

Statewide Blended Learning Professional Development and PreK-3 Literacy Plan

Case Study



The Client

New Mexico Public Education Department (NM PED)

The Project

New Mexico PreK-3 Reads to Lead Blended Learning Initiative

The Opportunity

NM PED sought an experienced partner to design and deliver rigorous blended learning content of research-based practices and in-person language and literacy professional development for PreK-3 school administrators and school-based coaches. Public Consulting Group (PCG) partnered with NM PED to create professional learning opportunities to increase educators' expertise in two key areas: delivering NM PreK standards and K-3 Common Core State Standards (CCSS)-aligned instruction, and in using student data to inform instructional decisions.

The PCG Approach

PCG staff leveraged their expertise in CCSS and coherent adult learning to develop a comprehensive blended learning program for NM PED PreK-3 school administrators and school-based coaches.

The team worked closely with NM PED stakeholders to develop a statewide PreK-3 Literacy Plan based on an analysis of an existing and unpublished literacy grant application, statewide literacy initiatives, and current assessment tools. Using the recommendations in the PreK-3 Literacy Plan and incorporating strategic levers of NM PED's Strategic Plan, PCG designed an online blended learning course for teachers, coaches, and school leaders. Finally, PCG designed and delivered principal and coaches' leadership training for PreK-3 to provide intensive and targeted professional development focused on equipping leaders with the knowledge and tools to identify rigor in literacy in their schools.

The Result

The focus of the Reads to Lead initiative is to enable New Mexico's students to read proficiently by the end of third grade. PCG's content of professional learning supports New Mexico's PreK-3 Literacy Plan to prevent gaps from emerging in prekindergarten, close literacy gaps when they emerge in K-3 core instruction, and target intensified support for struggling learners in PreK-3.

Key deliverables from PCG include:

Principal Leadership: Developed a three-day leadership institute designed for 75-100 principals and leadership teams of priority and focus schools. The institute detailed strategies for addressing many obstacles schools have faced when implementing new initiatives focused on the identification and support of quality literacy instruction in their classrooms.

Literacy Plan Review: Designed and authored the PreK-3 State Literacy Plan to ensure alignment with state literacy goals, inclusive of analyses of statewide assessment data, and measurable/attainable recommendations, which embedded early literacy strategies across all instructional programs.

Online Blended Learning: Developed a nine-module online course designed to prepare PreK-3 school leaders and coaches to understand, promote, and improve early literacy learning in their schools. Topics explored the fundamental principles guiding early literacy and the instructional shifts, effective instruction for all learners, using assessment to inform instruction, and family/parent engagement.

The Reads to Lead project also included a statewide communication plan for socializing the initiative and face-to-face train-the-trainer professional development, complete with instructional guides.