

# PROFESSIONAL LEARNING REQUIREMENTS AND RECOMMENDATIONS

**FOR ALL  
NEW MEXICO  
SCHOOL BASED  
PRESCHOOL  
PROGRAMS**



SY22-23  
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## PROFESSIONAL LEARNING REQUIREMENTS:

**Definition:** Professional learning is how teachers, administrators and other school employees acquire, enhance, or refine the knowledge, and skills necessary to create and support high levels of learning for all students. Optimal professional learning is evidence-based, result-driven, systemic, ongoing, and embedded into the daily routine of educators.

**Rationale:** Application of professional learning must lead to improvements in the knowledge, skills, practices, and dispositions of early childhood professionals. Professional learning, based on current research, must support teachers' ability to "see" what good practices look like and implement new strategies in their classrooms. The purpose of continued professional learning is quality learning for staff which when applied leads to improved student outcomes.

Registration for required, recommended, and sponsored continued professional learning is found at: <https://www.crecnm.org/School-Based-PreK>

Twenty-Four (24) clock hours of continued professional learning is required annually for all preschool classroom staff. The following are considered continued professional learning.

- Required and recommended professional learning as outlined in this document
- Sponsored CREC professional learning
- District required professional learning
- Participation in Practice-Based Coaching
- Participation in Professional Learning Communities or PLCs
  - up to 12 hours with proof of attendance
- Region 9 Education Cooperative-Special Education Division-Resources
- Early Childhood or Special Education college credit courses (1 credit hour = 15 clock hours with a grade of C or higher)
  - Graduate level courses
  - Bachelor of Science or Art courses
  - Associates of Arts in Early Childhood courses
  - Alternative licensure courses

All continued professional learning must be **directly linked to early childhood education**. The professional learning must be at least one hour in length and a certificate of completion must be provided. The certificate must include the complete title of the training, name of participant, date of professional learning, and number of clock hours completed. For college credit courses, the transcript will document completion. Participants are responsible for maintaining and updating, at least annually, their professional learning records.

**REQUIRED PROFESSIONAL LEARNING FOR LICENSED ADMINISTRATORS**

Register at <https://www.crecnm.org/School-Based-PreK>

Completed within year one	Hours Earned – 16	Licensed <u>First Year</u> Administrators of <u>Preschool Classrooms</u>	Course Description
Early Childhood Observation Tool (ECOT)	5 hours online	Completion within 30 days of hire	An evidence-based professional learning focused on how to administer, score and report observational assessments utilizing the online New Mexico Early Childhood Observation Tool (ECOT) and the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. Participants learn how to interpret ECOT data to drive instruction and meet the individual needs of each student.
FOCUS Leadership Academy: <ul style="list-style-type: none"> <li>• Intentional Teaching Overview</li> <li>• NM Pyramid Framework Overview</li> </ul>	6 hours online (3 online hours each)	Completion within the first year of hire.	Intentional Teaching: Overview of utilizing observational assessment to drive instruction and how to intentionally observe and document child outcomes using the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. Includes developmentally appropriate curriculum, New Mexico PreK standards, and building and sustaining powerful interactions with students and adults.  NM Pyramid: Overview of the Pyramid Model, a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development.
WIDA Early Years – <ul style="list-style-type: none"> <li>• Dual Language Learners and Their Families</li> <li>• Dual Language Learners with Disabilities</li> <li>• Making Connections</li> <li>• Scaffolding Language Learning</li> <li>• Promising Practices</li> </ul>	5 hours online	Completion within the first year of hire.	The WIDA Early Years online modules are professional learning resources focused on the unique needs and experiences of multilingual children, ages 2.5 to 5.5 years. Multilingual children, commonly referred to as dual language learners, are children who are developing more than one language. Each self-paced, interactive module provides opportunities for reflection and offers suggestions for applying content to local practice.

Completed within year two	Hours Earned -25	Licensed <u>Second Year</u> Administrators of <u>Preschool Classrooms</u>	Course Description
LETRS-EC Online Modules Or LETRS K-3*	25 online hours for LETRS-EC Or LETRS K-3	Completed in 2 <sup>nd</sup> year as an administrator. Administrators that support only school based preschool settings will need to take LETRS-EC online modules.	<p>Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC) provides deep knowledge of literacy instruction for the youngest learners. Educators learn best practices for developmentally appropriate, evidence-based routines and instruction impacting the delivery of playful, purposeful instruction essential for the development of early literacy skills. Research-based knowledge and skills needed for successful early literacy instruction are taught throughout the course with opportunities for educators to practice strategies and routines to develop oral language, print knowledge, alphabet learning, and writing skills of early learners.</p> <p>*For administrators that are completing LETRS K-3, LETRS for Administrators – Principals Primer is required to be completed as part of LETRS- K-3.</p>

**REQUIRED PROFESSIONAL LEARNING FOR LICENSED TEACHERS and \*LONG-TERM SUBSTITUTES**

Register at: <https://www.crecnm.org/School-Based-PreK>

Completed within year one	Hours Earned- 29.5	Licensed <u>First Year</u> Teachers in Preschool Classrooms (including long-term subs)	Course Description
Early Childhood Observation Tool (ECOT)	5 hours online	Completion within 30 days of hire	An evidence-based professional learning focused on how to administer, score and report observational assessments utilizing the online New Mexico Early Childhood Observation Tool (ECOT) and the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. Participants learn how to interpret ECOT data to drive instruction and meet the individual needs of each student.
Early Literacy Strategies in Action: <i>The Oral Language Connection to Early Literacy</i>	3.5 virtual meeting hours	Completion by April	Professional learning on oral language and vocabulary acquisition. Research on the powerful connection between literacy, language, and learning is discussed. The structural components and stages of oral language are described and strategies to facilitate oral language development in young children are shared.
Early Literacy Strategies in Action: <i>The Phonological Awareness Connection to Early Literacy</i>	3.5 virtual meeting hours	Completion by April	Professional learning on phonological awareness. The linguistic hierarchy of phonological awareness skill development is described, including the general continuum of phonological skill development in the areas of rhyming, alliteration, blending and segmenting. Strategies and activities that facilitate the development of phonological awareness are shared.
WIDA Early Years – <ul style="list-style-type: none"> <li>• Dual Language Learners and Their Families</li> <li>• Dual Language Learners with Disabilities</li> <li>• Making Connections</li> <li>• Scaffolding Language Learning</li> <li>• Promising Practices</li> </ul>	5 hours online	Completion by April	The WIDA Early Years online modules are professional learning resources focused on the unique needs and experiences of multilingual children, ages 2.5 to 5.5 years. Multilingual children, commonly referred to as dual language learners, are children who are developing more than one language. Each self-paced, interactive module provides opportunities for reflection and offers suggestions for applying content to local practice.
New Mexico ePyramid (the online version of the NM Pyramid Framework)	12.5 hours (9.5 hours online/3 virtual debrief hours)	Completion of Modules 1 & 2 by April	The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. The implementation of the Pyramid Model promotes social, emotional, and behavioral outcomes of young children birth to five, addresses disparities in discipline practices, promotes family engagement, use of data for decision-making and fosters inclusion of children with, and at risk for, developmental delays and disabilities. The Pyramid Model provides targeted supports to children at risk of challenging behaviors and addresses the development of Functional Behavior Assessments and Behavior Intervention Plans for young children.

Intentional Teaching - <i>Orientation and Best Practices for New Preschool Teachers</i> (Optional) Intentional Teaching - <i>Powerful Interactions</i> (Optional)		<u>Recommended</u> for teachers and long-term subs new to preschool (8 hours online)	Professional learning focused on utilizing observational assessment to drive instruction and how to intentionally observe and document child outcomes using the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. Includes developmentally appropriate curriculum, New Mexico PreK standards, and building and sustaining powerful interactions with students and adults.
ECERS-3 (Optional)		<u>Recommended</u> for teachers and long-term subs new to preschool (5 hours online)	ECERS-3 focuses on the needs of preschool age children. It is a comprehensive assessment tool that measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Social-Emotional</li> <li>• Physical</li> <li>• Health and Safety</li> </ul> It includes additional items assessing developmentally appropriate literacy and math activities.
<b>Completed within year two</b>	<b>Hours Earned – 42.5</b>	<b>Licensed <u>Second Year Teachers in Preschool Classrooms</u> (including long-term subs)</b>	<b>Course Description</b>
New Mexico ePyramid (the online version of the NM Pyramid Framework)	5.5 hours (4 hours online/1.5 virtual debrief hours)	Completion of Module 3 by December	The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. The implementation of the Pyramid Model promotes social, emotional, and behavioral outcomes of young children birth to five, addresses disparities in discipline practices, promotes family engagement, use of data for decision-making and fosters inclusion of children with, and at risk for, developmental delays and disabilities. The Pyramid Model provides targeted supports to children at risk of challenging behaviors and addresses the development of Functional Behavior Assessments and Behavior Intervention Plans for young children.
Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC)	37 hours (25 hours online/12 virtual application training hours)	Completion by April	Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC) provides deep knowledge of literacy instruction for the youngest learners. Educators learn best practices for developmentally appropriate, evidence-based routines and instruction impacting the delivery of playful, purposeful instruction essential for the development of early literacy skills. Research-based knowledge and skills needed for successful early literacy instruction are taught throughout the course with opportunities for educators to practice strategies and routines to develop oral language, print knowledge, alphabet learning, and writing skills of early learners.

\*Long-Term Substitute: Must hold a current New Mexico Substitute License. Is responsible for providing classroom coverage for a teacher who is absent for an extended period and works the regular hours of the absent classroom teacher during her/his absence and may be required to develop lesson plans, as well as create, administer, and grade tests and assignments (if applicable).

**REQUIRED PROFESSIONAL LEARNING FOR LICENSED EDUCATIONAL ASSISTANTS**

Register at: <https://www.crecnm.org/School-Based-PreK>

<b>Recommended completed within year one</b>	<b>Hours Earned 25.5</b>	<b>Recommended for Licensed <u>First Year</u> Educational Assistants in <u>Preschool Classrooms</u></b>	<b>Course Description</b>
Intentional Teaching – <i>Orientation and Best Practices for New Preschool Teachers</i> Intentional Teaching – <i>Powerful Interactions</i>	8 hours online	Recommended for Educational Assistants new to preschool (8 hours online)	Professional learning focused on utilizing observational assessment to drive instruction and how to intentionally observe and document child outcomes using the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. Includes developmentally appropriate curriculum, New Mexico PreK standards, and building and sustaining powerful interactions with students and adults.
WIDA Early Years <ul style="list-style-type: none"> <li>• Dual Language Learners and Their Families</li> <li>• Dual Language Learners with Disabilities</li> <li>• Making Connections</li> <li>• Scaffolding Language Learning</li> <li>• Promising Practices</li> </ul>	5 hours online	Recommended completion by April of first year of hire	The WIDA Early Years online modules are professional learning resources focused on the unique needs and experiences of multilingual children, ages 2.5 to 5.5 years. Multilingual children, commonly referred to as dual language learners, are children who are developing more than one language. Each self-paced, interactive module provides opportunities for reflection and offers suggestions for applying content to local practice. The PED “Martinez-Yazzie Discussion Draft” notes that the WIDA Early Years online modules have been developed to supports students, families, educators, and administrators with high-quality, research-based tools and resources, dedicated to language development for multilingual learners (pg. 22).
New Mexico ePyramid (the online version of the NM Pyramid Framework)	12.5 hours (9.5 hours online/3 virtual debrief hours)	Recommended completion of Modules 1 & 2 by April	The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. The implementation of the Pyramid Model promotes social, emotional, and behavioral outcomes of young children birth to five, addresses disparities in discipline practices, promotes family engagement, use of data for decision-making and fosters inclusion of children with, and at risk for, developmental delays and disabilities. The Pyramid Model provides targeted supports to children at risk of challenging behaviors and addresses the development of Functional Behavior Assessments and Behavior Intervention Plans for young children.

<b>Recommended completed within year two</b>	<b>Hours Earned 12.5</b>	<b>Recommended for Licensed <u>Second</u> Year Educational Assistants in Preschool Classrooms</b>	<b>Rationale for Recommended Professional Learning</b>
New Mexico ePyramid (the online version of the NM Pyramid Framework)	5.5 hours (4 hours online/1.5 virtual debrief hours)	Recommended completion of Module 3 by December	<p>The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. The implementation of the Pyramid Model promotes social, emotional, and behavioral outcomes of young children birth to five, addresses disparities in discipline practices, promotes family engagement, use of data for decision-making and fosters inclusion of children with, and at risk for, developmental delays and disabilities. The Pyramid Model provides targeted supports to children at risk of challenging behaviors and addresses the development of Functional Behavior Assessments and Behavior Intervention Plans for young children.</p>
Early Literacy Strategies in Action: <i>The Oral Language Connection to Early Literacy</i>	3.5 virtual meeting hours	Recommended completion by April	<p>In 2020/2021, the NM PED launched a state-wide literacy initiative, <i>Structured Literacy New Mexico</i>. This initiative is focused on identifying struggling readers before they fail and supporting teachers through the Science of Reading and Structured Literacy. The Early Literacy Strategies in Action series has been developed to support teachers in implementing evidence-based developmentally appropriate early literacy strategies.</p>
Early Literacy Strategies in Action: <i>The Phonological Awareness Connection to Early Literacy</i>	3.5 virtual meeting hours	Recommended completion by April	
<b>Additional Continued Professional Learning Hours Needed: 11.5</b>			



**REQUIRED PROFESSIONAL LEARNING FOR EARLY CHILDHOOD INSTRUCTIONAL COACHES**  
 (Register at: <https://www.crecnm.org/School-Based-PreK>)

<b>Must be completed within the first three months of hire</b>	<b>Clock Hours – 129</b>	<b>Applicable to non-district and district (internal) Early Childhood Instructional Coaches</b>
NM Practice-Based Coaching	8 hours online 6 hours virtual facilitation	
Intentional Teaching – <i>Orientation and Best Practices for New Preschool Teachers</i> Intentional Teaching – <i>Powerful Interactions</i>	8 hours online	
Early Childhood Observation Tool (ECOT)	5 hours online	
CLASS	24 hours virtual facilitation	
Early Childhood Environment Rating Scale (ECERS-3) OPTIONAL		
New Mexico ePyramid (the online version of the NM Pyramid Framework)	18 hours (13.5 online hours/ 4.5 virtual debrief hours)	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete Pyramid TOT to become a Co-Facilitator and/or Lead Facilitator.
Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC)	37 hours (25 online hours/12 virtual application training hours)	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.
WIDA Early Years – <ul style="list-style-type: none"> <li>• Dual Language Learners and Their Families</li> <li>• Dual Language Learners with Disabilities</li> <li>• Making Connections</li> <li>• Scaffolding Language Learning</li> <li>• Promising Practices</li> </ul>	5 hours online	
Early Literacy Strategies in Action: <i>The Oral Language Connection to Early Literacy</i>	3.5 virtual meeting hours	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.
Early Literacy Strategies in Action: <i>The Phonological Awareness Connection to Early Literacy</i>	3.5 virtual meeting hours	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.
Early Literacy Strategies in Action: <i>Becoming a Writer</i>	3.5 virtual meeting hours	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.
Early Literacy Strategies in Action: <i>Alphabet Knowledge</i>	3.5 virtual meeting hours	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.
Early Literacy Strategies in Action: <i>Read Alouds</i>	3.5 virtual meeting hours	Must complete this NM FOCUS PL as a participant to progress to a Facilitator-in-Training (FIT). Must also complete LETRS-EC TOT to become a Co-Facilitator and/or Lead Facilitator.



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