

Math Community Priorities

- Improve student outcomes in math
- Support high quality math programming
- Strategically allocate resources into the system



Investing for tomorrow, delivering today.



Supporting Math Programming

NUMeROS

- Partnership with Mathematically Connected Communities at New Mexico State University
- Year-long pilot of micro-courses with 30 educators
- Natural refinement of instructional practice — learning, applying, reflecting

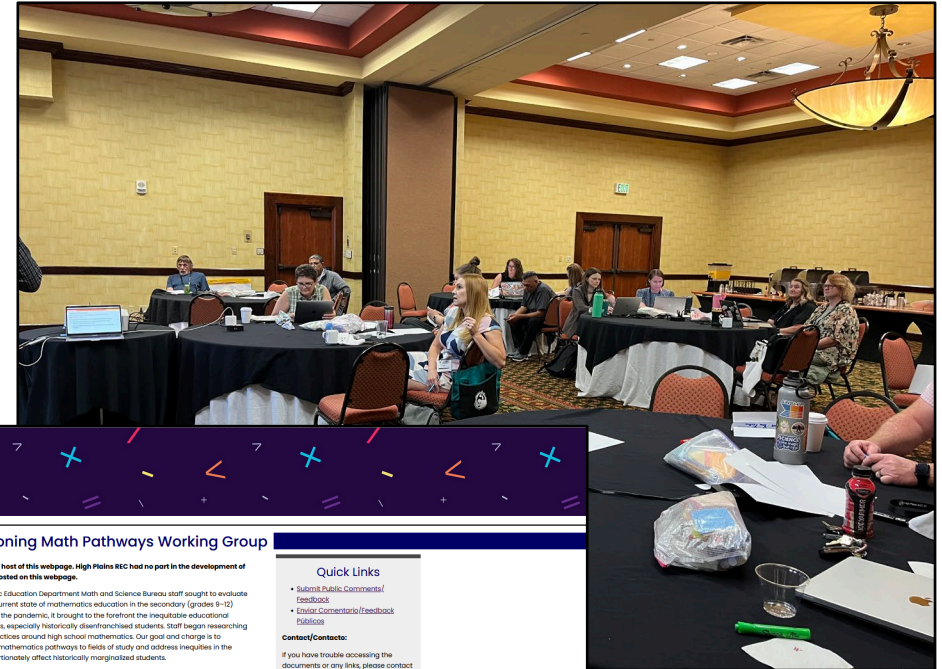
Focus on Algebra

- Developed in partnership with Charles A. Dana Center
- Effective pedagogy emphasizing algebraic thinking and concepts in middle school progression leading to Algebra I
- Support systemic and sustainable schoolwide conversations to analyze instructional programs

Supporting Math Programming

Re-envisioned High School Math Pathways

- Working group of math community members
- Recommendations to modernize Algebra II and Geometry
- Release recommendations in October



Re-envisioning Math Pathways Working Group

High Plains REC is the host of this webpage. High Plains REC had no part in the development of any of the material posted on this webpage.

The New Mexico Public Education Department Math and Science Bureau staff sought to evaluate and interrogate the current state of mathematics education in the secondary (grades 9-12) space. Coming out of the pandemic, it brought to the forefront the inequitable educational system many students, especially historically disenfranchised students. Staff began researching state policies and practices around high school mathematics. Our goal and charge is to modernize and align mathematics pathways to fields of study and address inequities in the system that disproportionately affect historically marginalized students.

[Read More](#)

El personal de la Oficina de Ciencias y Matemáticas del Departamento de Educación Pública de Nuevo México buscó evaluar e interrogar el estado actual de la educación matemática en el espacio secundario (grados 9 a 12). Al salir de la pandemia, se puso en primer plano el sistema educativo injusto de muchos estudiantes, especialmente los estudiantes históricamente privados de sus derechos. El personal comenzó a investigar las políticas y prácticas estatales en torno a las matemáticas de la escuela secundaria. Nuestro objetivo y encargo es modernizar y alinear los itinerarios de matemáticas con los campos de estudio y abordar las desigualdades en el sistema que afectan desproporcionadamente a los estudiantes históricamente marginados.

[Leer más](#)

Public Comment Period
Thursday, January 18 to Monday, March 18, 2024, at 11:45 p.m. (MST)

[Submit Public Comment/Feedback >](#) [Enviar Comentario/Feedback Pública >](#)

Listening Tour Schedule

All listening tour sessions will be from 5:00 to 7:00 p.m. MT. We will start with a 30-minute presentation followed by structured discussion.

- **January 23, 2024: Virtual** - [Register Here/Registrarse aquí](#)
- **January 23, 2024: Farmington** - Farmington Municipal Schools Boardroom, 3401 East 30th Street, Farmington, NM 87402
- **January 25, 2024: Albuquerque** - Central Regional Education Cooperative, Semilla Conference Room, 4256 Balloon Park Road NE, Albuquerque, NM 87109
- **January 26, 2024: Las Vegas** - New Mexico Highlands University, Student Union Building Room 322, 905 Socha Avenue, Las Vegas, NM 87703
- **February 5, 2024: Raton** - High Plains Regional Education Cooperative #3 Conference Room, 101 North 2nd Street, Raton, NM 87740
- **February 12, 2024: Virtual** - [Register Here/Registrarse aquí](#)

Quick Links

- [Submit Public Comment/Feedback](#)
- [Enviar Comentario/Feedback Pública](#)

Contact/Contacto:

If you have trouble accessing the documents or any links, please contact stem_learning@state.nm.us

Si tienes dificultades para acceder a los documentos o cualquier enlace, por favor, ponte en contacto con stem_learning@state.nm.us

$10x + 2 = 5x + 12$
 $5x + 2 = 12$
 $5x = 10$
 $x = 2$

Math Coaching through High Quality Instructional Materials

Core Action 1: Standards-aligned instruction, content, and rigor
Core Action 2: Effective instructional strategies
Core Action 3: Students engaging in math practices and lessons

Cuba Elementary School

BOY-IPG	MOY-IPG	EOY-IPG
Core Action 1: 67%	Core Action 1: 94%	Core Action 1: 94%
Core Action 2: 26%	Core Action 2: 40%	Core Action 2: 65%
Core Action 3: 23%	Core Action 3: 41%	Core Action 3: 63%
Overall: 37%	Overall: 55%	Overall: 72%

Pecos Elementary School

BOY-IPG	MOY-IPG	EOY-IPG
Core Action 1: 69%	Core Action 1: 97%	Core Action 1: 100%
Core Action 2: 30%	Core Action 2: 67%	Core Action 2: 87%
Core Action 3: 20%	Core Action 3: 65%	Core Action 3: 83%
Overall: 41%	Overall: 75%	Overall: 89%

- Funding appropriated by the legislature supported dedicated math coaches in two schools
- Teachers in these schools received coaching through the school year in Core Actions 1, 2, and 3
- Trained observers ranked teachers in the Core Actions at the beginning, middle, and end of the school year (BOY, MOY, and EOY)

Legislative Considerations

- Legislative lever for math professional learning
- Funding for math professional learning
- Recurring public school support funding for mathematics and STEM more broadly

Thank you!

For Questions

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