

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).

In this particular Rural School Model there are four Programmatic Issues that cut across grade levels that will have a positive impact on the education of students in rural New Mexico Schools and will increase the opportunity to reach the four goals set forth within the New Mexico Administrative Code (NMAC) Commitment to Excellence. These four issues include; increasing the length of the school year, increasing professional development for certified and non-certified staff, assuring that each school has proper and necessary ancillary staff, and a concentrated focus on curricular core topics.

Increasing the length of the school year:

The most essential component in providing educational opportunities for students is to maximize the time for uninterrupted instruction. Currently, the school year is so infused with a significant number of non-educational tasks which include; short-term assessments, state mandated, high stakes testing, early release for travel to sport events, yearbook photo day, school assemblies, emergency evacuation drills (fire drills, lock down, and evacuations). By increasing the number of days in the school year, students will have increased uninterrupted instructional time. It is the hope of this panel that by increasing the school by 5 additional days (for a total of 185 instructional school days), small, but statistically significant, improvements in academic achievement will be seen. There is strong feeling on the part of half of the professional educators on this panel that additional days can/should continue to be added to the school year over time, until New Mexico students are attending school and are showing the same sort of academic prowess as the most successful students throughout the world!

Increasing professional development:

With the increased number of tasks that educators are being asked to juggle, often times staff members are asked to be responsible for segments of the educational process that they are ill prepared to manage. Additionally, too often, because of the lack of time to collaborate, students' needs are not fully met because "one hand does not know what the other is doing". By increasing the number of days of Professional Development (and providing the time and FTE to have someone manage the planning, presentation and follow-up) staff will be properly trained in a number of ways including: utilizing technology appropriately and efficiently, managing classroom behavior, adopting current educational trends into classrooms, providing a safe environment for students, and preparing for emergencies. Additionally, this professional development time will afford staff the opportunity to collaborate; creating a sequential scope and sequence of curriculum and, more importantly, giving staff the time to work together to develop a fully developed plan that addresses multiple points of view when construction individual students' plans for educational success

Assuring that each school has proper and necessary ancillary staff:

Too often, teachers are pulled away from their most critical job of TEACHING, in order to fulfill a different institutional task. By providing the appropriate and necessary administrative and support staff which includes a principal and secretary, a counselor, and a nurse (or nurse aide), and a librarian (or library/media aide) at EACH school, two major goals are addressed. First, the teacher can focus on academia improving the chances for students to "make appropriate and measurable gains through appropriate instructional programs aligned to measurable state content standards and benchmarks" (Goal #2).

Additionally, when each school is provided with (and students have access to) the leadership and support that is necessary to create a positive school environment, the chances of a student absorbing the necessary skills and knowledge that are necessary to develop the personal qualities that enable students to become successful, productive members of society (Goal #3) will be maximized.

Concentrated focus on core curricular topics:

Focus on Reading, Language Arts and Math MUST be placed as a top priority at all three site levels. The ability for each student to achieve each of the four goals content standards, performance goals, personal qualities and enhanced opportunities are greatly improved when a student is competent and confident in their academic abilities in their core curricular areas.

Elementary School Program

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

• **Special Populations**

- Early Childhood Education – Universal access to full day Kindergarten and half day Pre-K (4yr old) education [note: 3yr old program is offered to 100% of any at-risk or special education child in all models]

Research demonstrates that early intervention and education has a tremendous impact on the individual student's educational career. Not only do at-risk and special needs students benefit, but research indicates that ALL students benefit from the social interaction that occurs in this setting. Providing the necessary resources to identify and provide services to those with special needs at an early age is a critical component of this model

- Special Education – Focus on Inclusion

Each school will have at least one instructional staff member who is certified in SPED.

Students needing minimal to moderate levels of service (A, B and C level students) will be included into a typical classroom whenever possible. The proportion of time in a regular classroom will be as follows: A-Level student 100%, B-Level student 95%, C-Level student 85%-90%. To offer support, a full time aid will be assigned to each school with the specific task of addressing the needs of students with special needs as addressed in their IEP. This will include time in the regular classroom assisting the instruction and learning for all within the class and then a small portion of pullout time spent addressing the needs of specific students. Additionally, a full-time position will be filled at the district level to supervise the special education program and to manage the district's total IEP caseload. This will alleviate instructional staff from this particular task and afford a greater focus on the task of teaching!

Students with D-Level Special Needs – If a student's needs are severe, special, it is critical that there be a balance between the needs of the individual and the needs of his or her classmates. To this end, this model necessitates an instructor with a Special E endorsement for EVERY school that has even one student with D-Level needs. In the event that this student's needs are best served off of the school site, the task of providing appropriate services will be contracted through the REC.

- English Language Learners – Focus on providing necessary services to those within the school population that need to develop proficiency with the English language.

Because of the strong tie between those who struggle with English as their second language and poor academic success, creating effective and efficient support services is essential.

- Use of Regional Educational Centers (RECS) and Co-Ops - *A large number of the types of professional services and programs that will need to be offered to students with special needs will need to come from RECs and/or from resources available from the department of education*

- Class Size Maximums – Kindergarten and 1st grade class size should be limited to a maximum of 15 students with a certified teacher and 20 with a certified teacher and certified aide. 2nd and 3rd grade class sizes should be limited to a maximum of 20 students with a certified teacher and 25 students with a certified teacher and certified aide. 4th and 5th grade class size should be limited to 23 students with a certified teacher and 27 with a certified teacher and certified aide. *Research dictates that the ideal size class size for the early primary grades is between 13 and 15 students.*

- Native Language & Culture -

• **Supplemental Programs**

- Extended School Year for ALL students - *As stated in the General Programmatic Issues, By extending the school year for ALL students, a school is able to increase the number of "uninterrupted instructional days", thus increasing the opportunity for a student to gain mastery of grade level skills and knowledge. To accomplish this, contracts for ALL staff members, from administration through instructional and support staff, will need to be lengthened*

- Uninterrupted Instruction – 90 minutes of instruction will be mandated for both English and Math for all k-5th grade students. – *The goal is to have ALL students demonstrating appropriate grade level math skills and will be reading at grade level by the 4th grade*
- Sport Team Costs Justification – *Urban areas have a variety of entities that can be offered to its students which include athletic programs offered through independent sport clubs, Boys & Girls Clubs and such, Coach increment/ # of students = big schools vs small schools*

- **Professional Development**

- Staffing – *It is essential that staff members recognize the need to wear multiple hats in a rural school setting. They should know from the initial interview throughout their employment that they will be encouraged (required?) to deepen their mastery and to broaden the scope of what they can offer to meet the needs of the students within their school.*
- On-going, meaningful professional development covering a variety of topics - *In order for students to be prepared to be productive citizens in the twenty-first century, staff must be given the opportunity to continually update their knowledge and be given the training to accomplish specific tasks. Some of these tasks include; leadership development (specifically for Level III instructors), Special Needs Issues (IEP, teaching strategies, . . .), efficient use of technology in the school and classroom, use of distance learning, online coursework and ITV*
- Resources – *Each rural school will be encouraged to continue to tap into the resources available through their REC, the local college and/ or university, the department of education and those available within their own community.*
- Opportunity for multiple endorsements – *Staff will be given the support and resources necessary to receive multiple endorsements in areas such as Physical Education, Math and/ or Science Education, Media Specialists, Art or Music. This additional expertise will then be utilized to deliver a more dynamic range of services to all students within the school.*

- **Non-Personnel Expenditures**

- Technology – *Acquisition of all major technology will be taken care of through capital outlay funds*

- **Public Priorities & Support Personnel**

- *The public cries out for a future that has communities whose citizens are productive and contributing members of society. Current educational models do not adequately address the social and personal needs of students. Too many of today's students are neglected, angry, confused, depressed and apathetic. Too many lack proper role-models and have no adult that they confide in or trust. By providing an administrator, a counselor, a nurse (or aide), and library (or media specialist) at each site students will be given this much needed support system. Additionally, With each of these professionals taking on various roles and daily responsibilities currently being accomplished by teaching staff, teachers will be able to offer more personal one-on-one mentoring and support to those who need help or a sense of direction!*

Middle School Program

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

- **Special Populations**

- Special Education – Focus on Inclusion
Each school will have at least one instructional staff member who is certified in SPED. Students needing minimal to moderate levels of service (A, B and C level students) will be included into a typical classroom whenever possible. The proportion of time in a regular classroom will be as follows: A-Level student 100%, B-Level student 95%, C-Level student 85%-90%. To offer support, a full time aid will be assigned to each school with the specific task of addressing the needs of students with special needs as addressed in their IEP. This will include time in the regular classroom assisting the instruction and learning for all within the class and then a small portion of pullout time spent addressing the needs of specific students. Additionally, a full-time position will be filled at the district level to supervise the special education program and to manage the district's total IEP caseload. This will alleviate instructional staff from this particular task and afford a greater focus on the task of teaching!
Students with D-Level Special Needs – If a student's needs are severe, special, it is critical that there be a balance between the needs of the individual and the needs of his or her classmates. To this end, this model necessitates an instructor with a Special E endorsement for EVERY school that has even one student with D-Level needs. In the event that this student's needs are best served off of the school site, the task of providing appropriate services will be contracted through the REC.
- English Language Learners – Focus on providing necessary services to those within the school

population that need to develop proficiency with the English language.

Because of the strong tie between those who struggle with English as their second language and poor academic success, creating effective and efficient support services is essential.

- Use of Regional Educational Centers (RECS) and Co-Ops - *A large number of the types of professional services and programs that will need to be offered to students with special needs will need to come from RECs and/or from resources available from the department of education*
- Native Language & Culture -

- **Supplemental Programs**

- Extended School Year for ALL students - *As stated in the General Programmatic Issues, By extending the school year for ALL students, a school is able to increase the number of "uninterrupted instructional days", thus increasing the opportunity for a student to gain mastery of grade level skills and knowledge. To accomplish this, contracts for ALL staff members, from administration through instructional and support staff, will need to be lengthened*
- Uninterrupted Instruction – 90 minutes of instruction will be mandated for both English and Math. *The goal is to have ALL students demonstrating appropriate grade level math skills and will be reading at grade level by the 4th grade*

- **Professional Development**

- Staffing – *It is essential that staff members recognize the need to wear multiple hats in a rural school setting. They should know from the initial interview throughout their employment that they will be encouraged (required?) to deepen their mastery and to broaden the scope of what they can offer to meet the needs of the students within their school.*
- On-going, meaningful professional development covering a variety of topics - *In order for students to be prepared to be productive citizens in the twenty-first century, staff must be given the opportunity to continually update their knowledge and be given the training to accomplish specific tasks. Some of these tasks include; leadership development (specifically for Level III instructors), Special Needs Issues (IEP, teaching strategies, . . .), efficient use of technology in the school and classroom, use of distance learning, online coursework and ITV*
- Resources – *Each rural school will be encouraged to continue to tap into the resources available through their REC, the local college and/or university, the department of education and those available within their own community.*
- Opportunity for multiple endorsements – *Staff will be given the support and resources necessary to receive multiple endorsements in areas such as Physical Education, Math and/or Science Education, Media Specialists, Art or Music. This additional expertise will then be utilized to deliver a more dynamic range of services to all students within the school.*

- **Non-Personnel Expenditures**

- Technology – Acquisition of all major technology will be taken care of through capital outlay funds

- **Public Priorities & Support Personnel**

- The public cries out for a future that has communities whose citizens are productive and contributing members of society. *Current educational models do not adequately address the social and personal needs of students. Too many of today's students are neglected, angry, confused, depressed and apathetic. Too many lack proper role-models and have no adult that they confide in or trust. By providing an administrator, a counselor, a nurse (or aide), and library (or media specialist) at each site students will be given this much needed support system. Additionally, With each of these professionals taking on various roles and daily responsibilities currently being accomplished by teaching staff, teachers will be able to offer more personal one-on-one mentoring and support to those who need help or a sense of direction!*

High School Program

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

- **Special Populations**

- Special Education – Focus on Inclusion
Each school will have at least one instructional staff member who is certified in SPED. Students needing minimal to moderate levels of service (A, B and C level students) will be included into a typical classroom whenever possible. The proportion of time in a regular classroom will be as follows: A-Level student 100%, B-Level student 95%, C-Level student 85%-90%. To offer support, a full time aid will be assigned to each school with the specific task of addressing the needs of students with special needs as addressed in their IEP. This will include

time in the regular classroom assisting the instruction and learning for all within the class and then a small portion of pullout time spent addressing the needs of specific students. Additionally, a full-time position will be filled at the district level to supervise the special education program and to manage the district's total IEP caseload. This will alleviate instructional staff from this particular task and afford a greater focus on the task of teaching!

Students with D-Level Special Needs – If a student's needs are severe, special, it is critical that there be a balance between the needs of the individual and the needs of his or her classmates. To this end, this model necessitates an instructor with a Special E endorsement for EVERY school that has even one student with D-Level needs. In the event that this student's needs are best served off of the school site, the task of providing appropriate services will be contracted through the REC.

Summer school for SPED student will be offered through regular summer school program

- English Language Learners – Focus on providing necessary services to those within the school population that need to develop proficiency with the English language.
Because of the strong tie between those who struggle with English as their second language and poor academic success, creating effective and efficient support services is essential.
- Use of Regional Educational Centers (RECS) and Co-Ops - *A large number of the types of professional services and programs that will need to be offered to students with special needs will need to come from RECs and/or from resources available from the department of education*
- Class Size Maximums – Kindergarten and 1st grade class size should be limited to a maximum of 15 students with a certified teacher and 20 with a certified teacher and certified aide. 2nd and 3rd grade class sizes should be limited to a maximum of 20 students with a certified teacher and 25 students with a certified teacher and certified aide. 4th and 5th grade class size should be limited to 23 students with a certified teacher and 27 with a certified teacher and certified aide. *Research dictates that the ideal size class size for the early primary grades is between 13 and 15 students.*
- Native Language & Culture -

- **Supplemental Programs**

- Extended School Year for ALL students - *As stated in the General Programmatic Issues, By extending the school year for ALL students, a school is able to increase the number of “uninterrupted instructional days”, thus increasing the opportunity for a student to gain mastery of grade level skills and knowledge. To accomplish this, contracts for ALL staff members, from administration through instructional and support staff, will need to be lengthened*
- Uninterrupted Instruction – 90 minutes of instruction will be mandated for both English and Math for all k-5th grade students. – *The goal is to have ALL students demonstrating appropriate grade level math skills and will be reading at grade level by the 4th grade*
- Career & College Prep Counseling Offered at the Middle and High School Level - *Should be offered to each of the students.*
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- **Professional Development**

- Staffing – *It is essential that staff members recognize the need to wear multiple hats in a rural school setting. They should know from the initial interview throughout their employment that they will be encouraged (required?) to deepen their mastery and to broaden the scope of what they can offer to meet the needs of the students within their school.*
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- **Non-Personnel Expenditures**

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- **Public Priorities & Support Personnel**

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General Questions and Concerns

Task 2: High Poverty Model Considerations for K-12

- Extended Year or Summer Program Instruction – Research shows that this population does not participate in activities that enhance their education (or even maintain their level of understanding and mastery) over the course of a summer. Offering instruction to this group over the summer will help alleviate this problematic situation.
- Additional after school support (tutoring) 1 hour a day, 4 days a week, for 32 weeks [note: no tutoring the first and last two weeks in the school year] **TRANSPORTATION COSTS NEED TO BE CONSIDERED FOR THOSE WHO PARTICIPATE IN AFTER SCHOOL PROGRAMS.**
- Health Issues and Social Skill development is great. To address these additional health and social concerns additional FTEs for site counselor and nurse and district social workers.
- Professional Development should be offered to all staff to provide awareness and sensitivity for this population.
- Additional resources should be spent exposing students to various enrichment and enhancement experiences (i.e., field trips to zoo, museums, concerts & plays, special school assemblies) [NOTE: This budget item is addressed as transportation costs under “Student Athletic Programs” even though this is not an athletic expenditure]

Task 3: High English Language Learner Model Considerations for K-12

- The following are concerns above and beyond the High Poverty Considerations
- Additional after school support (tutoring) 1 hour a day, 4 days a week, for 32 weeks [note: no tutoring the first and last two weeks in the school year] **TRANSPORTATION COSTS NEED TO BE CONSIDERED FOR THOSE WHO PARTICIPATE IN AFTER SCHOOL PROGRAMS.**
 - Create an air of care and trust, should incorporate parental participation
 - Focus on hiring bi-lingual instructional staff by offering incentives for those who have or want to pursue a bi-lingual endorsement
 - Bi-lingual support person offered at the district level to handle case load and paperwork

Task 4: High Mobility Model Considerations for K-12

- When mobility increases by 20% within a school site
- Gaps in learning exist in these students. *Services need to be offered (possibly through MAP Testing) that both identify academic gaps, and provide resource*
 - After school tutoring will be used to address this gap [note: same 32 week 4 day a week 1 hour a day model as the High Poverty model]. **TRANSPORTATION COSTS NEED TO BE**

CONSIDERED FOR THOSE WHO PARTICIPATE IN AFTER SCHOOL PROGRAMS.

- High Mobility at the High School Level – *Use of online courses, independent courses offered through college settings for high school credit, and various school grade recovery processes (offered both during the school day and in after school programs) should be offered to help these students acquire the necessary credits to meet graduation requirements.*
- Career Development & Social Skill development is usually lacking in this population - *To address these additional health and social concerns, additional FTEs for Educational Assistant to help keep track of these issues.*

Task 5: High Special Ed & District Special Ed Model Considerations for K-12

- A, B & C level students will be served through all that the Base Model offers
- D-level are also taken care of through the 4 students per instructor requirement spelled out in the Base Model
- The Base Model calls for 1 Special Education Instructor for each school. But, at some point, as the number of students with special needs increases, there will be a need for an additional certified SPED instructor and/or educational assistants. When the student SPED (A through C-Level) population increases by 15 students above the Base Model, an additional educational aide will be required. When the student SPED (A through C-Level) population is increased by 30 students above the Base Model, the aide will be replaced with a certified SPED instructor.
- The preventive aspects of addressing SPED populations in our Base Model will reduce the population identified as needing services over a period time.
- Administrative SPED coordinator is needed for districts with high rates of SPED populations
- There is a need to redefine the FTE use to calculate ancillary services. The number of therapy hours should be considered rather than the number of students receiving services.
- “Special Education Programs & Resources” – assumption that number is based on is that services should be addresses WEEKLY
 - Diagnostician’s caseload [Pupils served FTE] is based on YEARLY case load
 - Interpreter for the Deaf caseload is a low incidence population with needs that vary from case to case. It may need to be contracted outside of the current funding formula
 - Orientation and Mobility Trainer caseload is a low incidence population and is based on a Yearly case load and could be contracted by PED to work for throughout the state
 - Other is for 2 different service professionals: Speech Language Pathologist and School Psychologist
 - Annual travel costs per related service provider based at:
 $.32/\text{mile} \times 200 \text{ miles}/\text{day} \times 5 \text{ days}/\text{week} \times 37 \text{ weeks} = \$11,840.00 \text{ per year}$
- [Note: The 1.5 in the “other” category under “Special Education Programs & Resources”, 1 FTE is for a speech therapist and .5 FTE is for a school psychologist

Task 6: Small School Considerations for K-12

- SPED certification incentive MUST be in place to provide the SPED expertise necessary to provide necessary services
- Include an Educational Assistant to help with the blended 3rd & 4th grade
- ONE PRINCIPAL AT EACH SITE – *Listed as Head Teacher/Principal with .5 FTE in each of the 2 line items*
- School Nurses – *rural districts should be able to have the incentive to encourage staff*

receive EMT training and nursing support. So that someone is ALWAYS on site for medical and safety issues and emergencies

- *Middle School & High School – 1 full time Educational Assistant will be charged with supervising a variety of elective choices through either ITV, online courses or other options afforded by technology*
- *High School PE Instructor – Will be used as athletic director, coach, . . .*
- *In the Middle School, Under “Core Instructional Programs” the “Other is .5 for a SPED instructor and the .5 Educational Aide is for SPED*

Task 7: Budget Decrease Considerations for K-12

- First line of action is to reduce substitute fund
- Increase student to teacher ratio at elementary
- SPED D-Level change from 1.8 full time Certified SPED to 1 full time and 1 Educational Aid at Elementary
- Reduce athletic funding at middle school and high school
- Convert Elective fully certified instructors to Educational Aids and take advantage on online, ITV, and concurrent enrollment opportunities for students at the middle and high school