

Teacher Quality In New Mexico

Information Session on New Mexico's 3-Tiered Teacher Licensure System

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The Task Ahead

- Understand the proposed 3-Tiered Teacher Licensure System, and the demands of
 - HB 212 (3-tiered licensure system)
 - NCLB (“highly qualified” teacher requirements).
- Give public comment. (What will work? What will not work?)
- Recommend SBE approve the proposed rules at the August SBE meeting.

Student Success

- Student success is the most important issue
- Student success is more than test scores
- Quality learning requires quality teaching
- NM faces challenges in teacher quality
- NM has a plan for teacher quality

New Mexico's Systematic Plan for Teacher Quality 1998-2003

- **Planning and Leadership**
- **Recruitment**
- **Preparation**
- **Induction**
- **Professional Development**
- **Improve Working Conditions & Salaries
of Teachers and Other Educators**

Selected Evaluation Requirements in HB 212

- 22-10A-4

B. The New Mexico licensure framework for teachers (and school administrators) is a progressive career system in which licensees are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels. **The minimum salary provided as part of the career system shall not take effect until the state board has adopted increased competencies for the particular level of licensure and a highly objective uniform statewide standard of evaluation.**

NO CHILD LEFT BEHIND REQUIREMENTS:

When the term “highly qualified teacher” is used with respect to any **early childhood (Birth – Grade 3) or elementary (K-8) teacher** teaching the core academic subjects in a public school in New Mexico who is not new to the profession, it means that by June 30, 2006, the teacher:

- Holds at least a bachelor’s degree, and has obtained full State licensure as a teacher, including licensure obtained through alternative routes, and holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- has demonstrated competency in the elementary disciplines of language arts, social studies, math, and science by:
 - Passing the Elementary Teacher Competency or the Elementary Content Knowledge Test of the New Mexico Teacher Assessments or comparable predecessor New Mexico teacher licensure examinations, or
 - accepted comparable licensure test(s) from another State, or
 - HOUSE (High Objective Uniform Standard of Evaluation), or
 - Hold National Board for Professional Teaching Standards Certification.

NO CHILD LEFT BEHIND REQUIREMENTS:

When the term “highly qualified teacher” is used with respect to any **secondary (7-12) or specialty area (K-12) teacher, or middle school or junior high school teacher who holds an Elementary K-8 license** teaching the core academic subjects in a public school in New Mexico who is not new to the profession, it means that by June 30, 2006, the teacher:

- holds at least a bachelor’s degree, and has obtained full State licensure as a teacher, including licensure obtained through alternative routes, and holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- has demonstrated competency in core academic subject the teacher teaches by :
 - passing the Content Knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another State in each subject area the teacher teaches, or
 - successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches, or
 - obtaining advanced credentials, which means certification by either the National Board for Professional Teaching Standards or by holding Level III New Mexico teaching licensure in secondary education and endorsement in the subject area(s) in which the teacher teaches, or
 - *HOUSE (High Objective Uniform Standard of Evaluation)*

Designing The NM 3-Tiered Teacher Licensure System

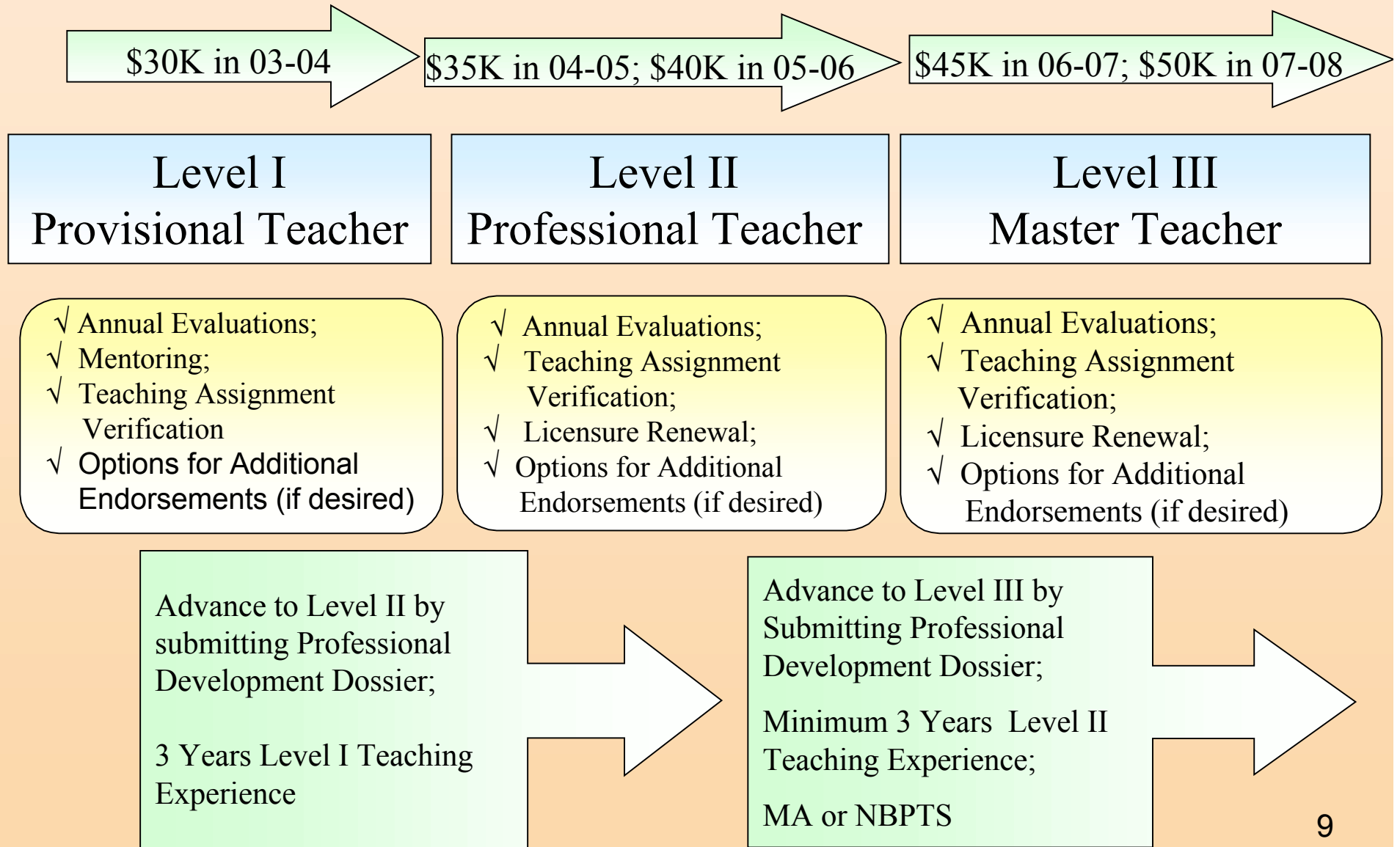
April 29, 2003 Work Session Participants:

- **Established background and history of developing 3-Tiered Licensure System.**
- **Considered and Discussed Alternatives for Evaluators, Evidence and Format.**
- **Provided recommendations for the 3-Tiered Licensure System.**

June 30, 2003 Work Session Participants:

- **Deliberated on proposed licensure system.**
- **Provided feedback.**
- **Participated in first SBE Public Hearing.**

An Overview of Key Elements of NM's 3-Tiered Licensure System



LICENSURE ADVANCEMENT

High Objective Uniform Standard of Evaluation

Rationale:

- Plan provides uniformity and objectivity
- Manageable roles for both state and districts
- Addresses issues from 4/29/03 Work Session Participants:
 - Multiple data sources
 - Multiple external and expert assessors
 - Teachers at the center
 - Builds on existing evaluation system

Teacher Licensure Advancement Evaluation

TEACHER

submits *Professional Development Dossier (PDD)*; OR *NBPTS Certification*; OR *Assessment from University Capstone Course* to the State Department of Education (SDE); Included are the *principal's annual evaluations* and *district's recommendation*, and *Fee of \$175*.

Two external EVALUATORS review and score PDD; State Evaluators may include practicing teachers, retired, teachers, administrators, university teacher educators, selected and trained by SDE.

SDE

evaluates the two evaluators' scores & approves or denies licensure.

DISTRICT

submits plan for training and supporting teachers and administrators throughout the evaluation process to SDE.

EVIDENCE OF COMPETENCE

STRAND A INSTRUCTION	<u>NM Teacher Competency I</u> Knowledge of Content & Curriculum	<u>NM Teacher Competency II</u> Teaching Methods & Resources	<u>NM Teacher Competency V</u> Assessment Techniques & Procedures	
STRAND B STUDENT LEARNING	<u>NM Teacher Competency III</u> Student Communication & Feedback	<u>NM Teacher Competency IV</u> Knowledge of Student Growth & Development	<u>NM Teacher Competency VI</u> Classroom Management & Environment	<u>NM Teacher Competency VII</u> Student Diversity
STRAND C PROFESSIONAL LEARNING	<u>NM Teacher Competency VIII</u> Change Agency	<u>NM Teacher Competency IX</u> Collaboration with Colleagues, Parents & Community	<div style="border: 1px solid black; padding: 10px; background-color: #fce4d6;"> <p style="text-align: center;">Teacher's Professional Development Dossier (PDD)</p> <p style="text-align: center;">Must Include Evidence From All Five Strands</p> </div>	
STRAND D VERIFICATION	Advancement to From LI to LII: Verification of Mentorship	Advancement from LII to LIII-A: Verification of Leadership Role(s)		
STRAND E EVALUATIONS	Annual Evaluations (Principal)	Licensure Renewal (Every 9 years for Level II & Level III-A) (Superintendent)		

Options for Evidence of Competence

<p><u>Strand A</u> Instruction (Competencies I, II, V)</p>	<ul style="list-style-type: none"> • Student achievement data (required), and • Instructional plans and materials, or • Examples of student work and performance, or • Assessment techniques and procedures, or • Evidence of implementation of state curriculum standards 	<p><u>OR</u> Comparable and Equivalent Evidence Developed and Assessed through College or University Capstone Course</p> <p><u>OR</u> National Board Professional Teaching Standards Certification</p>
<p><u>Strand B</u> Student Learning (Competencies III, IV, VI, VII)</p>	<ul style="list-style-type: none"> • Adaptations/modifications for diverse learners, or • Evidence of effective classroom management strategies and procedures, or • Classroom observation reports, or • Evidence of communication with students & parents, or • Student surveys, or • Video-tapes 	
<p><u>Strand C</u> Professional Learning (Competencies VII, IX)</p>	<ul style="list-style-type: none"> • Professional development activities, or • Evidence of collaboration with professional community, or • Parent surveys, or • Research, publications, presentations 	

**ENTERING, STAYING, & ADVANCING
in NEW Mexico's
3-TIER LICENSURE
SYSTEM**

LEVEL I BEGINNING TEACHER	LEVEL II PROFESSIONAL TEACHER	LEVEL III-A MASTER TEACHER
<p>ADVANCE to LEVEL II: **Complete PDD, Capstone Course, or NBPTS Certification (Level II competencies evaluated by external panel) **Complete Mentoring Program **Complete 3 years at Level I</p>	<p>ADVANCE to LEVEL III-A: **Complete PDD, Capstone Course, or NBPTS Certification (Level III-A competencies evaluated by external panel) **Master's or Doctorate Degree **Complete minimum of 3 years at Level II.</p>	<p>STAYING AT LEVEL III-A: **Positive Annual Evaluation (Level III-A competencies evaluated by principal) *Appropriate Annual Teaching Assignment; Meet Subject Area Competency for Teaching Assignment. **Renew Level III-A License every 9 years (LIII-A competencies verified by district's superintendent)</p>
<p>STAYING AT LEVEL I : **3 year Maximum **Successful Annual Evaluations (Level II competencies evaluated by principal) *Appropriate Annual Teaching Assignment; Meet Subject Area Competency for Teaching Assignment.</p>	<p>STAYING AT LEVEL II: **Positive Annual Evaluation (Level II competencies evaluated by principal) *Appropriate Annual Teaching Assignment; Meet Subject Area Competency for Teaching Assignment. **Renew Level II License every 9 years (LII competencies verified by district's superintendent)</p>	<p>Implementing Accountability Measures from New Mexico's Education Reform Act and the Federal No Child Left Behind Act</p>
<p>ENTER TEACHING PROFESSION: *BA/BS with academic major in subject area *Pass NMTA *Complete Licensure Program *Meet requirements for Level I license type that corresponds to the subject the teacher teaches.</p>	<p>KEY: * Required By FEDERAL No Child Left Behind (ESEA 2002) **Required by NM Education Reform Bill (HB 212 2003)</p>	

BUILDING ON OUR CURRENT EVALUATION SYSTEM:

FLOW OF EVALUATION ACTIVITIES

Annual Process

TEACHER'S PROFESSIONAL DEVELOPMENT PLAN (PDP) and the Annual Evaluation

- Developed annually in collaboration with principal
- Based, in part, upon previous year's annual evaluation to determine areas of concentration
- Annually, Principal assesses teachers' competencies for their licensure level.

SCHOOL & DISTRICT SUPPORT for TEACHERS' PROFESSIONAL DEVELOPMENT

- Mentoring and peer support on PDP&PDD
- Competence development through professional development plans and annual evaluations, renewal, and advancement.
- Support and training in required processes and technologies
- Administrator training and support in evaluation process.
- District Plans for Teachers' Support for the annual evaluation, renewal, and advancement processes to be submitted to and approved by SDE.

LICENSURE ADVANCEMENT

- Teacher submits **Professional Development Dossier (PDD)** to SDE for Assessment by external evaluators, with district's Recommendation
- 3 years experience at Level I required to advance to Level II
- *minimum* of 3 years experience required to advance to Level III-A.

LICENSURE RENEWAL

Superintendent assesses teachers' competencies at their licensure level **every 9 years**, based upon teachers annual evaluations.

Key:

- Indicates current requirements.
- Indicates proposed requirements.

ACCOUNTABILITY MEASURES for Teacher Quality

TEACHERS' ACCOUNTABILITY

- Co-develop annual Professional Development Plan with principal
- Demonstrate Competencies and Professional Growth in:
 - Successful Annual Evaluations.
 - Successful Licensure Renewal at Level II and Level III-A every 9 years.
 - Successful Advancement from Level I to Level II and from Level II to Level III-A.

PRINCIPALS' ACCOUNTABILITY

- Co-develop Teachers' Annual Professional Development Plan.
- Verify teachers' competencies at their level in teachers' annual evaluations.
- Provide school-wide support for teachers' professional growth and development.

SUPERINTENDENTS' ACCOUNTABILITY

- Verify teachers' competencies at their level for licensure renewal.
- Make recommendations for teachers' advancement from levels I to II and II to III-A.
- Provide district-wide support for teachers' professional growth and development.
- Provide district-wide support for principals' professional growth and development.

STATE'S ACCOUNTABILITY

- Verify teachers' competencies for licensure advancement (external panel).
- Provide statewide support for teachers' professional growth and development.
- Provide statewide support for principals' professional growth and development.
- Provide statewide support for superintendents' professional growth and development.

**Professional Teacher
Level III-A**
\$50,000 minimum Pay
Phased in by 2007-08

GO TO:
Advancemen
t HOUSE to
advance to
Level IIIA

Earn
Masters
Degree or
NBPTS to
advance to
Level III-A

Complete
minimum
3 years at
Level II to
advance to
Level III-A

Renew
Level II
License
Every
9 Years

Establish
"Highly Qualified"
for teaching
assignment in
core academic
area annually

**Professional Teacher
Level II**
\$40,000 minimum Pay
Phased in by 2005-06

Establish
"Highly Qualified"
for teaching
assignment in
core academic
area annually

Verify
Leadership
Role

Renew Level
III-A License
Every
9 Years

New Mexico's 3-Tiered Teacher Licensure System

LICENSURE ADVANCEMENT HOUSE (high, objective, uniform standard of evaluation)

EVIDENCE:

- Work product collected over most recent three-year period of teaching
- Demonstrate how teacher meets nine teaching competencies for Level II or Level III
- Successful annual evaluations for at least last two school years

FORMAT:

- Professional Development Dossier
Instructional Strand
Student Learning Strand
Professional Learning Strand OR
- University Assessment in Capstone Course, OR
- NBPTS

EVALUATORS:

- Two independent evaluators
- District Recommendation

FEE: \$175.00

ESTABLISH YOU ARE HIGHLY QUALIFIED: BY JUNE 30, 2006, ALL CURRENT TEACHERS, TEACHING CORE ACADEMIC SUBJECTS MUST BE "HIGHLY QUALIFIED", meaning:

If you currently teach Early Childhood & Elementary:

- Pass an Elementary Teacher Competency or Elementary Content Knowledge Test, OR
- Hold NBPTS Certification in elementary education, OR
- Meet requirements of Subject Area Competency HOUSE.

If you currently teach Middle Level with K-8 License, Secondary 7-12, and K-12:

- Pass Content Knowledge Test in each core subject the teacher teaches OR
- Complete an undergraduate major or graduate degree in each core subject the teacher teaches, OR
- Holds either Level Three NM licensure or NBPTS Certification, OR
- Meet requirements of Subject Area Competency HOUSE

SUBJECT AREA COMPETENCY HOUSE:

(high, objective uniform standard of evaluation)

To demonstrate you are 'highly qualified' through Subject Area Competency HOUSE the teacher must:
(1.) Have successful annual evaluations for the prior two school years. (2.) Have five complete school years of teaching experience. (3.) Complete at least 12 semester hours (upper-division) in the subject area being evaluated, (4.) Demonstrate content area competencies and content standards and benchmarks to a local panel of teachers who teach the same subject area and grade level.

GO TO:
Advancemen
t HOUSE to
advance to
Level II

Complete
Mentoring
Program

Complete
3 years at
Level I

Establish
"Highly Qualified"
for teaching
assignment in
core academic
area annually

**Beginning Teacher
Level I**
\$30,000 minimum Pay
Phased in by 2003-04

START
HERE:

To teach in a core academic area: Earn Bachelors, pass appropriate tests, full state licensure, no waivers.

To teach in a non-core area: Earn Bachelors, pass appropriate tests, waivers permitted.

To teach in vocational education: Earn Bachelors, work experience, test not required.

Proposed Timeline for Implementation

<p>1998 - 2003 NM's Teacher Quality Efforts NCLB - 2001 HB 212 - 2003</p>	<p>April 2003 HB 212 - Passed Work Session # 1</p>	<p>June - August 2003 Proposed system submitted to SBE for review - June 17 Public Hearings Work Session # 2 Proposed system submitted to SBE for approval - August</p>
<p>Fall 2003 – Summer 2004 SDE develops materials for teachers, administrators, and assessors SDE works with teachers, administrators, and assessors on advancing in 3-Tier System and being “Highly Qualified” SDE works with Level I & II teachers to prepare PDD</p>		
<p>April 1, 2004 Districts shall submit Teacher Evaluation Support Plan to SDE for approval</p>	<p>Beginning July 1, 2004 Teachers must submit PDD in order to advance to next licensure level</p>	<p>Fall 2004 - Beyond SDE works with teachers, administrators, and assessors on advancing in 3-Tier System & being “Highly Qualified”</p>
<p>September 2006 All teachers must be highly qualified</p>		

The Task Ahead

To continue to develop and implement collaboratively a 3-tiered licensure system that is:

- well understood by educators and the public
- consistent throughout New Mexico
- valid, fair, credible and feasible
- supportive and respectful of good teaching
- is effectively reviewed, revised, and improved