



## ESSA Stakeholder Report – PED Responses Crosswalk

Learning Alliance partnered with the New Mexico School Superintendents’ Association and New Mexico Coalition for Charter Schools to invite New Mexicans to share their thoughts about opportunities presented through the Every Student Succeeds Act, ESSA. The UNM Center for Education Policy and Research generated the *ESSA Stakeholder Feedback Report*<sup>1</sup> by compiling input from more than 4,000 stakeholders who responded.

The table below compares findings from the feedback report with the New Mexico Public Education Department’s, NMPED, published document *New Mexico Rising Together – 50 Responses to Feedback from Our Communities*<sup>2</sup>. **Please note #50 on page 6 describing next steps.**

NMPED “What We Heard” (page of document)	Connection to Stakeholder Feedback Report (page of report)
#1 State’s teacher evaluations put more emphasis on non-student growth measures such as principal observations, while continuing to prioritize our students’ progress (p.3)	Teacher Accountability systems focus on: -Annual student assessment outcomes as a factor -Classroom observations -Parent and student surveys -Teacher self-evaluation (pp. 11 & 12)
#2 Ensure a diverse group of statewide teachers advise PED how to improve New Mexico’s education system (p. 3)	Best way districts and others can support struggling teachers: -Professional development, instructional support and guidance -Respect and understanding, leadership and ownership in the classroom (p. 13)
#4 Do a better job of ensuring that new teachers are ready for the rigors of today’s classroom...(p.4)	New teachers and struggling teachers should receive a road map and guidance in curriculum, lesson planning and pedagogy.  Address challenges with comprehensive and localized educator preparation. (p. 13)
#5 Celebrate our educators and elevate and champion the teaching profession (p. 4)	Teachers should be respected and understood. Teachers should be considered leaders of their classrooms, and in-charge of assessments and curricula. Value teachers and listen to them. Teachers should be able to voice concerns without repercussions. Teachers should receive support to connect with students and families. (p. 13)

<sup>1</sup> <http://learningalliancencm.org/wp-content/uploads/2017/03/ESSA-Feedback-Report-Final.pdf>

<sup>2</sup> [http://ped.state.nm.us/ped/ESSA\\_docs/04112017/NMRISING-TOGETHER\\_UPDATED\\_FINAL\\_AE.pdf](http://ped.state.nm.us/ped/ESSA_docs/04112017/NMRISING-TOGETHER_UPDATED_FINAL_AE.pdf)

<p>#6 Give elementary teachers high-quality science content training and professional development to ensure all students are exposed to quality science instruction (p. 4)</p>	<p>Professional development, PD, should be relevant for the teachers and focused on their subject area. PD should be individualized as needed...ongoing supports included peer mentorship, high-quality instructional coaches and administrative involvement and backing.</p> <p>Schools should make resources available to teachers by hiring master teachers, coaches or retired highly effective teachers. (p. 13)</p>
<p>#7 Better support teachers in implementing the Common Core Math Standards (p. 5)</p>	<p>Best way districts and others can support struggling teachers:</p> <ul style="list-style-type: none"> <li>-Professional development, instructional support and guidance</li> <li>-Respect and understanding, leadership and ownership in the classroom</li> <li>-Better compensation (p. 13)</li> </ul>
<p>#9 Better support teachers and leaders by providing all LEAs with more training for K-3 literacy (p. 5)</p>	<p>Professional development, PD, should be relevant for the teachers and focused on their subject area. PD should be individualized as needed...ongoing supports included peer mentorship, high-quality instructional coaches and administrative involvement and backing.</p> <p>Schools should make resources available to teachers by hiring master teachers, coaches or retired highly effective teachers. (p. 13)</p>
<p>#10 Support licensure of teachers whose native language is not English as well as those who teach English language learners (p. 5)</p>	<p>Schools should make resources available to teachers by hiring master teachers, coaches, or retired highly effective teachers. There should be follow up and ongoing feedback to make adjustments and assess progress, making teachers more effective. Peer-mentorship was also viewed as an effective strategy.</p> <p>Explain to the teachers realities of the communities they are serving. Address challenges with comprehensive and localized educator preparation.</p> <p>Schools must create a collaborative environment that is nurturing. Teacher supports may include common preparation time, team work, and professional learning communities. Weight the scores for teachers who serve students with economic and educational challenges. (p. 13)</p>



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<p>#13 Reduce the amount of time spent on required student assessment</p> <p>#14 Eliminate End-of-Course exams that are redundant</p> <p>#16 Review assessment practices at the school and teacher level to identify how many assessments are being given and how many hours are spent on assessment across New Mexico (p. 7)</p>	<p>There should be less testing and more time for teaching (p. 16)</p>
<p>#15 Improve and streamline the process for End-of-Course exams through a better platform and provide another round of opportunities for educators to be a part of the design and implementation; Strengthen the rigor of End-of-Course exams and ensure that they align with the skills necessary for college and career readiness (p. 7)</p>	<p>Teachers should be considered leaders of their classrooms and in charge of assessments and curricula. (p. 13)</p> <p>Students need the following skills for college, career and life success:</p> <ul style="list-style-type: none"> <li>-Awareness (social/emotional, self and cultural)</li> <li>-Life skills (critical thinking, collaboration, communication, problem solving, accountability)</li> <li>-Literacy and STEM (p. 5)</li> </ul>
<p>#18 Provide kindergarten teachers a diagnostic tool that supports them in stronger planning, more effective differentiated instruction and regular communication with families (p. 8)</p>	<p>Individualized and differentiated instruction; Parent and Student surveys (p. 12) Parent/community involvement (p. 14)</p>
<p>#19 Improve alternative demonstrations of competency for graduation in order to provide a consistent, all-encompassing, structured approach that ensures all students have the opportunity to demonstrate that they are college and career ready (p. 8)</p>	<p>Individualized assessment</p> <p>Alternate ways students can demonstrate mastery of the knowledge, skills and attitudes necessary for life success: 1) Projects, 2) Self-assessment, 3) Collaboration, 4) Application to real life, 5) Verbal communication (p. 10)</p>
<p>#22 Hold schools accountable and report how well they recruit and retain high-performing teachers. School grades should include more information on the teacher workforce and student placement (p. 9)</p>	<p>Teacher and staff work ethic and attitudes (p. 16) Invest in teacher quality (pp. 16 – 17)</p>



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<p>#24 Ensure that all New Mexico schools are held accountable through School Grades, regardless of the students they serve (p. 9)</p>	<p>What do you wish was measured/counted in your school that is currently not measured/counted?          -Student-focused school culture; Teacher and staff work ethic and attitudes; Family and community relations (pp. 15 – 16)</p>
<p>#26 Raise the bar for what a high school diploma means so our students can be competitive in the job market. Take the time to allow districts/schools to engage with parents, families and students throughout the process (p. 10)</p>	<p>Students need the following skills for college, career and life success:          -Awareness (social/emotional, self and cultural); Life skills (critical thinking, collaboration, communication, problem solving, accountability); Literacy and STEM (p. 5)           Parent/community involvement (p. 15)</p>
<p>#29 Give our high school students round-the-clock access to personalized learning opportunities (p. 11)</p>	<p>Instructional Programs, Interventions and Positive School Climate          Focused strategies such as personal learning plans; opportunities to explore interests, be creative and become life-long learners. There is support for technology and non-core classes. Some schools provide problem-based learning (p. 14)</p>
<p>#33 Help bridge the connection between student learning and careers for our high school students. Students that are ready with an employable skill set might miss out on the multitude of opportunities in their communities without opportunities to explore them. Better define our career-oriented pathways across the state – with consistent terms, delineated pathways and rich resources delivered to the field (p. 12)</p>	<p>Students need the following skills for college, career and life success:          -Awareness (social/emotional, self and cultural); Life skills (critical thinking, collaboration, communication, problem solving, accountability); Literacy and STEM (p. 5)</p>
<p>#37 Get more resources to our struggling schools and populations in need, and let’s use ESSA as an opportunity to achieve this with federal dollars while also continuing programs that are getting results like Principals Pursuing Excellence (p. 13)</p>	<p>The state and school districts should enhance school funding and other much needed supports and resources. Provide adequate resources and materials for classrooms. Provide more resources for school with low-income minority communities. (p. 17)</p>



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<p>#38 Encourage schools to become bilingual, teaching students who know English other languages while supporting those who are learning English. (p. 13)</p> <p>#41 Include more rigorous goals for our English Learners to empower them with the linguistic tools needed to advance them in all content areas to ensure academic success (p. 14)</p> <p>#42 Offer more support to English Learners by partnering with community organizations that can provide volunteers, mentors and tutors (p. 14)</p>	<p>Worldview refers to respect for language, culture, history, and global perspective. Students should learn to be respectful towards other cultures. Students also need to learn about their own culture. It is important for them to have a sense of connectedness to the world. They need to appreciate diversity and other languages. It will be beneficial for the students to be knowledgeable of the history of the world and of their own state (p. 6)</p> <p>Instructional Programs, Interventions and Positive School Climate          Many schools celebrate multiculturalism in their buildings and the communities. Many schools reportedly have strong dual-language bilingual programs. (p. 14)</p>
<p>#47 Engage parents and family members more frequently and with greater depth. We need to get our parents and families more involved in our students’ success (p. 16)</p>	<p>Parent and Student Surveys (p. 12)          Parent and Community Involvement (p. 15)          Family and Community Relations (p. 16)</p>
<p>#48 Leverage federal funds to develop wrap-around services and partnerships with organizations that help support community schools, notably perennially struggling schools under ESSA (p. 16)</p>	<p>Schools Meeting the Needs of Students and Families and Student-Focused Supports (p. 15)          Accountability reports should include school-family-community communication and engagement, services and supports offered, and before-after school programs conducted for the students and school community. Accountability should include services to the community, safe environment, inclusiveness, and friendliness of the staff. The schools should get marks for bilingual programs, equity, and cultural sensitivity. It is important to measure how the school is contributing to the community, and how it is addressing the needs of specific populations. The community should be able to provide feedback about the principal, administration, and teachers. (p. 16)</p>



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<p>#50 Ensure the PED is visiting the state’s communities during the ESSA stakeholder engagement period and connects our ESSA plan to the priorities of our communities. Following the submission of the state’s plan, the PED should return to the state’s communities and explain how stakeholder input was incorporated and what the plan (and the new federal law) now means for New Mexico’s students. (p. 16)</p>	<p><i>The entire report summarizes priorities of more than 4,000 New Mexicans in communities across our state. Learning Alliance is committed to supporting the priorities of our communities and partnering with PED to realize local visions for how to better support New Mexican students.</i></p>
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Additionally, Learning Alliance partnered with the New Mexico Association for the Education of Young Children, NMAEYC, to craft a letter<sup>3</sup> to the NMPED that advocated for Early Childhood Education issues to be included in the state plan. Sixteen other community organizations and 30+ individual early childhood leaders signed the letter. The table below references alignment.

NMPED “What We Heard” (page of document)	Connection to Early Childhood Education letter (page of letter)
<p>#30 Expand access to Early Childhood Education based on increasing demand (p. 11)</p>	<p>Expanding Access to High Quality Early Learning Opportunities (pp. 1 &amp; 2)</p>
<p>#31 Continue to provide even more flexibility through ESSA for Pre-K and Early Childhood programming, including the leveraging of federal resources and additional cross-departmental collaboration with the Department of Children, Youth and Families and the Department of Health (p. 11)</p>	<p>Encouraging and Building on Collaboration Between Multiple Systems (pp. 2 &amp; 3)</p>

Through *New Mexico Rising Together – 50 Responses to Feedback from Our Communities*, NMPED documents what its leaders heard and how they responded. As the federal government continues to welcome more local control of public education, Learning Alliance and its partners are committed to collaborating with PED and others to support on-going stakeholder engagement and to implement local priorities.

<sup>3</sup> [https://www.nmaeyc.org/sites/default/files/files/ESSA\\_ECE\\_NM\\_letter\\_PED\\_03-27-17.pdf](https://www.nmaeyc.org/sites/default/files/files/ESSA_ECE_NM_letter_PED_03-27-17.pdf)