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# CES MEMBER NEWSLETTER

MARCH 2025

## SITE: Transforming Professional Development for New Mexico Schools

School Improvement Technical Expertise (SITE), a program under CES, is revolutionizing professional development for educators across New Mexico. With a mission to enhance classroom instruction and, ultimately, student achievement, SITE offers a unique, customized approach to professional development that stands apart from traditional models.

### *A Tailored Approach to Professional Development*

Unlike standardized training programs, SITE does not offer a one-size-fits-all solution. Instead, the program works closely with school districts and leadership teams to develop customized professional development that addresses specific needs. Dr. Kimberly Mizell, SITE Director, stated, “we work collaboratively with our district partners to facilitate that professional development is not just a one-time workshop but an ongoing process”.

She also emphasized, “We listen to the needs of each district and customize professional development accordingly. We work to build long-term relationships, staying engaged with districts and keep current with our partner districts and the New Mexico Public Education Department (NMPED) initiatives.”

The program stays current with the latest educational trends, including emerging

- Featured Article
- Calendar of Events
- Purchasing News
- Education Articles
- CES Job Opportunities
- New CES Staff
- Bulletin Board
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technologies like artificial intelligence. SITE consultants regularly engage in national conversations and research to ensure that their training remains relevant and impactful.

This long-term commitment allows SITE to work directly with teachers and administrators, offering hands-on coaching, modeling lessons in classrooms, and providing ongoing support. This method fosters meaningful relationships with educators and encourages sustained improvement in instructional strategies.

### *Measurable Success in Student Achievement*

SITE’s approach has already yielded noteworthy results in multiple school districts across New Mexico. In schools where SITE has been actively engaged for several years, there has been a noticeable increase in student test scores.

We are currently working closely on conceptual math instruction, with many districts wanting to address low scores in mathematics.

Beyond academic gains, SITE has also played a critical role in teacher support and retention. The program's new teacher support initiative focuses on best instructional practices and student engagement strategies, which has helped schools retain educators while improving classroom instruction.

### *Expertise Rooted in Experience*

What sets SITE apart from other professional development programs is the caliber of its consultants. SITE's team includes master teachers and educational leaders who understand the unique challenges of New Mexico's schools. Many of these experts have firsthand experience teaching in the state and are deeply familiar with its diverse student population.

SITE is focused on supporting district needs to address student achievement, "Our consultants believe in New Mexico's students," said Mizell. "They understand our state's cultural diversity and are dedicated to helping all students succeed, regardless of their background."

### *A Comprehensive, Hands-On Model*

SITE employs a multifaceted approach to professional development, tailoring its format and delivery methods to each district's needs. Professional development often begins with an initial training day, followed by ongoing classroom coaching.

"We're not just delivering information, but we provide support with continuous improvement frameworks," Mizell noted. "We're in the classrooms, modeling lessons, working alongside teachers, and providing direct coaching. It's an ongoing dialogue, most of the support is not a one-time event."

By embedding SITE consultants into the school environment, educators receive



real-time feedback and support, leading to more effective implementation of instructional strategies.

### *Accessibility and Ease of Implementation*

One of SITE's major advantages is its accessibility. Public school districts across New Mexico can participate without cumbersome bureaucratic hurdles. SITE is a program under the CES umbrella of services for its members, who are joined in access to CES services under a Joint Powers Agreement (JPA). Consequently, many services are offered at little to no cost to districts.

"The process is very streamline with limited red tape," Mizell emphasizes. "All a district has to do is call or email, and we get right to work."

### *Endorsements from New Mexico Educators*

Superintendents and educators who have worked with SITE consistently praise the program's effectiveness. Valerie Trujillo, with the Northwest Regional Cooperative #2, has worked with SITE coordinating

regional professional development training for her member districts.

Mrs. Trujillo shared, “the training provided was an amazing opportunity for our member school districts to dive into math standards and data, while building unit plans aligned with standards by grade level”. She also noted that “this was a valuable collaboration with the CES SITE team that has potential to advance math education”.

Testimonials collected from participants who have attended training include:

“This training was insightful. It was not dry or boring, I walked away with great tools and knowledge,” said a Fourth grade teacher.

“I love the practical activities, all the data given was very useful (especially, w/your explanation),” stated a Middle School teacher.

### *The Long-Term Impact of SITE*

The ultimate goal of SITE is to improve teaching quality, which in turn elevates student achievement. The program’s long-term vision is to prepare New Mexico’s students for success, whether they choose college or vocational school, or enter the workforce.

“We want our students to be ready for the global world,” Mizell states. “Whatever path they choose, they should be fully prepared.”

For districts seeking high-quality, customized professional development, without the prohibitive costs of out-of-state organizations and/or teacher travel, SITE offers a proven, effective, and locally grounded solution.

For more information on SITE, visit [www.cessite.org](http://www.cessite.org) or contact current SITE Director Kim Mizell ([kmizell@ces.org](mailto:kmizell@ces.org); 505-344-5470 x136).

- Provided by Team CES

## **30 Active School Districts with SITE Support**

- Math (DDI, Eureka, Number Talks, Common Core)
- New Teacher Development and Support (New Teacher Coaching)
- Mentor Teacher Support
- National Boards and Dossier Support and Prep
- Project Based Learning (PBL)
- Integrated Science, Math, and ELA Unit Development

## **SITE Areas of Support**

- Conceptual Teaching Strategies (Math)
- Math and Standards Alignment
- New Teacher Development and Support Program
- Data Driven Instruction
- Engagement Strategies
- Development of Instructional Goals
- Standards-Based Instruction
- Close Reading Across all Content Areas
- ELA Scope and Sequence
- Universal Design for Learning
- Phonics K-3
- Cultural Competence and Relevance in Everyday Instructional Practices
- Dyslexia Training and Support in all Tier One Classrooms K-12
- Academic Language Literacy and Sheltered Instruction
- Development and Support of District and/or Campus Coaches and Mentors

## CALENDAR OF EVENTS

3/1 Peace Corps Day

3/3 Read Across America Day

3/3-5 EdRising NM State Conference

3/4 TAP - Gifted LEA Program Plan Part II

3/5 TAP - "Attention!!" Understanding Attention & How It Affects Learning & Behavior

3/6 TAP - Educator Resources for Individuals with Autism Spectrum Disorders & Other Needs: Sensory Self-Regulation Strategies & Supports

3/9 Daylight Savings Time begins

3/11 TAP - Students Are Stressed & Angry: How To Avoid Conflicts & Power Struggles

3/11 County Day at the Roundhouse

3/17 St. Patrick's Day

3/20 Spring (Vernal) Equinox  
3/22 NM Legislative Session ends (noon)

3/24 NMSBA Spring Region VI Meeting - Artesia

3/25 NMSBA Spring Region VIII Meeting - Lordsburg

3/31 NMSBA Spring Region II Meeting - Mesa Vista

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## PURCHASING NEWS

### 1) Contract Expirations:

None

### 2) Contract Extensions:

BloomBoard - 19-05N-C201-ALL (Library Software & Services)

Claro Consulting -19-05N-C103-ALL

Cognia - 19-05N-C105-ALL

Insignia -19-05N-C202-ALL

Heartland Payment Systems -19-06N-C101-ALL (Food Service Payment Systems)

PCS Educational Services -19-06N-C102-ALL

### 3) Name Changes/Change of Ownership:

Keers Remediation is now *Keers Facility Services*

### 4) New Contract Awards

RFP	Awardee	Contract Number
2024-32 <i>Sole Source</i>	Physics in a Box	2024-32-C111-ALL
2025-02 <i>Elevator, Escalator, Motorized Walkways</i>	US Electrical Group Jer & Co Elevators	2025-02-C111-ALL 2025-02-C112-ALL
2025-03 <i>Professional Services for Education</i> <i>a) Career Readiness</i>	Digital Respons-Ability Future Focused Education Corwin Press Catapult Learning West LLC Collegiate Edu-Nation	2025-03-C111-ALL 2025-03-C112-ALL 2025-03-C113-ALL 2025-03-C114-ALL 2025-03-C115-ALL
2025-03 <i>Professional Services for Education</i> <i>b) Grant Writing</i>	Kellogg & Sovereign Consulting New Mexico Grant Administration The Grant Plant	2025-03-C211-ALL 2025-03-C212-ALL 2025-03-C213-ALL
2025-03 <i>Professional Services for Education</i> <i>c) K-12 Tutoring</i>	Air Tutors LLC Catapult Learning West LLC One on One Learning Rydhholm Inc Reading Quest iTutor.com Inc Ten Talents Enterprises LLC University Instructors LLC	2025-03-C311-ALL 2025-03-C312-ALL 2025-03-C313-ALL 2025-03-C314-ALL 2025-03-C315-ALL 2025-03-C316-ALL 2025-03-C317-ALL 2025-03-C318-ALL
2025-06 <i>Copiers, Printers, MDF's Products- Managed Print Services</i>	Southwest Copy Systems Inc. Dahill Office Technology Corporation Dry Fly Enterprises Inc Spectrum Imaging Technologies, Inc Crumbacher Business Systems Inc	2025-06-C111-ALL 2025-06-C112-ALL 2025-06-C113-ALL 2025-06-C114-ALL 2025-06-C115-24

<p>2025-07 <i>Computers, Networking Devices, and Related, Products and Services</i></p> <p><i>Category 1: Computers and related, Products and Services</i></p>	<p>Holmans USA Education Technologies Inc CamNet Inc Ardham Technologies, Inc. Systems MD, LLC TIG Technology Integration Group Vivacity Tech PBC Pinnacle Business Systems, Inc. Dry Fly Enterprises Inc Westwind Computer Products, Inc TEC34 Ambitions Technology Group Civic Tech Solutions LLC DHE Computer Systems LLC Harris Technology Services, Inc Computer Solutions Group NM Twotrees Technologies LLC. Riverside Technologies, Inc. ITConnect, Inc Valcom, Salt Lake City Premier Wireless Business Technology Solutions Cinga Technologies LLC Advanced Communications and Electronics MNJ Technologies Direct, Inc. J-Mar &amp; Associates, Inc.</p>	<p>2025-07-C111-ALL 2025-07-C112-ALL 2025-07-C113-ALL 2025-07-C114-ALL 2025-07-C115-ALL 2025-07-C116-ALL 2025-07-C117-ALL 2025-07-C118-ALL 2025-07-C119-ALL 2025-07-C110-ALL 2025-07-C1111-ALL 2025-07-C1112-ALL 2025-07-C1113-ALL 2025-07-C1114-ALL 2025-07-C1115-ALL 2025-07-C1116-ALL 2025-07-C1117-ALL 2025-07-C1118-ALL 2025-07-C1119-ALL 2025-07-C1120-ALL 2025-07-C1121-ALL  2025-07-C1122-ALL 2025-07-C1123-ALL  2025-07-C1124-ALL 2025-07-C1125-ALL</p>
<p>2025-07 <i>Computers, Devices, and Related, Products and Services</i></p> <p><i>Category 2: Networking Devices, and related, products and Services</i></p>	<p>Holmans USA DHE Computer Systems LLC Westwind Computer Products, Inc Cinga Technologies LLC Riverside Technologies, Inc. Education Technologies Inc Civic Tech Solutions LLC CamNet Inc Computer Solutions Group NM Ardham Technologies, Inc TEC34 Twotrees Technologies LLC Ambitions Technology Group Pinnacle Business Systems, Inc. Dry Fly Enterprises Inc Harris Technology Services, Inc ITConnect, Inc Valcom, Salt Lake City Advanced Communications and Electronics, Inc Systems MD, LLC TIG Technology Integration Group Premier Wireless Business Technology Solutions D-Link Systems Inc. MNJ Technologies Direct, Inc.</p>	<p>2025-07-C211-ALL 2025-07-C212-ALL 2025-07-C213-ALL 2025-07-C214-ALL 2025-07-C215-ALL 2025-07-C216-ALL 2025-07-C217-ALL 2025-07-C218-ALL 2025-07-C219-ALL 2025-07-C210-ALL 2025-07-C2111-ALL 2025-07-C2112-ALL 2025-07-C2113-ALL 2025-07-C2114-ALL 2025-07-C2115-ALL 2025-07-C2116-ALL 2025-07-C2117-ALL 2025-07-C2118-ALL 2025-07-C2119-ALL  2025-07-C2120-ALL 2025-07-C2121-ALL 2025-07-C2122-ALL  2025-07-C2123-ALL 2025-07-C2124-ALL</p>

	J-Mar & Associates, Inc.	2025-07-C2125-ALL
<p>2025-07  <i>Computers, Devices, and Related, Products and Services</i></p> <p><i>Category 3: Other Networkable Devices, Products and services</i></p>	<p>Holmans USA  Education Technologies, Inc.  CamNet, Inc.  Ardham Technologies, Inc.  TIG Technology Integration Group  Vivacity Tech PBC  Pinnacle Business Systems, Inc  Dry Fly Enterprises Inc  Westwind Computer Products, Inc  TEC34  Civic Tech Solutions LLC  DHE Computer Systems LLC  Harris Technology Services, Inc  Computer Solutions Group NM  Twotrees Technologies LLC.  Riverside Technologies, Inc.  ITConnect, Inc  Valcom, Salt Lake City  Premier Wireless Business  Technology Solutions  Cinga Technologies, LLC  Advanced Communications and  Electronics  MNJ Technologies Direct, Inc.  J-Mar &amp; Associates, Inc.</p>	<p>2025-07-C311-ALL  2025-07-C312-ALL  2025-07-C313-ALL  2025-07-C314-ALL  2025-07-C316-ALL  2025-07-C317-ALL  2025-07-C318-ALL  2025-07-C319-ALL  2025-07-C3110-ALL  2025-07-C3111-ALL  2025-07-C3113-ALL  2025-07-C3114-ALL  2025-07-C3115-ALL  2025-07-C3116-ALL  2025-07-C3117-ALL  2025-07-C3118-ALL  2025-07-C3119-ALL  2025-07-C3120-ALL  2025-07-C3121-ALL    2025-07-C3122-ALL  2025-07-C3123-ALL    2025-07-C3124-ALL  2025-07-C3125-ALL</p>
<p>2025-08 <i>IT Professional Services</i></p>	<p>Infojini, Inc  22<sup>nd</sup> Century Technologies Inc  Visgence Inc  Coolsoft LLC  Terralogic Document Systems Inc  Real Time Solutions Inc  Spruce Technology  TEC34  Civic Tech Solutions LLC  Ambitions Technology Group  Pinnacle Business Systems, Inc  ITConnect Inc  Advanced Communications and  Electronics, Inc.  Outcome Engine  Tunabear Inc</p>	<p>2025-08-C111-ALL  2025-08-C112-ALL  2025-08-C113-ALL  2025-08-C114-ALL  2025-08-C115-ALL  2025-08-C116-ALL  2025-08-C117-ALL  2025-08-C118-ALL  2025-08-C119-ALL  2025-08-C1110-ALL  2025-08-C1111-ALL  2025-08-C1112-ALL  2025-08-C1113-ALL    2025-08-C1114-ALL  2025-08-C1115-ALL</p>
<p>2025-09  <i>Music Instruments, Music, Performing Arts, Equipment, Materials, Supplies and Related</i></p> <p><i>Category1: Lot 1 Musical Instruments, Equipment, and Related</i></p>	<p>Total Productions  Washington Music Sales Center  School Specialty LLC</p>	<p>2025-09-C111-ALL  2025-09-C112-ALL  2025-09-C113-ALL</p>

<p>2025-09 <i>Music Instruments, Music, Performing Arts, Equipment, Materials, Supplies and Related</i></p> <p><i>Category 1: Lot 2-Electronic Musical Instruments, Equipment, and related</i></p>	<p>Total Productions Washington Music Sales Center School Specialty LLC</p>	<p>2025-09-C211-ALL 2025-09-C212-ALL 2025-09-C213-ALL</p>
<p>2025-09 <i>Music Instruments, Music, Performing Arts, Equipment, Materials, Supplies and Related</i></p> <p><i>Category 2: Lot 1-Performing Arts Equipment, Materials, Supplies, and Related</i></p>	<p>Total Productions Pace Event Services Inc Audio Visual Integration Systems Prime Electric School Specialty LLC Wenger Corporation</p>	<p>2025-09-C311-ALL 2025-09-C312-ALL 2025-09-C313-ALL 2025-09-C314-ALL 2025-09-C315-ALL 2025-09-C316-ALL</p>
<p>2025-10 <i>Janitorial Products, Services and Related</i></p>	<p>Brady Industries Quality Janitorial Starr Janitorial Quality Janitorial - North LLC Carlsbad Quality Janitorial LLC Shamrocks Discount Janitor Supply Laun-Dry Supply Company Fleming Chemical Company Spectrum Paper Co, Inc Sandia Paper Performance Maintenance Inc America Supply LLC Blaine Industrial Supply SMSH Development LLC Southwestern Mill Distributors Inc</p>	<p>2025-10-C111-ALL 2025-10-C112-ALL 2025-10-C113-ALL 2025-10-C114-ALL 2025-10-C115-ALL 2025-10-C116-ALL 2025-10-C117-ALL 2025-10-C118-ALL 2025-10-C119-ALL 2025-10-C110-ALL 2025-10-C1111-ALL 2025-10-C1112-ALL 2025-10-C1113-ALL 2025-10-C1114-ALL 2025-10-C1115-ALL</p>

5. Current & Upcoming Solicitations (some dates are estimated):

RFP #	RFP Description	Release	Due	Award
2025-05 (PaaS for PED)	<i>Community Schools Accreditation (NMPED)</i>	11/18/24	12/6/24	12/20/24
2025-11 (2021-27 exp 4/7/25)	<i>Student Management, Special Education &amp; Educational Managed Curriculum</i>	12/13/24	1/17/25	2/3/25
2025-12 (2021-28 exp 4/12/25)	<i>Temporary Employment and Recruitment Services</i>	12/13/24	1/17/25	2/3/25
2025-13 (2021-32 exp 4/19/25)	<i>Flooring Systems &amp; Related</i>	12/13/24	1/17/25	2/3/25
2025-14 (2021-31 exp 5/1/25)	<i>Health &amp; Training Supplies</i>	1/21/25	2/14/25	3/3/25
2025-15 (2021-30 Exp 5/31/25)	<i>School Safety Audits, Inspections, Consulting and Training Services</i>	1/21/25	2/14/25	3/3/25

2025-16 (2021-23 exp 5/31/25)	2025.5 AEPA - eRate Consulting Services	1/21/25	2/14/25	3/3/25
2025-17 (2021-034 exp 7/21/25)	Construction Management Services	2/21/25	3/21/25	4/7/25
2025-18 (2021-36 A exp 7/29/25)	In Vehicle Telematics Systems	2/21/25	3/21/25	4/7/25
2025-20 (2021-36 B exp 7/29/25)	Fleet Management System	2/21/25	3/21/25	4/7/25
2025-21 (2021-05 A-C exp 6/30/25)	Supplemental Employee Benefits- a) Section 125 b) B) Retirement c) Other Benefits	3/24/25	4/25/25	5/13/25
2025-22 New category	Public Sector Payment Systems	3/24/25	4/25/25	5/13/25
2025-23 new Category	CTE Products and Services	3/24/25	4/25/25	5/13/25
2025-19 (2021-01 exp 8/5/25)	Medicaid Billing & Collection Services	4/21/25	5/23/25	6/10/25

## 6) New Contract Awards – Descriptions

### 2025-02 Elevator, Escalator, Motorized Walkways

Qualified and licensed firms provide and install the broadest possible selection of Elevator, Escalator and Motorized Walkway Systems, Maintenance and Modernization Services, Inspection Services, Monitoring Services, and Related Solutions.

### 2025-03 Professional Services for Education

- a) Career Readiness
- b) Grant Writing
- c) K-12 Tutoring

### 2025-06 Copiers, Printers, MDF's Products- Managed Print Services

Complete line of digital multifunctional black and white and color digital copiers, printers with options for faxing, scanning and managed document and print solutions.

### 2025-07 Computers, Networking Devices, and Related, Products and Services

Cat. 1 Computers and related, Products and Services

Cat. 2 Networking Devices, and Related, Products and Services

Cat. 3 Other Networkable Devices, Products and Services

\*This RFP is for devices only. \*\*Very limited services to support the sale of the products. \*\*\*

This is not for network support services (that's 2024-14) or structured cabling.

### 2025-08 IT Professional Services

Covers various IT services, including digital document management, web development, software programming, cloud services, data analytics, cybersecurity, IT consulting, and AI-

enabled solutions. The proposal emphasizes scalability, compliance, security, innovation, and environmental sustainability while ensuring training and ongoing support for end-users.

**2025-09 Music Instruments, Music, Performing Arts, Equipment, Materials, Supplies and Related**

**Cat.1 Lot 1** - Musical (Acoustical) Instruments and related, Products and Services-Band and concert band musical instruments and supplies

**Cat.1 Lot 2** - Electronic Musical Instruments, Equipment, and related- Band and concert band musical instr. and supplies

**Cat.1 Lot 2 Lot 2-** Electronic Musical Instruments, Equipment, and related- Band and concert band musical instruments

**Cat.2 Lot 1** -Performing Arts Equipment, Materials, Supplies, and Related-Seating, Stands, storage solutions, etc.

**2025-10 Janitorial Products, Services and Related**

This solicitation is for janitorial building maintenance supplies, related equipment, professional training and consulting services. This RFP does not cover direct cleaning services.







## From Chaos to Calm

By Rene Rohrer, M.A.  
LEAP Facilitator & TAP  
Consultant [rohrer@ces.org](mailto:rohrer@ces.org)

March 2025

### Declarative Language as an Intervention for Classrooms: A Guide for Teachers

Effective communication is at the heart of a well-managed and inclusive classroom. One powerful approach that can support student engagement and independence is the use of declarative language. In her book *Declarative Language Handbook*, Linda K. Murphy explores how shifting from directive to declarative language fosters intrinsic motivation, problem-solving skills, and social development in students.

#### *Understanding Declarative Language*

Declarative language is a communication style that involves making statements, observations, or reflections rather than giving direct commands. This approach encourages students to think, process information, and make their own decisions. For example, instead of saying, "Sit down and open your book," a teacher might say, "I see an open chair ready for someone to sit in." The latter invites the student to observe and respond rather than comply with an order. Using declarative statements can reduce anxiety and challenging behaviors because it offers choices rather than demands and frames situations as a connection rather than compliance.

It is not an answer for every situation or for every student. There are considerations

around authenticity and being real to create the trust needed in teacher and student relationships. Monitoring one's own tone and intentions for using declarative language are also imperative for being able to use the strategy effectively and keep trust and felt safety intact in the classroom. Many of our students can view being given a demand as a loss of autonomy and therefore unsafe. Many of our students will abide by a definition of felt safety that includes having control and autonomy. If a student is dysregulated, we may not want to use declarative language but rather stick to imperative language. Declarative language is meant to prompt thinking, and students will need to be rational and have the mental energy to engage in that thinking.

However, the key, as always, is getting to know your students and to seek to understand their needs and wants when they are not in a place to communicate those pro-socially. Declarative language is one tool in your toolbox that can support approaching situations and students in a non-threatening and non-judgmental way when the student is in a place to work through the solutions and has strategies to call upon.

#### Some Key Takeaways from "*Declarative Language Handbook*"

Murphy highlights several key benefits of using declarative language in the classroom:

1. Encourages Independent Thinking
  - Students learn to process information, problem-solve, and make decisions on their own. Teachers can model the thinking

that happens when observing their environment and making decisions within various situations. Students can take that model and practice applying that thinking to shift their own thinking patterns and observations.

2. Fosters a Sense of Autonomy and Perceived Control - Using neutral and non-judgmental tone and allowing for choices, removes a threat to autonomy that many neurodivergent students struggle with managing.
3. Reduces Power Struggles - Removing direct commands helps minimize resistance and promotes a more cooperative classroom atmosphere. It can allow space for students to navigate choices and decisions, which can shift the focus from compliance to connection.
4. Supports Social-Emotional Learning (SEL) - Declarative statements model emotional regulation, self-awareness, and empathy. It is a conversation and collaboration and makes space to both model and build those key skills.
5. Fosters Intrinsic Motivation - Encouraging students to make choices leads to more meaningful engagement with learning tasks. Being able to manage choices and be successful in learning is within itself an intrinsic motivation.
6. Enhances Executive Functioning - Students develop cognitive

flexibility, impulse control, and working memory as they interpret and act on declarative language. Declarative language can prompt the student to observe, assess, and solve a situation instead of being given the solution. “Declarative language,’ the strategy, is a way of giving a verbal cue so that the recipient is prompted to think of a solution, not prompted with the solution.” - Elise Wulff, MEd

### *Implementing Declarative Language in the Classroom*

Teachers can integrate declarative language into daily interactions using simple but effective strategies:

1. Make Observations Instead of Commands
  - Instead of: *"Stop running!"*
  - Try: *"I notice some students are walking safely in the hallway."*
2. Express Curiosity to Engage Students
  - Instead of: *"Finish your worksheet now."*
  - Try: *"I wonder what would happen if we solved this next problem together?"*
3. Use Self-Talk to Model Thought Processes
  - Instead of: *"Go clean up your desk."*
  - Try: *"I like how it feels when my workspace is organized. It helps me find what I need."*
4. Invite Reflection and Discussion
  - Instead of: *"Apologize to your friend."*
  - Try: *"I wonder how your friend felt when that happened?"*

5. Acknowledge Effort and Progress
- Instead of: "Good job!"
  - Try: "I noticed how you kept trying different ways to solve that problem."

### Conclusion

Declarative language is a transformative tool that empowers students to think independently, develop social-emotional skills, and engage more deeply in learning. By shifting from direct commands to statements that encourage observation and reflection, teachers create a more positive and collaborative classroom environment. Educators can embrace this approach to foster student growth, autonomy, and meaningful learning experiences.

### Some Additional Resources for Declarative Language

Nuances of implementation can be the key to an educator's success with declarative

March 2025



**DEAR MS. M**

Gifted Education Questions Answered

Dear Ms. M,  
*Why is it important to protect the rights of gifted students?*

As educators dedicated to supporting gifted students, we deeply understand and appreciate that these learners often face unique challenges that require thoughtful

language. This podcast offers insight into "When Declarative Language Activates the Nervous System."

<https://www.kristyforbes.com.au/podcasts/intune-pathways-the-podcast/episodes/2148596801>

"Using Declarative Language to Support Independence" by Elise Wulff, MED

<https://www.massgeneral.org/children/aspire/blog/using-declarative-language-to-support-independence>

"The Declarative Language Handbook" by Linda K. Murphy and her website

<https://www.declarativelanguage.com/>

Follow @atpeaceparents Casey Ehrlich, Ph.D. on TikTok or YouTube

Quick Video Example of how to use declarative language with a PDA child

<https://youtu.be/iqmAQOFUNYY>

attention and specialized care. Gifted students need an educational environment that fosters their potential and addresses their specific unique needs. Unfortunately, gifted students can easily become disengaged and frustrated with their academic experience without proper instructional and social-emotional support. It is essential that we, as gifted educators and advocates, protect their rights to receive an education that challenges and nurtures them in every possible way.

Gifted students are not defined solely by their academic abilities or high-test scores. Their exceptionalities can widely vary and can include creativity, problem-solving, advanced cognitive skills, and exceptional talents in fields like music and art. A "one-size-fits-all" approach to teaching does not serve their gifted needs. To truly support

them, we must recognize that their intellectual abilities require a more tailored approach - whether it be acceleration, curriculum compacting, enrichment, or specialized programs. We also need to be mindful of their social and emotional needs. Many students feel out of place in a traditional classroom and may struggle to connect and relate with their same-age classmates. Providing “safe” spaces where they can engage with their intellectual peers is just as important as meeting their academic needs.

In New Mexico, where we embrace our diverse gifted population, we must ensure that all gifted students, regardless of their background, must have access to the supports they need. It is essential that we advocate for equal representation and inclusion of gifted students from all walks of life, including those from underserved communities. We must also be aware of the impact of isolation, both social and emotional, that can come with a gifted learner. Social-emotional learning and guidance support play a key role in helping our gifted students navigate the complexities of their talents - setting them up for success in the future.

Thankfully, in our state, there are legal protections in place to support gifted and talented education since 1978. The state of New Mexico offers policies and partial funding for gifted programs - though implementation can vary from district to district - we are moving towards more equitable, inclusive, and robust gifted education programs in our school districts in the future. As gifted educators and advocates, we must be familiar with the resources available in our schools and

advocate for their proper use. Whether it's through acceleration, differentiation, curriculum-compacting, or mentorship, our gifted students should have access to programs designed for them that meet their needs. We also need to ensure that their educational rights are safeguarded through Gifted Individual Education Plans (GIEPs).

These tools are designed to provide personalized academic experiences to help gifted students succeed and excel.

As we continue to advocate for gifted learners, it's essential to collaborate. Protecting the rights of gifted students means ensuring they are given the opportunities, resources, and emotional support they need to thrive. By advocating for specialized programs and providing caring, inclusive space for learning, we can help gifted students in New Mexico reach their full potential and become the next generation of leaders, creators, and thinkers. Let's continue working together to support these exceptional and talented learners in every way possible.

Kate Morris, MEd Gifted Education

*Kate Morris is CES's Gifted TAP Consultant. She has been in gifted education for 10 years as a gifted educator and gifted instructional coach. She works for Central Consolidated School District in northwest New Mexico serving gifted and talented students in CCSD's Gifted, Talented, and Creative Program. Kate is the president-elect of the New Mexico Association for the Gifted.*

# Teacher Toolbox



Teacher Toolbox – March 2025  
By Margaret Wood, Speech-  
Language Pathologist and TAP  
Consultant [mwood@ces.org](mailto:mwood@ces.org)

## ***Supporting Sensory Processing via Brain & Body Breaks: A worthy investment of time and energy!***

Sensory Integration (SI) is the process by which we receive information through our senses, how we organize this information, and the way in which we use this information to participate in everyday activities. According to the Journal of American Medical Association – Pediatrics, “*One in 6 children have sensory processing difficulties. In specific populations, the prevalence is estimated to be as high as 80% to 100% and includes children with autism spectrum disorder or who have a history of prematurity, fetal alcohol syndrome, or Down syndrome, just to name a few.*” (Kong M, Moreno MA. Sensory Processing in Children. *JAMA Pediatr.* 2018;172(12):1208.

doi:10.1001/jamapediatrics.2018.3774). In addition, approximately 40% of individuals with attention deficit hyperactivity disorder also experience difficulties processing sensory information.

Research links autism-related sensory-processing challenges to decreased participation in social activities, play, academic tasks and self-care—and to compromised attention, an essential foundation for communication and language development. Sensory issues can also contribute to self-injurious and aggressive behaviors, especially in children who are unable to communicate their difficulties. Individuals with sensory processing difficulties may not be able to receive accurate information from their senses, which then impacts their ability to interpret, understand, and organize this information. In turn, they experience challenges with responding to this information in an expected, context-dependent manner.

Amanda Morin states the following in her article entitled “Classroom accommodations for sensory processing challenges” from [www.understood.org](http://www.understood.org), “*Students with sensory processing challenges have trouble managing everything their senses are taking in. At school, they often have to cope with sounds, smells, textures, and other sensations that get in the way of learning.*” Consider the following recommendations mentioned in the excerpt from their teacher handout:

<b>Classroom planning, schedules, and routines</b>	<ul style="list-style-type: none"><li>• Have a consistent daily routine.</li><li>• Give advance notice when the routine changes.</li><li>• <b>Use brain breaks throughout the day.</b></li><li>• Set up a clear start and end time for tasks.</li><li>• Post visual schedules, directions, to-do lists, and classroom rules where students can see them.</li><li>• Use visuals with pictures of sensory input choices.</li></ul>
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***Let us focus on the highlighted suggestion above: “Use brain breaks throughout the day.”***



Research shows that periodic breaks throughout the school day provide multiple benefits including:

- Valuable downtime to calm and/or recharge the nervous system and emotions
- Boost productivity while giving students opportunities to develop their creativity and social skills
- Help students process what they've learned by consolidating memories and making connections to other ideas
- Short exercise breaks in the classroom or during recess also reduce stress and increase blood flow and oxygenation to the brain, helping to keep students' brains sharp, healthy, and active.
- Improve social-emotional development: When children play together, they learn how to take turns, resolve conflicts, and solve problems. They also learn how to manage their own emotions and behavior—fundamental skills for life.
- Improved focus and concentration. Taking short breaks helps to alleviate mental fatigue which improves student focus.
- Increased motivation and engagement.

Neurologist and classroom teacher Judy Willis writes based upon her conclusions regarding decades of research that, *“In the classroom, brain breaks should take place before fatigue, boredom, distraction, and inattention set in. As a general rule, concentrated study of 10 to 15 minutes for elementary school and 20 to 30 minutes for middle and high school students calls for a three- to five-minute break.”* Research

supports that taking a simple break from learning allows the brain to solidify the information that is learned, committing it to longer term memory for later retrieval, which increases test scores.

A brain break is simply a quick movement break or change from the repetition and an opportunity to recharge. Brain breaks help support emotional development, physical development, sensory and emotional self-regulation, and executive functioning skills. Cognitive fatigue can be avoided by many simple techniques to either alert or calm the nervous system. Consider the following brain break ideas, which are adaptable to ALL ages and developmental levels:

- **Movement breaks:** Schedule brain breaks or movement between activities, before written language activities (e.g., go to [www.pickerwheel.com](http://www.pickerwheel.com) to create your own sensory activity choices such as jumping jacks, stretching, wall push-ups, or hand pushes/pulls).
- **Toss a ball or Balloon Volleyball:** When kids are answering questions, toss them a soft ball or hit a balloon. The student catches or hits it and then answers the question.
- **Head, Shoulders, Knees, and Toes:** The movement song "Head, Shoulders, Knees, and Toes" makes a great learning rhyme (words can easily be substituted for math facts, vocabulary words, or other terms that need to be memorized).
- **DIY fidget toys:** such as a paper clip chain (doubles as math and spelling manipulative)



- **Drink water with a straw:** The whole class can benefit from the calming oral motor benefits of sucking from a straw (ice water is even better!)
- **Alerting snacks:** Crunchy carrots and pretzel sticks, chewy fruit snacks or sugar free gum provide deep pressure to the jaws when chewed.
- **Quiet corner:** Create a quiet corner that students can climb into. Add blankets, soft pillows, a small bin of books, and a box of calming sensory tools.
- **Jumping Jack Spelling Words:** This is a whole-class exercise drill that gets the brain and the heart moving!
- **Dancing:** Play a 3-4-minute song (cue it up on your phone or computer). Check youtube or gonoodle for great brain break song ideas.
- **Simon Says:** Incorporate basic body parts vocabulary for younger kids, such as touch your head, knee, and belly button for younger kids. Challenge the older kids with medical vocabulary such as touch your cranium, patella, and navel!
- **School Stroll:** Take a walking tour around or outside the building
- **10-10-10:** 10 jumping jacks, 10 seconds running in place, 10 seconds of arm circles (or any other physical activity - let the students get creative and create their own 10-10-10 and let them take turns teaching/leading their peers)
- **Breathing:** Take a few minutes to teach and practice a breathing exercise such as square breathing or equal breathing.
- **Basketball:** Have students select a partner and have each pair create a “basketball” with a crushed piece of paper. Have them pass the ball back and forth a few times with right/left hands. End by letting each team shoot a “basket” into the recycling bin.
- **Countdown:** Give students a list of activities to perform starting with something with five steps or actions and then four and so on (e.g., Take 5 big steps in any direction, jump up and down 4 times, touch 3 walls..).
- **Shake on it:** Ask students to work with a partner (or two) and create a 4-step handshake.
- **Active Voting:** Ask students to stand up (instead of raising a hand) if they know the answer to a question. Alternatively, ask them to move to a corner or shrug their shoulders.
- **Beach Party:** Inflate 3 beach balls. Have students stand or sit in a circle. Put on some summer tunes. Have students pass the balls around the circle (like at game of hot potato). When the music stops, ask those holding the balls to share one thing they learned in the last lesson.
- **Jigsaw Jumble:** Put students into small groups and give them a handful of puzzle pieces. Without talking (using only nonverbal communication such as eye contact and gestures), have students work together to assemble the pieces.

The bottom line is, we all need breaks! Incorporating brain breaks into the school day is a simple yet powerful strategy to

decrease challenging behaviors while increasing ALL your students' focus, memory retention, well-being, and overall academic performance. Be sure to attend the next *Autism Toolbox Series: Sensory Self-Regulation Supports* live virtual workshop on Thursday March 6<sup>th</sup> for in-depth training on more ways to support your students' needs.

Whew! I'm tired... think I'll take a *BRAIN BREAK!*

#### References and Resources

<https://classroombrainbreaks.com/>  
<https://www.edutopia.org/article/we-dramatically-underestimate-importance-brain-breaks/>

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2707900>  
<https://www.understood.org/en/articles/evidence-based-behavior-strategy-brain-breaks>  
<https://www.understood.org/en/articles/classroom-accommodations-for->

*Read on to find out the next topics in the Autism Toolbox Series...*

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## **The Reading Room: Tips and Tricks**

### **Understanding the Difference Between Dyslexia Screeners**

This month we are going to look at the difference between “screeners” and “testing” as many people get them confused. We also wanted to include some relevant information about screeners how you can use them with your students.

#### *What National Statistics Say About Dyslexia -*

“Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three.” - Gaab, 2017

According to the International Dyslexia Association (IDA), National Institute of Children’s Health and Development (NICHD), and Yale University’s Center for Dyslexia and Creativity, approximately 15%- 20% of the population at large has dyslexia. This means that 30 to 43.5 million children and adults have dyslexia.

Therefore, eighty to eighty-five percent of students with learning disabilities have dyslexia. - IDA, Just the Facts  
*So, What Do Screeners Do?*

Screening measures, by definition, are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups. Those who require intervention and those who do NOT.

#### *Who Should Screeners Identify?*

A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students. Screening results should identify students who might be a risk for reading failure. This includes students who might have developmental reading disabilities or dyslexia.

#### *Why Do We Screen Early?*

We want to catch struggling students before they begin to fail, and we know that early intervention is the most effective. It takes four times as long to remediate in 4th grade as it does in late kindergarten.

#### *What Exactly is a Screener?*

It is a quick and targeted assessment that indicates whether students are making adequate progress in reading achievement. It has standardized direction for administration and scoring, established

reliability and validity standards, identifies those at risk, and identifies reading deficits.

### *What is an Evaluation?*

It is a written report. The information relates to family literacy history, medical issues, prenatal and birth conditions, and preschool development. It includes standard assessment measures for intelligence, achievement, and processing speed, and provides evidence that supports the diagnosis.

### *Who Can Perform an Evaluation/Diagnostic Report?*

A formal clinical evaluation is necessary to determine a diagnosis of dyslexia or characteristics of dyslexia. If the student continues to struggle with literacy skills, despite quality instruction using a multi-level systems of support approach, then the student should be evaluated.

Evaluations can only be completed by trained specialists in that field like psychologists, certified diagnosticians, speech and language pathologists, or educational specialists who have advanced degrees in assessment or education. (NOT the classroom teacher)

### *How is Dyslexia Identified in the School System?*

The information comes from interviews, observations, and testing. Collected by classroom teachers, speech/language pathologists, educational assessment

specialists, and medical personnel. It can only be diagnosed by a professional who is familiar with the characteristics of dyslexia at different stages in the development of literacy skills. Students who meet the criteria from the collected data are identified with a Specific Learning Disability exhibiting the characteristics of dyslexia

### *What Should a Screener Measure?*

- Phoneme awareness
- Letter naming fluency
- Letter sound association
- Phonological memory
- Word recognition fluency
- Rapid automatic naming (RAM)
- Oral Reading Fluency (ORF)

### *New Mexico Dyslexia Law*

- The 2022 Legislation NMSA 1978 requires that all first-grade students must be given a dyslexia screener during the first 40 days of instruction in the 2022-2023 SY or within two weeks of enrolling in school.
- Screener data is used to identify characteristics and risk factors of reading difficulty. Data will be reported in STARS (Student Teacher Accountability Reporting System) and all screeners will be provided to districts at no cost.
- State-approved screeners should be used only at BOY (beginning of year) and should not be used as a progress monitoring tool. - NMPED, May 20, 2022

## *Approved NM Screeners*

These screeners will guide teachers in data driven instruction and early identification of the characteristics of dyslexia and skills in which students need most support. It is important that screening is not implemented until teachers have received training in the administration of the tool. These training opportunities are included in the 101 courses and are available in Canvas.

- **English Screeners**

- Teach Me to Read
  - The Teach Me to Read screener is considered a paper/pencil screener that teachers will score immediately after giving it to the student. This screener allows the teacher to access information like specific items that the student missed, and it can be done in the absence of the internet.
- Lexercise Screener
  - The Lexercise Screener is a digital screener which allows the student's score to be automatically calculated on the computer. This screener will indicate the student's risk factor for dyslexia. For example: at risk,

some risk or low risk for dyslexia

- **Spanish Screeners**

- IDEL - Spanish Screener - Dibels, University of Oregon
  - The IDEL measures are not a translation of the DIBELS measures. They consider the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish. It measures phonemic awareness, sound symbol correspondence, decoding, passage reading and comprehension, among other things.
- iStation ISIP Assessment - Spanish
  - Istation's Spanish assessment and instruction (ISIP™ Español and Istation Español, respectively) for pre-K through 5th grade

provide authentic Spanish literacy intervention and instruction that teach skills most predictive of success for all bilingual implementations, including dual-language models.

### *Universal vs Dyslexia Screeners*

Universal Screeners are broad screeners that measure several aspects of reading differences. Dyslexia Screeners measure more specifically in the area of dyslexia or dyslexic characteristics. There is not one screener, test, or assessment tool that measures all reading skills. Different assessments measure different skills. In an ideal world, we would use multiple measures for screening purposes, and these would be used to make sure that all skills have been assessed at the appropriate grade level. When multiple measures are used to screen, the accuracy of identifying the students at risk improves significantly.

Other Available Screeners to use with students

- Monster Spelling Screener (Free)  
<https://jrichardgentry.com/monster-test.html>
- Literacy Assessment Toolkit - Spelling (Free).  
<https://nashtoolkit.weebly.com/spelling.html>
- Literacy Assessment Toolkits  
<https://nashtoolkit.weebly.com/toolkit-part-1.html>
- Learning Ally Free Dyslexia Screener  
<https://learningally.org/dyslexia/dyslexia-test>
- Link to NM Dyslexia Handbook  
[Dyslexia Handbook: A guide to teaching ALL students to read ...](#)

For questions, please contact:

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## **Compliance Corner**

March 2025

By Cindy Soo Hoo, TAP Consultant

*Is it Hit or Miss Regarding Your Prior Written Notice? (Part 2 of 4)*

In the previous edition of Compliance Corner, the Prior Written Notice (PWN) was introduced as the legal mandate specified in the Individuals with Disabilities Education Act (IDEA). This Prior Written Notice is different from the PWN one might think of when providing an invitation to a meeting. That PWN informs parents of the nature of the



meeting, the time and date of the meeting and the names/roles of the participants the parents would expect to be in attendance. Instead, the PWN referenced below is the document afforded to parents that details the proposals that have been brought forward and the decisions regarding those proposals made by the Local Education Agency (LEA).

The regulations in IDEA generally refer to circumstances in which a PWN must be provided. However, they do not provide examples of those circumstances. Nor do they dictate what must be included.

34 CFR §300.503 (a) requires a PWN to be provided to a parent when the LEA:

- (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or*
- (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.*

So, let's break down those regulations to see what examples might be included in each.

**Identification:**

When looking at the identification of a student, there are several circumstances that apply. These include processes

following an evaluation as well as the transition of a child from Early Intervention Services into public schools. Eligibility determinations are designed to determine if the child in question meets the definition of a student who qualifies as a student with a disability under the IDEA. Children transitioning from Part C to Part B of IDEA are leaving family-centered services and are entering a system in which that child's individualized needs are identified and addressed. Below are some examples of these circumstances.

Identification	Circumstance
Eligibility Determination	Determining from an initial evaluation if the child has a disability and is in need of special education and related services
	Determining if the child continues to qualify for special education and related services through a reevaluation
	Determining if the child qualifies under additional eligibility category (ies)
	Determining if the child requires a discontinuation of eligibility category (ies)

	Determining if the child no longer requires special education and related services
Transitioning from Part C to Part B	Transition of children from Part C of IDEA (Birth to Age 3) to Part B of IDEA (Ages 3-21)

**Evaluation:**

Generally, actions included in the Response to Intervention (RtI) process would not require a Prior Written Notice. Processes in the Multi-Layered System of Supports (MLSS) would include interventions as determined necessary by the Student Assistance Team to address the academic and/or behavioral concerns a student displays. Interventions would be implemented, and data would be gathered, to determine if a student is responding adequately to targeted interventions.

In addition, screenings generally do not apply. Often, screenings are administered on a grade-level or school-wide basis for instructional purposes. These screenings may also provide information for instructional staff who can then determine if a more formal assessment may be necessary.

When conducting a Functional Behavioral Assessment (FBA), a PWN is not necessary if the information/data that is being utilized and analyzed consists of existing evaluation data. This would not require a PWN as the information already exists and new information is not being obtained.

Evaluation	Circumstance
Initial Referral	Conducting evaluation components in advance of eligibility determination
Reevaluation	Conducting evaluation components in advance of eligibility determination
Independent Educational Evaluation (IEE)	Parental request to pay for an IEE
Functional Behavioral Assessment (FBA)	Conducting an FBA if utilizing new information and data

**Educational Placement:**

The term educational placement in IDEA refers to the point on the continuum of educational placements the child needs to be placed in order to receive Free Appropriate Public Education (FAPE). It does not refer to the location (classroom number, teacher, school address) of where the services and supports are delivered.

The educational placement of a child can change if the child is subjected to disciplinary procedures that constitute a change in placement. This occurs when the student is removed for more than 10 consecutive school days or in a series of removals that constitute a pattern of removals.

Educational Placement	Circumstance
Continuum Change	Change in type of setting on the continuum of placements
Discipline	Change in placement due to disciplinary removal

***Provision of FAPE:***

A Free Appropriate Public Education consists of the special education and related services that enable the child to make progress appropriately in light of that child’s circumstances. It includes other aspects included in the child’s Individualized Education Program (IEP) that are determined necessary in order for the child to participate in and make progress in the general education curriculum. This would include the goals that were designed for the student as well as the accommodations and modifications that were found to be necessary, to name a few examples.

Students whose IEPs include identified transition needs will consist of a course of study in terms of the subjects the student is expected to take prior to graduation. this course of study includes electives in addition to the required courses. Typically, changes in elective courses would not require a Prior Written Notice. It would, however, require a PWN if the elective being changed is tied to the student’s goals. The IEP Team would have determined that elective to be necessary due to a skill deficit. Changes to the elective course could impact the student’s educational needs.

Provision of FAPE	Circumstance
Individualized Educational Program (IEP)	Initial provision of special education and related services
	Change(s) to the provision of special education and related services and other aspects of the child’s IEP
Revocation of Services	Parental-initiated withdrawal of services
Program of Study	Options to the diploma for students with transition needs
Graduation	Graduation from high school with a diploma
Transfer of Rights	Age 18 in NM if guardianship does not apply

***Conclusion:***

As you can see from the information above, there are many instances when the provision of a Prior Written Notice is required. The list is by no means exhaustive. One must not assume that if the circumstance is not listed, it is not required. When in doubt, it is better to provide one when it’s not necessary rather than the reverse.

It’s important to note that individual school districts may have specific circumstances they require to be included in a Prior Written Notice. It is imperative to consult your district’s policies and

procedures to ensure you are in compliance with local requirements. Join me next month for Part Three of Compliance Corner when we discuss various sources of data that may be considered when justifying the LEA's acceptance or rejection of a proposal. In addition, we will have the opportunity to

examine various examples of Prior Written Notice decisions.

*The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.*

## CES JOB OPPORTUNITIES

### JOB OPPORTUNITIES AT CES

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- Diagnostician – Region 4
- Occupational Therapist – Regions 2, 4
- Physical Therapist – Regions 1, 2, 4,
- Registered Nurse – Regions 1, 4
- School Psychologist – Regions 4, 7
- Social Worker – Regions 1, 2, 4
- Social Worker (regular ed) – Region 2
- Speech/Language Pathologist – Regions 2, 3, 4

#### Other CES Openings:

- Professional Services Staff
- Purchasing Specialist

Watch for CES job postings on [www.indeed.com](http://www.indeed.com).



## NEW CES STAFF



Aimee Parra, a native of New Mexico, brings her passion for education to the CES LEAP coaching team, where she is dedicated to supporting new educators in their professional growth and leadership development. After earning a BA in Dance and an MA in Curriculum and Instruction from New Mexico State University, Aimee began her career in the Las Cruces Public School District, teaching grades K-3. She previously mentored aspiring teachers through the New Mexico Public Education Department's Educator Fellowship and has served in various roles that elevate teacher voice and instructional best practices. Aimee believes in the potential of all students and is committed to helping educators remove barriers to success, fostering positive impacts in their classrooms. Outside of work, she enjoys spending time outdoors with her family, caring for their animals, and attending rodeo events.

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Jan K. Hoegh

Jan Hoegh has been an educator for over 35 years. She has served as a classroom teacher, building leader, professional development specialist, high school assistant principal, curriculum coordinator, and assistant director of statewide assessment.

Join Jan for her online session coming February 26, 2025 from 3:30-4:45PM



Philip B. Warrick, EdD,

Philip B. Warrick, EdD, is an author and presenter and has worked globally in the areas of school leadership, instruction, collaborative practices, and grading.

Join Philip for his online session coming Wednesday, April 16, 2025 from 3:00 -4:15PM



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