

PROGRAM DESIGN DOCUMENT

New Mexico Professional Judgment Panels

Task 1: The Base Model Instructional Program Design

General Instructions

Imagine you are no longer at your current school and district, but are charged with creating an instructional design for a new school along with the colleagues joining you in this exercise. This program should be designed to meet the expectations of the Goals Statement.

Please use the boxes below to enter your deliberations and decisions surrounding the base model instructional program. Remember to include your rationale behind these decisions. If desired, the data entry assistant will identify and group the instructional design inputs into the themes listed above.

General

Programmatic Issues that Cut across grade levels (e.g. degree of inclusion, etc.)

Please enter description and rationale below (the box will automatically expand to fit your narrative).

- Funded pre-K program is important (as per district need)
 - early literacy and learning/social skills readiness
 - research indicates that early intervention is crucial for long-term academic success
 - kids learn from kids/ increased graduation rates/ reduced drop out rates/ decreased remediation services/ decreased prison population
- Parent training/resource center for families entering school system – emphasizing needed academic skills
 - learning does not only happen at school/positive impact of parental knowledge and skill that carry over into the classroom/vocabulary development
- Need for increased funding for parent training in ELL program support
 - supporting English language learning at home positively impacts student achievement
- Extracurricular program considered a part of the regular program (also co-curricular)
 - Extra curricular programs develop thinking skills, discipline, respect, leadership, commitment
- “Core” treatment of co-curricular programs (P.E., Art, Music, academic clubs)
 - co-curricular programming increases access to program for all families, increased participation opportunities of all students
- Added professional development for new instructional approaches; including co-curricular and extracurricular (i.e. 4-day week, year-round schooling etc)
 - program success depends on the quality and implementation of instruction given
 - research indicates that every dollar spent on professional development has a greater impact on retaining quality teachers than does money spent on base salary
- Increase professional development for educational assistants in districts.
 - EA’s need to be responsible for direct student instruction
 - providing training specific to skills needed for quality instructional assistance can reverse the common perception that EA’s are un-important
 - quality EA’s improve student performance
 - quality EA’s tend to pursue education to become teaching staff
 - EA’s tend to be from the local community, population or culture
- Local decision-making autonomy (i.e. substitute support/training, EPSS development, community development, 3-Tier pay scale, teacher recruitment & contract)
 - funding formula should distribute funds based on formula and allow local districts to

- allocate spending; and then be held accountable through knowledge based standards
 - local district administrators and boards are more familiar with the needs of schools in their area
 - there are no two districts in NM that are alike in demographics and structure
 - funding needs to follow a non-categorical structure; *all dollars need to flow through the formula*
- Work with “non-traditional” approaches and programs (i.e. scheduling, workday, # days in school year, academic expectations, Vo-Tec, enrichment programs, experiential learning, traveling teachers)
 - a diverse NM student population requires diverse instruction and legislative flexibility in the relationship between demographics, student proficiency and funding to support curriculum
 - the NM public has expressed concern over a lack of career readiness
 - answers may exist outside of the current paradigm, Success is not only defined by college attendance
- Alternate authentic assessment opportunities, in academics as well as student attitudes, are encouraged and funding will be sought to support this effort
 - research indicates that an opportunities to learn index supports a holistic integration approach to student learning
 - short-cycle assessment or other performance assessments capture student progress; which helps to drive instructional methodology in a timely manner
- Need to look at language proficiency as an issue for multi-lingual as well mono-lingual students (some kids are not proficient in any language)
 - creates proficiency in English language/bi-lingual programs do not work across the board because some students are not proficient in any language
 - added resources will improve vocabulary skills
- Respect for cultural, linguistic and social regional-norms in curriculum development
 - research indicates that implementing curriculum which reflects student’s culture improves learning outcomes/ contributes to a safe learning environment and student/parent motivation
 - cultural alignment is heavily represented in current textbook and curriculum development literature
 - allowance to supplement curriculum with culturally appropriate materials better engages students
- Program to facilitate community / parent involvement in school curriculum and summer schedule. Add 1 FTE community/parent liaison in high poverty district.
 - local needs are inherent in regional demographics
 - local support from the community for the school can lead to student achievement
 - parents have unique skills and talents that can be shared with students
- The school as the community learning center with city-wide access to educational program and resources (investment in community relationships)
 - promotes buy-in from the larger community to support school program
- Increased funding and FTE for traditional and non-linear application of core concepts in the classroom (interdisciplinary instruction & integration) [rationale: improved content and instructional professional development which creates improved learning outcomes for students]
 - students need acceleration and remediation in math, science, language arts and social studies
 - improved students achievement in these four core area improves student preparation for post-secondary life and/or education
 - technical vocations require competent skills in core academic areas
 - public perception of school success is linked to standardized test scores in these core content areas
- Gifted & Talented program separate from Special Ed c
 - current program allows these student to be underserved

- Provide adequate administrative support to monitor and provide guidance for program
 - accountability and instructional support
- School-wide instructional and pupil support service providers are not exclusively attached to Special Ed. i.e. school based health center (with specifically designed roles and proper monitoring – possibly through a consortium) Add 1 FTE Health assistant in districts with high poverty
 - individual students have specific needs/ allows for preventative measures and/or acceleration
- Tech & instructional support assists in managing Web based or distance learning – with State guidelines on practice and content
 - allows students exposure and enrichment to programs that they would otherwise not receive
- Develop technology program that is not based on membership; including equipment and infrastructure
 - by 2008 NM students are expected to be computer literate with distance learning opportunities; related to the high school re-design and concurrent enrollment

Elementary School Program

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Please see rationale in the General Section.

- Maximum 15 student caseload for Special Ed teachers [rationale: movement toward inclusive classrooms and IDEA 2004]
- Ancillary service personnel K-3 [rationale: learning readiness, identify developmental delays]
- Allow 4or5 day school week
- Pupil/teacher ratio: 15/1

Pupil teacher ration is a strong consideration. We believe and statistics show that such ration allows the ability to personalize instruction in such a setting that is key to improved student performance.

- No more than 2 grade levels combined
- Minimum of 1 administrator/ librarian/ counselor/ nurse (per district) for every 300 students, or no more than 2 schools sharing a particular position
- Counselors can include career, behavioral, mental health professionals
- Majority of teachers at level 2&3

The intent of the 3 tier system is two-fold. Level 2 is intended to ensure that teachers who stay in the educational system beyond the identified “probationary” period are making strides to meet an “average” standard of the profession. Level 3, the logical extension, is designed to identify those individuals who have mastered the standard and it extends beyond the average in their daily teaching. Therefore it is obvious that a school would strive toward a mix of level 2 and 3 teachers.

- Reading coach/specialist at each site
- Professional development specialist
- Funded optional extended school year
- Art/Music/PE taught by highly qualified teacher
- Funded behavior and character program
- School resource officer at each school site

The principals role as instructional leader has been eroded as discipline and truancy issues have become more common. In turn, many parents turn to the legal system, rather than communication and common sense. A resource officer with immediate access to the legal system and consequences has the potential to ease the unnecessary burden off instructional leaders, allowing more time for the principal to do his “real job”.

- In high mobility elementary school add 1 FTE instructional assistant [rationale: to cover learning gaps due to transition and orient to existing curriculum]

Middle School Program

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Please see rationale in the General Section.

- Maximum 15 student caseload for Special Ed teachers [rationale: movement toward inclusive classrooms and IDEA 2004]
- Family/Life Skills program
- Reading coach/specialist at each site
- Professional development specialist
- Funded optional extended school year
- Art/Music/PE taught by highly qualified teacher
- Funded behavior and character program
- School resource officer at each school site

The principals role as instructional leader has been eroded as discipline and truancy issues have become more common. In turn, many parents turn to the legal system, rather than communication and common sense. A resource officer with immediate access to the legal system and consequences has the potential to ease the unnecessary burden off instructional leaders, allowing more time for the principal to do his “real job”.

High School Program

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Please see rationale in the General Section.

- Maximum 15 student caseload for Special Ed teachers [rationale: movement toward inclusive classrooms and IDEA 2004]
- Reading coach/specialist at each site
- Professional development specialist
- Funded optional extended school year
- Art/Music/PE taught by highly qualified teacher
- Funded behavior and character program
- School resource officer at each school site

The principals role as instructional leader has been eroded as discipline and truancy issues have become more common. In turn, many parents turn to the legal system, rather than communication and common sense. A resource officer with immediate access to the legal system and consequences has the potential to ease the unnecessary burden off instructional leaders, allowing more time for the principal to do his “real job”.

General Questions and Concerns

- New State funding needed for technology that is not based on membership; including equipment and infrastructure [rationale: by 2008 NM students are expected to be computer literate with distance learning opportunities; related the high school re-design and concurrent enrollment]
- Need for increased funding for parent training in ELL program support
- Are supplies and materials some how included in the Cost-Model figures under core instructional program?
- Need for review of instructional material funding?
- Can related service providers cross over to assist in other areas of instruction beyond special education?
- Added FTE Diagnostician under district special education for high SE model is actually a School Psychologist; “other” is Speech-Language Pathologist

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Task 2: The High Poverty Model Instructional Program Design

Elementary School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Middle School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

High School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

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Tasks 3-7: Modifications to the High Poverty and Base Model Programs

Task 3: A change from High Poverty to a High Poverty, High EL Model

Elementary School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added an English Language Arts and Reading specialist (1 FTE) to provide early intervention in the vocabulary and literacy area.

Added EAs to in the core curriculum.

Added an additional first grade teacher.

Added .33 FTE of a school nurse

The supplied and materials budget increased \$100 per student.

The extended year plan was changed to include an additional six weeks of instruction.

Middle School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added an English Language Arts and Reading specialist (1 FTE) to provide intervention in the vocabulary and literacy area.

Added EAs to in the core curriculum.

Added 1 FTE resource teacher.

Added .33 FTE of a school nurse

The supplied and materials budget increased proportionately per EL student.

The extended year plan was changed to include an additional six weeks of instruction.

High School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added an English Language Arts and Reading specialist (1 FTE) to provide intervention in the vocabulary and literacy area.

Added EAs to in the core curriculum.

Added 1 FTE resource teacher.

Added .33 FTE of a school nurse

The supplied and materials budget increased proportionately per EL student.

The extended year plan was changed increased by 15% for the general education, and 25 % for the special education program.

Task 4: A change from the Base Model to a High Mobility Model

Elementary School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added a clerical support to track down student records.
Added a social worker and counselor to provide transitioning support to students and parents in the different school structures.

Middle School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added a clerical support to track down student records.
Added a social worker and counselor to provide transitioning support to students and parents in the different school structures.

High School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Added a clerical support to track down student records.
Added a social worker and counselor to provide transitioning support to students and parents in the different school structures.
Added additional clerical support for guidance office to manage student records.

Task 5A: A change from the Base Model to a High SE Model

Elementary School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

With an increased number of students receiving SPEC services, there is a need for increased FTEs for teachers as well as EAs to meet the needs of those SPED students.

Middle School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

With an increased number of students receiving SPEC services, there is a need for increased FTEs for teachers as well as EAs to meet the needs of those SPED students.

High School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

With an increased number of students receiving SPED services, there is a need for increased FTEs for teachers as well as EAs to meet the needs of those SPED students.

Task 5B: District and Regional SE Services and Resources

Activity 1: Program Design Modification

Using the questions below, each panel should describe district and/or regional level services provided for SE students. Please remember that these resources and services should compliment school level instructional programs. In addition, panels will have the opportunity to review the work completed in the Base Model when the panels reconvene.

What staff and non-personnel expenditures are needed to provide related services not already captured in your school prototypes for all SE students (e.g., those served in neighborhood schools, district programs, or special school placements) and how will these services be delivered?

Please assume that these are related services that may be required by only a relatively small percentage of students in any given school and would therefore likely be more efficiently provided out of the central district office.

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Provide resource specialists (SLP, OT, PT, Rehabilitation counselor, School Psychologist, Social Worker) to be available for all students (including those receiving services thru IEPs). This allows for early intervention at primary level and interventions at middle school and high school to reach students who don't qualify for SPED services.

Task 6: A change from the Base Model to a Smaller School

Elementary School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?
___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Reduced EAs to preserve teaching positions and programs.
Resource teachers and subject matter specialist positions were changed to .1 of an FTE to preserve the programs which grants the administrator the autonomy to allocate where the resource is going to be necessary.
Guidance/nurse/librarian/and tech specialist was increased to .33 of FTE.
Athletic/field trip transportation costs were increased from the contracted services because the costs remain static.
Eliminated the administrator and the clerical from the summer program.
The principal FTE was reduced to .33 FTE from 1.0, assuming one administrator can cover district wide duties.
The security FTE was reduced to .33 FTE from 1.0, assuming one staff member can cover district wide duties.
The special ED FTEs decreased to reflect a decrease in SPED student population.

Middle School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?
___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Reduced EAs to preserve teaching positions and programs.
Resource teachers and subject matter specialist positions were changed to .1 of an FTE to preserve the programs which grants the administrator the autonomy to allocate where the resource is going to be necessary.
Guidance/nurse/librarian/and tech specialist was increased to .33 of FTE.
Athletic/field trip transportation costs were increased from the contracted services because the costs remain static.
Eliminated the administrator and the clerical from the summer program.
The principal FTE was reduced to .33 FTE from 1.0, assuming one administrator can cover district wide duties.
The security FTE was reduced to .33 FTE from 1.0, assuming one staff member can cover district wide duties.
The special ED FTEs decreased to reflect a decrease in SPED student population.

High School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?
___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Reduced EAs to preserve teaching positions and programs.
Resource teachers and subject matter specialist positions were changed to .1 of an FTE to preserve the programs which grants the administrator the autonomy to allocate where the resource is going to be necessary.

Guidance/nurse/librarian/and tech specialist was increased to .33 of FTE.

Athletic/field trip transportation costs were increased from the contracted services because the costs remain static.

Eliminated the administrator and the clerical from the summer program.

The principal FTE was reduced to .33 FTE from 1.0, assuming one administrator can cover district wide duties.

The security FTE was reduced to .33 FTE from 1.0, assuming one staff member can cover district wide duties.

The special ED FTEs decreased to reflect a decrease in SPED student population.

Task 7: Programmatic Priorities Task

Activity 1: Program Design Modification

Use the questions below to guide your deliberations for this task. For this task, each panel should describe modifications to their base elementary, middle and high school instructional programs in light of a budget cut.

Elementary School Program

How would a budget decrease of approximately 10% affect your instructional elementary school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

The instructional coach duty was taken over by the Tier 3 instructors. The art and music programs continued to be supported, but the 1 FTE will handle this function at a half time capacity. Combining the music and art program provides more instructional time in the classroom.

Middle School Program

How would a budget decrease of approximately 10% affect your instructional middle school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Reduced the number of days for extended year program from 140-108. Still have the program but at a lesser capacity. Reduced the athletic director position assuming the duties will be absorbed by the principal. Reduced the EA by .5 of an FTE, and reduced all the resource teachers and specialists in the core curriculum. The tier 3 teachers will assume those duties.

High School Program

How would a budget decrease of approximately 10% affect your instructional high school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

The academic coaches were reduced altogether assuming Tier 3 teachers will assume those duties. The athletic director position was removed assuming the athletic coaches will be assigned a new prep period for assuming the former athletic director duties. The EA was removed from the regular departmentalized classes (core) assuming the tier 3 teachers will maintain the level of service. Reduced .5 FTE of a teacher in the career and technical courses and 1 FTE EA in the program is maintained thus not completely eliminating the program.