

New Mexico Early Childhood Higher Education Task Force 2024-2025 SCOPE OF WORK

Overview

This Scope of Work describes the following five tasks that will be completed as part of the responsibilities and purpose of the New Mexico Early Childhood Higher Education Task Force during the 2024-25 academic year (September 2024 to April 2025):

- | | |
|---------------|--|
| Task 1 | New Mexico Common Core Competencies for Early Childhood Professionals - Alignment and Revision Partnership |
| Task 2 | Opportunities and offerings for early childhood professional advancement and articulation |
| Task 3 | Early Learning Standards Partnership |
| Task 4 | Early Literacy |

Each deliverable produced by this task-based work of the NMECHETF is representative of the higher education system in New Mexico, its students, and the families, children, and communities served by early childhood education and care programs across the state. To complete these tasks, the NMECHETF will solicit partner organization participation and input, reference relevant historical information, and maintain alignment with known strategic plans and professional practice.

Task Descriptions

The following descriptions provide a title, deliverable, and objective for each aforementioned task. Additionally, requirements and considerations are described for each task, which were synthesized from the most recent input and work of NMECHETF stakeholders, including its members and partner organizations.

Lead Support

The lead support for each task is also named, and should be an active member of the NMECHETF, as defined in the Bylaws. The responsibilities of the lead support are to a) facilitate the input and work of stakeholders, including other members of the NMECHETF, that are required or relevant in the production of the named deliverable, b) ensure a reasonable timeline is detailed and followed for the task and, at a minimum, completed in the 2024-25 academic year, and, c) provide updates at regularly scheduled meetings of the NMECHETF about the progress being made on the task.

Task 1 | New Mexico Common Core Competencies for Early Childhood Professionals - Alignment and Revision Partnership

Deliverable: Monthly Revision and Recommendation Report

Objective: Develop revisions and recommendations for changes and updates to the NMCCC, in alignment with the NMCCC Alignment and Revision Working Group schedule

Requirements and Considerations

- This work will operate within a strategic and value-laden approach that honors diversity, equity, and inclusion including, but not limited to, building information sharing norms, guidelines for respecting suggested revisions and recommendations, and ensuring opportunities for partner and institutional collaboration.
- Must collect feedback from multiple institutions
- NMCCC Alignment and Revision Working Group (“Working Group”) will be the primary point of contact for requests, guidance, and accountability
- Lead Support of this committee will be expected to work closely, or within, the Working Group
- Requested justifications for revisions and recommendations are expected to be rooted in evidence-based practice and research; this process will likely require effort beyond the time allotted during monthly NMECHETF meetings.
- This team will likely be expected to participate in *at least* one Special Meeting (see Bylaws) of the NMECHETF (one in Fall and one in Spring)
- The team should be representative of the variations in programs, institutions, and expertise.
- The team should continuously monitor and document the expected impact of the NMCCC revisions and alignment including, but not limited to, subsequent working needs (e.g., “Turquoise Book”), training and support of education partners, and implementation in coursework.

Lead support: Angela Redondo & Working Group Lead, Cheryl Tom

Task 2 | Opportunities and Offerings for Early Childhood Professional Advancement and Articulation

Deliverable:

Objective: Review and document available programs and pathways for advancement and articulation.

Requirements and Considerations

- Develop a list of recommendations for changes and updates to the 2024-25 ECECD Professional Development Pathways
- Connect with each Voting Member to identify existing programs and pathways

- Define and describe the student teaching and learning models available across the state (i.e., practicum, apprenticeship, residency, etc.)
- Identify and describe availability of alternative programming (e.g., varied languages, varied modalities)
- Identify and describe availability of accelerated programming
- Consistently discuss the impact of new initiatives, trainings, and changes on the New Mexico early childhood career lattice (including alignment with the Child Development Certificate and other higher education coursework)
- Facilitate NMECHETF discussions related to innovative or emerging opportunities (e.g., bilingual pathway, early childhood special education, early intervention, inclusion)
- Facilitate the completion of collective and individual responses to any New Mexico Administrative Code (NMAC) changes related to professional advancement and articulation.

Lead support: Sandra Rodriguez

Task 3 | Early Learning Standards Partnership

Deliverable: TBD

Objective: Support the active participation of the NMECHETF membership body in the creation of the NM Early Learning Standards.

Requirements and Considerations

- Provide requested recommendations, revisions, and feedback according to a mutually supportive timeline and plan.
- Share known use and misuse related to the current version of guiding documents.
- Share known challenges and successes related to the current version of guiding documents.
- Advocate for the inclusion and equitable participation of key entities, educators, families, and communities within the revision and update process.
- Consider feedback related to FOCUS redesign and alignment of required training and higher education coursework specific to training requirements for teachers.
- Consult with Task 1 and 2 team on a regular basis.

Lead support: Jackie Shipley

Task 4 | Early Literacy

Deliverable:

Objective: Remain knowledgeable stewards of early literacy practices and professional development.

Requirements and Considerations

- Brief the NMECHETF on statewide initiatives and implementation of the science of reading and structured literacy
- Review quality of programmatic evidence (e.g., course syllabi, course assignments, field experiences) related to early literacy.
- Review coursework opportunities that incorporate the focus for teacher candidates to develop the skill of critically analyzing quality of instructional materials in foundational reading/early literacy.
- Consider developing a shared definition of “high quality instructional materials” along with a set criteria and concrete examples (and non-examples) of HQIM.

Lead support: Dawn Berry