

NM PREK PROFESSIONAL LEARNING REQUIREMENTS AND RECOMMENDATIONS

Definition: Professional learning is how teachers, administrators and other 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: The 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 leads to improved student outcomes when applied.

Registration for required, recommended, and sponsored continued professional learning is found at: <https://www.crecnm.org/School-Based-PreK> **OR** <https://www.crecnm.org/Community-Based-PreK> for trainings at CREC and/or www.nmels.org for trainings at UNM. To join Quorum for free, please visit <https://www.quorumlearning.com/state-initiatives/> or call 404-325-2225.

Twenty-four (24) clock hours of continued professional learning is required annually for all New Mexico PreK and preschool special education classroom staff.

The following are considered continued professional learning:

- Required and recommended professional learning as outlined in this document
- Sponsored CREC/UNM ECSC professional learning
- District-required professional learning (*School-based only*)
- FOCUS TQRIS required professional learning (*Community-based only*)
- 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 (*School-based only*)
- 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 long, and a certificate of completion must be provided. The certificate must include the complete title of the training, the name of the participant, the 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.

Update: 9-14-23

REQUIRED PROFESSIONAL LEARNING FOR ADMINISTRATORS

Completed within year one	Hours	Licensed <u>First Year</u> Administrators of <u>Preschool Classrooms</u>	Course Description
<p>Early Childhood Observation Tool (ECOT)</p> <p>School-Based ONLY</p>	5 hours online	Completion within 30 days of hire	<p>This program offers research-backed professional development centered around using the New Mexico Early Childhood Observation Tool (ECOT) and the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. The focus is on mastering the application, scoring, and reporting of observational assessments via ECOT's online platform. Participants will gain skills in interpreting ECOT data, allowing them to tailor their instruction to each student's individual needs effectively.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK</p>
<p>Early Learning Series (<i>Serie del Aprendizaje Temprano 3 y 4</i>)</p> <ul style="list-style-type: none"> • Module 3 Putting it Into Practice (<i>Serie del Aprendizaje Temprano 3: Poniéndolo Todo en Práctica</i>) • Module 4 Weaving it All Together (<i>Entrelazándolo Todo Junto</i>) <p>Community-Based ONLY</p>	8 hours online	Completion within 30 days of hire	<p>Educators will explore how to use the Early Learning Guidelines to support Authentic Observation Documentation and Curriculum Planning. This session highlights reflective practice and individualization for children and families. Participants will explore family and community engagement, inclusive practice, and diversity.</p> <p>Register at: New Mexico Early Learning System (NMELS)</p>
<p>Dual Language Learners</p>	3 hours	Completion within the first year of hire.	<p>This course provides strategies to help children become proficient in English and their home languages. It addresses myth debunking, environment creation, language and literacy support, home language preservation, and assessment.</p> <p>Register at: https://www.quorumlearning.com/state-initiatives/</p>

<p>Leadership Academy:</p> <ul style="list-style-type: none"> • Intentional Teaching Overview • NM Pyramid Framework Overview <p>School-Based ONLY</p>	<p>6 hours online (3 online hours each)</p>	<p>Completion within the first year of hire.</p>	<p>Intentional Teaching Overview: This course focuses on the strategic use of observational assessment, specifically on systematically observing and recording child outcomes using the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics. It covers the application of developmentally suitable curriculum and New Mexico PreK standards, as well as fostering solid and enduring interactions with both students and adults.</p> <p>NM Pyramid Overview: The Pyramid Model is an evidence-backed conceptual framework designed to foster healthy social and emotional development in young children.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK</p>
<p>Completed within year two</p>	<p>Hours</p>	<p>Licensed <u>Second Year</u> Administrators of <u>Preschool Classrooms</u></p>	<p>Course Description</p>
<p>LETRS-EC Online Modules (LETRS-EC is for both school and community based providers) Or LETRS K-3* (LETRS K-3 is for School Based ONLY)</p>	<p>25 online hours for LETRS-EC Or LETRS K-3</p>	<p>Completed in 2nd year as an administrator.</p> <p>Administrators that support only school-based preschool settings will need to take LETRS-EC online modules.</p>	<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 early learners' oral language, print knowledge, alphabet learning, and writing skills.</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> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p>

Recommended to complete			
<p>Introduction to Structured Literacy</p> <p>(Alfabetización Estructurada para Educadores de la Primera Infancia)</p>	1 hour	<p>Completion prior to attending Early Literacy Strategies in Action: <i>The Oral Language Connection</i> and <i>The Phonological Awareness Connection to Early Literacy</i></p>	<p>This professional learning option introduces how early childhood is a critical learning period for success in developing future reading and writing skills. Understanding the science of reading, or how we learn to read, sets the stage to provide in-depth knowledge and tools that preschool teachers can use with any well-designed early literacy program.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p> <p>Register at / En Español: New Mexico Early Learning System (NMELS)</p>

REQUIRED PROFESSIONAL LEARNING FOR **NM PREK TEACHERS** and ***LONG-TERM SUBSTITUTES**

Completed within year one	Hours	Licensed <u>First Year</u> Teachers in Preschool Classrooms (including long-term subs)	Course Description
<p>Early Childhood Observation Tool (ECOT) – School Based ONLY</p>	5 hours online	Completion within 30 days of hire	<p>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.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK</p>
<p>Early Learning Series (Serie del Aprendizaje Temprano 3 y 4)</p> <ul style="list-style-type: none"> • Module 3 Putting it Into Practice (Serie del Aprendizaje Temprano 3: Poniéndolo Todo en Práctica) • Module 4 Weaving it All Together (Entrelazándolo Todo Junto) <p>Community-Based and available to School-Based new teachers</p>	8 hours online	Completion within 30 days of hire	<p>Educators will explore how to use the Early Learning Guidelines to support Authentic Observation Documentation and Curriculum Planning. This session highlights reflective practice and individualization for children and families. Participants will explore family and community engagement, inclusive practice, and diversity.</p> <p>Register at: New Mexico Early Learning System (NMELS)</p>
<p>Introduction to Structured Literacy</p> <p>(Alfabetización Estructurada para Educadores de la Primera Infancia)</p>	1 hour	Completion by end of year. Completion is required prior to attending Early Literacy Strategies in Action: The Oral Language Connection and The Phonological Awareness Connection to Early Literacy	<p>Professional learning introduces how early childhood is a critical learning period for success in developing future reading and writing skills. Understanding the Science of Reading, or how we learn to read, sets the stage to provide in-depth knowledge and tools that preschool teachers can use with any well-designed early literacy program.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p> <p>Register at / En Español: New Mexico Early Learning System (NMELS)</p>

<p>Early Literacy Strategies in Action: <i>The Oral Language Connection to Early Literacy</i></p>	<p>3.5 virtual meeting hours</p>	<p>Completion by end of year. Completion of “Introduction to Structured Literacy” is a prerequisite for this professional learning</p>	<p>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.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p>
<p>Early Literacy Strategies in Action: <i>The Phonological Awareness Connection to Early Literacy</i></p>	<p>3.5 virtual meeting hours</p>	<p>Completion by end of year. Completion of “Introduction to Structured Literacy” is a prerequisite for this professional learning.</p>	<p>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.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p>
<p>New Mexico ePyramid (the online version of the NM Pyramid Framework)</p>	<p>18 hours (13.5 hours online/4.5 virtual debrief hours)</p>	<p>Completion by end of year.</p>	<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> <p>Register at Register at:</p> <p>School-Based: https://www.crecnm.org/School-Based-PreK Community-Based: New Mexico Early Learning System (NMELS)</p>

Dual Language Learners	3 hours	Completion within the first year of hire.	<p>The number of dual language learners in early care and education programs and public schools in the United States has risen over the past 20 years, with some states experiencing over a 200% rate of growth. Currently, nearly one out of three children enrolled in preschool programs come from homes in which a language other than English is spoken. Regardless of whether a child began learning multiple languages at birth or was first exposed to English upon entry to an early care and education program, the same strategies can be used to help her become proficient in her home languages and in English. This course covers separating myths from facts, creating a supportive environment, supporting English language and literacy acquisition, supporting the home language, and assessment.</p> <p>Register at: https://www.quorumlearning.com/state-initiatives/</p>
ECERS-3 (Optional)		<p><u>Recommended</u> for teachers and long-term subs new to preschool (5 hours online)</p>	<p>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:</p> <ul style="list-style-type: none"> • Cognitive • Social-Emotional • Physical • Health and Safety <p>It includes additional items assessing developmentally appropriate literacy and math activities.</p> <p>More info at: New Mexico Early Learning System (NMELS)</p>

Completed within year two	Hours	Licensed <u>Second Year</u> Teachers in Preschool Classrooms (including long-term subs)	Course Description
Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC)	37 hours (25 hours online/12 virtual application training hours)	Completion by end of year. Completion of “Introduction to Structured Literacy”: Early Literacy Strategies in Action: The Oral Language Connection to Early Literacy , and Early Literacy Strategies in Action: The Phonological Awareness Connection to Early Literacy are pre-requisites for this professional learning.	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. Register at https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK

*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).

RECOMMENDED PROFESSIONAL LEARNING FOR EDUCATIONAL ASSISTANTS

Recommended	Hours	Recommended for Licensed <u>First Year</u> Educational Assistants in <u>Preschool Classrooms</u>	Course Description
<p>Early Learning Series (Serie del Aprendizaje Temprano 3 y 4)</p> <ul style="list-style-type: none"> • Module 3 Putting it Into Practice (Serie del Aprendizaje Temprano 3: Poniéndolo Todo en Práctica • Module 4 Weaving it All Together (Entrelazándolo Todo Junto) 	8 hours online	Completion within 30 days of hire	<p>Educators will explore how to use the Early Learning Guidelines to support Authentic Observation Documentation and Curriculum Planning. This session highlights reflective practice and individualization for children and families. Participants will explore family and community engagement; and inclusive practice and understanding of diversity and inclusion.</p> <p>Register at: New Mexico Early Learning System (NMELS)</p>
<p>New Mexico ePyramid (the online version of the NM Pyramid Framework)</p>	18 hours (13.5 hours online/4.5 virtual debrief hours)	Recommended completion by end of year.	<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> <p>School-Based: https://www.crecnm.org/School-Based-PreK</p> <p>Community-Based: New Mexico Early Learning System (NMELS) –</p>
<p>Dual Language Learners</p>	3 hours	Completion within the first year of hire.	<p>The number of dual language learners in early care and education programs and public schools in the United States has risen over the past 20 years, with some states experiencing over a 200% rate of growth. Currently nearly one out of three children enrolled in preschool programs come from homes in which a language other than English is spoken. Regardless of whether a child began learning multiple languages at birth or</p>

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Recommended to be completed within year two	Hours	Recommended for Licensed <u>Second Year</u> Educational Assistants in <u>Preschool Classrooms</u>	Course Description
<p>Introduction to Structured Literacy</p> <p>(Alfabetización Estructurada para Educadores de la Primera Infancia)</p>	1 hour	<p>Recommended completion by end of year. Completion is required prior to attending Early Literacy Strategies in Action: <i>The Oral Language Connection</i> and <i>The Phonological Awareness Connection to Early Literacy</i>.</p>	<p>Professional learning introducing how early childhood is a critical learning period for success in developing future reading and writing skills. Understanding the Science of Reading, or how we learn to read, sets the stage to provide in-depth knowledge and tools that preschool teachers can use with any well-designed early literacy program.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p> <p>Register at / En Español: New Mexico Early Learning System (NMELS)</p>
<p>Early Literacy Strategies in Action: <i>The Oral Language Connection to Early Literacy</i></p>	3.5 virtual meeting hours	<p>Recommended completion by end of year. Completion of “Introduction to Structured Literacy” is a pre-requisite for this professional learning.</p>	<p>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.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p>

<p>Early Literacy Strategies in Action: <i>The Phonological Awareness Connection to Early Literacy</i></p>	<p>3.5 virtual meeting hours</p>	<p>Recommended completion by end of year. Completion of "Introduction to Structured Literacy" is a pre-requisite for this professional learning.</p>	<p>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.</p> <p>Register at: https://www.crecnm.org/School-Based-PreK OR https://www.crecnm.org/Community-Based-PreK</p>
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