition, if not it will slide back. The plan also highlights the potential benefits of the CCSS by articulating the connections between the new actions/expectations and organizational success.
- **Internal Leadership Plan:** Developing the means to ensure instructional leadership development and succession is the goal of this plan.

**Section One** of the New Mexico CCSS Implementation Plan explains the planning process. The following pages provide a brief overview of the additional five directly-aligned major sections which came together to create the complete framework based on the vision and mission statement below:

**Vision:** Ensure that **all students** learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states and the District of Columbia to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.

## Section Two: Communication Plan

**Goal:** To provide the education community in New Mexico—from students and parents, to teachers, administrators, school board members and business and community leaders—with the information and interaction they require to respond to the initiative.

**Overview:** In the face of these challenges and opportunities, the NMPED (New Mexico Public Education Department) must quickly and effectively communicate with its stakeholders about why the new system is necessary and what the changes it is driving mean for them. The Department will use a variety of media and forums to reach these various stakeholders, and the process to engage them will be ongoing. But as a result of the steps, New Mexicans will have accurate, timely and easy-to-access information and tools for implementing the CCSS in their own communities and the opportunity to ask and answer questions in their own communities about the near- and long-term impact of the CCSS on their communities.

### Communication Plan Events Calendar

Timeframe	Event
January 31, 2012	Memo to Superintendents from Secretary Skandera <ul style="list-style-type: none"> <li>• Introducing WestEd alignment study findings</li> <li>• Announcing release of State CCSS Implementation Plan</li> <li>• Announcing CCSSO-sponsored summit</li> <li>• Announcing launch of new State CCSS website</li> </ul>
February 3, 2012	Press Release to Public and Media from PED <ul style="list-style-type: none"> <li>• CCSS Overview</li> <li>• Introducing WestEd alignment study findings to be posted on website</li> <li>• Announcing release of State CCSS Implementation Plan to be posted on website</li> <li>• Announcing CCSSO-sponsored summit</li> <li>• Announcing launch of new NMPED CCSS website</li> </ul>
February 3, 2012	Launch of new NMPED CCSS website
March 2-3, 2012	CCSSO-sponsored summit for District teams to be held in Albuquerque
Summer/Fall	Listening tours
March & August, 2012	Possible events may include press releases and/or press conferences
2012-2013 & beyond	Ongoing communication

### Section Three: Student Assessment Plan

**Goal:** To transition over the next three years towards a new generation assessment that is well aligned with the CCSS and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment that will be introduced in New Mexico in 2014-2015.

**Overview:** The State's Student Assessment Plan addresses the transition from the current Standards Based Assessment (SBA) to the new PARCC test. In addition, the plan explains the implications for the New Mexico Alternate Performance Assessment (NMAPA) and the ACCESS English Language Proficiency Assessment for English Language Learners (ELLs).

#### SBA (Standards Based Assessment) Timeline

Timeframe	Assessment
March 19 – April 13, 2012	<b>Accountability Assessments:</b> SBA (Standards-Based Assessment) based on current New Mexico Content Standards; High School Exit Exam
March 18 – April 5, 2013	<b>Accountability Assessments:</b> 2013 SBA Bridge Assessment for grade 3 dually aligned to the NM State Standards & the NMCCSS; Current SBA for grades 4-8, 10 & 11; High School Exit Exam
Spring 2014	<b>Accountability Assessments:</b> 2014 SBA Bridge Assessment dually aligned to the NM State Standards & the NMCCSS for grades 3-8, 10 & 11; High School Exit Exam
Spring 2015	<b>Accountability Assessments:</b> PARCC; meeting college and career ready standards assessed through PARCC required for graduation

#### NMAPA (New Mexico Alternate Performance Assessment) Timeline

Timeframe	Assessment
2011	<b>Accountability Assessments:</b> NMAPA
2012	<b>Accountability Assessments:</b> NMAPA
Spring 2013	<b>Accountability Assessments:</b> NMAPA Bridge Assessment
Spring 2014	<b>Accountability Assessments:</b> NMAPA Bridge Assessment
Spring 2015	<b>Accountability Assessments:</b> Fully Aligned CCSS NMAPA

#### ACCESS (*English Language Proficiency Assessment for English Language Learners-ELLs*) Timeline

Timeframe	Assessment
2012	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2013	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2014	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2015	<b>Title III Accountability Assessments:</b> ELP assessment awarded though RFP process

## Section Four: Curriculum & Instruction / Instructional Materials Plan

**Goal:** In preparation for 21<sup>st</sup> century success, New Mexico will move to full implementation of the *Common Core State Standards*<sup>2</sup> (CCSS) in English Language Arts (ELA)/Literacy and mathematics by meeting the following objectives:

- Establishing a sure path to college and career readiness
- Ensuring the alignment of high-quality instructional methods/materials
- Fostering cultural competence and language proficiency by promoting the *spirit of diversity* within our State
- Building leadership capacity to sustain efforts and continue momentum

**Overview:** The timeline for full implementation of the Common Core State Standards (CCSS) considers the several key shifts in learning evident in the new standards. The State will provide support to districts in determining how to change everyday teaching practice into aligned instructional methods reflecting the depth and skills of the CCSS.

- Beginning in spring 2012, all districts will be expected to incorporate the following into teaching and learning at all grade levels. (Refer to C & I Plan for additional details)
  - English Language Arts Shifts in Instruction
  - Reading and Writing Framework Shifts
  - Capacities of the Literate Individual
- In a similar manner, all districts will be expected to incorporate the following into teaching and learning at all grade levels.
  - Mathematics Shifts in Instruction
  - Mathematical Practices

### Common Core State Standards Implementation Timeline

Mandated Start Date	Grades	CCSS
2012-2013	K-3	ELA
2012-2013	K-3	Mathematics
2013-2014	4-12	ELA
2013-2014	4-12	Mathematics
2013-2014 <b>IMPORTANT NOTE<sup>3</sup>:</b> <i>The grades 6 -12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them and are to be incorporated into the standards for those subjects.</i>	6-12	Social Studies, Science & Technical Subjects Literacy Standards

<sup>2</sup> CCSS Documents <http://www.corestandards.org/the-standards>

<sup>3</sup> CCSS for ELA/Literacy, pg. 3 [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

## Section Five: Professional Development Plan

**Goal:** To support the transition to and full implementation of the Common Core State Standards<sup>4</sup> (CCSS) through the development of understanding, knowledge and skills to increase student achievement by making ongoing professional learning and strategic leadership essential in curriculum, instruction, and formative/ summative assessment.

**Overview:** The state-wide implementation plan promotes professional development as an integral part of its expectations and actions. It calls for the alignment of district, regional, and statewide resources, including Institutions of Higher Education (IHE), to provide a coherent professional learning system that will improve teaching and ensure each student has the best opportunities for academic success in every classroom.

### Professional Development Timeline

Key Implementation Steps	Timeframe	Responsibility
CCSS Summit Conference for District Teams	March 2-3, 2012	State/CCSSO (Council of Chief State School Officers)
Begin Professional Development (PD) Service Providers Vetting Process	Spring 2012	State
PD for grades K-3 on Study of Standards Process; Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts; Content Knowledge; Development of Instructional Units & Assessments	Spring/Summer, 2012	State/Institutions of Higher Education (IHE)/District
Begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices in grades 4-12	Spring 2012	District
Instructional Material Bureau provides training to Mathematics & ELA Adoption Review Committees	June 2012	State
Math & ELA CCSS Implementation Academies for grades K-3	Summer 2012	State/IHE
PD for grades 4-12 on Study of Standards Process; Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts; Content Knowledge; Development of Instructional Units & Assessments	Spring/Summer 2013	State/IHE/District
Math & ELA CCSS Implementation Academies for grades 4-12	Summer 2013	State/IHE
Literacy Academies for Social Studies, Science & Technical Subjects	Summer 2013	State/IHE
PARCC Academies for grades 3-11 Reading, Writing & Math	Summer 2014	State/IHE

<sup>4</sup> CCSS Documents <http://www.corestandards.org/the-standards>

## Section Six: Internal Leadership Plan

**Goal:** Develop the means to ensure instructional leadership development and succession in order to successfully implement the State's transition plan by setting system-wide routines to track progress, identify actions needed to stay on track or get back on track, uncover key issues and prioritize them for resolution, and sustain a consistent focus.

**Overview:** An Implementation Team will be established to administer the State plan together with PED.

Responsibilities will include:

- Developing budgets
- Seeking external funding sources in addition to State funding
- Maintaining two-way open and timely lines of communication
- Forming partnerships to leverage resources
- Coordinating professional development opportunities
- Assist with professional development service providers vetting process
- Monitoring performance and progress
- Developing an evaluation plan
- Providing technical assistance

### Internal Leadership Work Plan

Key Implementation Steps	Timeframe	Responsibility
Establish Implementation Team to assist PED in: <ul style="list-style-type: none"> <li>• Developing budgets</li> <li>• Seeking external funding sources in addition to State funding</li> <li>• Maintaining two-way open and timely lines of communication</li> <li>• Forming partnerships to leverage resources</li> <li>• Coordinating professional development opportunities</li> <li>• Assist with professional development service providers vetting process</li> <li>• Monitoring performance and progress</li> <li>• Developing an evaluation plan</li> <li>• Providing technical assistance</li> </ul>	Spring 2012	Dr. Pete Goldschmidt, Leighann Lenti
Establish Partnership for Assessment of Readiness for College and Careers (PARCC) Educator Cadre	Spring 2012	Dr. Pete Goldschmidt, Leighann Lenti, PARCC
First Educator Leader Cadre meeting	Summer 2012	PARCC

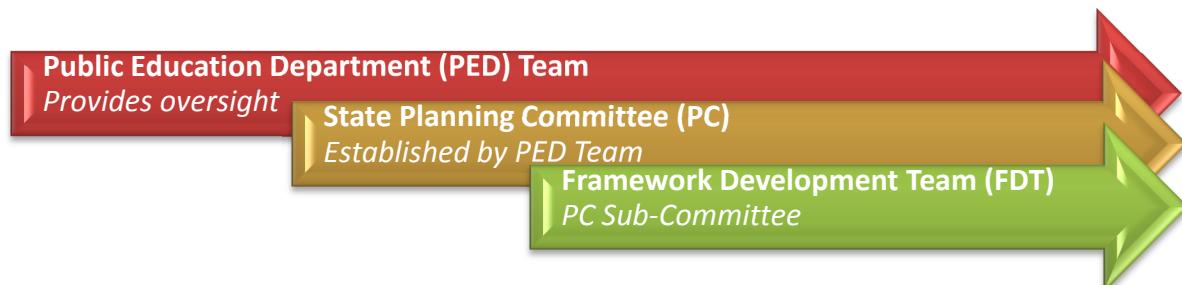
# **SECTION ONE: IMPLEMENTATION PLAN DEVELOPMENT PROCESS**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

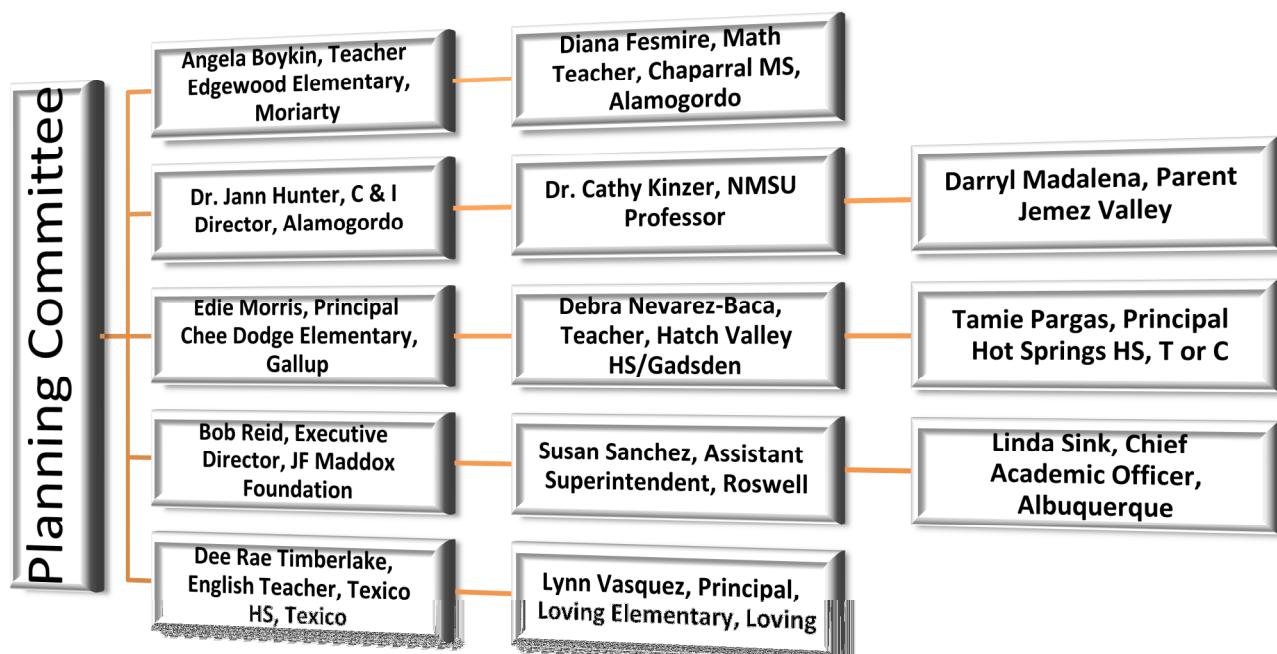
Planning for the New Mexico Common Core State Standards began within the New Mexico Public Education Department (NMPED) in summer 2011. The initial team consisted of a Project Coordinator, a Project Director, the Director of Assessment and Accountability, and the Director of Policy. The team gathered information, conducted a state-wide survey of districts to determine district readiness levels, needs and preferences. PED also established a Planning Committee (PC) and a Framework Development Team (FDT) to provide recommendations and draft the state Implementation Plan. Members of the Framework Development Team and the Planning Committee included diverse stakeholders from across the state such as campus/district administrators, teachers, parents, Institutions of Higher Education (IHE), and the business community. Representation included all levels of education (e.g. elementary, middle, high, higher education), experience in bilingual and Special Education, all regions, and representation from Hispanic and Native American communities.

**Table 1-A: Overview**



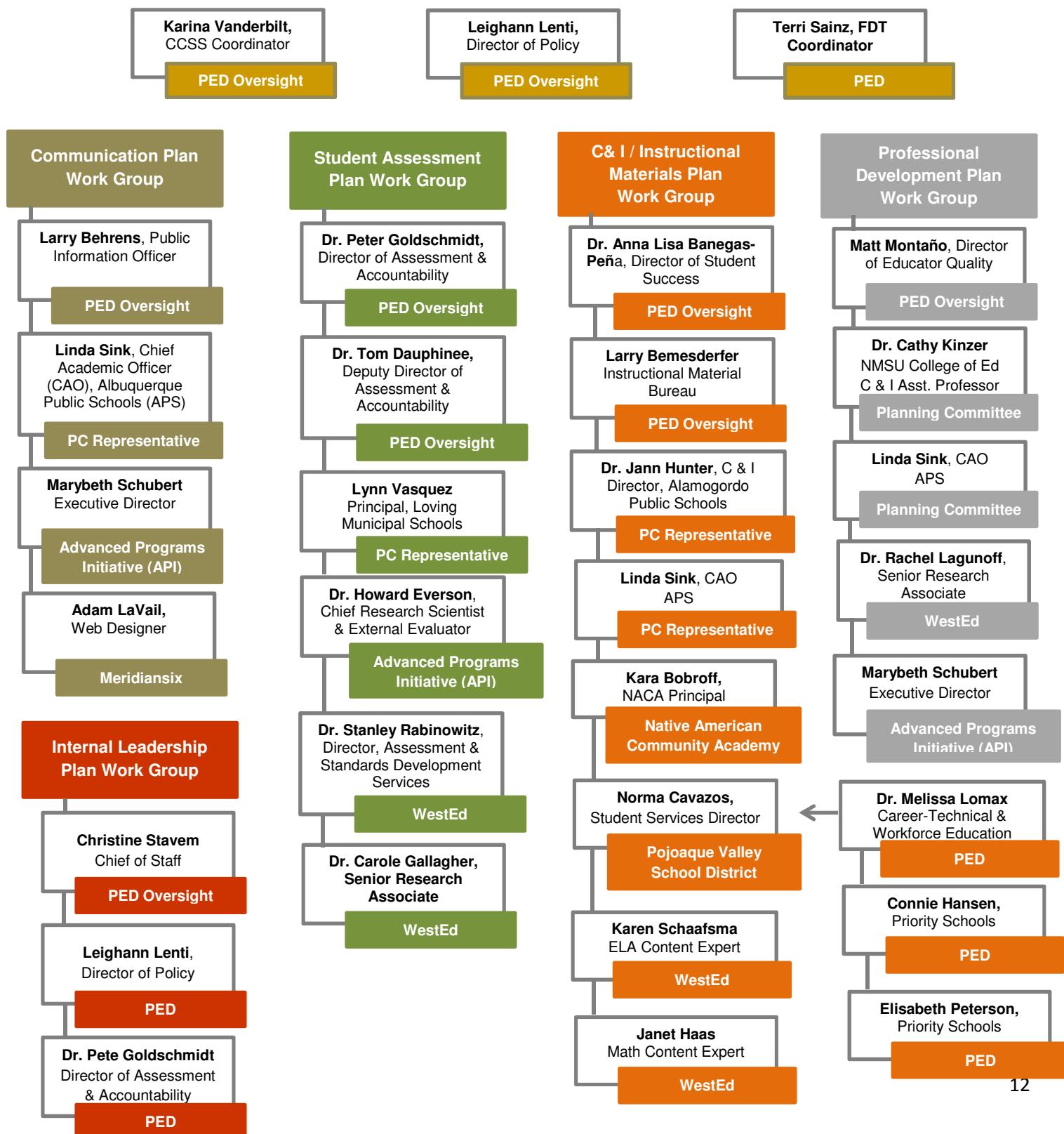
The Planning Committee met throughout the fall and created specific recommendations for the communication, assessment, professional development, and curriculum and instruction sections of the implementation plan. The PC reviewed and edited drafts of the implementation plan.

**Table 1-B: State Planning Committee (PC) Members**



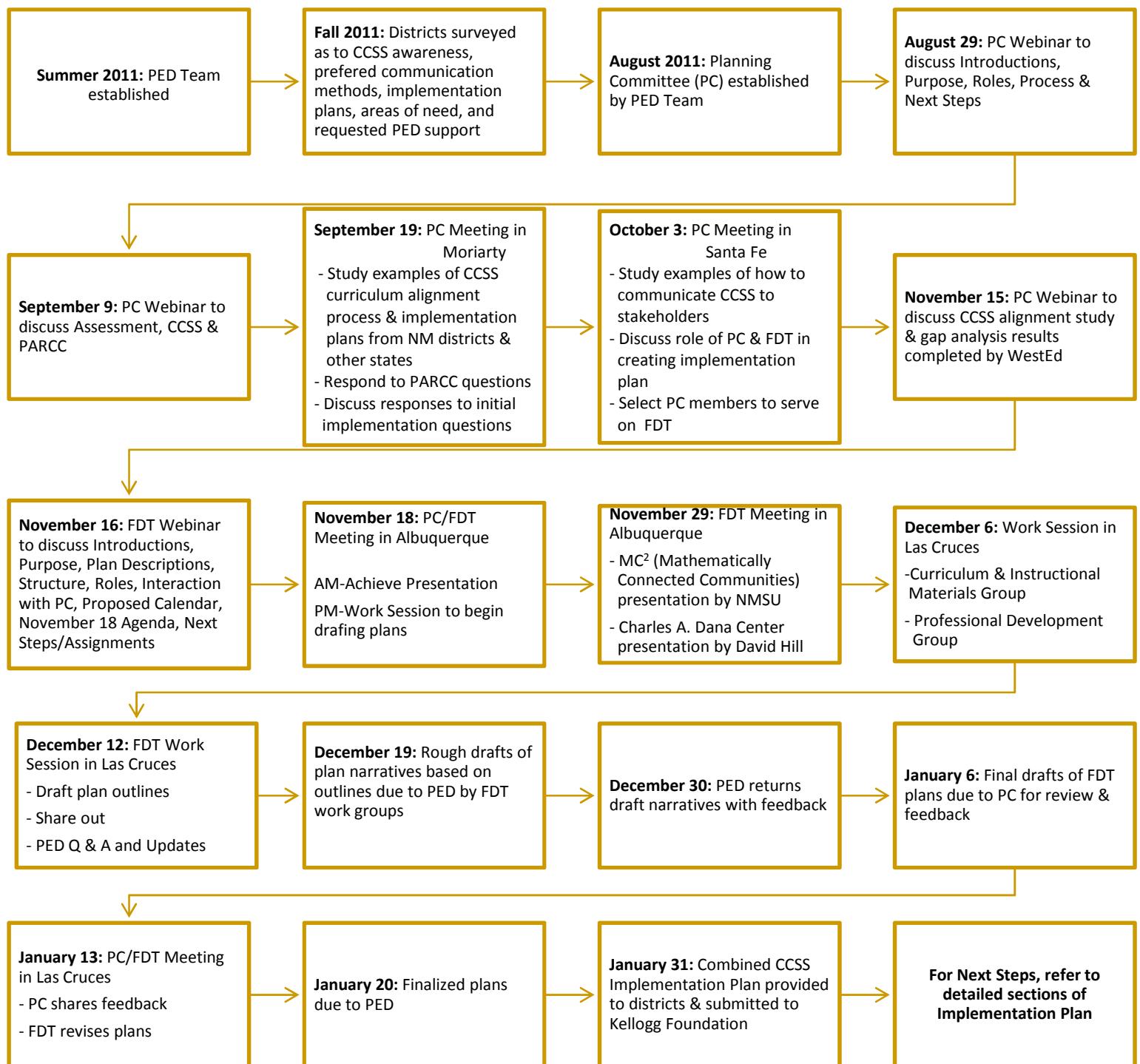
**Table 1-C: Framework Development Team (FDT) Work Groups**

The Framework Development Team drafted the implementation plan based on the recommendations of the Planning Committee. Members of the FDT were organized into work groups to draft the separate sections of the New Mexico Common Core State Standards (NMCCSS) Implementation Plan as shown below. The FDT Coordinator, together with the NMPED facilitated the process and prepared the NMCCSS Implementation Plan for review by the NMPED team and PC.



**Table 1-D: Plan Development Timeline**

The timeline below details New Mexico's process in developing an implementation plan for transitioning to the Common Core State Standards through the collaborative efforts of the PED, PC and FDT.



## **SECTION TWO: COMMUNICATION PLAN**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

**New Mexico Public Education Department  
Common Core State Standards (CCSS)  
Communication Plan**

**Vision:** Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states and the District of Columbia to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.

**Goal:** To provide the education community in New Mexico—from students and parents, to teachers, administrators, school board members and business and community leaders—with the information and interaction they require to respond to the initiative.

**Overview:** In the face of these challenges and opportunities, the New Mexico Public Education Department (NMPED) must quickly and effectively communicate with its stakeholders about why the new system is necessary and what the changes it is driving mean for them. The Department will use a variety of media and forums to reach these various stakeholders, and the process to engage them will be ongoing. As a result of the steps, New Mexicans will have accurate, timely and easy-to-access information and tools for implementing the CCSS in their own communities and the opportunity to ask and answer questions about the near- and long-term impact of the CCSS on their communities.

**Table 2-A: Communication Plan Event Calendar**

Timeframe	Event
January 31, 2012	Memo to Superintendents from Secretary Skandera <ul style="list-style-type: none"> <li>• Introducing WestEd alignment study findings</li> <li>• Announcing release of State CCSS Implementation Plan</li> <li>• Announcing CCSSO-sponsored summit</li> <li>• Announcing launch of new State CCSS website</li> </ul>
February 3, 2012	Press Release to public and media from NMPED <ul style="list-style-type: none"> <li>• CCSS Overview</li> <li>• Introducing WestEd alignment study findings to be posted on website</li> <li>• Announcing release of State CCSS Implementation Plan to be posted on website</li> <li>• Announcing CCSSO-sponsored summit</li> <li>• Announcing launch of new State CCSS website</li> </ul>
February 3, 2012	Launch of new State CCSS website
March 2-3, 2012	CCSSO-sponsored summit conference for district teams to be held in Albuquerque
Summer/Fall	Listening tours
March & August, 2012	Possible events may include press releases and/or press conferences
2012-2013 & beyond	Ongoing communication

**Table 2-B: Communication Work Plan**

Key Implementation Steps	Timeframe	Responsibility
NMPED begins to highlight its standard key CCSS messages and <i>New Mexico's Guiding Principles for the Common Core State Standards</i> to districts. (refer to next page)	January 31, 2012	Larry Behrens, PED Public Information Officer
<p>Memo to superintendents from Secretary Skandera</p> <ul style="list-style-type: none"> <li>• Introducing WestEd alignment study findings of the key differences between CCSS for ELA and mathematics and the current New Mexico content standards to be posted on State CCSS website</li> <li>• Announcing release of State CCSS Implementation Plan to be posted on State CCSS website</li> <li>• Announcing CCSSO-sponsored summit to be held in Albuquerque on March 2-3, 2012 sponsored by CCSSO (Council of Chief State School Officers) to provide CCSS orientation to district teams</li> <li>• Announcing launch of new State CCSS website</li> </ul>	January 31, 2012	Larry Behrens
New Mexico CCSS Implementation Plan submitted to Kellogg Foundation	January 31, 2012	Leighann Lenti, PED Director of Policy
Planning and preparation for CCSSO (Council of Chief State School Officers)-sponsored "Introduction to CCSS" summit for educators.	January/February, 2012	Karina Vanderbilt, PED CCSS Coordinator
Develop FAQs and brochures for key target audiences including parents, educators, and community leaders.	January/February, 2012	Karina Vanderbilt
Identify webmaster responsible for keeping the new CCSS website updated and responding to blog postings.	January, 2012	Mike Archibeque, Chief Information Officer
Finalize design, copy and functionality for PED CCSS website. Complete first-round of informational materials for distribution on PED website.	February 3, 2012	Karina Vanderbilt, Marybeth Schubert, Advanced Programs Initiative (API); Adam LaVail, Meridiansix
<p>Launch new NMPED CCSS website. <b>Note:</b> Not all of the following will be available on launch date, but will be forthcoming.</p> <ul style="list-style-type: none"> <li>• One-page overview timeline of State Implementation Plan</li> <li>• Complete State Implementation Plan</li> <li>• Summary brochures for different audiences (in response to educators' survey regarding most-needed documents for introducing CCSS)</li> <li>• FAQ sheets for different audiences</li> <li>• Links to relevant best-practices and strategies</li> <li>• Math-specific documents for math educators</li> <li>• ELA-specific documents for ELA educators</li> <li>• Bilingual-specific documents for Bilingual Education educators</li> <li>• SWD (Students with Disabilities) documents for SPED educators</li> <li>• Standards-Based Education<sup>5</sup> Information</li> <li>• On-line instructional materials</li> <li>• Professional development opportunities</li> <li>• Blog and other real-time opportunities for feedback from and interaction among constituents</li> <li>• Additional information/resources</li> </ul>	February 3, 2012	Karina Vanderbilt, Mike Archibeque, Marybeth Schubert, Adam LaVail
CCSSO-sponsored summit in Albuquerque, with live streaming, video and other options for those not able to participate.	March 2-3	Karina Vanderbilt, CCSSI Coordinator

<sup>5</sup> Standards-based Education <http://www.am.dodea.edu/ddessasc/aboutddess/standards/standardsbased.html>

Key Implementation Steps	Timeframe	Responsibility
Conduct “ <i>Listening Tours</i> ” throughout the State to provide local constituents the venue through which to ask questions and voice any concerns about the CCSS.		Larry Behrens, CCSS Implementation Team (refer to Section Six: Internal Leadership Plan)
Possible events may include press releases and/or press conferences in preparation for the New Mexico Standards Based Assessment window in March and Back-to-School in August.	March/August, 2012	Larry Behrens
Maintain lines of communication including memos to superintendents, press releases, press conferences, website postings, etc.	Ongoing	Larry Behrens, CCSS Implementation Team

## **COMMON CORE STATE STANDARDS KEY MESSAGES**

*For discussion with Educators, School Board Members, Business and Community Leaders, Tribal Leaders, Teacher Union Officials, Legislators and Parents.*

- Virtually all states, including New Mexico, have adopted new public school standards of what students must **understand** and be able to do in English language arts/literacy and math that must be implemented over the next three years.
- The Common Core State Standards (CCSS) were developed in partnership between governors—through the National Governors Association (NGA), and superintendents—through the Council of Chief State School Officers (CCSSO).
- The CCSS are a different approach to teaching, learning and testing in the 21<sup>st</sup> century that focus on providing children with a deep understanding of the most important concepts in the subjects they are studying so that they can apply that knowledge and skills to other subjects and in the real world.
- By 2014-2015, all New Mexico public education students will be taking a new form of assessments that will require students to demonstrate their reading, writing, and math problem-solving skills while using technology. These tests will consist of multiple forms of testing, not only multiple-choice questions.
- **New Mexico’s vision** for the Common Core State Standards is to ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.
- *The Common Core State Standards are an opportunity* to equip all public school districts and educators enabling them to make the changes in the instructional system necessary to educate students for the 21<sup>st</sup> century economy and workforce.

***NEW MEXICO'S GUIDING PRINCIPLES  
FOR THE COMMON CORE STATE STANDARDS***

- **Prepare** students with the knowledge and skills they need to succeed in education and training after high school.
- **Ensure** our students are globally competitive by exposing them to educational standards that are used throughout the world.
- **Improve** equity and economic opportunity for all students by having consistent expectations for achievement for all students, not just the privileged few.
- **Clarify** standards and expectations so that parents, teachers and students understand what is needed of them.
- **Collaborate** across districts and with other states so that there is sharing of resources and expertise in the development of new, common, best practice-based classroom materials, curriculum, teacher professional development and student exams.

## **SECTION THREE: STUDENT ASSESSMENT PLAN**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

**New Mexico Public Education Department  
Common Core State Standards (CCSS)  
Student Assessment Plan**

**Vision:** Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states including the District of Columbia to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.

**Goal:** To transition over the next three years towards a new generation assessment that is well aligned with CCSS and the PARCC assessment that will be introduced in New Mexico in 2014-2015.

**Overview:** The State's Student Assessment Plan addresses the transition from the current Standards Based Assessment (SBA) to the new Partnership for Assessment of Readiness for College and Careers (PARCC) test. In addition, the plan explains the implications for the New Mexico Alternate Performance Assessment (NMAPA) and the ACCESS English Language Proficiency Assessment for English Language Learners (ELL).

**Critical Milestones & Key Implementation Steps:**

**I. The State's new generation assessment will be developed and delivered by PARCC (Partnership for Assessment of Readiness for College and Careers), and provide measures of student performance and school accountability across the states that participate in that consortium, including New Mexico.**

**Table 3-A: SBA Timeline**

Timeframe	Assessment
March 19 – April 13, 2012	<b>Accountability Assessments:</b> SBA (Standards-Based Assessment) based on current New Mexico Content Standards; High School Exit Exam
March 18 – April 5, 2013	<b>Accountability Assessments:</b> 2013 SBA Bridge Assessment for grade 3 dually aligned to the NM State Standards & the NMCCSS; Current SBA for grades 4-8, 10 & 11; High School Exit Exam
Spring 2014	<b>Accountability Assessments:</b> 2014 SBA Bridge Assessment dually aligned to the NM State Standards & the NMCCSS for grades 3-8, 10 & 11; High School Exit Exam
Spring 2015	<b>Accountability Assessments:</b> PARCC; meeting college and career ready standards assessed through PARCC required for graduation

**Table 3-B: SBA Work Plan**

It is important to prepare teachers and students for the demands of a testing system that is substantially more sophisticated and more exacting than the one with which they are familiar. In implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences. They must also have the ability to analyze their results to improve student achievement.

Key Implementation Steps	Timeframe	Responsibility
Tap federal funding to complete comprehensive study of existing test-bank items to identify those that are and are not aligned with the CCSS and to map topics that are not well-covered within the existing bank.	January, 2012	New Mexico Public Education Department (NMPED)
Begin analysis of 2011 SBA data to identify gaps in student performance, especially in areas and topics most relevant for the CCSS.	January 4, 2012	NMPED research staff with analytical direction from Dr. Tom Dauphinee, PED Deputy Director of Assessment and Accountability and Dr. Howard Everson, Advanced Programs Initiative (API)
Phone meeting with Pacific Metrics regarding how their data and experience in New Mexico can help inform NMPED about performance gaps and to determine whether they have test items aligned to CCSS that could be used for the 2013 SBA Bridge Assessment.	January 5, 2012	Dr. Tom Dauphinee and Dr. Howard Everson
Phone meeting with Measured Progress to discuss: <ul style="list-style-type: none"> <li>• Possibility of contract extension to 2014</li> <li>• Schedule and scope for 2013 and 2014 SBA Bridge Assessments</li> <li>• Extent of support for design and development of 2014 Bridge Assessment</li> </ul>	January 6, 2012	Dr. Tom Dauphinee and Dr. Howard Everson
Complete analysis of 2011 SBA data to identify gaps in student performance and item alignment, especially in areas and topics most relevant for the CCSS.	January 16, 2012	NMPED research staff w/review from Dr. Tom Dauphinee and Dr. Howard Everson
Review and specify SBA design changes, number of items added and deleted by grade level, language, and item type for 2013 test, focusing on priority areas identified by analysis of 2011 test data. SBA design will only change for grade 3 in 2013 to align with the CCSS.	January 23, 2012	NMPED research staff w/analytical direction from Dr. Tom Dauphinee and Dr. Howard Everson
Finalize decisions about changes to 2013 Grade 3 SBA Bridge Assessment, including: <ul style="list-style-type: none"> <li>• Testing time</li> <li>• Number of new items to be field tested and implications for accountability</li> <li>• Item alignment</li> <li>• Use of item bank</li> <li>• Opportunity to learn</li> </ul>	January 30, 2012	Dr. Pete Goldschmidt, PED Director of Assessment & Accountability, Dr. Tom Dauphinee and Dr. Howard Everson

**Table 3-B: SBA Work Plan (cont.)**

Key Implementation Step	Timeframe	Responsibility
Communicate proposed 2013 Grade 3 SBA Bridge Assessment design changes to Measured Progress (number of items added and deleted by content area and language). Grade 3 SBA Bridge Assessment will maximize use of banked items aligned with CCSS.	January 31, 2012	NMPED
Provide schools with overview of PED plan for SBA transition to the CCSS, (grade 3 in 2013; grades 3-8, 10 & 11 in 2014).	January 31, 2012	NMPED with API
Provide public with overview of PED plan for SBA transition to the CCSS, (grade 3 in 2013; grades 3-8, 10 & 11 in 2014).	February 3, 2012	NMPED with API
Empanel and train teacher committees to write CCSS assessment frameworks in Reading and Math in all tested grades.	February 21-29, 2012	NMPED, Dr. Howard Everson, and Teacher Committees
Teacher committees complete draft CCSS assessment frameworks.	March 15, 2012	NMPED, Dr. Howard Everson, and Teacher Committees
Finalize the CCSS assessment frameworks and specify areas for new item development in all tested grades.	March 30, 2012	NMPED, Dr. Howard Everson
Measured Progress begins new item development as needed for field testing in 2013 SBA in all tested grades.	April 2, 2012	NMPED
Measured Progress and teacher committees conduct item quality and bias reviews.		
Publicize 2013 SBA Bridge Assessment blueprint using innovative technology.	June 29, 2012	NMPED, Measured Progress, and Teacher Committees
Administer 2013 SBA Bridge Assessment based on banked test items.	July 13, 2012	NMPED and Measured Progress
Analyze and publish SBA trends and data for Grade 3 SBA Bridge Assessment.	March/April 2013	NMPED, Measured Progress, and Districts
Plan design of 2014 SBA Bridge Assessments in all tested grades for CCSS alignment.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee and Dr. Howard Everson
Committee review of new items.	March 2013	Dr. Pete Goldschmidt and Dr. Tom Dauphinee
Form standards setting committee for 2014 SBA Bridge Assessment.	Fall 2013	NMPED and Measured Progress (or vendor) with Dr. Howard Everson
Continue to analyze performance trends.	Summer 2014	NMPED
Publicize 2014 SBA Bridge Assessment blueprint using innovative technology.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee and Dr. Howard Everson

**II. The New Mexico Alternate Performance Assessment (NMAPA) will be progressively redesigned to align with alternate CCSS achievement standards for students with significant cognitive disabilities.**

**Table 3-C: NMAPA Timeline**

Timeframe	Assessment
2011	<b>Accountability Assessments:</b> NMAPA (New Mexico Alternate Performance Assessment)
2012	<b>Accountability Assessments:</b> NMAPA
Spring 2013	<b>Accountability Assessments:</b> NMAPA Bridge Assessment
Spring 2014	<b>Accountability Assessments:</b> NMAPA Bridge Assessment
Spring 2015	<b>Accountability Assessments:</b> Fully Aligned CCSS NMAPA

**Table 3-D: NMAPA Work Plan**

It is important to prepare teachers and students with significant cognitive disabilities over time for the demands of a testing system that is more sophisticated and more exacting than the one with which they are familiar. In implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences. They must also have the ability to analyze their results to improve student achievement.

Key Implementation Steps	Timeframe	Responsibility
Signed agreement with Delaware to share CCSS aligned NMAPA items in exchange for newly developed CCSS alternate assessment items.	November 2011	NMPED and State of Delaware Department of Education
Administer 2012 NMAPA that is fully aligned with New Mexico's Extended Grade Band Expectations	February – April 2012	NMPED, American Institutes for Research (AIR), and districts
Discuss collaboration with Delaware and other interested states in developing CCSS aligned extended grade band expectations (EGBEs) for students with significant cognitive disabilities.	January 30, 2012	Dr. Tom Dauphinee, Charles Trujillo, State of Delaware, and AIR
Evaluate alignment of NMAPA items with CCSS	February 29, 2012	Charles Trujillo and AIR
Locate funding and expertise for developing CCSS EGBEs	February 29, 2012	Dr. Tom Dauphinee, Charles Trujillo, and State of Delaware
Write CCSS aligned Expanded Grade Band Expectations (EGBEs) for all grade spans in reading/English language arts and math.	May 31, 2012	Dr. Tom Dauphinee, Charles Trujillo, and State of Delaware, and outside experts
Write CCSS frameworks for all tested grade spans in reading/English language arts and math.	July 20, 2012	Dr. Tom Dauphinee, Charles Trujillo, committees of special education teacher committees, and AIR
Conduct item content and bias reviews for shared items using statewide teacher committees for 2013 field test items.	July 30, 2012	Charles Trujillo, committees of special education teacher committees, and AIR
Communicate NMPED plans for transition to NMAPA Bridge Assessments and implications for professional development.	August 17, 2012	NMPED and API
Administer 2013 NMAPA based on NM Academic Content Standards in all grade spans (including shared CCSS items for field testing).	March/April 2013	NMPED and AIR

Key Implementation Steps	Timeframe	Responsibility
Analyze and publish NMAPA trends data.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Plan design of 2014 NMAPA Bridge Assessment.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Conduct item content and bias reviews for shared items and newly developed items using statewide teacher committees	July 2013	Charles Trujillo, Special Education Teacher Committees, and AIR
Design 2014 NMAPA Bridge Assessment using New Mexico owned CCSS aligned items and shared CCSS field test items from Delaware.	August 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, Charles Trujillo, and AIR
Publicize 2014 assessment blueprint and release items using innovative technology.	August 17, 2012	NMPED with API
Administer 2014 NMAPA Bridge Assessment New Mexico items, including shared items for field testing.	March/April 2014	NMPED, AIR
Analyze and publish NMAPA trends data.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Plan design of 2015 NMAPA Assessment for full CCSS alignment.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Conduct item content and bias reviews for shared items and newly developed items using statewide teacher committees	July 2014	Charles Trujillo, committees of special education teacher committees, and AIR
Conduct request for proposals to award new contract for NMAPA (AIR contract expires 9/2014)	Summer 2014	Charles Trujillo, Dr. Tom Dauphinee
Design 2015 NMAPA Bridge Assessment using New Mexico owned CCSS aligned items & shared CCSS field test items from Delaware.	August 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, Charles Trujillo, and AIR
Publicize 2015 assessment blueprint and release items using innovative technology.	August 2014	NMPED with API
Administer 2015 CCSS NMAPA Assessment	March/April 2015	NMPED, AIR

***III. The ACCESS for ELLs English Language Proficiency Assessment, provided by the WIDA Consortium will be redesigned to align with CCSS expectations.***

**Table 3-E: ACCESS Timeline**

Timeframe	Assessment
2012	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2013	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2014	<b>Title III Accountability Assessments:</b> ACCESS for ELLs assessment
2015	<b>Title III Accountability Assessments:</b> ELP assessment awarded through RFP process

**Table 3-F: ACCESS Work Plan**

It is important to prepare Bilingual Education teachers and English Language Learners including those with significant cognitive disabilities for the demands of a testing system that is more sophisticated and more exacting than the one with which they are familiar. In implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences. They must also have the ability to analyze their results to improve student achievement.

Key Implementation Steps	Timeframe	Responsibility
New Mexico adopted WIDA English Language Development Standards	2008	NMPED
New Mexico began administering ACCESS for ELLs assessment	2009	Dr. Tom Dauphinee, Charles Trujillo, WIDA Consortium
Adoption of WIDA ELD Standards, 2012 Edition:  The University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement alignment study of the WIDA English Language Development Standards (ELDS) to the CCSS (E-Team, 2010) reported that the WIDA standards strongly associate with the content expectations of the CCSS in English Language Arts and Mathematics in a majority of grade clusters. The study also reported that WIDA ELDS go beyond what is currently required in federal guidance by not only matching, but also broadly covering and meeting the cognitive demands of the CCSS. WIDA further strengthened the links to the CCSS in the ELDS, 2012 Edition.	TBD	NMPED
WIDA was recently awarded an Extended Assessment Grant and will soon begin development of the new Assessment Services Supporting ELLs through Technology Systems (ASSETS). EAG funds support the development of systems of ELP assessments that correspond to the CCSS college- and career-ready expectations. The grant stipulates that ELP assessments must be developed that include English learners with disabilities who are currently assessed using alternate assessments based on modified academic achievement standards. WIDA will hold an informational teleconference on January 26, 2012, to explain how new assessments will be developed to leverage technology and minimize accessibility barriers due to language. New Mexico intends to participate fully in the development of the ASSETS assessment.	TBD	Dr. Tom Dauphinee, Robert Romero, WIDA Consortium
It is important to note that WIDA already has an Alternate ELP assessment for English learners with disabilities. New Mexico will begin administering the Alternate ACCESS assessment in spring 2012. Student scores from the alternate assessment will be used to guide student instruction and for Title III accountability reports, beginning in 2012. New Mexico provided input to the development of the Alternate ACCESS assessment.	January/ February 2012	Dr. Tom Dauphinee, Charles Trujillo, WIDA Consortium
Request proposals for English language proficiency assessment. Contract with WIDA will expire in June 2013. State required RFP process will award contract for ELP assessment to winning bidder.	Fall/ Winter 2012	Dr. Tom Dauphinee, Robert Romero

## **SECTION FOUR: CURRICULUM & INSTRUCTION / INSTRUCTIONAL MATERIALS PLAN**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

**New Mexico Public Education Department  
Common Core State Standards (CCSS)  
Curriculum & Instruction / Instructional Materials Plan**

**Vision:** Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states including the District of Columbia to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

**Goal:** In preparation for 21<sup>st</sup> century success, New Mexico will move to full implementation of the Common Core State Standards<sup>6</sup> (CCSS) in English Language Arts (ELA)/Literacy and mathematics by meeting the following objectives:

- Establishing a sure path to college and career readiness
- Ensuring the alignment of high-quality instructional methods/materials
- Fostering cultural competence and language proficiency by promoting the spirit of diversity within New Mexico
- Building leadership capacity to sustain efforts and continue momentum

**Overview:** The timeline for full implementation of the Common Core State Standards (CCSS) considers the several key shifts in learning evident in the new standards. The NMPED will provide support to districts in determining how to change everyday teaching practice into aligned instructional methods reflecting the depth and skills of the CCSS.

- Beginning in **spring 2012**, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
  - Capacities of the Literate Individual (refer to Table 4-B)
  - English Language Arts Shifts in Instruction (refer to Table 4-C)
  - Reading and Writing Framework Shifts in Instruction (refer to Table 4-D)
- In a similar manner, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
  - Mathematical Practices (refer to Table 4-E)
  - Mathematics Shifts in Instruction (refer to Table 4-F)

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<sup>6</sup> CCSS Documents <http://www.corestandards.org/the-standards>

The timeline for the structured, supported implementation of the CCSS is as follows:

**Table 4-A: Common Core State Standards Implementation Timeline**

MANDATED START DATE	GRADES	CCSS
2012-2013	K-3	ELA
2012-2013	K-3	Mathematics
2013-2014	4-12	ELA
2013-2014	4-12	Mathematics
2013-2014  <b>IMPORTANT NOTE<sup>7</sup>:</b> <i>The grades 6 -12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them and are to be incorporated into the standards for those subjects.</i>	6-12	Social Studies, Science & Technical Subjects Literacy Standards

The New Mexico CCSS Curriculum & Instruction / Instructional Materials Plan is directly aligned to the Professional Development and Assessment plans by addressing the following:

### ELA/Literacy

- Capacities of the Literate Individual (Table 4-B)
- Shifts in Instruction (Table 4-C)
- Reading & Writing Framework Shifts (Table 4-D)

### Mathematics

- Integration of Mathematical Practices & Mathematical Content (Table 4-E)
- Shifts in Instruction (Table 4-F)

### New Mexico Bilingual/Multicultural and Indian Education Guidelines (page 10)

- Hispanic and Indian Education Acts (Table 4-G)

### Critical Milestones & Key Implementation Steps

- Support districts and schools in evaluating their current knowledge and capacity to implement the CCSS.
- Credibly align curriculum and instructional materials/resources through a balanced and coordinated set of activities.
- Ensure equity and rigor for all students in meeting the State's high standards and expectations.

<sup>7</sup> CCSS for ELA/Literacy, pg. 3 [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

## English Language Arts / Literacy

### **Table 4-B: Capacities of the Literate Individual<sup>8</sup>**

The following characteristics offer a portrait of students who typically meet the standards set out in the Common Core State Standards for ELA/Literacy. As students advance through grade levels and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

#### **CAPACITIES OF THE LITERATE INDIVIDUAL**

**They demonstrate independence.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

**They value evidence.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

**They use technology and digital media strategically and capably.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**They come to understand other perspectives and cultures.** Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

<sup>8</sup> Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, pg. 7  
[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**Table 4-C: Shifts in ELA/Literacy<sup>9</sup> Instruction**

The following **shift the focus of literacy instruction** to center on the careful examination of the text itself. Underscoring what matters most in the CCSS illustrates the shifts that must take place in the next generation of curricula. This is not intended to be an exhaustive list of all the shifts that would be required to fully implement ELA/Literacy.

		<b>SHIFTS IN ELA/LITERACY INSTRUCTION</b>
<b>1</b>	<b>K-5: Balancing Informational &amp; Literary Texts</b>	Students read (listen to in K-2) a mix of 50% informational and 50% literary texts, including reading in ELA, science, social studies, technical subjects and the arts. Informational texts both within and across grades should be selected around topics or themes that allow children to gradually deepen their understanding of these topics over time.
<b>2</b>	<b>Grades 6-12: Increasing Focus on Literary Nonfiction in ELA and Across the Curriculum</b>	Students in grades 6-12 read a blend of literature and high quality literary non-fiction. In addition, content area teachers in history/social studies and science share responsibility for the development of students' literacy skills by requiring students to read, analyze, evaluate, and write about domain-specific texts in their disciplines. Across the curriculum, students in these grades are expected to read a balance of texts as detailed in Table C.
<b>3</b>	<b>Cultivating Students' Ability to Read Complex Texts Independently</b>	Students read increasingly complex texts with increasing independence as they progress towards college and career readiness. All students, including those who are behind, have extensive opportunities to encounter and comprehend appropriately complex and high quality texts at each grade level. Teachers create time and space in the curriculum for reading closely and thinking deeply about these texts and provide the necessary scaffolding and support so that all students can participate.
<b>4</b>	<b>High Quality Text-Dependent Questions and Tasks</b>	Students gather evidence, knowledge, and insight from their reading of texts. The majority of questions and tasks that students respond to require careful scrutiny of the text in question (including content, structure, and craft) and specific references to evidence in the text itself to support responses.
<b>5</b>	<b>Evidence-Based Writing and an Increasing Focus on Argument and Informative Writing</b>	In writing, students support their presentation of ideas, information, or claims with the use of specific and relevant evidence drawn from reading and research. In addition, as students progress through the grades, they spend a progressively greater amount of time on argument and informative writing compared to narrative, paralleling the balance assessed on the National Assessment of Student Progress (NAEP): by high school, 40% of student writing should be to argue, 40% should be to explain/inform, and 20% should be narrative.
<b>6</b>	<b>Academic Vocabulary</b>	Through reading, discussing, and writing about appropriately complex texts at each grade level, students build the general academic vocabulary they will need to access a wide range of complex texts in college and careers. Students gather as much as they can about the meaning of these words from the context of how the words are being used in the text. Teachers offer support as needed when students are not able to figure out word meanings from the text alone and for students who are still developing high frequency vocabulary.

<sup>9</sup> Coleman, David & Pimentel, Susan. *Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy Grades K-2* [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)  
*Grades 3-12* [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

#### Table 4-D: Reading and Writing Framework Shifts

The ELA/Literacy CCSS aim to align instruction with the NAEP (National Assessment of Education Progress) Reading and Writing Frameworks below. The percentages reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. As with reading, the percentages reflect the sum of student writing, not just writing in ELA settings.

Reading			Writing			
Grade	Literary	Informational	Grade	To Persuade	To Explain	To Convey Experience
4	50%	50%	4	30%	35%	35%
8	45%	55%	8	35%	35%	30%
12	30%	70%	12	40%	40%	20%

In K–5, the CCSS follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the CCSS demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the CCSS for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. To measure students’ growth toward college and career readiness, assessments aligned with the CCSS should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the CCSS, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the CCSS concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts. It follows that writing assessments aligned with the CCSS should adhere to the distribution of writing purposes across grades outlined by NAEP.

## MATHEMATICS

**Integration of Mathematical Practices & Mathematical Content:** The CCSS for Mathematical Practice describe aspects of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The Standards for Mathematical Content and Standards for Mathematical Practice are meant to be connected.

*Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.<sup>10</sup>*

Separating the practices from the content is not helpful and is not what the standards require. The practices do not exist in isolation; the vehicle for engaging in the practices is mathematical content.

The **Standards for Mathematical Practice** should be embedded in classroom instruction, discussions and activities. They describe the kind of mathematics teaching and learning to be fostered in the classroom. To promote such an environment, students should have opportunities to work on carefully designed standards-based mathematical tasks that can vary in difficulty, context and type. Carefully designed standards-based mathematical tasks will reveal students' content knowledge and elicit evidence of mathematical practices. Mathematical tasks are an important opportunity to connect content and practices. To be consistent with the standards as a whole, assessment as well as curriculum and classroom activities must include a balance of mathematical tasks that provide opportunities for students to develop the kinds of expertise described in the practices.

### Table 4-E: Mathematical Practices

Students exhibiting the efficiencies of the CCSS Mathematical Practices are able to:

MATHEMATICAL PRACTICES	
1	<p><b>Make sense of problems and persevere in solving them.</b> Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>

<sup>10</sup> Common Core State Standards for Mathematics. pg. 8  
[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

## MATHEMATICAL PRACTICES (cont.)

2	<b>Reason abstractly and quantitatively.</b> Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to <i>contextualize</i> , to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
3	<b>Construct viable arguments and critique the reasoning of others.</b> Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
4	<b>Model with mathematics.</b> Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
5	<b>Use appropriate tools strategically.</b> Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## MATHEMATICAL PRACTICES (cont.)

6	<b>Attend to precision.</b> Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
7	<p><b>Look for and make use of structure.</b> Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see <math>7 \times 8</math> equals the well-remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.</p> <p>They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers <math>x</math> and <math>y</math>.</p>
8	<p><b>Look for and express regularity in repeated reasoning.</b> Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation <math>(y - 2)/(x - 1) = 3</math>. Noticing the regularity in the way terms cancel when expanding <math>(x - 1)(x + 1)</math>, <math>(x - 1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>

The **Standards for Mathematical Content** are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are **potential “points of intersection”** between the CCSS for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

**Table 4-F: Shifts in Mathematics<sup>11</sup> Instruction**

The following shifts represent **key areas of emphasis** as teachers and administrators work to implement the Common Core State Standards for Mathematics. Establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.

Shifts in Mathematics Instruction		
<b>1</b>	<b>Focus</b>	Focus is necessary so that students have sufficient time to think, practice and integrate new ideas into their growing knowledge structure. It is also a way to allow time for the kinds of rich classroom discussion and interaction that support the Standards for Mathematical Practice. Focus is critical to ensure that students learn the most important content completely, rather than succumb to an overly broad survey of content. Focus shifts over time.
<b>2</b>	<b>Coherence</b>	Coherence arises from mathematical connections. Some of the connections in the CCSS knit topics together at a single grade level. Most connections, however, play out across two or more grade levels to form a progression of increasing knowledge, skills or sophistication. The standards are woven out of these progressions. Likewise, instruction at any given grade would benefit from being informed by a sense of the overall progression students are following across the grades. Another set of connections is found between the content standards and the practice standards. These connections are absolutely essential to support the development of students' broader mathematical understanding. Coherence is critical to ensure that students see mathematics as a logically progressing discipline, which has intricate connections among its various domains and requires a sustained practice to master.
<b>3</b>	<b>Fluency</b>	Fluency is not meant to come at the expense of understanding but is an outcome of a progression of learning and sufficient thoughtful practice. It is important to provide the conceptual building blocks that develop understanding in tandem with skills along the way to fluency.
<b>4</b>	<b>Deep Understanding</b>	Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives, thus students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.
<b>5</b>	<b>Applications</b>	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
<b>6</b>	<b>Dual Intensity</b>	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in application "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

<sup>11</sup> PARCC Model Content Frameworks: Mathematics Grades 3-11. October 2011. pg. 6

[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf)

## New Mexico Bilingual/Multicultural and Indian Education Guidelines

As stated in the *Hispanic Education Act* and the *Indian Education Act*, language and culture are critical components in the education of New Mexico's students. This is fundamental to the understanding and delivery of instruction for New Mexico's diverse population. Implementation of the Common Core State Standards will work within the following guidelines.

**Program Goals:** It is vital to note that the NMPED program goals are intended for **all** students and not only English Language Learners (ELL).

- Become bilingual and biliterate in English and another language
- Meet State standards

### Program Funding Eligibility

- Provide for the educational needs of linguistically and culturally different students
- Improve language capabilities of both English and home languages of students
- Use two languages as mediums of instruction within programs
- Establish parent advisory committee, representative of the language and culture of students to assist and advise in the development, implementation, and evaluation of program

### Program Element: Instruction

- Sheltered instruction
- Standardized curriculum aligned with the State standards
- Consideration be given to incorporating the ELDS (English Language Development Standards) into instruction as language objectives
- Instruction in the history and cultures of New Mexico
- Native American heritage language revitalization
- Fine Arts instruction utilizing student's language, history, culture, and the arts traditions of his/her community

## Hispanic & Indian Education Acts

According to the **Resolution on Common Core Standards**<sup>12</sup> approved on September 25, 2009, the National Caucus of Native American State Legislators (NCNASL) agreed there may be potential benefits of the Common Core State Standards (CCSS) that are aligned across states and public schools including:

- **High Mobility Rates:** Limiting or mitigating interruptions or disconnects in learning for Native American students who are mobile between schools and states, or even between public, BIE (Bureau of Indian Education), and tribal schools.
- **Equity:** Requiring that all students receive the same curriculum and relevant program of instruction, thus allowing resource poor or understaffed schools serving Native Americans, as well as other traditionally under-served minority or rurally isolated students, to offer higher level academic courses such as calculus or advanced placement programs.
- **Highly Effective Teachers:** Requiring all teachers to master the same curriculum in each content area, replacing curricula that vary from state-to-state, thus allowing states and school districts to focus more on helping teachers be proficient and effective in teaching all students.

New Mexico's transition to the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Career (PARCC) assessment is an opportune time to move forward with the purposes outlined in the Hispanic and Indian Education Acts while also addressing any NCNASL concerns expressed in the 2009 Resolution.

The following table provides a side-by-side view of the Hispanic Education Act, as per HB 150, and the Indian Education Act, as per Article 23A, together with the potential benefits of transitioning to the Common Core State Standards (CCSS). Please note that:

- Any text which appears verbatim in both acts is italicized within the first two columns.
- There is not a corresponding Hispanic Education Act indicator for each one of the ones contained within the Indian Education Act.

<sup>12</sup> NCNASL Resolution <http://www.nativeamericanlegislators.org/Documents/2009%20Resolution%20on%20Common%20Core%20Standards.pdf>

**Table 4-G: Potential CCSS Benefits as Applied to Hispanic/Indian Education Acts**

Hispanic Education Act (HB 150) <sup>13</sup>	Indian Education Act (Article 23A) <sup>14</sup>	Potential Benefits of Transitioning to the CCSS
<p>The Hispanic Education liaison will serve as a resource to enable school districts and charter schools to provide <i>equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials</i> for Hispanic students <i>enrolled in public schools.</i></p>	<p>Ensure <i>equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials</i> for American Indian students <i>enrolled in public schools.</i></p>	<p>As per <b>6.29.13 NMAC</b><sup>15</sup> (New Mexico Administrative Code), additional New Mexico ELA standards shall be utilized for grades K-12 in conjunction with the CCSS. These standards serve to promote cultural competence. For example:</p> <ul style="list-style-type: none"> <li>• Use literature and media to develop an understanding of people, cultures, and societies to explore self-identity</li> <li>• Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.</li> </ul> <p>States adopting the CCSS were allowed to include an additional 15% of standards. Those added by the State of New Mexico in the ruling above are currently being reviewed by the New Mexico State University (NMSU) ELA/Literacy Launch Team in collaboration with PED staff, Bilingual Education, and Indian Education representatives. The purpose of the review is to eliminate redundancy and ensure cultural competence.</p> <p><b>The New Mexico English Language Development Standards (ELDS)</b> will be used along with the <b>2012 WIDA</b><sup>16</sup> edition which has been aligned to the CCSS to support the CCSS provide the source from which language objectives may be drawn to support the CCSS content standards.</p> <p>The State will utilize the 2011 iteration of the <b>Standards for Professional Learning</b> as a resource to support the implementation of CCSS. These professional development standards increase equity of access to a high-quality education for every student in all communities. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.</p>
	<p>Ensure maintenance of native languages.</p>	<p>In New Mexico, the <b>goal for English Language Learners is bilingualism &amp; biculturalism</b> while preserving endangered minority language through revitalization and development of academic skills in Native American language and culture. The New Mexico State ruling (6.29.13 NMAC) referenced previously also serves to ensure that this occurs.</p>

<sup>13</sup> Hispanic Education Act <http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf><sup>14</sup> Indian Education Act [http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)<sup>15</sup> New Mexico Administrative Code (NMAC) <http://www.nmcpr.state.nm.us/NMAC/parts/title06/06.029.0013.htm><sup>16</sup> WIDA <http://wida.us/standards/elp.aspx#2012>

Hispanic Education Act (HB 150) <sup>17</sup>	Indian Education Act (Article 23A) <sup>18</sup>	Potential Benefits of Transitioning to the CCSS
<p><i>Provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.</i></p>	<p><i>Provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students.</i></p>	<p>True transformational reform in education is not only possible but also entirely within our grasp. In the last few years, we have seen a number of significant shifts occur.</p> <ul style="list-style-type: none"> <li>• College and Career Readiness for all students is the new national norm</li> <li>• New Mexico along with the majority of states have adopted internationally benchmarked K-12 Common Core State Standards (CCSS) in mathematics &amp; English Language Arts/Literacy</li> <li>• Most states are participating in a Race to the Top assessment consortium. New Mexico has chosen PARCC (Partnership for Assessment of Readiness for College &amp; Careers)</li> </ul>
	<p>Ensure that the NMPED partners with tribes to increase tribal involvement and control over schools and the education of students located in <i>tribal communities</i>.</p>	<p>The Bureau of Education (BIE) funds many schools located in tribal communities and serves as a liaison between them and NMPED. One of the <b>BIE School Improvement Model</b> principles states the following:</p> <p><b>Core Curriculum:</b> High performing schools have a rigorous curricular program that is grounded in the scientific research. It is critical that schools create a “tightly coupled core curriculum” throughout the school. This means that the learning objectives (standards), instruction, curriculum materials, and assessments are all carefully coordinated.</p>
	<p>Encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states.</p>	<p>Like New Mexico, Arizona and Utah have also adopted the CCSS. Additionally, Arizona has joined the same assessment consortium (PARCC-Partnership for Assessment of Readiness for College and Careers) as New Mexico. This serves as common ground from which to speak, collaborate and leverage resources.</p> <p>Collaboration with the <b>Navajo Nation Department of Diné Education</b><sup>19</sup> will be bolstered. According to the <b>Navajo Nation Alternative Accountability Workbook</b><sup>20</sup> (Public Law 107-110) dated January 2011, “tribally-controlled schools operate in three different states (AZ, NM, &amp; UT) and, consequently are subject to three different accountability systems. If students attended the same school over time, then the assessment problems posed by the current situation would be manageable. However, a recent mobility study, conducted by the Department of Diné Education, estimated that about 45% of students enrolled in tribally-controlled schools, change schools each year. Some of these changes are due to promotional moves (from 6th to 7th grade and so on) but many students are moving from school to school, across state lines and into different accountability systems.”</p>

<sup>17</sup> Hispanic Education Act <http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf>

<sup>18</sup> Indian Education Act [http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)

<sup>19</sup> Navajo Nation DOE <http://navajonationdode.org/>

<sup>20</sup> Navajo Nation Accountability Workbook

<http://navajonationdode.org/uploads/FileLinks/4743e7a2906d45fe848416ccf82d0590/NN%20Accountability%20Workbook-1.pdf>

Hispanic Education Act (HB 150) <sup>21</sup>	Indian Education Act (Article 23A) <sup>22</sup>	Potential Benefits of Transitioning to the CCSS
	<p>Encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states. (CONT.)</p>	<p>The workbook goes on to express the following concern: <i>"There is no simple and obvious way to equate the accountability scores from different states; the nature of standards, their sequence and composition by grade level, as well as the nature of the test question, and the states' scoring make such efforts problematic. In order to get some sense of the overall progress of Navajo students the Navajo Nation has to equate different state scores, because so many students change schools across state borders."</i> The fact that New Mexico, Arizona and Utah are all transitioning to the CCSS will help to alleviate this issue.</p> <p>The workbook proposes "... a single accountability plan, one that addresses the unique cultural and educational circumstances of Navajo students". This, together with the CCSS, "will strengthen the coordination of school improvement plans and programs for all tribally-controlled schools, regardless of the state in which they reside."</p> <p><i>"Currently, school improvement plans are developed by the school boards of the independent tribally-controlled schools. This patchwork of school improvement plans does not serve mobile students, comprising almost 50% of the Navajo student population attending tribally-controlled schools. A Navajo accountability plan, with the authority of the Department of Diné Education, could coordinate and sequence school improvement efforts to better focus such efforts on accountability standards and student learning."</i></p>
	<p>Provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students.</p>	<p>The <b>Indian Education Advisory Council</b> may advise the New Mexico Secretary and Assistant Secretary of Education regarding the CCSS implementation. Communication will be ongoing via various methods such as presentations to the Indian Education Advisory Council and a listserv of contacts from the tribal departments of education and <b>Bureau of Indian Education (BIE)</b> schools.</p>

<sup>21</sup> Hispanic Education Act <http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf><sup>22</sup> Indian Education Act [http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)

Hispanic Education Act (HB 150) <sup>23</sup>	Indian Education Act (Article 23A) <sup>24</sup>	Potential Benefits of Transitioning to the CCSS
	<p>Provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas.</p>	<p>The New Mexico CCSS Implementation Plan calls for alignment with Institutes of Higher Education (IHE). Networking among the following, lead by a IHE such as NMSU (New Mexico State University) in Las Cruces, would serve to advance this initiative:</p> <ul style="list-style-type: none"> <li>• UNM (University of New Mexico), Albuquerque</li> <li>• SIPI (Southwest Indian Polytechnic Institute), Albuquerque</li> <li>• IAIA (Institute of American Indian Arts), Santa Fe</li> <li>• CNM (Central New Mexico Community College), Albuquerque &amp; Rio Rancho</li> <li>• San Juan College, Farmington</li> </ul> <p>In addition, Albuquerque's Native American Community Academy (NACA) and the Pojoaque Valley School District in Santa Fe are contributing members of the State CCSSI Planning Committee and potential resources in strengthening the relationship between the State and urban American Indian communities.</p>
<p>Provide mechanisms for <i>parents</i>, community and business <i>organizations</i>, public schools, school districts, charter schools, public <i>post-secondary educational institutions</i>, the department and state and local <i>policymakers</i> to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.</p>	<p>Ensure that <i>parents</i>; tribal departments of education; community-based <i>organizations</i>; the department of education; <i>universities</i>; and tribal, state and local <i>policymakers</i> work together to find ways to improve educational opportunities for American Indian students.</p>	<p>The CCSS provide the perfect opportunity to coalesce around a common—and rigorous—set of expectations and goals that will put all students on a trajectory to graduate from high school ready for college, careers and citizenship while working with Native American communities to prepare students for leadership roles and build capacity among tribes.</p> <p>For example, the <b>Capacities of the Literate Individual</b> which is part of the ELA/literacy CCSS includes the following student capacity:</p> <p><b>They come to understand other perspectives and cultures.</b> Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.</p>
	<p>Ensure that tribes are notified of all curricula development for their approval and support.</p>	<p>The CCSS Plan ensures that tribal departments of education are an integral part of the delivery chain in regard to communication, assessment, professional development and curriculum &amp; instruction/instructional materials.</p>

<sup>23</sup> Hispanic Education Act <http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf><sup>24</sup> Indian Education Act [http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)

Hispanic Education Act (HB 150) <sup>25</sup>	Indian Education Act (Article 23A) <sup>26</sup>	Potential Benefits of Transitioning to the CCSS
	Encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes.	In many cases, student performance data does not follow mobile students to the next school; this leaves educators poorly informed about the student's academic strengths and needs. Administering the CCSS-aligned PARCC assessment would enable tribal departments of education and B.I.E. schools to better track students' academic progress over time and strengthen accountability. Additionally, the State Online Data System (SOAP) will be refined to better serve school districts.
<i>Encourage and foster parental involvement in the education of their children.</i>	<i>Encourage and foster parental involvement in the education of Indian students.</i>	The state will provide parents with online resources to support the transition to the CCSS including the National PTA Guides <sup>27</sup> .

<sup>25</sup> Hispanic Education Act <http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf>

<sup>26</sup> Indian Education Act [http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)

<sup>27</sup> National PTA CCSS Parent Guides: <http://www.pta.org/4446.htm>

**Table 4-H: C & I / Instructional Materials Work Plan**

Key Implementation Steps	Timeframe	Responsibility
<p>Provide districts with CCSS alignment study/gap analysis posted online at PED website.  <b>IMPORTANT NOTE:</b> A succinct summary will be available in order for districts to avoid spending time conducting their own correlation.</p>	January 31, 2012	NMPED
<p>Utilize key results of CCSS alignment study/gap analysis in evaluating their current knowledge and capacity to implement the CCSS.</p>	Spring 2012	District
<p>Provide districts with access to online diagnostic tool to be used as professional development needs self-evaluation.</p>	February 2012	NMPED
<p>Utilize diagnostic tool to assess their capacity to implement instructional practices and utilize resources and instructional materials aligned to the CCSS in order to identify patterns and provide technical assistance to close gaps.</p>	Spring 2012	District
<p>Rural districts will need to assess how their following unique features can be utilized to support of the transition to CCSS.</p> <ul style="list-style-type: none"> <li>• Small Enrollment</li> <li>• Remote, Isolated Locations</li> <li>• Less Bureaucracy</li> <li>• Well-Established and/or Ethnically Unique Cultural Norms &amp; Traditions</li> </ul>	Spring 2012	District
<p>NMPED will also provide districts with support in comparing the alignment of all existing instructional materials to the CCSS. For example:</p> <ul style="list-style-type: none"> <li>• PARCC (Partnership for Assessment of Readiness for College &amp; Careers)</li> <li>• Criteria for Resources Aligned to CCSS in Mathematics developed by Jason Zimba</li> <li>• CCSSO/Achieve K-2 Publisher's Criteria for ELA/Literacy</li> <li>• CCSSO/Achieve Grades 3-12 Publisher's Criteria for ELA/Literacy</li> </ul>	Spring 2012	NMPED
<p>NMPED begins to build partnerships and gather resources to support the development &amp; implementation of instructional units, curriculum mapping &amp; formative assessment tasks while ensuring a quality assurance process.</p> <ul style="list-style-type: none"> <li>• PARCC (Partnership for Assessment of Readiness for College and Careers)</li> <li>• CCSS for Mathematics, Appendix A</li> <li>• Albuquerque Public Schools (APS) CCSS Pilot</li> <li>• NMSU (New Mexico State University) MC<sup>2</sup> (Mathematically Connected Communities)</li> <li>• NMSU ELA/Literacy Launch Team</li> <li>• Common Core Mapping Project (Gates Foundation) ELA Curriculum Maps</li> <li>• Ohio Department of Education Math Resources including model curriculum frameworks &amp; learning progressions</li> </ul>	Spring 2012	NMPED
<p>Instructional Materials Bureau convenes teachers and college faculty for the mathematics adoption process review guided by NMPED developed rubrics aligned to CCSS. (ELA adoption cycle dates pending approval)</p>	Summer 2012	NMPED
<p>Accelerated learning opportunities will be enhanced for all New Mexico students including increased access to:</p> <ul style="list-style-type: none"> <li>• Advanced Placement and International Baccalaureate programs</li> <li>• Dual Credit opportunities</li> <li>• STEM (Science, Technology, Engineering, and Mathematics) programs</li> </ul>	Beginning in 2012-2013	Districts and Institutions of Higher Education (IHE)

Key Implementation Steps	Timeframe	Responsibility
<p>Targeted interventions and support will be provided for all students not college and career ready including:</p> <ul style="list-style-type: none"> <li>• RtI (Response to Intervention) Student Assistance Team &amp; 3-Tier Model</li> <li>• Credit Recovery Courses</li> <li>• Comprehensive Advising Program</li> <li>• Developmental &amp; Supplemental Course Needs</li> <li>• Student Needs Addressed in Lesson Plans and Instructional Units</li> </ul>	Ongoing	Districts
<p>Re-evaluate high school graduation requirements and course content to ensure all students are prepared for college, careers, and life. State will partner with Institutes of Higher Education (IHE) to examine and refine these requirements and course specifications particularly at the high school level ensuring alignment with the CCSS including refining the STARS (Student Teacher Accountability Reporting System) manual. This partnership will also focus on the review of the PARCC Model Grade 12 Bridge Courses and reevaluating teacher preparation, in-service, pre-service and alternate licensure programs.</p>	Beginning in 2012-2013	NMPED and Institutions of Higher Education (IHE)
<p>NMPED and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include:</p> <ul style="list-style-type: none"> <li>• WIDA ELDS (English Language Development Standards), 2012 Edition</li> <li>• RtI (Response to Intervention) Framework/Student Assistance Team (SAT)/Three-Tier Model of Student Intervention Manual</li> </ul>	Beginning in Spring 2012	NMPED /Districts
<p>Challenge Students with Disabilities (SWD) to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers by providing:</p> <ul style="list-style-type: none"> <li>• Supports and related services designed to meet unique needs of students and enable their access to the general education curriculum</li> <li>• Individualized Education Plans (IEP) including annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards</li> </ul>	Ongoing	Districts
<p>Promote a culture of high expectations for all students. Provide SWD with instructional supports, accommodations, assistive technology, and supports for significant cognitive disabilities.</p>	Ongoing	Districts
<p>Ensure that students demonstrating giftedness receive appropriate services and maximize their potential. Resources include:</p> <ul style="list-style-type: none"> <li>• Gifted Education in New Mexico Technical Assistance Manual</li> <li>• <i>Think 7 to Differentiate Instruction</i> process described within manual</li> </ul>	Ongoing	Districts
<p>Utilize PARCC<sup>28</sup> (Partnership for Assessment of Readiness for College &amp; Careers) Online Resources.</p> <ul style="list-style-type: none"> <li>• Model Content Frameworks as bridge between CCSS &amp; PARCC assessments</li> <li>• Model Instructional Units to concretely demonstrate a variety of means to implement the CCSS for ELA/literacy and mathematics (to be released)</li> <li>• Item and Task Prototypes to serve as samples (to be released)</li> <li>• Partnership Resource Center (PRC) as an online, digital warehouse (to be released)</li> <li>• Professional Development Modules providing a series of training programs focused on assessments (to be released)</li> <li>• College-Ready Tools: (to be released) <ul style="list-style-type: none"> <li>- Bridge courses for students who don't score college ready on the high school assessment</li> <li>- Online tools to help diagnose students' gaps in college-ready skills</li> </ul> </li> </ul>	Beginning in Spring 2012	NMPED /Districts

<sup>28</sup> PARCC Resources <http://www.parcconline.org/classroom>

## Critical Milestones & Key Implementation Steps

The State's Curriculum & Instruction / Instructional Materials plan identifies the following critical milestones along with key implementation steps for more detailed guidance. Real educator engagement is a balance between recognizing and honoring educators' current and past work while encouraging instructional alignment to the CCSS. New Mexico's adoption of the CCSS presents a considerably different way of engaging students around content and practices. For implementation to occur effectively in the classroom, educators need to evaluate every level of instruction to verify both instructional *methods* and instructional *materials* resources alignment with the CCSS. Schools will need to make changes in how they approach instruction.

### **I. *Support districts and schools in evaluating their current knowledge and capacity to implement the CCSS.***

- A. The first step for any new implementation effort is to review the system's capacity to meet stated expectations and carry out key actions, as well as assess the extent to which it is already undertaking the essential elements of the work. In spring 2012, the State will provide districts with access to an online self-evaluation based on the sample diagnostic tool located in the Achieve Common Core Implementation Workbook.<sup>29</sup> This rubric lists guiding questions and lays out guideposts for performance levels ranging from 1 to 4.
- B. A succinct summary of the WestEd CCSS alignment study/gap analysis will also be provided to help districts in evaluating their current knowledge and capacity to implement the CCSS.
- C. Throughout spring 2012, districts will utilize the alignment study and diagnostic tool to assess their capacity to implement instructional practices and utilize resources and instructional materials aligned to the CCSS in order to identify patterns and provide technical assistance to close gaps.
- D. With only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas, particularly on vast Indian reservations. Transitioning to the Common Core State Standards (CCSS) presents the state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap. Rural districts will need to assess how their unique features can be utilized in support of this goal. For example:
  - 1. Small Enrollment: Everyone Wears Many Hats; therefore, extra "helping hands" will be needed possibly in the form of the following:

<sup>29</sup> Achieve& U.S. Education Delivery Institute (Edi). *Common Core State Standards and Assessments: A Workbook for State and District Leaders.* [www.parcconline.org/CommonCoreImplementationWorkbook](http://www.parcconline.org/CommonCoreImplementationWorkbook)

- a. Parents offer extra help but more importantly provide the continuity that sustains efforts in rural schools.
- b. Students can provide the leadership and human resources to carry out school, tribal, and community surveys
- c. Networking and collaboration can help rural districts build on their current capabilities by sharing CCSS implementation strategies both within and across districts to get more mileage from limited financial resources.
- d. Technology can be a powerful tool in implementing the CCSS.

2. Remote, Isolated Locations: Because of limited access to outside resources, things get created and accomplished in ingenious ways.

3. Less Bureaucracy: There is a high degree of responsibility & autonomy in individual staff members.

4. Well-Established and/or Ethnically Unique Cultural Norms & Traditions: The power of tradition is huge, unless you can get change grounded into something like culture, it will slide back.

## **II. *Credibly align curriculum and instructional materials/resources through a balanced and coordinated set of activities.***

A. NMPED contracted with WestEd to provide an alignment study & gap analysis of the New Mexico Content Standards and the Common Core State Standards which will be provided to districts on January 31, 2012 facilitating the transition.

B. In summer 2012, the Instructional Materials Bureau will convene teachers and college faculty for the mathematics adoption process review guided by NMPED developed rubrics aligned to CCSS. Additional rubrics will be revised prior to each future adoption cycle to ensure continued alignment. As mandated in statute, districts will review all recommendations of the State review committees. NMPED has also requested that the English Language Arts (ELA) adoption be moved forward in time for the 2012-2013 implementation of the CCSS (pending approval).

C. Beginning in spring 2012, NMPED also provide districts with support in comparing the alignment of all existing instructional materials to the CCSS. The following are examples of resources to be shared:

1. PARCC<sup>30</sup> suggests a number of important criteria in the area of mathematics for reviewing existing resources OR for the development of additional curricular or instructional materials if needed. These are presented in the form of a list that could support “strongly agree” to “strongly disagree” responses in any given case:
  - a. Materials help students meet the indicated Standards for Mathematical Content. Materials also equip teachers and students to develop the varieties of expertise described in the Standards for Mathematical Practice.
  - b. Materials are mathematically correct.
  - c. Materials are motivating to students. Materials are engaging for a diverse body of students. This engagement exists side by side with the practice and hard thinking that is often necessary for learning math.
  - d. Materials reflect the standards by connecting content and practices while demanding conceptual understanding, procedural skill and fluency, and application. Specific aspects of achieving this balance include balance of tasks/activities and in how time is spent and common sense in achieving balance.
  - e. Materials draw the teacher’s attention explicitly to nuances in the content being addressed and to specific opportunities for teachers to foster mathematical practices in the study of that content.
  - f. Materials give teachers workable strategies for helping students who have special needs, such as students with disabilities, English language learners and gifted students.
  - g. Materials give teachers strategies for involving students in reading, writing, speaking and listening as necessary to meet the mathematics standards — for example, to understand the meanings of specialized vocabulary, symbols, units and expressions to support students in attending to precision (CCSS Math Practice 6) or to engage in mathematical discourse using both informal language and precise language to convey ideas, communicate solutions and support arguments (CCSS Math Practice 3).
2. The *Criteria for Resources Aligned to CCSS in Mathematics*<sup>31</sup> developed by Jason Zimba, one of the authors of the CCSS, guide development of curriculum modules and accompanying materials.
  - a. Promote Effectiveness
  - b. Quality Materials
  - c. Develop Mathematical Practices
  - d. Balance of Approach

<sup>30</sup> PARCC Model Content Frameworks: Mathematics Grades 3-11. October 2011. pg. 9

[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf)

<sup>31</sup> Mathematics Alignment Criteria <http://usny.nysesd.gov/rttt/docs/criteriaresources-math.pdf>

- e. Capacity Building
  - f. Content Alignment
  - g. Comprehensiveness
3. The *CCSSO/Achieve K-2 Publisher's Criteria for ELA/Literacy*<sup>32</sup> developed by David Coleman and Susan Pimentel, two of the lead CCSS authors, are designed to guide publishers and curriculum developers as they work to ensure alignment of materials for the early grades.
- a. Key Criteria for Reading Foundations
  - b. Key Criteria for Text Selections
  - c. Key Criteria for Questions and Tasks
4. The *CCSSO/Achieve Grades 3-12 Publisher's Criteria for ELA/Literacy*<sup>33</sup> are designed to guide publishers and curriculum developers as they work to ensure alignment with the standards in ELA and literacy in social studies, science and technical subjects.
- a. Text Selection
  - b. Questions & Tasks
  - c. Academic Vocabulary
  - d. Writing to Sources & Research
  - e. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking
- D. In spring 2012, the NMPED will begin to build partnerships and gather resources to support the development & implementation of instructional units, curriculum mapping & formative assessment tasks while ensuring a quality assurance process. Potential partners and resources include:
1. Partnership for Assessment of Readiness for College and Careers<sup>34</sup> (PARCC)
  2. CCSS for Mathematics, Appendix A
  3. Albuquerque Public Schools (APS) CCSS Pilot
  4. New Mexico State University (NMSU) Mathematically Connected Communities (MC<sup>2</sup>)
  5. NMSU ELA/Literacy Launch Team
  6. Gates Foundation Common Core Mapping Project ELA Curriculum Maps<sup>35</sup>
  7. Ohio Department of Education Math Resources<sup>36</sup> including model curriculum frameworks and learning progressions

<sup>32</sup> ELA/Literacy Alignment Criteria for Grades K-2 [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)

<sup>33</sup> ELA/Literacy Alignment Criteria for Grades 3-12 [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

<sup>34</sup> PARCC Resources <http://www.parcconline.org/classroom>

<sup>35</sup> Gates Foundation ELA Curriculum Maps <http://commoncore.org/free/>

<sup>36</sup> Ohio DOE <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475>

- E. The following are specific ways the NMPED and districts may partner and operationalize the CCSS expectations and activity in rethinking instruction and aligning materials:
1. Identify a leadership cadre of educators who can be trained in and lead the development of CCSS-aligned instructional methods and materials
  2. Convene those teams of educators to align current instructional methods, tools and materials to the CCSS and develop new aligned resources
  3. Recruit a peer review committee to evaluate the alignment of instructional methods with tools and materials
  4. Set up a system that allows educators to provide feedback on draft resources
  5. Recruit experts in curriculum and instruction professional development to make enhancements to or replacement of current professional development to align with the needs of CCSS implementation
  6. Share model lesson plans and other teacher-developed resources that align with the CCSS
  7. Ensure that the needs of all students are met through the integration of cultural competence standards, English Language Development Standards (ELDS), a focus on academic vocabulary, and EGBEs (Expanded Grade Band Expectations) interwoven into the work of both ELA/Literacy and Math

**III. *Ensure equity and rigor for all students in meeting the State's high standards and expectations.***

- A. Accelerated learning opportunities will be enhanced for all New Mexico students including, but not limited to:
  1. Increased access to Advanced Placement and International Baccalaureate programs
  2. Increased access to dual credit opportunities
  3. Increased access to STEM (Science, Technology, Engineering, and Mathematics) programs
- B. Targeted interventions and support will be provided for all students not college and career ready including, but not limited to:
  1. RtI (Response to Intervention) Student Assistance Team and 3-Tier Model
  2. Credit Recovery Courses
  3. Comprehensive Advising Program
  4. Developmental & Supplemental Course Needs
  5. Student Needs Addressed in Lesson Plans and Instructional Units
- C. The CCSS provide us with the opportunity to re-evaluate our high school graduation requirements and course content to ensure all students are prepared for college, careers, and life. Beginning in 2012-2013, the State will partner with Institutes of Higher Education (IHE) to examine and refine these requirements and course specifications particularly at the high school level ensuring alignment with the CCSS including

refining the Student Teacher Accountability Reporting System (STARS) manual. This partnership will also focus on the review of the *PARCC Model Grade 12 Bridge Courses* and reevaluating teacher preparation, in-service, pre-service and alternate licensure programs.

- D. Beginning in spring 2012, the State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include:
1. World-Class Instructional Design & Assessment (WIDA) has created the 2012 Edition<sup>37</sup> English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states implement the CCSS<sup>38</sup>. This is to be considered an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. WIDA's recommendation is that the 2012 Edition be used alongside the 2007 Edition; therefore, there is no need to revise the current New Mexico ELDS document.
  2. The guidance & resource manual for New Mexico's Response to Intervention (RtI) Framework known as the Student Assistance Team (SAT) and Three-Tier Model of Student Intervention will also serve to complement the CCSS. The focus and coherence required of the CCSS in mathematics support RtI in the following:
    - a. Making it easier to notice when students are behind
    - b. Making it easier to provide targeted support
- E. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing,

<sup>37</sup> WIDA ELDS, 2012 Edition <http://wida.us/standards/elp.aspx#2012>

<sup>38</sup> ELDS/CCSS Alignment <http://wida.us/research/agenda/Alignment/index.aspx>

speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

1. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
  2. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- F. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:
1. Instructional supports for learning—based on the principles of Universal Design for Learning (UDL)<sup>2</sup>—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
  2. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005)—changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core State Standards.
  3. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
  4. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.
- G. The Gifted Education in New Mexico Technical Assistance Manual<sup>39</sup> offers information and assistance to ensure that students demonstrating giftedness receive appropriate services and maximize their potential. The *Think 7 to Differentiate Instruction* process described within the manual can be utilized for all student populations and is not limited to use with only identified gifted students:

Think 7 to Differentiate Instruction	
By addressing student: <ul style="list-style-type: none"> <li>• Readiness</li> <li>• Interest/Passion</li> <li>• Learning Profile</li> </ul>	Differentiate the: <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Product</li> <li>• Learning Environment</li> </ul>

<sup>39</sup> NM Gifted Education Manual <http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>

- H.** Utilize Partnership for Assessment of Readiness for College & Careers (PARCC)<sup>40</sup> online resources.
1. Model Content Frameworks as a bridge between the CCSS and the PARCC assessments
  2. Model Instructional Units to concretely demonstrate a variety of means to implement the CCSS for ELA/literacy and mathematics
  3. Item and Task Prototypes to be released to serve as samples
  4. Partnership Resource Center (PRC) as an online, digital warehouse
  5. Professional Development Modules providing a series of training programs focused on assessments
  6. College-Ready Tools to include:
    - a. Bridge courses for students who don't score college ready on the high school assessment
    - b. Online tools to help diagnose students' gaps in college-ready skills

# **SECTION FIVE: PROFESSIONAL DEVELOPMENT PLAN**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

**New Mexico Public Education Department  
Common Core State Standards (CCSS)  
Professional Development Plan**

**Vision:** Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states including the District of Columbia to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

**Goal:** To support the transition to and full implementation of the Common Core State Standards<sup>41</sup> (CCSS) through the development of understanding, knowledge and skills to increase student achievement by making ongoing professional learning and strategic leadership essential in curriculum, instruction, and formative/summative assessment.

**Overview:** The state-wide implementation plan promotes professional development as an integral part of its expectations and actions. It calls for the alignment of district, regional, and statewide resources, including Institutions of Higher Education (IHE), to provide a coherent professional learning system that will improve teaching and ensure each student has the best opportunities for academic success in every classroom.

The CCSS Professional Development Plan is directly aligned to the Curriculum & Instruction / Instructional Materials and Assessment plans. The priority focus of the plan addresses the following:

- Capacities of the Literate Individual<sup>42</sup>
- Connecting Mathematical Practices & Mathematical Content
- Shifts in ELA/Literacy Instruction
- Shifts in Mathematics Instruction
- New Mexico Bilingual/Multicultural and Indian Education Guidelines
- Critical Milestones & Key Implementation Steps
  - Support districts and schools in evaluating their current knowledge and capacity to provide professional development to support curriculum, instruction and assessment aligned to the Common Core State Standards.
  - Build awareness of the English Language Arts (ELA) / Literacy and mathematics Common Core State Standards among all stakeholders while meaning fully engaging educators through professional development opportunities.

<sup>41</sup> CCSS Documents <http://www.corestandards.org/the-standards>

<sup>42</sup> ELA CCSS Document [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

- Build internal instructional leadership capacity for sustainable implementation and improved learning systems while guiding the efforts of policy makers, service providers, participants, and evaluators of professional development.
- Deepen understanding among all stakeholders to increase educator effectiveness resulting in increased student achievement and provide a common framework from which to share best practices.
- Provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity.
- Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.
- Develop “Assessment Literacy” within the relationships among curriculum, instruction, and assessment.
- Strengthen the PK-16 continuum and engage institutions of higher education (IHE) more fully in school improvement.

**Table 5-A: Professional Development Timeline**

<b>Key Implementation Steps</b>	<b>Timeframe</b>	<b>Responsibility</b>
CCSS Summit Conference for District Teams	March 2-3, 2012	NMPED/CCSSO (Council of Chief State School Officers)
Begin Professional Development (PD) Service Providers Vetting Process	Spring 2012	NMPED
PD for grades K-3 on Study of Standards Process; Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts; Content Knowledge; Development of Instructional Units & Assessments	Spring/Summer, 2012	NMPED/Institutions of Higher Education (IHE)/District
Begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices in grades 4-12	Spring 2012	District
Instructional Material Bureau provides training to Mathematics & ELA Adoption Review Committees	June 2012	NMPED
Math & ELA CCSS Implementation Academies for grades K-3	Summer 2012	NMPED/IHE
PD for grades 4-12 on Study of Standards Process; Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts; Content Knowledge; Development of Instructional Units & Assessments	Spring/Summer 2013	NMPED/IHE/District
Math & ELA CCSS Implementation Academies for grades 4-12	Summer 2013	NMPED/IHE
Literacy Academies for Social Studies, Science & Technical Subjects	Summer 2013	NMPED/IHE
PARCC Academies for grades 3-11 Reading, Writing & Math	Summer 2014	NMPED/IHE

**Table 5-B: Professional Development Work Plan**

Key Implementation Steps	Timeframe	State/District Responsibility
Provide districts with the CCSS alignment study/gap analysis posted online at PED website. <b>IMPORTANT NOTE:</b> A succinct summary will be available in order for districts to avoid spending time conducting their own correlation.	January 2012	NMPED
Utilize key results of CCSS alignment study/gap analysis to inform decisions regarding professional development.	Spring 2012	District
Provide districts with access to online diagnostic tool to be used as professional development needs self-evaluation.	February 2012	NMPED
Utilize diagnostic tool to assess their capability to implement, monitor & support CCSS in respect to professional development.	Spring 2012	District
Begin professional development service providers vetting process.	Spring 2012	NMPED
Facilitate CESSO-sponsored state-wide summit conference to provide CCSS orientation to district teams.	March 2-3, 2012	NMPED & CESSO
Begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices in grades 4-12	Spring 2012	District/Institutions of Higher Education (IHE)
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades K-3 ELA & math.	Spring 2012	NMPED/IHE
K-3 PD on Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts	Spring, Summer 2012	NMPED /District/IHE
K-3 teams (admin, teachers, instructional staff) PD on study of standards	Spring, Summer 2012	NMPED/District/ IHE
K-3 PD on development of instructional units & assessments	Summer 2012	NMPED/District/IHE
K-3 PD on building assessments for learning (formative/summative)	Summer 2012	NMPED/District/IHE
K-3 math content knowledge academies	Summer 2012	NMPED/District/IHE
Instructional Material Bureau provides training to Mathematics & ELA Adoption Review Committee.	June 2012	NMPED
K-3 teachers are trained in the CCSS implementation.	2012-2013	District/IHE
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades 4-12 ELA & math and for grades 6-12 literacy standards.	Spring 2013	NMPED/IHE
Grades 4-12 PD on Math Practices & Instructional Shifts, ELA Capacities of the Literate Individual & Instructional Shifts	Spring, Summer 2013	NMPED/District/IHE
Grades 4-12 teams (admin, teachers, instructional staff) PD on study of standards	Spring, Summer 2013	NMPED/District/IHE
Grades 4-12 PD on development of instructional units & assessments	Summer 2013	NMPED/District/IHE
Grades 4-12 PD on building assessments for learning (formative/summative)	Summer 2013	NMPED/District/IHE
Grades 4-12 content knowledge math academies	Summer 2013	NMPED/District/IHE
Grades 4-12 ELA & math teachers are trained in the CCSS implementation.	2013-2014	District/IHE
New K-3 teachers including teachers new to these grade levels are trained in CCSS implementation.	2013-2014	District/IHE
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades 3-12 reading/writing & math PARCC assessment summer academies	Spring 2014	NMPED/IHE
Grades 3-12 reading/writing & math PARCC assessment summer academies	Summer 2014	NMPED/IHE
Grades 3-12 teachers are trained in PARCC assessment	Fall 2014	District/IHE
ELA, math, social studies, science & technical subjects new teachers, grades K-12 trained in CCSS implementation (including new to grade level or subject)	2014-2015	District/IHE
New teachers trained in their respective areas and follow-up professional development provided to all teachers	Summer 2015 & Beyond	District/ IHE

## Critical Milestones & Key Implementation Steps

The State has identified seven critical milestones for district- and state-wide professional development based on the table below. The plan calls for the State, districts, Institutions of Higher Education (IHE), Regional Educational Collaboratives (REC), professional organizations, and other professional development providers to focus their staff development resources, structures, time, and funding on the priorities incorporated within these milestones. Key implementation steps have also been included to provide more detailed guidance.

**I. *Support districts and schools in evaluating their current knowledge and capacity to provide professional development to support curriculum, instruction and assessment aligned to the Common Core State Standards.***

- A. The first step for any new implementation effort is to review the system's capacity to meet the expectations and carry out key actions, as well as assess the extent to which it is already undertaking the essential elements of the work. In February 2012, the State will provide districts with access to an online self-evaluation based on the sample diagnostic tool located in the Achieve Common Core Implementation Workbook.<sup>43</sup> This rubric lists guiding questions and lays out guideposts for performance levels ranging from 1 to 4.
- B. A succinct summary of the WestEd CCSS alignment study/gap analysis will also be provided to help districts inform their decisions regarding professional development needs.
- C. Throughout spring 2012, districts and/or schools will utilize this instrument and alignment document to assess their capability to implement, monitor and support the CCSS in respect to professional development. Identifying emerging patterns will help them determine where additional planning efforts are needed.

**II. *Build awareness of the ELA/Literacy and math CCSS among all stakeholders while meaningfully engaging educators through professional development opportunities.***

- A. Spreading awareness of the CCSS centers on the following four questions:
  - 1. Why is the state changing to the new standards?
  - 2. What are the goals for the state in terms of implementing the standards in classrooms to support students learning and achievement?
  - 3. What is the professional knowledge and skills needed for teachers and leaders to understand the CCSS deeply? What professional learning opportunities will best provide this support?

<sup>43</sup> Achieve& U.S. Education Delivery Institute (Edi). *Common Core State Standards and Assessments: A Workbook for State and District Leaders.* [www.parcconline.org/CommonCoreImplementationWorkbook](http://www.parcconline.org/CommonCoreImplementationWorkbook)

4. How do the CCSS differ from the current New Mexico content and process standards?
  5. What do the CCSS mean for stakeholders? (e.g., students, teachers, administrators, parents, higher education faculty, the general public)
- B. Beginning in spring 2012, all districts will be asked to begin the study of the standards to ensure that teachers become familiar with the structure, content, concepts, practices and terminology of the CCSS for mathematics and ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.<sup>44</sup> Teachers must also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards will be a learning cycle that then provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum and student/knowledge centered instruction.
- C. Literacy standards for K–5 reading and writing in history/social studies, science, and technical subjects are integrated into the K–5 Reading and Writing Standards; however, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set is also being asked of districts starting in spring 2012.
- D. Spring 2012 also signals the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy and mathematics CCSS including the grades K-8 math focus areas located with the grade level introductions. Shifts (refer to tables A, B, C within the Curriculum & Instruction / Instructional Materials Plan section)
- E. Teacher pre-service/in-service programs will be key in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students.
- F. Online Resource Center: In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to

<sup>44</sup> ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples  
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards  
<http://www.corestandards.org/the-standards>

develop and maintain an online resource center as part of the newly revamped state website to be launched in spring 2012. Following are samples of resources/links to be included.

1. WestEd *Alignment Study comparing CCSS for ELA/Literacy and Mathematics to current New Mexico content standards (posted on NMPED CCSS website)*
2. PARCC (Partnership for Assessment of Readiness for College & Careers) *Model Content Frameworks, Sample Instructional Units/Assessment Tasks, Text Complexity Tool, PD Assessment Modules, College-Ready Tools*<sup>45</sup>
3. Achieve: Advocacy, Tools, Resources, Videos<sup>46</sup>
4. NMSU (New Mexico State University) *MC<sup>2</sup> (Mathematically Connected Communities)<sup>47</sup> & ELA Support*
5. API<sup>48</sup> (Advanced Programs Initiative)
6. Institute for Mathematics & Education, University of Arizona *CCSS Math Progressions*<sup>49</sup>
7. Illustrative Mathematics Project<sup>50</sup>
8. Tools for the Common Core Standards<sup>51</sup> (Bill McCallum's Blog, CCSSM lead writer)
9. The Hunt Institute: videos<sup>52</sup>
10. National PTA *Parent Guides in English and Spanish (to be edited to include NMPED logo and CCSS Mathematical Practices)*<sup>53</sup>
11. NSRF<sup>54</sup> (National School Reform Faculty) *Instructional strategies/activities*
12. TeachNM<sup>55</sup>
13. NMPED *Curriculum Processes for Adoption and Implementation*<sup>56</sup>
14. NMPED SOAP<sup>57</sup> (Student Online Assessment Prep) *Student Data System*
15. Indian Education Resources<sup>58</sup>
16. WIDA ELD (English Language Development) Standards, 2012 Edition<sup>59</sup>

<sup>45</sup> PARCC Resources <http://www.parcconline.org/classroom>

<sup>46</sup> Achieve <http://www.achieve.org/achieving-common-core>

<sup>47</sup> NMSU MC2 <http://mc2.nmsu.edu/>

<sup>48</sup> API <http://nmapi.org/contact.html>

<sup>49</sup> Math Progressions <http://ime.math.arizona.edu/progressions/>

<sup>50</sup> Illustrative Math Project <http://illustrativemathematics.org/>

<sup>51</sup> Common Core Tools <http://commoncoretools.wordpress.com/>

<sup>52</sup> Hunt Institute Videos <http://www.youtube.com/user/TheHuntingInstitute/featured>

<sup>53</sup> PTA Parent Guides <http://www.pta.org/4446.htm>

<sup>54</sup> NSRF [http://www.nsrfharmony.org/protocol/a\\_z.html](http://www.nsrfharmony.org/protocol/a_z.html)

<sup>55</sup> Teach NM <http://teachnm.org/resources/teachnm-online-resources.html>

<sup>56</sup> NMPED Adoption Process <http://www.ped.state.nm.us/InstructionalMaterial/index.html>

<sup>57</sup> NMPED SOAP <http://www.ped.state.nm.us/>

<sup>58</sup> NMPED Indian Education Division <http://www.ped.state.nm.us/>

<sup>59</sup> WIDA <http:// wida.us/standards/elp.aspx#2012>

**III. Build internal instructional leadership capacity for sustainable implementation and improved learning systems while guiding the efforts of policy makers, service providers, participants and evaluators of professional development.**

A. Campus administrators will serve as *instructional leaders* in a *shared leadership role* with those in their charge. Beginning with the CCSSO-sponsored state-wide summit in March 2012, the NMPED will provide support to principals in creating learning communities in their respective schools and engaging their broader communities while serving diverse student populations. In order to cultivate literacy in the CCSS, principals must be literate themselves. Their role is pivotal in establishing the school culture needed to promote quality standards-based curriculum, instruction and assessment. In addition to ongoing communication to ensure they receive the latest information, the NMPED will offer online resources and professional development opportunities including a networking structure for sharing and collaboration. The needs of both new and veteran administrators will be taken into account to create consistency and continuity resulting in sustainability. School leaders will need to be able to continually engage new stakeholders and, at times, give those already engaged or previously engaged a “boost” regarding the CCSS initiative. Professional development opportunities include, but are not limited to:

1. New Mexico Common Core Mathematics Standards Leadership Conference on January 18-19 in Albuquerque sponsored by MC<sup>2</sup> (Mathematically Connected Communities)/NMSU (New Mexico State University), NMCSA (New Mexico Coalition of School Administrators), CES (New Mexico Cooperative Educational Services), and Innovate+Educate. Conference goals include:
  - a. Participants see Common Core State Standards for Mathematics (CCSSM) as a positive opportunity to improve learning and student achievement in mathematics.
  - b. Participants have the opportunity to learn relevant information about the CCSSM that is useful in taking the next steps in implementing CCSSM.
  - c. Participants network and collaborate with other educators to develop a shared understanding of the CCSSM.
2. Leadership for the Common Core on April 25-26 in Albuquerque sponsored by New Mexico School Leadership Institute: Exploring the leadership perspective on the Common Core implementation
3. MC<sup>2</sup> (Mathematically Connected Communities): Statewide partnership providing districts with leadership development in mathematics. Teams of principals, lead teachers, and counselors learn to develop and implement short and long-term action plans to develop stronger math programs at their school sites. Institutional partners include:
  - a. New Mexico State University (NMSU)
  - b. Western New Mexico University

- c. University of New Mexico (UNM)
  - d. Los Alamos Math & Science Academy
  - e. Northern New Mexico Rural Schools Network
  - f. South Valley Academy
  - g. New Mexico Public Education Department (NMPED)
- 4.** English Language Arts & Literacy Common Core Launch Team: New Mexico State University, University of New Mexico, and independent education consultants collaborating to provide expert guidance and professional support to districts and schools as they implement the new Common Core State Standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
- 5.** Partnership for Assessment of Readiness for College & Careers (PARCC) Educator Leader Cadre: Bringing together 24-member teams of K-16 educators from across PARCC states to develop expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers. The meetings will be an opportunity for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes. First meeting is anticipated to occur in summer 2012.
- 6.** New Mexico Coalition of School Administrators (NMCSA)
  - a. Conducts seminars and conferences and provides professional development in concert with other educational entities.
  - b. Mentoring and networking opportunities for members provided through online and face-to-face meetings (i.e., ASA-Aspiring Superintendents Academy, STAMP-Superintendents' Transition and Mentoring Program, Annual Administrators' Symposium, Statewide Summer Administrators' Conference)
- B.** Beginning in summer 2012, districts will be asked to designate a person(s) or team of people with the knowledge, skills, and capacity to support and monitor implementation by the strategic application of structures processes and tools for planning and problem-solving. These teacher leaders will create a cadre of trainers to develop teacher content & pedagogical knowledge in support of CCSS curriculum, instruction and assessment including online PD, instructional units with exemplary lessons and understanding effective standards- based teaching and learning. All educators will be given the

opportunity to become vested in learning through buy-in, ownership, and implementation of the CCS standards by developing their professional knowledge, skills and processes for continued learning.

- C. In spring 2012, the State will create a structure to bring relevant leaders/key players together to combine their professional development efforts for collaborative learning by providing
  1. Ongoing TOT (Train the Trainer) professional development for teacher leaders & Regional Education Collaboratives (REC) staff
  2. Facilitating a CCSS Summit in collaboration with CCSSO (Council of Chief State School Officers) in March 2012
  3. Encouraging transparency by providing online communities of practice to share feedback on materials development such as through PARCC Educator Leader Cadres resulting in a series of vetted resources
  4. The State will also support this effort by providing tools and professional development for the textbook & instructional materials adoption process.
- D. All professional development must be connected to school Educational Plan for Student Success (EPSS) & teacher evaluation plans.
- E. Professional Development Provider Responsibilities: In spring 2012, the State in collaboration with NMPED's TeachNM and Educator Quality Bureau will develop an ongoing structure and procedures to formally vet professional development service providers.
  1. A standardized evaluation form will be developed for use by all providers with a summary of results submitted online to NMPED.
  2. All providers will be required to attend an orientation, the first of which will take place in spring 2012 through a face-to-face and/or online format. The NMPED will then provide ongoing communication regarding professional development opportunities within and outside of New Mexico via multiple avenues.
  3. A RFI (Request for Information) will be issued to identify potential professional development providers to include but not limited to:
    - a. Institutions of Higher Education (IHE)
    - b. Educator Associations
    - c. School Districts & Collaboratives

- d. Independent Contractors
  - e. New Mexico Public Education Department (NMPED) & Regional Educational Centers (REC)
  - f. Other Professional Development Organizations
4. The primary objective of professional development providers is to assist educators in developing knowledge, skills, and dispositions for ensuring students understanding of that subject through varied standards-oriented instructional and assessment practices. Providers also assist districts in integrating ongoing, relevant professional development into systemic school implementation and improvement plans to ensure educator effectiveness and student results. All providers will be expected to:
- a. Evaluate the effectiveness of professional development offerings and to assess their impact, if any, on classroom practice
  - b. Address the content of the relevant state Curriculum Frameworks
  - c. Facilitate professional development with clear objectives, relevant learning activities, and conclusions
  - d. Conduct professional development that recognizes the overlapping and different needs of beginning and veteran educators
  - e. Incorporate technology tools and appropriate media, as warranted
  - f. Build on educators' prior knowledge and experience
  - g. Use principles of adult learning theory to engage educators in professional growth
  - h. Employ a variety of teaching techniques such as direct instruction, practice, discussion, problem-solving, Socratic dialogue, and research projects
  - i. Provide many and varied opportunities for educators to incorporate new knowledge and skills into classroom practice or school and district management
  - j. Evaluate teacher learning through appropriate assessment to support next steps (e.g., feedback, a pre/post assessment, examples of student work, artifacts developed). Data will be collected by professional development offering and/or by participant.

**IV. Deepen understanding among all stakeholders to increase educator effectiveness resulting in increased student achievement & and provide a common framework from which to share best practices.**

- A. Districts will continue the in-depth study of the CCSS by deconstructing the standards including levels of cognitive demand and conducting lesson studies within learning communities.
- B. Knowledge of the Standards-Based Education process will be enhanced through activities such as action research conducted in classrooms while providing opportunities for purposeful collaboration and instructional study to support all students as learners.

- C. Incorporating the literacy standards in history/social studies, science and technical subjects will increase literacy across all content areas.
- D. Increased teacher content & pedagogical knowledge will support “parallel teaching” beginning with the areas in which we are furthest from the Common Core State Standards (e.g., K-2 ELA & Grade 3 math).
- E. Under the guidance of NMSU (New Mexico State University), a teaching & learning model will be used to study ELA and math curriculum, instruction & assessment.
- F. The NMPED will develop TOT (Train-the-Trainer) modules for K-3 ELA & math summer academies in preparation for the 2012-2013 CCSS implementation.
- G. TOT modules will also be created for grades 4-12 ELA & math summer academies in preparation for the 2013-2014 CCSS implementation.
- H. The NMPED will strive to differentiate professional development to better serve all stakeholders by offering face-to-face sessions, TOT (Train the Trainer) modules for teacher leaders & REC (Regional Educational Cooperative) staff, and online Resources/Courses. (refer to milestone VII for more detailed information)

**V. *Provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity.***

- A. Districts will expand teacher knowledge of differentiated instruction to better serve Students with Disabilities (SWD), Culturally & Linguistically Diverse (CLD) students, English Language Learners (ELL) and gifted students utilizing the following resources:
  - 1. RtI Framework<sup>60</sup>
  - 2. SIOP<sup>61</sup> (Sheltered Instruction Observation Protocol)
  - 3. GLAD<sup>62</sup> (Guided Language Acquisition Design)
  - 4. Gifted Education in New Mexico Technical Assistance Manual<sup>63</sup>
  - 5. J. Cummins'<sup>64</sup> BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

<sup>60</sup> NM RtI Framework <http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

<sup>61</sup> S.I.O.P <http://www.cal.org/siop/>

<sup>62</sup> G.L.A.D. <http://www.projectglad.com/>

<sup>63</sup> NM Gifted Education Manual <http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>

- B. The NMPED added an extra set of ELA standards as per 6.29.13 NMAC (New Mexico Administrative Code). These will be refined in spring 2012 to eliminate redundancy. The State will provide training to teacher leaders and REC (Regional Educational Center) staff in how to incorporate these into the instructional program to build cultural competence & create buy-in to ensure they are taught.
- C. The NMPED will offer guidance in the use of the NM ELDS (English Language Development Standards) utilizing the WIDA 2012 edition<sup>65</sup> as a companion document, the NM RtI Framework and the EGBEs<sup>66</sup> (Expanded Grade Band Expectations) to further build cultural competence and support effective CCSS teaching and learning.
- D. As referenced in Table 4-G of the Curriculum & Instruction/Instructional Materials Plan, the CCSS will serve to support the New Mexico Hispanic and Indian Education Acts.

**VI. *Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.***

- A. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

<sup>64</sup> Cummins' BICS/CALP/Quadrants <http://esl.fis.edu/teachers/support/cummin.htm>

<sup>65</sup> WIDA 2012 Edition <http://wida.us/standards/elp.aspx#2012>

<sup>66</sup> NM EGBEs <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/egbe/index.html>

- 1.** Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
  - 2.** Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- B.** Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:
- 1.** Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
  - 2.** Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core.
  - 3.** Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
  - 4.** Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

## **VII. *Develop “Assessment Literacy” within the relationships among curriculum, instruction and assessment.***

- A.** Beginning in summer 2014, the NMPED and districts will push to deepen educators’ knowledge and skills in regard to assessment practices.
- B.** Districts will provide opportunities to practice, learn from and “act on” the analysis of data and student work.
- C.** The NMPED will communicate information regarding assessment types/ purposes and the PARCC assessment structure.

- D. CCSS content-specific professional development and resources will promote technology integration including online assessment delivery. Information regarding state/federal accountability system information will be shared in a relevant and appropriate manner to all stakeholders.

## VIII. *Strengthen the P-16 continuum and engage higher education more fully in school improvement.*

Clearly, the Common Core State Standards present a great opportunity for education in general—and for higher education in particular.

- A. The State will utilize *Implementing the Common Core State Standards: An Action Agenda for Higher Education*<sup>67</sup> published by Achieve, American Council on Education (ACE) and State Higher Education Executive Officers (SHEEO). As discussed in this resource, key areas for engagement of Higher Education will include:
1. Aligning Key Policies for College Readiness
  2. Development of K–12 Assessments and Alignment with College Placement Policies
  3. Development and Alignment of Curricula and Instructional Materials
  4. Teacher Preparation and In-Service Professional Development
- B. Institutions of Higher Education (IHE) are largely responsible for pre-service and in-service teacher training; therefore, steps will be taken to connect the CCSS to college curriculums including the development of transitional coursework, bridge programs, accelerated learning opportunities, student support, intervention systems and college & career readiness advising.
- C. The State has partnered with New Mexico State University (NMSU) as a professional development provider through:
1. Mathematically Connected Communities (MC<sup>2</sup>)
  2. Leadership Institute for Teachers (LIFT)
  3. Scaling Up Mathematics Achievement(SUMA)
  4. ELA/Literacy Launch Team
    - a. States adopting the CCSS were allowed to include an additional 15% of standards. Those added by the State of New Mexico in an Administrative Code ruling (NMAC 6.29.13) are currently being reviewed by the New Mexico State University (NMSU) ELA/Literacy Launch Team in collaboration with PED staff, Bilingual Education, and Indian Education representatives. The purpose of the review is to eliminate redundancy and ensure cultural competence.

<sup>67</sup>CCSS Higher Education Guide <http://www.acenet.edu/AM/Template.cfm?Section=CPA&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39580>

D. NMSU will serve as lead in establishing a network of institutional partners to include, but not limited to:

1. New Mexico State University (NMSU)
2. Western New Mexico University
3. University of New Mexico (UNM)
4. Los Alamos Math & Science Academy
5. Northern New Mexico Rural Schools Network
6. South Valley Academy
7. Southwestern Indian Polytechnic Institute (SIPI)
8. New Mexico Public Education Department (NMPED)

E. MC<sup>2</sup>-LIFT will be conducting a 2 day inter-rater reliability study on January 23rd and 24<sup>th</sup> at NMSU.

They have refined the Observation of Learning Environment (OLE) into an instrument that is both user friendly and defines the elements that will help schools provide a rich mathematical learning environment for students. The goal is that the instrument serves as an assessment of math classrooms, defines a shared vision of effective mathematics teaching and learning and supports professional development aligned with the Common Core State Standards Mathematical Practices. The instrument has the potential to assess the classroom while providing the opportunity for the explicit agreement between teachers and administrators as to what constitutes high quality standards-based math instruction that supports student achievement.

Through the work of Scaling up Mathematics Achievement (SUMA) the OLE has already been proven to be an indicator of success on NMSBA (New Mexico Standards Based Assessment). The NMPED will be represented in this study.

**IX. *Differentiate professional development opportunities through the utilization of various strategies developed within a classroom culture that is student centered, knowledge centered and learning centered in order to meet the needs and learning styles of all students.***

The following strategies were adapted from *Ideas that Work: Mathematics Professional Development* published by the Eisenhower National Clearinghouse (ENC)<sup>68</sup>:

- A. Developing Awareness: These strategies are usually used during the beginning phases and are designed to elicit thoughtful questioning concerning the new information on the part of teachers.
1. Immersion: Engaging in the kinds of learning that teachers are expected to practice with their students such as close reading or problem solving.

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<sup>68</sup> Original work: Designing Professional Development for Teachers of Science and Mathematics by Susan Loucks-Horsley, et al, WestEd

2. Immersion: Participating in an intensive experience in the day-to-day work of a master teacher or practitioner.
- B. Building Knowledge:** These strategies provide opportunities for teachers to deepen their understanding of content and teaching practices.
1. Curriculum: Learning, using, and refining the use of a particular set of instructional materials in the classroom
  2. Curriculum: Implementing a unit of instruction that illustrates effective teaching techniques.
  3. Curriculum: Creating new instructional materials and strategies or tailoring existing ones to better meet the learning needs of students
- C. Translating into Practice:** These strategies engage teachers in drawing on their knowledge base to plan instruction and improve their teaching
1. Action Research: Examining teachers' own teaching and their students' learning by engaging in a research project in the classroom
  2. Case Discussions: Examining written narratives or videos of classroom events and discussing the problems or issues illustrated
  3. Examining Student Work, Thinking and Assessment Data: Carefully examining students' work to understand their thinking so that appropriate instructional strategies and materials can be identified.
- D. Collaborative Work:** These strategies focus on practicing teaching.
1. Study Groups/Lesson Study: Engaging in regular collaborative interactions around topics identified by the group, with opportunities to examine new information, set goals, reflect on classroom practice, and analyze assessment data utilizing productive discussion protocols.
  2. Coaching and Mentoring: Working one-to-one with another teacher to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, and co-planning
  3. Partnerships with Mathematicians, Business, Industry, and Institutes of Higher Education (IHE): Working collaboratively with practicing mathematicians with the focus on improving teacher content knowledge, instructional materials, and access to facilities
  4. Professional Networks: Linking in person or through electronic means with other teachers to explore topics of interest, pursue shared goals, and address common problems
- E. Reflection:** These strategies provide opportunities to reflect deeply on teaching and learning to engage teachers in assessing the impact of the changes on their students and thinking about ways to improve. In addition, teachers are encouraged to reflect on others' practice, adapting ideas for their own use.

- 1.** Workshops, Institutes, Courses, and Seminars: Using structured opportunities outside the classroom to focus intensely on topics of interest - including content - and learn from others with more expertise.
- 2.** Technology: Using various kinds including online resources, videos, social networking, etc. to learn content and pedagogy
- 3.** Developing Professional Developers: Building the skills and deep understanding of content and pedagogy to create learning experiences.

## **SECTION SIX: INTERNAL LEADERSHIP PLAN**

New Mexico Common Core  
State Standards

Implementation Plan

**New Mexico Public Education Department  
Common Core State Standards (CCSS)  
Internal Leadership Plan**

**Vision:** Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

**Mission Statement:** New Mexico is joining 45 other states and the District of Columbia to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

**Goal:** Develop the means to ensure instructional leadership development and succession in order to successfully implement the State's transition plan by setting system-wide routines to track progress, identify actions needed to stay on track or get back on track, uncover key issues and prioritize them for resolution, and sustain a consistent focus.

**Overview:** The NMPED along with the support of an Implementation Team will have the following responsibilities:

- Develop and manage implementation plan budget.
- Seek external funding sources in addition to State funding.
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities
- Assist with professional development service providers vetting process
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

**Table 6-A: Internal Leadership Work Plan**

Key Implementation Steps	Timeframe	Responsibility
Implementation Team Approved by Secretary & vetted by Governor's office. Team will include PED staff and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community	Spring 2012	Leighann Lenti, Director of Policy
Develop Implementation Team Work Plan	Spring 2012	Implementation Team
Establish PARCC Educator Leader Cadre: Bringing together 24-member teams of K-16 educators from across PARCC states to develop expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers.	Spring 2012	Dr. Pete Goldschmidt, Director of Assessment and Accountability and Leighann Lenti

<b>Key Implementation Steps</b>	<b>Timeframe</b>	<b>Responsibility</b>
First Educator Cadre meeting. The meetings will be an opportunity for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes	Summer 2012	PARCC
Develop Implementation Plan budget (internal & districts).	Spring 2012	NMPED
Seek external funding sources in addition to State funding.	Spring 2012	NMPED
Maintain two-way open and timely lines of communication.	Ongoing	NMPED and Implementation Team
Form partnerships to leverage resources.	Spring 2012	Implementation Team
Provide support to ensure alignment of instructional programs and materials to the CCSS.	Ongoing beginning Spring 2012	Implementation Team
Coordinate professional development opportunities	Ongoing beginning Spring 2012	Implementation Team
Develop of an evaluation plan	Spring 2012	NMPED and Implementation Team
Monitor performance and progress	Ongoing beginning Spring 2012	Implementation Team and Districts
Provide technical assistance	Ongoing beginning Spring 2012	Implementation Team

## **SECTION SEVEN: REFERENCES**

**New Mexico Common Core  
State Standards**

**Implementation Plan**

## REFERENCES

*Included below are a list of references and resources NMPED used in creating our transition plan to the Common Core State Standards. This list will continue to be updated and refined as NMPED proceeds with the implementation of the CCSS.*

### **Common Core Documents:**

Complete Set of CCSS Documents including Appendices: <http://www.corestandards.org/the-standards>

- ELA/Literacy CCSS [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- ELA Appendix A-Research & Glossary
- ELA Appendix B-Text Exemplars & Sample Performance Tasks
- ELA Appendix C-Student Writing Samples
- Mathematics CCSS [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)
- Math Appendix A-Designing High School Mathematics Courses Based on the CCSS

### **Planning for Transition to the CCSS:**

Achieve Home Page

<http://www.achieve.org/achieving-common-core>

Achieve& U.S. Education Delivery Institute (Edi)

Common Core State Standards and Assessments: A Workbook for State and District Leaders

[www.parcconline.org/CommonCoreImplementationWorkbook](http://www.parcconline.org/CommonCoreImplementationWorkbook)

Achieve CCSS Higher Education Guide

<http://www.acenet.edu/AM/Template.cfm?Section=CPA&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39580>

### **Systemic Change Process:**

Kotter Change Process Model

<http://kotterinternational.com/kotterprinciples/changesteps>

### **Standards-Based Education:**

Department of Defense (DOD)

[http://www.am.dodea.edu/dessasc/aboutdcess/standards/standardsbased.html](http://www.am.dodea.edu/ddessasc/aboutdcess/standards/standardsbased.html)

### **Curriculum Development:**

Gates Foundation ELA Curriculum Maps

<http://commoncore.org/free/>

Ohio Department of Education (DOE) Resources including Model Curriculum Frameworks & Learning Progressions

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475>

### **Partnership for Assessment of Readiness for College and Career (PARCC) Resources:**

PARCC Resources <http://www.parcconline.org/classroom>

PARCC Model Content Frameworks: Mathematics Grades 3-11.

[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf)

PARCC Model Content Frameworks: ELA Grades 3-11.

[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy\\_Fall%202011%20Release%20%28rev%29.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf)

### **Aligning Instructional Materials to the CCSS:**

Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy developed by David Coleman & Susan Pimentel, CCSS authors

- Grades K-2 [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)
- Grades 3-12 [http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

Mathematics Alignment Criteria by Jason Zimba, CCSS author

<http://usny.nysed.gov/rtt/docs/criteriaresources-math.pdf>

### **Indian Education Resources:**

NMPED Indian Education Division

<http://www.ped.state.nm.us/>

Indian Education Act

[http://www.ped.state.nm.us/indian.ed/dl11/IEA\\_amended\\_2007fourpage.pdf](http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf)

Navajo Nation Department of Education

<http://navajonationdode.org/>

Navajo Nation Accountability Workbook

<http://navajonationdode.org/uploads/FileLinks/4743e7a2906d45fe848416ccf82d0590/NN%20Accountability%20Workbook-1.pdf>

National Council of Native American State Legislators (NCNASL) CCSS Resolution

<http://www.nativeamericanlegislators.org/Documents/2009%20Resolution%20on%20Common%20Core%20Standards.pdf>

### **Bilingual Education:**

WIDA English Language Development Standards (ELDS), 2012 Edition

<http://wida.us/standards/elp.aspx#2012>

WIDA 2012 ELDS/CCSS Alignment Study

<http://wida.us/research/agenda/Alignment/index.aspx>

Sheltered Instruction Observation Protocol (SIOP)

<http://www.cal.org/siop/>

Guided Language Acquisition Design (GLAD)

<http://www.projectglad.com/>

Cummins' BICS/CALP/Quadrants  
<http://esl.fis.edu/teachers/support/cummin.htm>

Hispanic Education Act  
<http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf>

**Additional 15% ELA State Standards:**  
New Mexico Administrative Code (NMAC) State Ruling:  
<http://www.nmcpr.state.nm.us/NMAC/partstitle06/06.029.0013.htm>

### **Gifted Education:**

NM Gifted Education Manual  
<http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>

### **Math Resources:**

NMSU Mathematically Connected Communities (MC<sup>2</sup>)  
<http://mc2.nmsu.edu/>

Institute for Mathematics & Education, University of Arizona CCSS Math Progressions  
<http://ime.math.arizona.edu/progressions/>

Illustrative Mathematics Project  
<http://illustrativemathematics.org/>

### **Special Education & Response to Intervention:**

New Mexico Response to Intervention Framework  
<http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

New Mexico Extended Grade Band Expectations (EGBEs)  
<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/egbe/index.html>

### **Parent Resources:**

National PTA CCSS Parent Guides  
<http://www.pta.org/4446.htm>

### **Additional CCSS Resources:**

Tools for the Common Core (Bill McCallum's Blog, CCSSM lead writer)  
<http://commoncoretools.wordpress.com/>

Hunt Institute Videos  
<http://www.youtube.com/user/TheHuntInstitute/featured>

National School Reform Faculty (NSRF) instructional strategies & activities  
[http://www.nsrfharmony.org/protocol/a\\_z.html](http://www.nsrfharmony.org/protocol/a_z.html)