



Educator Growth and Development Bureau

Elevate NM • Excel NM • APL Micro-Credentials • Mentorship • Title II, Part A

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New Mexico Public Education Department
New Mexico School Board Association
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Our Roadmap for Today

Roadmap Agenda

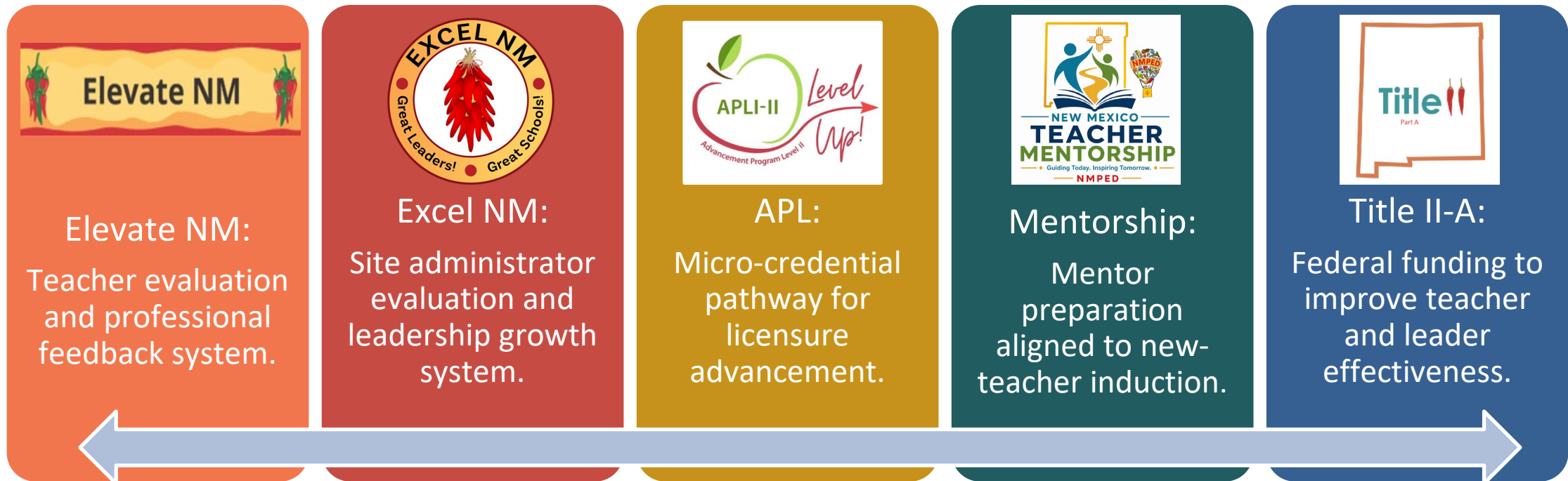
- 01 Bureau Role**
How the bureau supports educator and leader growth statewide.
- 02 Core Programs**
Elevate NM, Excel NM, APL, Mentorship, and Title II-A.
- 03 Board Governance**
Policy, budget, superintendent conversations, and public accountability.

Core Focus Areas

- Evaluation Systems**
Supporting meaningful professional feedback and growth.
- Licensure Pathways**
Advancement pathways built around demonstrated classroom practice.
- Mentorship & Learning**
Strengthening educator retention through structured support.
- Title II-A Investments**
Federal funding aligned with teacher and leader effectiveness.

Bureau Portfolio: One System, Multiple Levers

The bureau connects evaluation, professional learning, licensure advancement, mentoring, and federal funding.



Common thread: evidence, feedback, professional learning, and intentional investment.

Board connection: local implementation is carried out by districts and charters, while boards support conditions through policy, budget, strategic priorities, and superintendent oversight.

Why This Matters

Statewide systems support

Educator effectiveness is closely tied to student experience and instructional quality.

Evaluation and professional learning should be meaningful, consistent, and legally defensible.

Leadership development affects school climate, teacher retention, instructional coherence, and district goals.

Board governance connection

Ask high-level questions about implementation quality, equity, completion, and support.

Use program information to inform policy, budget, strategic planning, and superintendent conversations.

Align investments with educator retention, instructional improvement, and student outcomes.



Elevate NM

Teacher evaluation and professional growth

Visit our website: [Educator Evaluation | New Mexico Public Education Department \(NMPED\)](#)



Elevate NM: High-Level Overview

Statewide teacher evaluation system based on an adapted Danielson Framework for Teaching

Purpose

Support educator growth through evidence-based feedback.

Create a structured annual evaluation cycle for teachers.

Connect observations, PDPs, and year-end ratings.

Core Features

Four domains and 19 elements.

Classroom observations and other evidence of practice.

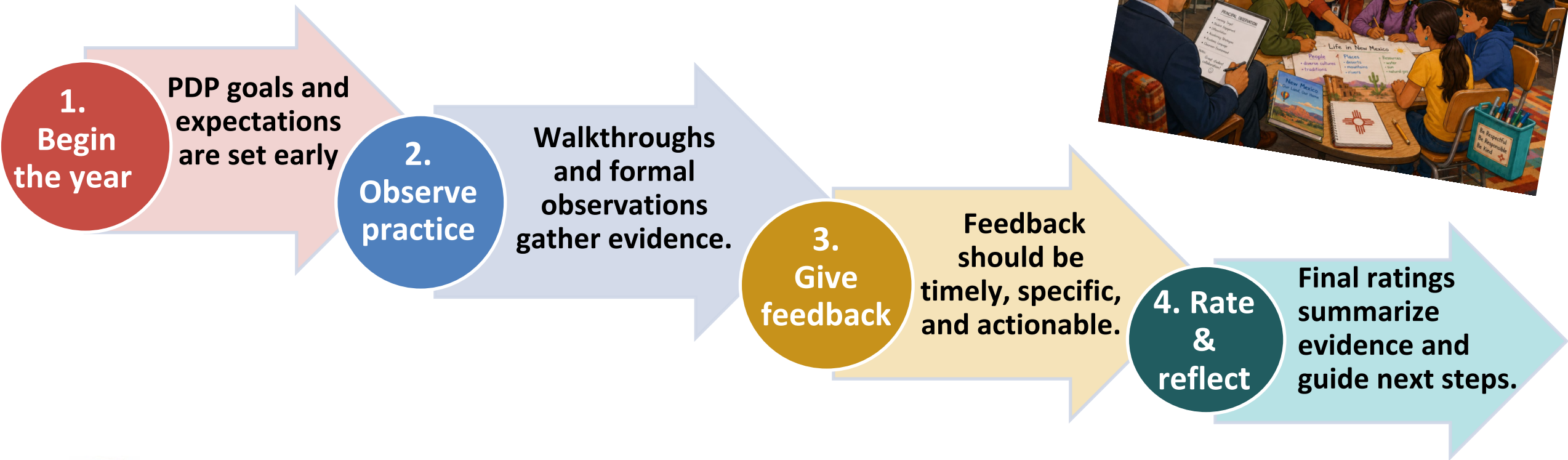
Evaluator calibration requirements to support consistency.

supports



Elevate NM Annual Cycle

A complete cycle is more than a year-end rating



Early-year walkthroughs and ongoing observations should inform support before the summative due date.



Complete and accurate ratings support local growth conversations and state/federal reporting.

Elevate NM: Data, Reporting, and Equity Lens Using Evaluation Data to Strengthen Support

Evaluation data should help identify support needs at the educator, school, district, and statewide levels.

Completion matters

Incomplete ratings weaken local feedback and federal/state reporting.

Equity questions

- Who receives high-quality feedback?
- Which schools need more support?
- Are practices consistent across contexts?

Educator

targeted feedback and growth goals

District

professional learning and resource alignment

School

instructional trends and coaching needs

Leadership lens

Are professional learning, resources, and supports aligned to local student needs and district priorities.

Valid
Evidence &
useful
feedback

drives
support and
growth

Statewide

reporting quality and system consistency

Key message: The goal is not just to rate teachers; the goal is to strengthen instructional practice through valid evidence and useful feedback.



Excel NM

Site administrator evaluation and leadership
development

Visit our website: [Site Administrator Evaluation | New Mexico Educator Evaluation Resources](#)



Excel NM: High-Level Overview

Evaluation system for principals and assistant principals

These practices create a shared leadership language across schools and districts.



Leadership evidence includes implementation actions, outcomes, and reflection.



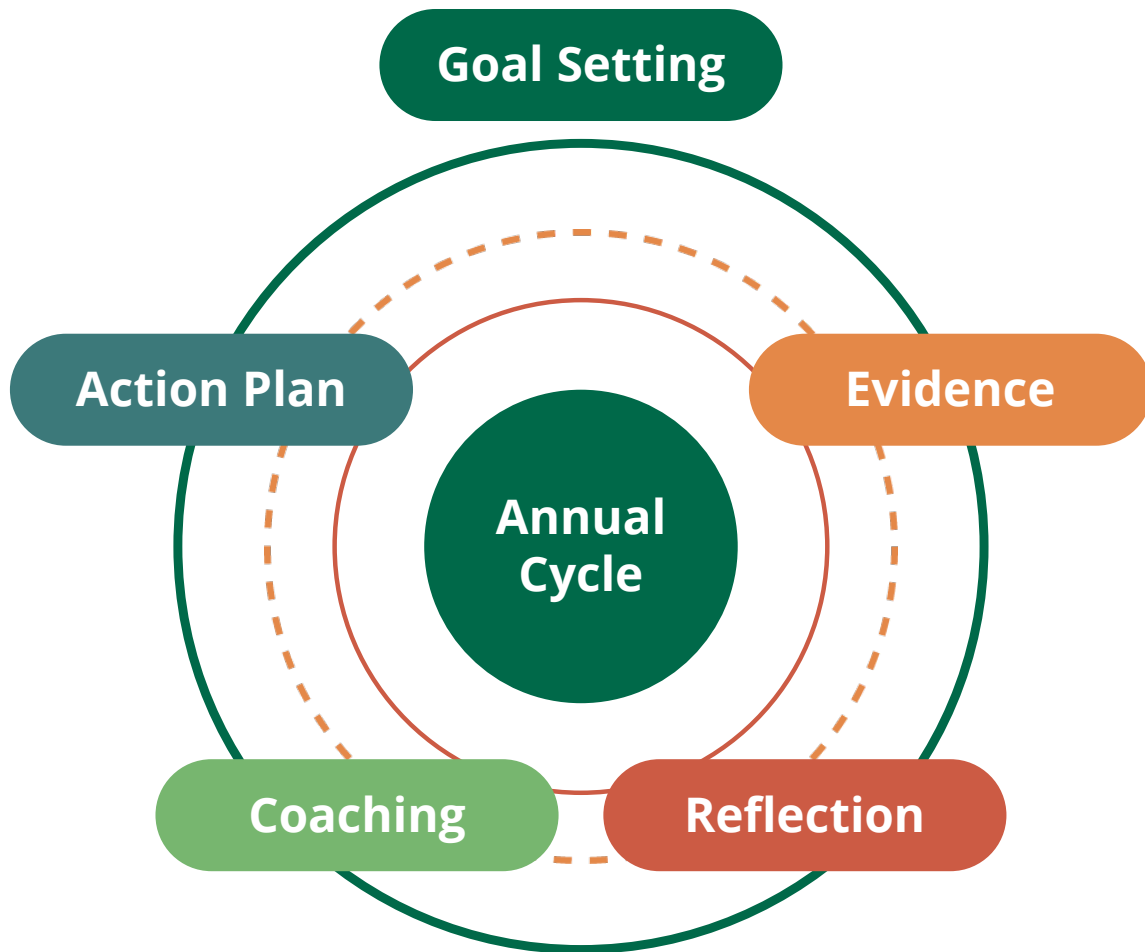
Excel NM: High-Level Overview

Evaluation system for principals and assistant principals



These practices create a shared leadership language across schools and districts.
Leadership evidence should include implementation actions, outcomes, and reflection.

Excel NM: From Evaluation to Leadership Growth



Annual Cycle Steps

- Set leadership goals through a professional development plan.
- Collect evidence aligned to the five practices and 18 elements.
- Use evidence and supervisor feedback to guide reflection and ratings.

Growth & Application

- Target coaching and professional learning for administrators.
- Identify patterns in leadership support needs across schools.
- Strengthen conditions that support teachers and improve student learning.

Excel NM: Questions for Board Members

Do principals and assistant principals receive actionable feedback on leadership practice?

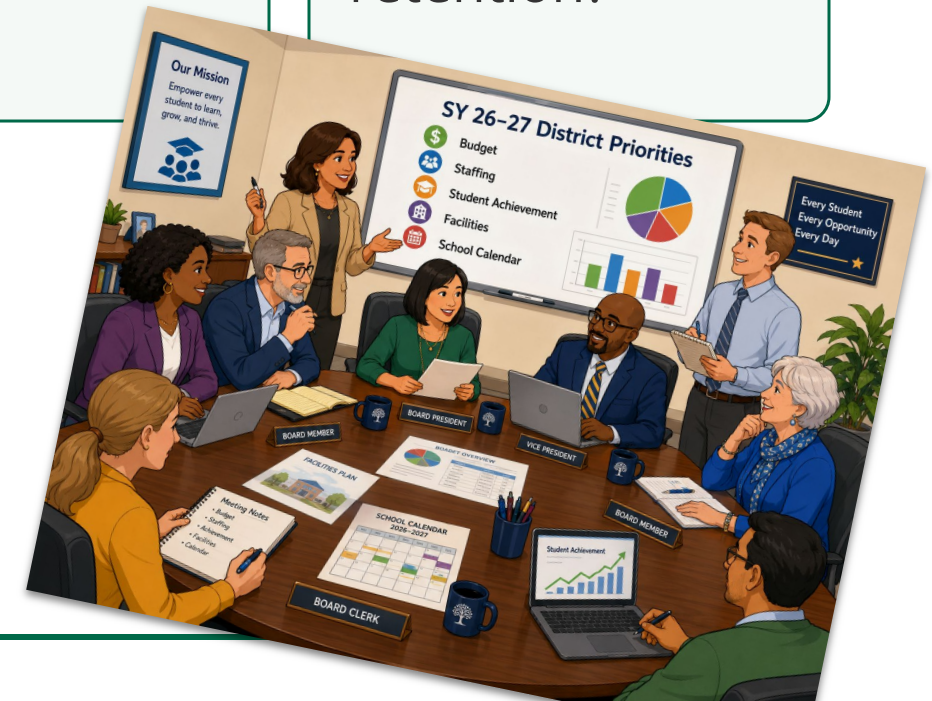
Are leadership goals connected to instructional priorities, student outcomes, and district strategic goals?

How are leaders supported in culturally and linguistically responsive practice?

How does administrator evaluation connect to teacher support, mentoring, and retention?

Discussion Prompt for Board Members

What governance-level questions can board members ask about leadership priorities, school climate, community engagement, and educator retention?



HB 157:

New Mexico Administrator Licensure Pathways

Scan to view New Mexico House Bill 157 (2025 Regular Session), “New School Licenses,” on the New Mexico Legislature website



For more information visit [School and District Leaders - New Mexico Public Education Department \(NMPED\)](#)



HB 157: New Mexico Principal Licensure Pathways

Why New Mexico changed administrator licensure

! The prior challenge

One broad administrator license covered very different leadership roles, with principals, assistant principals, charter head administrators, and superintendents **carry different responsibilities**.

→ The policy shift

Creates **differentiated licensure pathways** for site administrators and superintendents. Treats principal leadership as a **distinct professional pathway**. Connects preparation, induction, mentoring, and job-embedded leadership growth.

Preparation

Induction

Mentoring

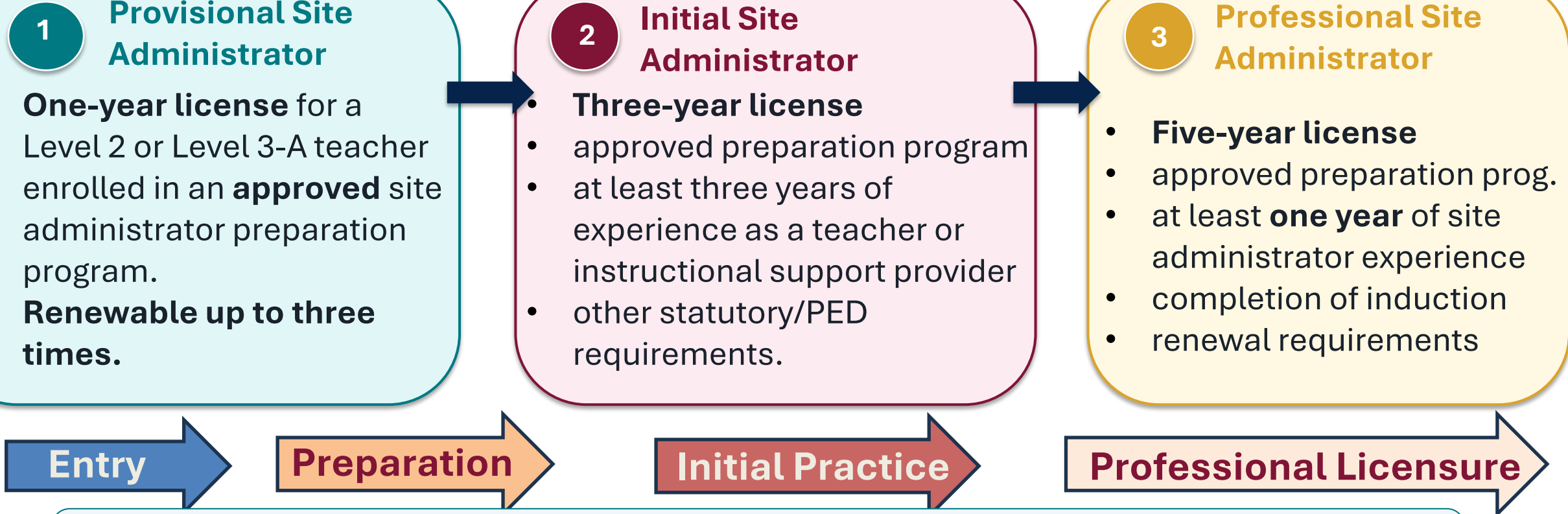
Job-Embedded Growth

Key message: Preparation should match the leaders' roles.

New Mexico School Administrator Development Act

A clearer pathway for aspiring principals

For assistant principals, principals, and charter school head administrators, HB 157 creates a staged site administrator licensure pathway.



Principal readiness develops over time through coursework, clinical/job-embedded learning, mentoring, induction, evaluation, and continued growth.

Transition Provisions

What happens to current principals?

Current administrators retain licensure status.



Automatic transition

- Current valid Level III-B license holders on July 1, 2029, automatically receive a Professional Site Administrator and Superintendent License.
- Do not have to start over under the new system.



After transition

- The new Professional Site Administrator License is valid for five years.
- Renewal will require engagement in professional development, consistent with PED rule/guidance.

Note: Current administrators **may** and **are encouraged** to still participate in future Aspiring Superintendent Academies (ASA) once available

New Expectations after the 2029 Transition

Professional Development and Renewal

Professional development as a renewal requirement

- The Professional Site Administrator License is valid for five years.
- Renewal may require completion of department-required professional development and satisfactory annual performance evaluations. (e.g., Common Performance Tasks.)

Superintendent license renewal also includes Professional Development

- The Superintendent License is also a **five-year license**.
- Renewal may require successful completion of department-required **professional development**.
- New-pathway superintendents **must complete induction** before their first renewal.

What about a current Level III-B license that expires after 2029?

- After **July 1, 2029**, transitioned license holders need to complete **PED-defined professional development** for license renewal.
- Specific professional development requirements will be established through **PED rule or guidance**.



APL Micro-Credentials

Licensure advancement through
demonstrated professional practice

Visit our website: [Advancement Program Level Micro-Credentials | New Mexico Public Education Department \(NMPED\)](#)



APL Micro-Credentials: High-Level Overview

Pathway for licensure advancement

Purpose

- Provide a structured pathway to advance from Level 1 to Level 2 and Level 2 to Level 3.
- Recognize professional growth through demonstrated competencies.
- Offer an alternative to the prior dossier pathway.

Design Principles

- Micro-credentials are completed in sequence.
- Participants submit evidence of practice for review.
- One micro-credential per 12-week quarter supports depth over speed.

APL Pathways: Level 1→2 and Level 2→3

APL I-II (Level 1 → 2)

Five required micro-credentials for eligible Level 1 teachers seeking Level 2 advancement.

APL II-III (Level 2 → 3)

Four required micro-credentials for eligible Level 2 teachers seeking Level 3 advancement.

Eligibility & Requirements

- Valid New Mexico license & successful evaluations
- Completion of mentorship requirements
- Superintendent or designee verification
- Connects licensure advancement with effective teaching practice



APL: Why It Matters Statewide

Creates a consistent advancement pathway while preserving professional judgment through evidence review.



Supports retention by giving educators a clear, practice-based route for career progression.



Strengthens alignment among evaluation, mentorship, and licensure advancement.



Supports local talent pipelines, especially where districts are working to grow and retain educators in hard-to-staff areas.

Key message: APL links professional growth to career advancement through evidence of practice.



Mentorship Course

Preparing mentors to support beginning teachers

Mentorship: High-Level Overview

Supporting beginning teachers through trained mentors



Purpose

- Help beginning teachers transition successfully into the profession.
- Build on initial preparation and support teacher retention.
- Improve teaching practice through structured mentor support.



Program Focus

- Mentor skills, observation, feedback, coaching language, and adult learning.
- Communities of practice and job-embedded application.
- Alignment to New Mexico mentorship requirements.

Mentor Learning Journey:

Learn. Practice. Refine. Strengthen.



FALL SEMESTER



Asynchronous coursework and webinars build core mentor knowledge and skills.



SPRING SEMESTER



Communities of practice and one-to-one coaching support application and reflection.



The structure moves from learning the mentor role to practicing and refining mentor moves.



LEARN

Understand the mentor role and essential practices.



PRACTICE

Apply strategies in real mentoring relationships.



REFLECT

Engage in feedback conversations and guided reflection.



REFINE

Strengthen mentor moves and grow impact.

Participants engage with:



Coaching cycles that promote continuous growth



Feedback conversations that drive improvement



Evidence-based mentoring practices that support teacher success



The course is intended to strengthen local induction systems, *not replace district or charter mentorship responsibilities.*





Title II, Part A

Federal support for effective instruction



Visit our website; [Title II Part A: Educator Growth & Development | NMPED](#)

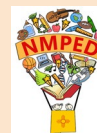
Title II, Part A: High-Level Overview

Supporting Effective Instruction under ESEA/ESSA



Purpose

- Increase student achievement by improving teacher, principal, and other school leader effectiveness.
- Support recruitment, preparation, training, and retention of effective educators.
- Provide funds to states and LEAs for allowable educator-quality activities.



State Role

- Allocate and monitor funds.
- Review applications, budgets, BARs, and reimbursement requests.
- Provide technical assistance and support alignment to federal requirements.

Federal anchor: ESEA Title II, Part A, including sections 2101 and 2104.

Title II-A: Allowable Strategy Areas

Investing in Educators. Strengthening Schools. Supporting Students.

1



Recruitment & Retention

Grow and keep effective educators, especially in hard-to-staff roles.

2



Professional Learning

Sustained, evidence-based supports tied to educator needs.

3



Leadership Development

Support principals, assistant principals, and teacher leaders.

4



Strong Applications

Connect activities to identified needs, evidence, implementation plans, and measurable outcomes.

5



Board Relevance

Title II-A is not a general operations fund; activities must align to federal purpose, allowable use, and documented need.

6



Reimbursement

Requires support showing allowability, reasonableness, allocability, and completion.



Title II-A investments build educator capacity and drive academic achievement for every student.



Less Effective Uses vs. Stronger Use of Funds

Use funds for sustained, evidence-based educator effectiveness activities.



Less Effective Uses



One-time activities not connected to a larger plan.



Professional learning with no follow-up, coaching, or outcome measures.



Costs that are operational, administrative, or unrelated to educator effectiveness.



Stronger Uses



Multi-session professional learning with coaching and implementation support.



Mentoring and induction systems for new teachers.



Leadership development tied to Excel NM goals and school improvement priorities.

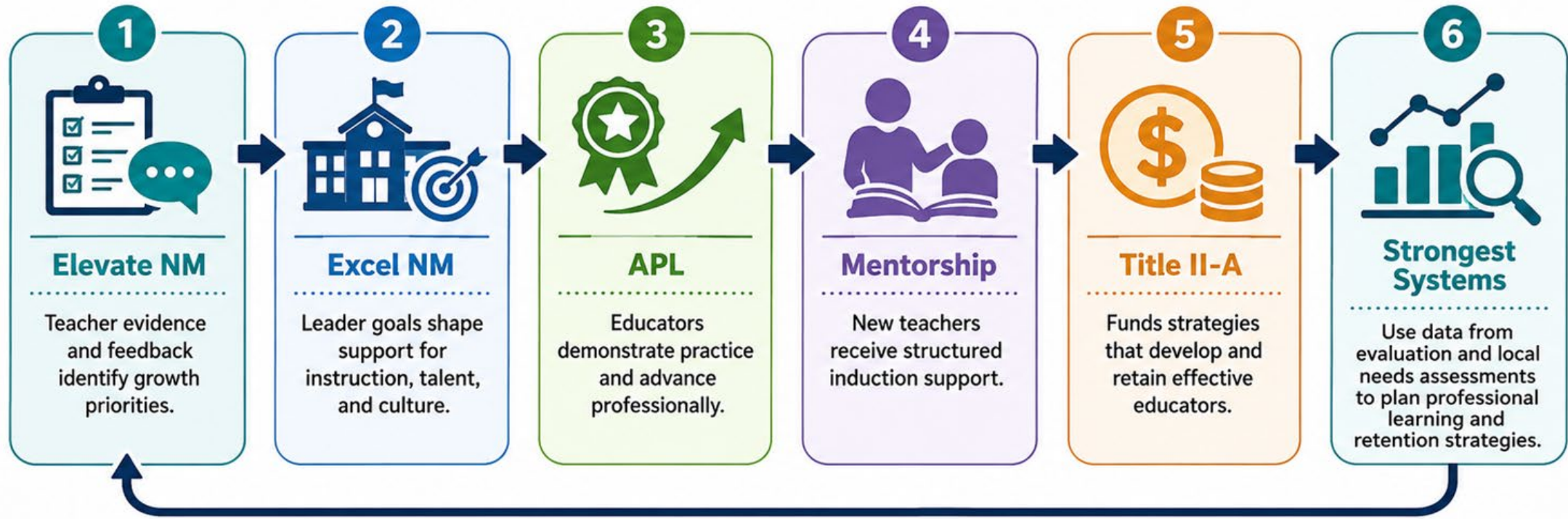


Stronger Title II-A uses are sustained, connected to need, and designed to improve educator effectiveness.



Cross-Program Alignment: How the Pieces Work Together

A connected system of feedback, support, advancement, and retention.



When implemented well, the programs create a cycle of **feedback**, **support**, **advancement**, and **retention**.



Key Takeaways

How the bureau's programs work together to support educators and leaders.

01



The bureau's programs support educator and leader growth across the career continuum.

02



Elevate NM and Excel NM provide structured evaluation and feedback systems for teachers and site administrators.

03



APL and Mentorship support career advancement, induction, and retention.

04



Title II-A helps fund allowable, evidence-based strategies that strengthen educator effectiveness and leadership.

05



HB 157: differentiated administrator licensure pathways; Level III-B holders transition July 1, 2029; renewal after transition includes PED-defined professional development.



GROWTH. SUPPORT. ALIGNMENT. GOVERNANCE.



Questions?

Thank you for your time, leadership,
and commitment to
our educators and students



Thank you! 

For More Information – Please Contact

*Educator Growth and Development Bureau
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Program contact points

Elevate NM • Excel NM • APL Micro-Credentials • Mentorship • Title II, Part A



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