NEW MEXICO
Public Education Department

Request for Applications

2026 High-Quality Professional Learning Marketplace List of
Professional Learning Provider Programs Supporting PED Adopted High-Quality Instructional Materials (HQIM) for:

Grades K-12 Mathematics

Mariana D. Padilla
Secretary of Public Education

Jerry Apodaca Building
300 Don Gaspar
Santa Fe, New Mexico 87501

August 28, 2025

2026 High-Quality Professional Learning Marketplace List

New Mexico Public Education Department
Curriculum and Instruction Division

Request for Applications

2026 Professional Learning Provider Programs Supporting PED Adopted High-Quality Instructional Materials (HQIM) for:

Grades K-12 Mathematics

Released: August 28, 2025

The New Mexico Public Education Department (PED) announces the application process for inclusion on the 2025 High-Quality Professional Learning (HQPL) Marketplace List of professional learning provider programs supporting PED adopted high-quality instructional materials for grades K-12 Mathematics.

Submission Timeline and Schedule: **Page 6**

RFA and Required Application Available at:
https://webnew.ped.state.nm.us/information/rfps-rfis-rfas/

Issued by
Jed Duggan, Manager of Instructional Systems and Supports
Anthony Burns, Manager of Instructional Material Bureau

Table of Contents

Table of Contents 3

Statement of Purpose 3

Statement of Need 4

Description of Need 4

New Mexico Education at a Glance 4

Definitions 5

Application Process (Timeline) 6

Phase I: Application (October 2024- November, 22 2024) 6

Phase II: Review (December 2024 - January 2025) 6

Phase III: Publication (February 2025) 6

Application Requirements 6

Application Requirements 6

Statement of Purpose

The New Mexico Public Education Department (NMPED) prioritizes high-quality professional learning (HQPL) to support districts and schools progress through each phase of implementing high-quality instructional materials (HQIM) as specified in the 5 Steps to HQIM Implementation. NMPED is interested in updating the list of professional learning providers that will be a resource for local education agencies (LEAs) seeking third-party partners to support their professional learning needs, specifically connected to their selected HQIM. The High-Quality Professional Learning (HQPL) Marketplace List is intended to serve as a guide and a tool for district and school leadership to select from vetted, aligned, high-quality professional learning provider programs. The list aims to recommend providers and programs that support core instructional materials (CIM) from the New Mexico Adopted Multiple List-All Subjects and to provide relevant data for informed decision making in LEAs' selection processes. Professional learning programs that do not specifically support the implementation of grades K-12 science core instructional materials (CIM) on the Adopted Multiple List-All Subjects will not be considered for this RFA. To learn more about New Mexico's instructional material support, visit the Instructional Material Bureau website.

Statement of Need

The Department is releasing this Request for Applications (RFA) for local and national organizations to participate in the list of high-quality professional learning providers. Provider PL programs on the list will be promoted as high-quality options for LEAs around the state. Placement on the HQPL Marketplace List does not automatically waive the procurement process nor identify providers as a "Sole Source." Applications are being accepted and evaluated for PL provider programs that support LEAs in their implementation of the newly adopted high-quality core instructional materials (CIM) for grades K-12 mathematics. For this RFA, the professional learning program is required to support the newly adopted grades K-12 mathematics core instructional materials (CIM) designated as "Recommended" or "Recommended with Reservations" on the NM Adopted Multiple List.

The Department is particularly interested in providers that can show evidence-based strategies and evidence-based results for their professional learning programs. To that end, the application puts particular weight on the measurement processes and outcomes from program implementation. It also looks for a well formulated framework of goals, conditions for success, flexibility in implementation, adaptability to local contexts, and opportunities for feedback and improvement. The HQPL Marketplace List will be maintained as determined necessary by the NMPED.

Description of Need

Providers seeking to apply should be able to demonstrate evidence to establish that their PL programs meet a variety of criteria. Among these criteria are the relevance of a program to participants' professional context and daily practice, opportunities to give and receive feedback, strategies to actively engage learners, facilitators that are skilled with relevant expertise, and a track record of success. LEAs need to know that their limited resources for professional learning will be used on effective professional learning programs that provide for their specific needs. By implementing a statewide provider vetting and recommendation process, LEA leadership will have the necessary information to more exactly match high-quality PL programs with their needs and capacity.

PL programs that do not support specific K-12 mathematics core instructional materials (CIM) on the NM Adopted Multiple List will not be considered for inclusion on the HQPL Marketplace List at this time. All of the PL programs currently on the HQPL Marketplace List that support math HQIM (see page 8-10) will be removed and you will need to reapply.

New Mexico Education at a Glance

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life. Information in the NMVistas state report card will provide an overview of our student population, academic proficiency and growth, learning environment, and more.

Definitions

Applicant--a person or provider who requests to be considered or chosen for something.

Culturally and Linguistically Responsive--validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.

High-Quality Instructional Materials--are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area.

Multiple List--a written list of those instructional materials approved by the department.

Provider--a local , regional, or national organization or individual, including publishers, that develops and submits a professional learning program(s).

Program--a provider's professional learning specific supports and services who specialize in one or more of the phases of implementing high-quality instructional materials. The professional learning program is required to support core instructional materials (CIM) as identified on the multiple list.

Application Process (Timeline)

Phase I: Application (August 28 – September 24, 2025)

The Public Education Department posts the RFA and providers complete and submit applications for their PL programs. Download the application found on the PED RFPs, RFIs, RFAs webpage. Complete the downloaded application and submit it as a Word document to IMB.Contact@state.nm.us by COB (5pm MST) **September 24, 2025.**

Phase II: Review (October 1 – October 31, 2025)

Applications will be reviewed to ensure they meet criteria for inclusion into the HQPL Marketplace List. All applicants will be notified of the final decision.

Phase III: Publication (November 1, 2025)

Organizations that meet established criteria will be notified through email that their application has been approved and they are eligible to be included in the HQPL Marketplace List. LEAs will be provided with assistance from the NMPED to effectively utilize the updated HQPL Marketplace List.

Application Requirements

Applicants interested in being included in the NMPED's HQPL Marketplace List must submit an application for quality review and approval. All applicants must complete sections one through five of the application. In addition, applicants seeking approval for multiple professional learning programs must complete sections two through five for each professional learning program seeking approval. Applicants seeking to submit ***more than five*** PL programs must request permission for an application variance by COB September 9, 2025 by emailing IMB.Contact@state.nm.us. Download the application found on the PED RFPs, RFIs, RFAs webpage. Complete the downloaded application and submit it as a Word document to IMB.Contact@state.nm.us by COB September 24, 2025.

Application Requirements

New Mexico Public Education Department Professional Learning Marketplace List Application - Download the application found on the PED RFPs, RFIs, RFAs webpage.

Section 1 of the application covers basic identifying information about the applicant to frame the remainder of the application. Please provide a link to a website or a separate document in this space within the application that can be accessible to anyone and everyone who might review the Overview. The most substantial component of this section is the provider overview. This section gives an opportunity for applicants to describe freely the general theory of how they approach curriculum-connected professional learning and to outline the evidentiary basis for that general theory. It should not describe the particulars of each PL program included in the application as more specific questions allow for this detail later. This is a space to demonstrate how the PL program frames itself overall, including any commitments to curriculum connected professional learning that: is content-focused; incorporates active learning; supports collaboration; uses models of effective practice; provides coaching and expert support; offers feedback and reflection; and/or is of sustained duration. See Appendices A, B and C for additional information.

Section 1: Provider Information

1a. Provider Name
1b. Provider Designated Contact
1c. Provider Designated Contact Email Address
1d. Provider Designated Contact Phone Number
1e. Years of Experience Providing Professional Learning
1f. Link to Provider Website
1g. Number of PL programs being submitted
1h. Link to Provider Overview (goals, principles, research, foundations in Adult Learning Theory or other) *1000 word limit*

Section 2 of the application aims to capture high-level information about each professional learning program aligned to the implementation or continued use of the grades K-12 science HQIM on the Adopted Multiple List as CIM. This section is not a deep dive, but rather is intended to be an overview table of program parameters.

The following key explains the relevant sections that may require clarification:

Table 1: Section 2 High Level Program Overview

Item	Explanation
Program Name	List the name of each PL program being submitted.
Audience	Asks whether the PL program is geared toward teachers, instructional coaches, administrators, or another audience. For the application please indicate: Teachers/Instructional Coaches/Admin (district and/or school)/other
Group Size	Asks for the number of ideal participants in a given PL program for it to function as intended. The number provided can be a range. For the application please format as: "##" or "## – ##"
Frequency	Asks whether the PL program is offered once, monthly, as multiple engagements as needed, over a multi-year period of time, or some other time frame. For the application please indicate: once/monthly/multiple/multi-year/other
Type	Asks for clarification on the type of professional learning: selection/adoption, launching implementation, ongoing support for teachers, system design and leadership support. For the application please indicate: list <u>all</u> types provided for each program, please be specific, do not just type ALL.
Format	Asks about the delivery format of the professional learning: virtual, in person, or a combination For the application please indicate: Virtual/In-Person/Combination
Cost	Asks about the pricing structure for each PL program. Is it priced based on cost per participant for example? Or a flat fee? For the application please indicate: <u>a numerical value for cost and whether that is per participant or flat fee.</u> (This information is important and should not be omitted.)
NM Alignment	Asks simply whether this PL program aligns to NM State Standards. For the application please indicate: Yes/No

NM Experience	Asks whether the applicant has conducted this PL program in New Mexico previously or, if not, whether it has conducted the program in a similar geographic region. For the application please indicate: NM/Similar region/None If it has been provided in NM, please indicate when and where.

Section 3 is a deeper exploration of each PL program offering aligned to the core instructional material (CIM) on the Adopted Multiple List that an applicant seeks to have approved on the HQPL Marketplace List. This section requires applicants to identify the specific phase of HQIM implementation from the 5 Steps to HQIM Implementation their PL program supports. This will provide districts and schools with the information needed to identify PL programs that support a specific phase of their HQIM implementation. The questions in the application include prompts to assist providers in supplying relevant answers. Each of the following considerations factor into the scoring for placement on the HQPL Marketplace List.

Applicants should pay special attention to:

- **Intended Outcomes** – Effective PL programs list the expected participant outcomes from involvement in the program. This will serve as a guide for districts in their choice of program. Outcomes should be measurable, realistic, specific, time bound and previously achieved with other participants. Please be specific.

- **Measuring Program Impact** – Effective PL programs will include high quality measurement techniques to observe and track program impact. To be recommended, a program must have at least one type of evidence to demonstrate program impact. The table in **Appendix B** lists the acceptable types of evidence that a program may include along with examples of measurement tools that can track that evidence type. The table is listed from least to most rigorous evidence. Greater weight will be given to programs that use more rigorous evidence like student learning outcomes over participant reactions. If you have an independent random control study for your program, please describe the high-level results as part of Section 3. There will be an opportunity to include the full study in Section 4.

- **Supporting cultural and linguistic needs of students and professional staff** – Across NM, there are unique student populations with unique language and cultural assets and needs. Educators need to be able to differentiate among student populations unique to districts. Please indicate ways in which your program can support cultural and linguistic responsiveness unique to NM. Please include the ways in which the cultural and linguistic relevance of the instructional materials are addressed in the PL program. For more information from the NMPED Language and Culture Bureau, please visit their website.

- **Actual Outcomes** – Effective PL programs will have a well recorded set of outcomes from past program rollouts. Past success is often a strong indicator of future success. The Department is especially interested in past outcomes supported by random control studies or other rigorous evidence.

- **Conditions for Success** – Effective PL programs will have clearly articulated conditions for success that allow districts to know what must already be in place in the district before they spend the resources to effectively engage with a provider. Conditions for success should be comprehensive such that a district that meets the conditions should be able to expect the promised results with reasonable certainty.

- **Continuous Monitoring for Success** – Effective PL programs will monitor for success across multiple dimensions and at many points along the PL timeline, especially early and mid-stage measurements before final expected outcomes. This allows participants and providers to adjust and improve before it is too late. Please describe the ways in which your program continuously monitors benchmarks to success.

- **Participant Feedback** – Effective PL programs include systems for soliciting and incorporating feedback from participants as well as encouraging feedback between participants if relevant. Please describe the ways your program solicits feedback from participants in order to ensure that the program supports their daily professional practice.

Section 4 is a section for applicants to include supporting documents for each PL program submitted. It should include responses to the relevant prompts. The applicant must provide at least one of the following for **each PL program submitted**:

- *PL Program Overview* - a document that provides an overview of the specific PL program in support of the listed HQIM. This should not be a catalog of offerings for every program offered by the provider.
- *PL program one-pager* - a one-page document describing the PL option and the outcomes a district or charter school can expect by attending the PL.
- *PL Program Graphic Descriptor* - a pdf document or interactive electronic graphic resource that describes the PL session (attendance, expectations, outcomes, additional options that follow the stated option.)
- *PL Program Video* - a brief information video highlighting the expectation and outcomes of the PL program.

Resumes or curriculum vitae for the PL providers are required. If actual facilitators have not been identified, please provide these materials for the designers of the programs submitted. Further consideration will be given to programs that provide sample materials, especially studies or independent reviews, however these are not required and providers will not be penalized if the sample materials, random control studies or independent reviews are not available or relevant for given PL programs. Sample materials may be provided upon request and can be provided from a secure site as necessary.

Section 5 is a critical section for the verification of program quality. It asks for contact information for 3 past partners who participated in the program being submitted for inclusion on the HQPL Marketplace List. This is to ensure programs, in their inaugural run, are not included on the HQPL Marketplace List. The Department will not include programs on the HQPL Marketplace List without a track record of success with past partners. Please ensure the contact information is up to date for the relevant reference as the Department plans to conduct outreach. If the Department cannot reach a past partner using the contact information provided, it might request additional contact information for the past partner. Each PL program submitted should have a different set of references.

Appendix A
Types of Professional Learning Offerings

Considerations for the use of high quality professional learning (this is not an all-inclusive list.

Training *Presenters or teams of presenters share knowledge through a variety of group-based activities. Training format may include large group presentations, webinars and seminars.*	● Builds knowledge and awareness of school/district vision. ● Common message delivered to all participants to create a shared knowledge base and common vocabulary. ● Efficient and cost effective.	● Participants need time to discuss and consider how new concepts or strategies will be enacted at school sites. ● Follow-up activities are needed to support implementation of new practices in the classroom, including planning implementation, modeling instruction, providing feedback, and coaching.
Initiative -based Workshops Educators engage in learning concepts to develop a deep understanding of the LEA/School based implementation of an identified imitative (ex./ MLSS, Acceleration, High Dosage Tutoring, or subsets therein)	● Improve participant conceptual knowledge related to role groups (Administrator, coach, teacher, etc.) ● Strengthen participants understanding of the NM Instructional Scope as related to the identified initiative	● Participants' experiences should include multiple entry points for educators to enhance discussions and provide an image for replication in the classroom, school &/or district. ● Participants can reflect consciously on the design of the initiative, program or framework being implemented and their experiences in application in the district or school. Reflection of impact with students should be included.

District-based &/or School-based study groups Professional development is conducted through district based or school-based communities of practice and attend to impact on student learning occurs by addressing authentic problems of practice of the initiative being implemented.	● Study problems of practice related to student progress on grade level standards ● Include analysis of student work to identify current understanding, learning gaps, and misconception. ● Study research on strategies related to the initiative ● Plan universal core instruction and/or targeted and intensive interventions to build student understanding and address learning gaps or misconceptions. ● Study student learning (using student work) to reflect on effectiveness of implementation and plan next steps.	● Time to build team norms and relationships is included ● Includes time for educators and/or administrators to consider how to implement their learning practically in the district/school/classroom, and then have opportunities to revise and refine that vision based on personal practice. This would extend to collaborative practice.

Appendix B

Table 2: Types of Evidence and Measurement Tools

Evidence Category	Example Measurement Tools
Participants' Reactions	● Questionnaires or surveys administered at the end of the session.
Participants' Learning	● Paper-and-pencil instruments. ● Simulations. ● Demonstrations. ● Participant reflections (oral and/or written). ● Participant portfolios.
Organizational Support and Change	● Minutes from follow-up meetings. ● Questionnaires. ● Structured interviews with participants and district or school administrators. ● District and school records. ● Participant portfolios.

Participants' Use of New Knowledge and Skills	● Questionnaires. ● Structured interviews with participants and their supervisors. ● Participant reflections (oral and/or written). ● Participant portfolios. ● Direct observations. ● Video or audiotapes.
Student Learning Outcomes	● Student records. ● School records. ● Questionnaires. ● Structured interviews with students, parents, teachers, and/or administrators. ● Participant portfolios.

Appendix C

Five Levels of Professional Development Evaluation

Thomas Guskey, *Taking a Second Look at Accountability*, National Staff Development Council Vol 26 No. 1 (2005)

EVALUATION LEVEL	WHAT QUESTIONS ARE ADDRESSED?	HOW WILL INFORMATION BE GATHERED?	WHAT IS MEASURED/ ASSESSED?	HOW WILL INFORMATION BE USED?
1 **PARTICIPANTS' REACTIONS**	*• Did they like it?* *• Was their time well-spent?* *• Did the material make sense?* *• Will it be useful?* *• Was the leader knowledgeable and helpful?* *• Were the refreshments fresh and tasty?* *• Was the room the right*	*• Questionnaires or surveys administered at the end of the session.*	*• Initial satisfaction with the experience.*	*• To improve program design and delivery.*

	temperature? *• Were the chairs comfortable?*			
2 **PARTICIPANTS' LEARNING**	*• Did participants acquire the intended knowledge and skills?*	*• Paper-and-pencil instruments.* *• Simulations.* *• Demonstrations.* *• Participant reflections (oral and/or written).* *• Participant portfolios.*	*• New knowledge and skills of participants.*	*• To improve program content, format, and organization.*
3 **ORGANIZATIONAL SUPPORT AND CHANGE**	*• Were sufficient resources made available?* *• Were problems addressed quickly and efficiently?* *• Was implementation advocated, facilitated, and supported?* *• Were successes recognized and shared?* *• Was the support public and overt?* *• What was the impact on the organization?* *• Did it affect organizational climate and procedures?*	*• Minutes from follow-up meetings.* *• Questionnaires.* *• Structured interviews with participants and district or school administrators.* *• District and school records.* *• Participant portfolios.*	*• The organization's advocacy, support, accommodation, facilitation, and recognition.*	*• To document and improve organizational support.* *• To inform future change efforts.*
4 **PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS**	*• Did participants effectively apply the new knowledge and skills?*	*• Questionnaires.* *• Structured interviews with participants and their supervisors.* *• Participant reflections (oral and/or written).* *• Participant portfolios.* *• Direct observations.* *• Video or audiotapes.*	*• Degree and quality of implementation.*	*• To document and improve the implementation of program content.*

5 **STUDENT LEARNING OUTCOMES**	*• What was the impact on students?* *• Did it affect student performance or achievement?* *• Did it influence students' physical or emotional well-being?* *• Are students more confident as learners?* *• Is student attendance improving?* *• Are dropouts decreasing?*	*• Student records.* *• School records.* *• Questionnaires.* *• Structured interviews with students, parents, teachers, and/or administrators.* *• Participant portfolios.*	*• Student learning outcomes.* *• Cognitive (performance and achievement).* *• Affective (attitudes and dispositions).* *• Psychomotor (skills and behaviors).*	*• To focus and improve all aspects of program design, implementation, and follow-up.* *• To demonstrate the overall impact of professional development.*
SOURCE: Adapted from Evaluating Professional Development by Thomas R. Guskey (Corwin Press, 2000)				