

# New Mexico Early Learning Guidelines & *The Training and Technical Assistance Programs*

TTAPs

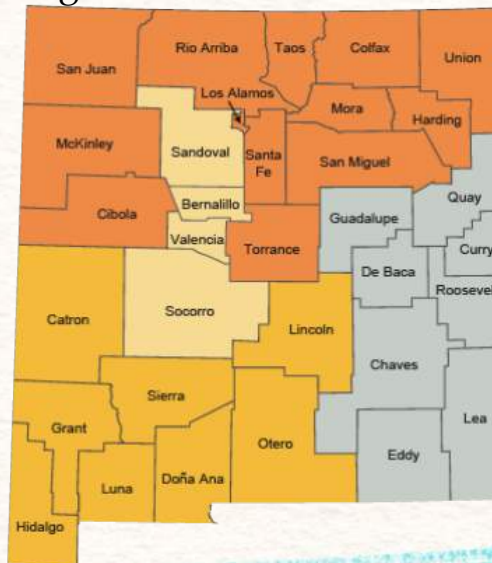
## New Mexico Training and Technical Assistance Programs

UNM Northern  
TTAP

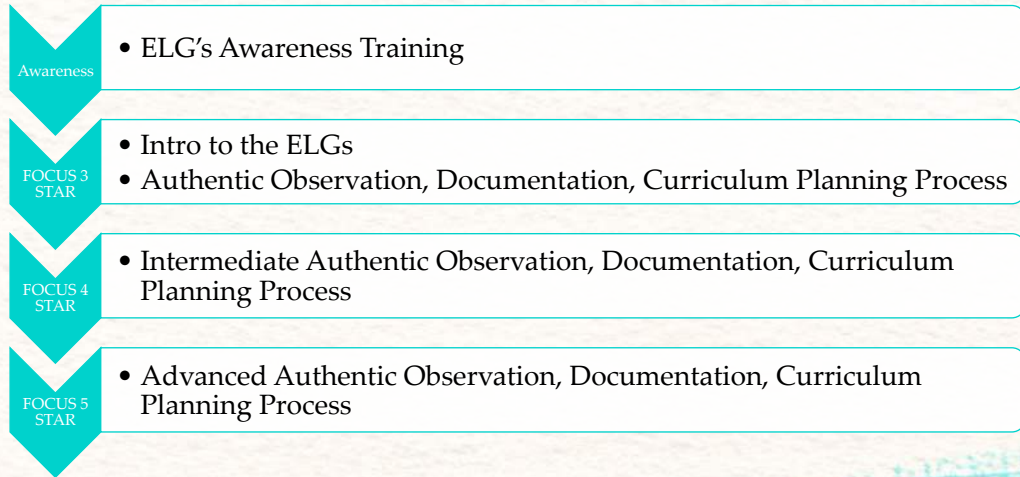
UNM Cariño  
Early Childhood  
TTAP

WNMU La  
Familia Resource  
Center

ENMU Child  
Care TTAP



## Early Learning Guidelines Training Flow Chart



How the ELG trainings were developed and will be presented

- Train the Trainer Process included these participants:
  - TTAPs
  - Head Start
  - FOCUS
- Training will be delivered by:
  - TTAPs
  - Head Start
  - FOCUS

## How do Early Childhood Educators feel about the ELG trainings?

### • Awareness training:

- Participants want more!
- Developed as a “teaser” and it’s working!
- Participants are anxious to “get the book” and are sure to enroll in the Intro to the ELGs sessions.

### • Intro to the ELGs training:

- Participants are thrilled to interactively learn about the ELG document through scavenger hunts, tabbing and Domain activities.
- The activities provide a great level of comfort with the document so that it becomes viewed as “helpful” rather than “frightening”.
- Participants have expressed excitement at having a continuum to refer to when observing and individualizing their curriculum.
- Participants have stated that they have a better chance at being successful as they move toward FOCUS documentation requirements.

## Additional Thoughts & Moving Forward

Lack of Developmentally Appropriate Practices is a common concern across programs



The ELGs can provide the framework for discussions regarding Developmentally Appropriate expectations from birth to Kindergarten age



TTAPs encourage participants to continue their education in early childhood

# New Mexico Early Learning Guidelines and FOCUS

TQRIS Essential  
Elements of  
Quality



## Brief History

- Gold-Silver-Bronze 1997 (Voluntary) Purpose: Encourage, Recognize, and Reward Child Care Providers for Excellence
  - 3 Levels
  - One of the first state QRS
  - Differentiated subsidy to provide financial support for quality improvements
  - No onsite consultation
- AIM HIGH-1999 (Voluntary)
  - Expanded to 5 Levels
  - Differentiated subsidy to provide financial support for quality improvements
  - Onsite consultation
  - Quality set-aside available
  - **New Mexico Early Learning Outcomes recommended example of assessment tool**
- FOCUS-2012 (Voluntary)
  - 3 Levels
  - Differentiated subsidy to provide financial support for quality improvements
  - Onsite consultation
  - **New Mexico Early Learning Guidelines foundation for Authentic Child Assessment and Curriculum Planning Process**

## FOCUS Components:

- Health, Safety, and Health Promotion Practices
- Early Childhood Educator Qualifications
- Comprehensive Program Assessment and Continuous Quality Improvement
- **The Authentic Child Assessment Process: Early Learning Guidelines and Curriculum Planning**
- Family Engagement Strategies

## The Authentic Child Assessment Process: Early Learning Guidelines and Curriculum Planning

- **Rationale:** New Mexico is committed to authentic, observational assessment that is criterion-based. Teachers watch and listen as children participate in activities and experiences throughout the day. Teachers document observations for the purpose of reflection and planning as well as to assess each child's capabilities and progress. **They collect portfolio documentation on key Essential Indicators and Developmental Domains to capture measurable evidence of children's progress and growth to share with families and to help with curricular planning.**
- **Definition:** Teachers will effectively implement the New Mexico Authentic Assessment and Curriculum process. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. **Teachers will use the New Mexico Early Learning Guidelines (ELG's) to guide and help scaffold children's learning within the curriculum.** Teachers will continually make modifications to help children reach goals. They will plan weekly for the whole group and for individual children. This system should apply to *all* children enrolled in the program.

## Authentic Child Assessment Process: Early Learning Guidelines and Curriculum Planning Criteria for 3 and 4 Year Olds:

### 3 STAR:

- Using the [New Mexico Early Learning Guidelines](#), teachers will focus on and report data on 8 Essential Indicators (EI):
- Complete the *NM Quick Check Recording Sheets* for the 6 identified Essential Indicators.
- Complete portfolio documentation for EI#4 and EI#13 using the *NM Portfolio Collection Forms* specifically designed for these EIs.
- Hold a family/teacher conference after each collection period to share information gathered on the *NM Quick Check Recording Sheets* and the completed *NM Portfolio Collection Forms* for EI#4 and EI#13.
- Report data from completed *NM Quick Check Recording Sheets* and 2 required portfolios after each collection period (Fall and Spring).
- Use documentation gathered through use of *NM Quick Check Recording Sheets*, *NM Portfolio Collection Forms* and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children's developmental, social, and cultural needs.
- Complete the first two pages of the *NM Weekly Lesson Plan Form*, and share with families.
- Once a month, complete a journal entry reflecting on successes, challenges observed in children's responses to planned activities, materials and environment set-up

### 4 STAR:

- Using the [New Mexico Early Learning Guidelines](#), teachers will focus on and report data on 18 Essential Indicators (EI):
- Complete the *NM Quick Check Recording Sheets* for 9 identified Essential Indicators.
- Continue to complete portfolio documentation for EI#4, EI#13, and adding EI#9, and EI#6 using the *NM Portfolio Collection Forms* specifically designed for these EIs.
- Hold a family/teacher conference after each collection period to share information gathered on the *NM Quick Check Recording Sheets* and *NM Portfolio Collection Forms* for EI#4, EI#13, and EI#9, and EI#6.
- Report data from completed *NM Quick Check Recording Sheets* and 4 required portfolios after each collection period (Fall and Spring).
- Use documentation gathered through use of *NM Quick Check Recording Sheets*, *NM Portfolio Collection Forms* and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children's developmental, social, and cultural needs. Complete all three pages of the *NM Weekly Lesson Plan Form*, with a minimum of 4 goals from the [Early Learning Guidelines](#), and share with families.
- Every two weeks engage in reflection by completing a journal entry about the successes and challenges observed in children's responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

## Authentic Child Assessment Process: Early Learning Guidelines and Curriculum Planning Criteria for 3 and 4 Year Olds cont:

### 5 STAR:

- Using the [New Mexico Early Learning Guidelines](#), teachers will focus and report on all 25 Essential Indicators (EI):
- Complete the *NM Quick Check Recording Sheets* for 12 identified Essential Indicators.
- Continue to complete portfolio documentation for EI#4, EI#13, EI#9, EI#6 and adding EI#8 and EI#14 using the *NM Portfolio Collection Forms* specifically designed for these EIs.
- Teachers will embed EI#16, EI#18, EI#19, EI#22, & EI#23 into portfolio documentation using the *NM Portfolio Collection Forms*.
- Hold a family/teacher conference after each collection period to share information gathered on all 25 EIs. Report data from completed *NM Quick Check Recording Sheets* and 6 required Portfolios Collection Forms after each collection period (Fall and Spring).
- Use documentation gathered through the use of *NM Quick Check Recording Sheets*, *NM Portfolios Collection Forms* and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children's developmental, social, and cultural needs.
- Complete all three pages of the *NM Weekly Lesson Plan Form* with a minimum of 5 goals from the [Early Learning Guidelines](#) and share with families.
- Once a week engage in reflection by completing a journal entry about the successes and challenges observed in children's responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.
- Teachers will use all three pages of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

## Support for implementation of the Early Learning Guidelines in FOCUS

### Early Childhood Educator Qualifications:

- Professional Development Criteria:

#### 3 STAR:

Site **Director**, or staff person designated as the program's education coordinator shall successfully complete the following trainings:

- New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines)

**One teacher** per classroom (preferably the Lead Teacher) shall complete the following training:

- New Mexico's Observation/Assessment Curriculum Planning Process (18 hours - includes Early Learning Guidelines. Some of these hours will be on-site follow-up)

## Cont.

#### 4 STAR:

Site **Director**, or staff person designated as the program's education coordinator shall successfully complete:

- Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process

As part of the annual training requirements, **one teacher** per classroom (preferably the Lead Teacher) shall complete the following training:

- Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process

**All teaching staff** shall complete the following training:

- New Mexico's Observation/Assessment Curriculum Planning Process

#### 5 STAR:

Site **Director**, or staff person designated as the program's education coordinator shall successfully complete:

- Advanced training on New Mexico's Observation/Assessment Curriculum Planning Process

As part of the annual training requirements, **one teacher** per classroom (preferably the Lead Teacher) shall complete the following training:

- Advanced training on New Mexico's Observation/Assessment Curriculum Planning Process

**All teaching staff** shall complete the following training:

- Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process

## Our State Partners-

now and into the  
future

### Current:

- Training and Technical Assistance Programs (TTAPs)
- New Mexico Community Based Pre-K
- Head Start

### Future:

- PED Pre-K
- Early Intervention
- Home Visiting
- Early Childhood Special Education

Learn more about FOCUS at: [www.newmexicokids.org](http://www.newmexicokids.org)

- Essential Elements of Quality for
  - Center Based Programs
  - Family Child Care Homes
  - Out of School Time Programs
- FOCUS At-A-Glance
- Statewide Informational Power Point
- FOCUS Participation Application
- FOCUS Feedback Form
- FOCUS TQRIS Evaluation Activities by Child Trends

# New Mexico's vision:

*"Every child in New Mexico will have an equal opportunity for success in school based upon equitable access to an aligned and high quality early learning system"* -New Mexico Race to the Top Early Learning Challenge Grant Application

