

The Status Of Teaching In New Mexico

Presented to

**The New Mexico Legislative
Education Study Committee**

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The Status Of Teaching In New Mexico

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Key Points


- Student Achievement Depends on High-Quality Teachers
- The Issues of Teacher Supply and Demand
- New Mexico's Battle For An Adequate Supply of High-Quality Teachers
- The Critical Role of HJM 5 and The SBE-CHE K-16 Partnership For Teacher Preparation and Professional Development

Student Achievement Depends on High-Quality Teachers

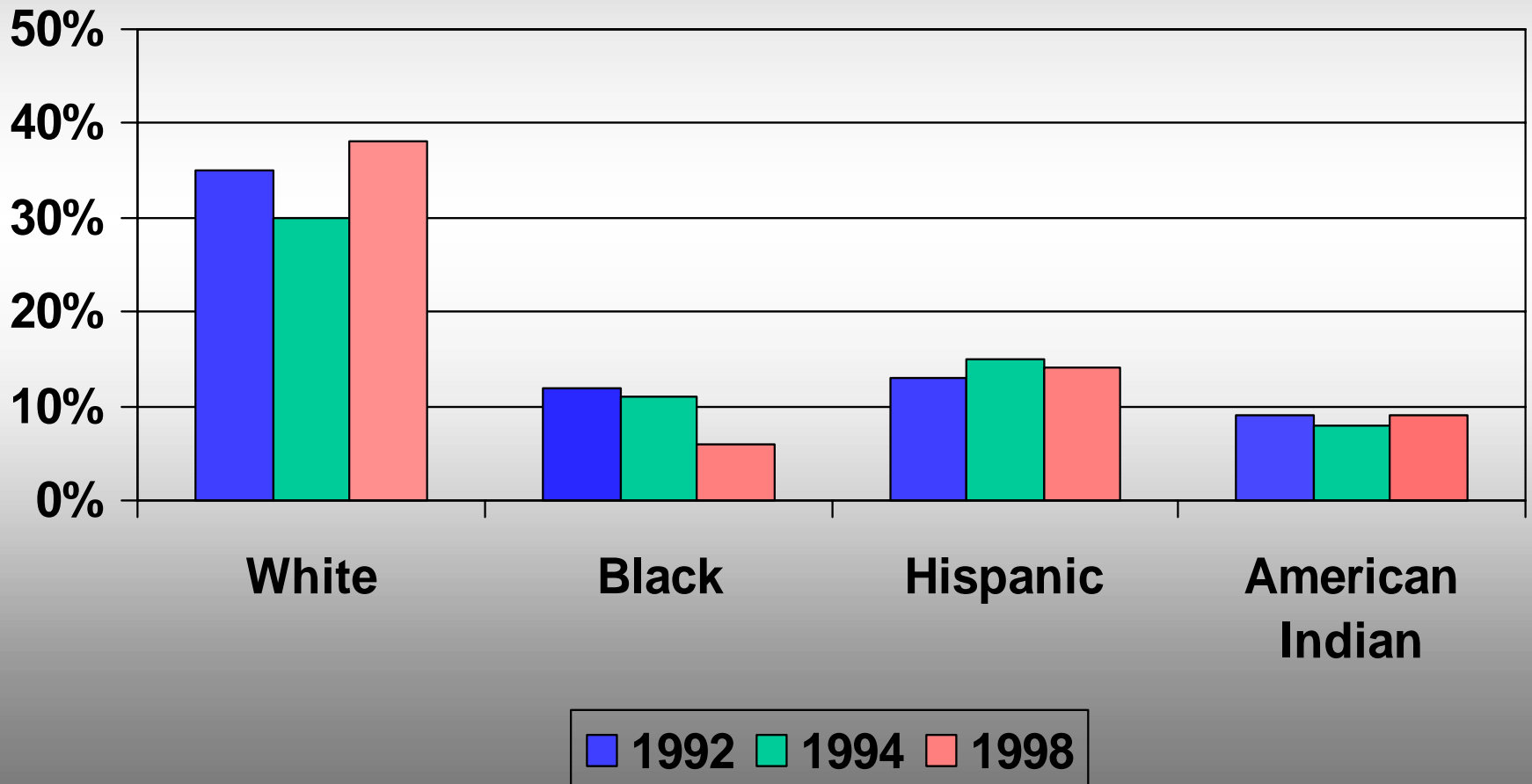
- All students can do better, particularly poor students and minority students.
- Dispelling the myth that disadvantaged children can not learn.
- Qualified teachers can and do make a difference.
- Systematic education reform can and does make a difference

New Mexico's Rankings In Math, Science, and Reading

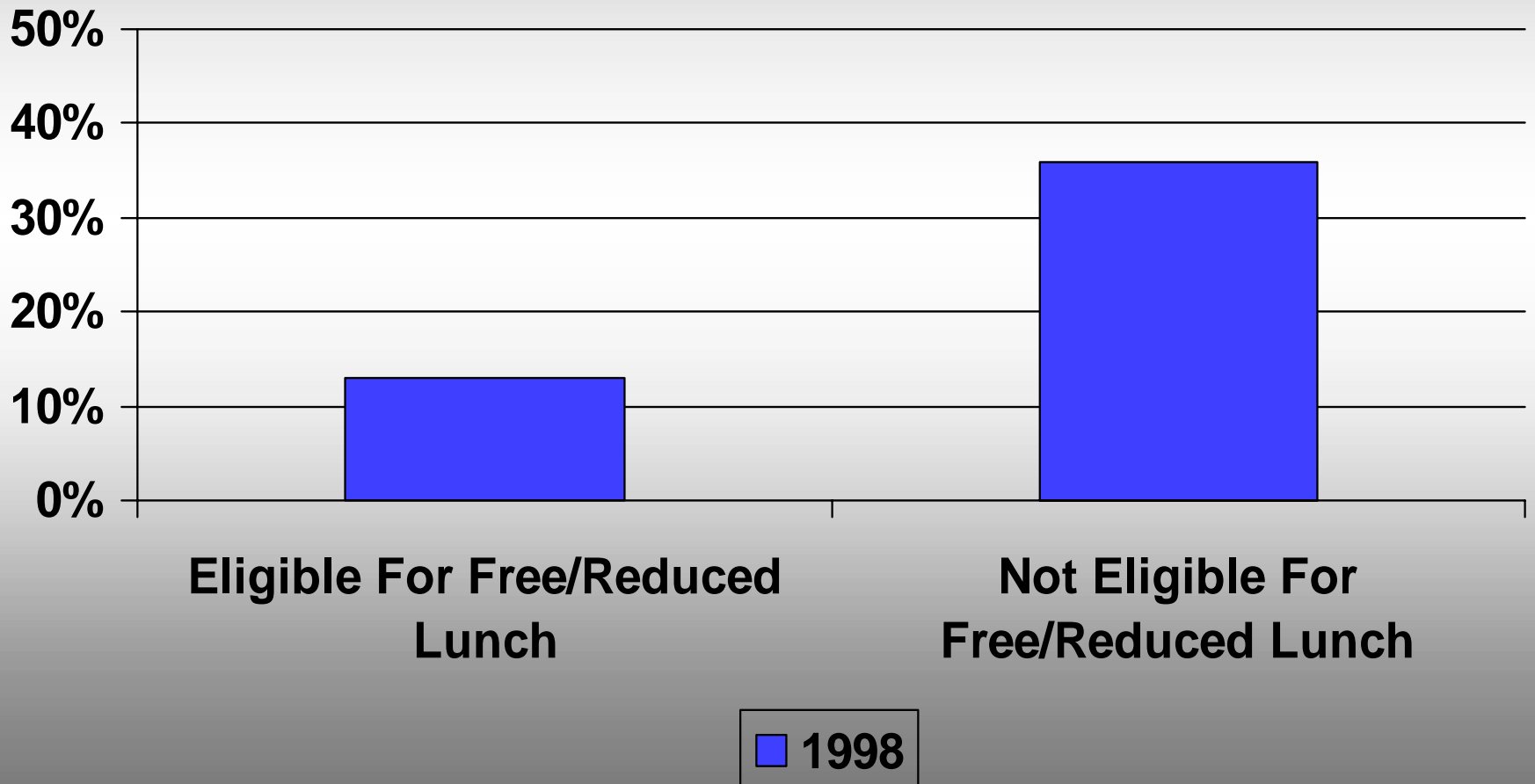
(Quality Counts 1999)

- We ranked 38 out of 43 in % of students scoring at least proficient on the NAEP 4th grade assessment in mathematics.
 - We ranked 35 out of 40 in % of students scoring at least proficient on the NAEP 8th grade assessment in science.
 - We ranked 34 out of 39 in % of students scoring at least proficient on the NAEP 4th grade assessment in reading.
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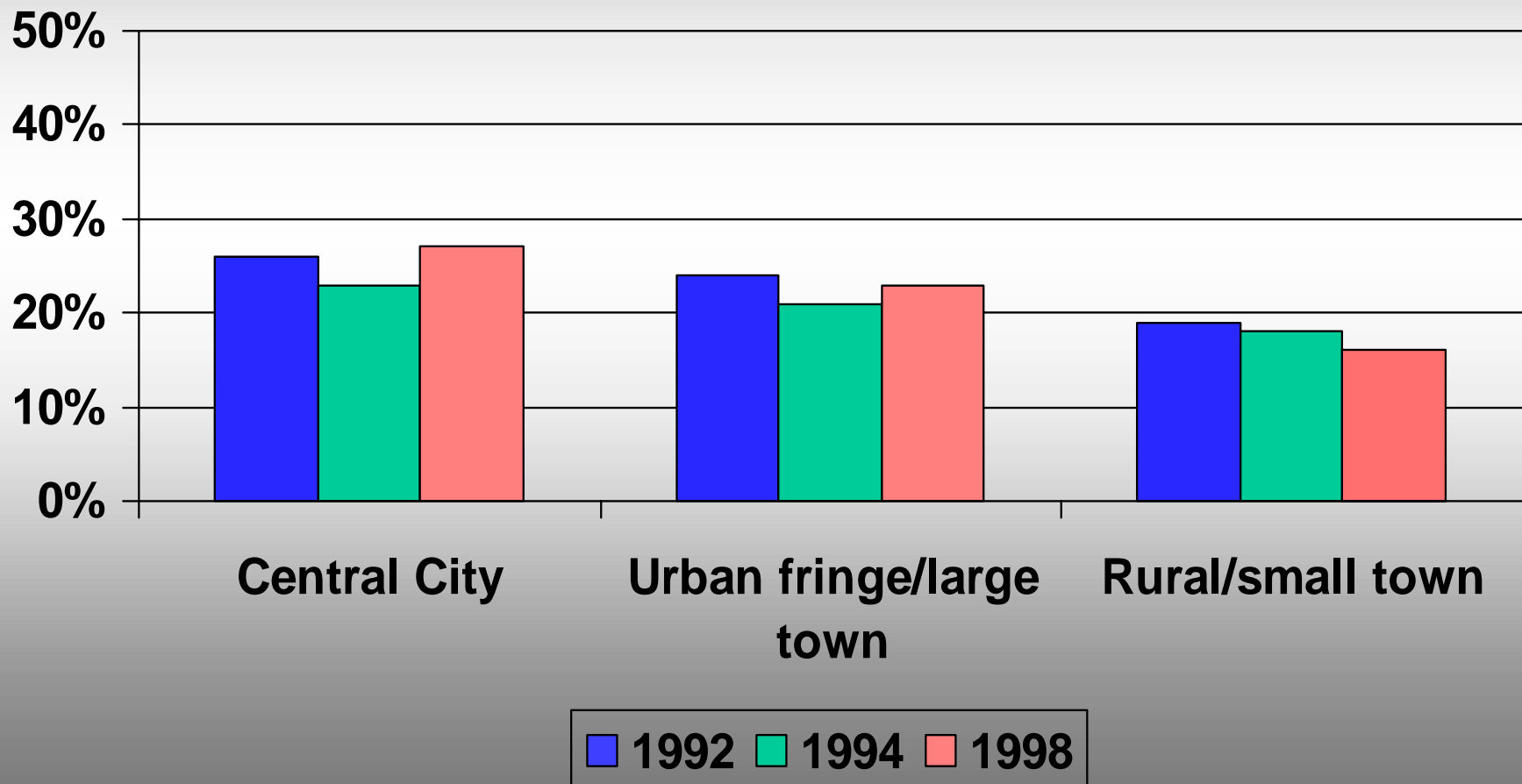
Percentages of New Mexico's 4th Grade Students At Or Above Proficient on NAEP Reading Assessments By Race/Ethnicity: 1992 to 1998



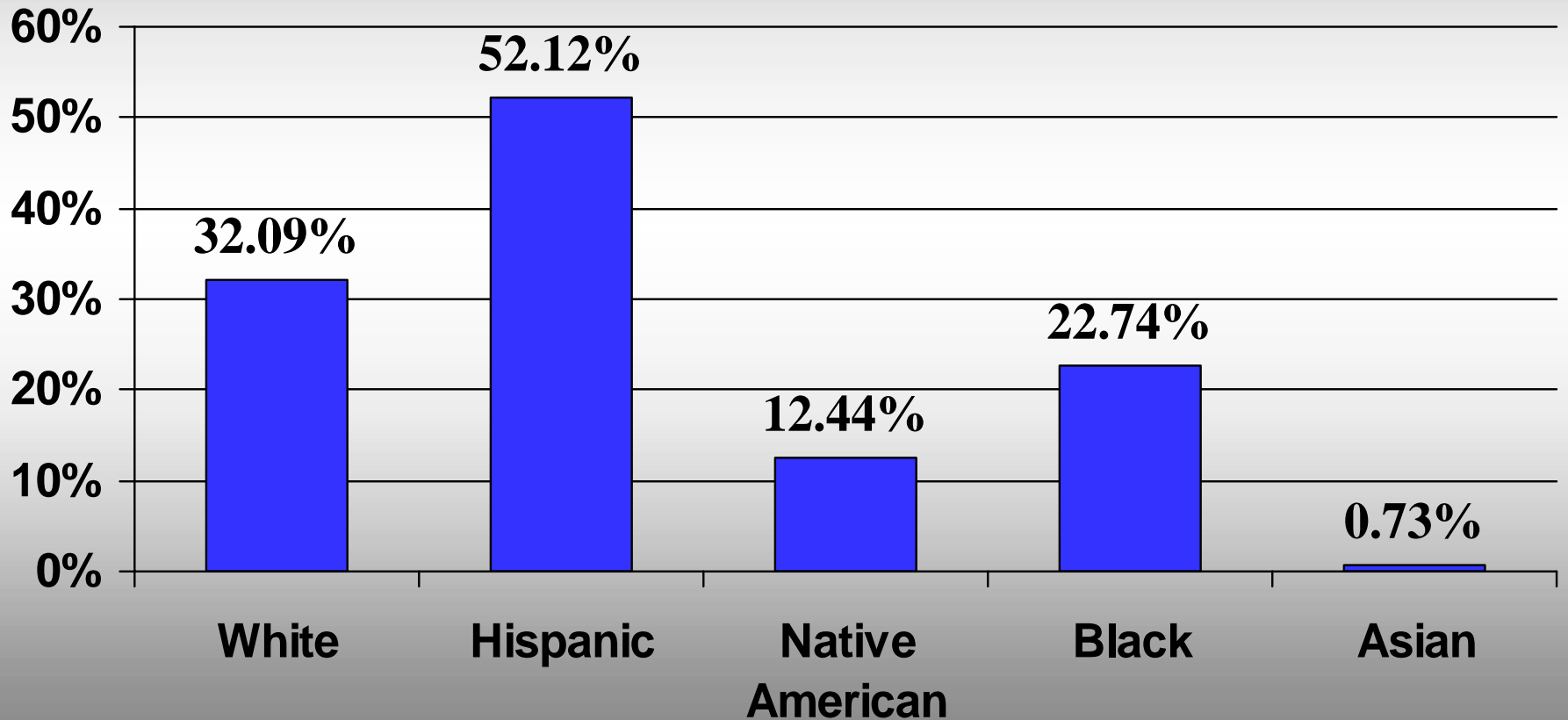
Percentages of New Mexico's 4th Grade Students At Or Above Proficient on NAEP Reading Assessments By Free/Reduced Lunch Eligibility



Percentages of New Mexico's 4th Grade Students At Or Above Proficient on NAEP Reading Assessments By Type of Location



73,679 NEW MEXICO STUDENTS DROPPED OUT OF GRADES 9-12: 1987-1997

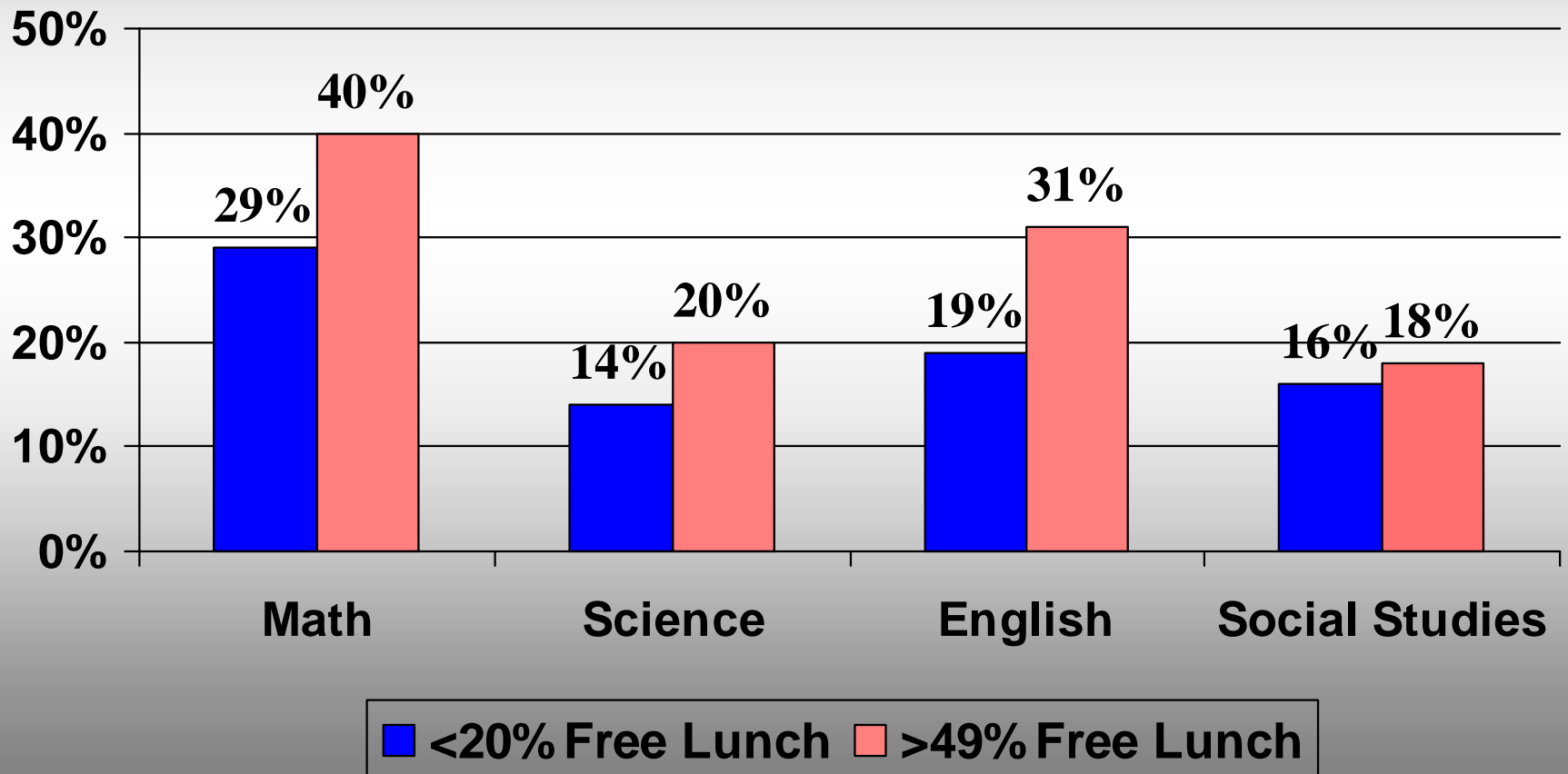


Dispelling The Myth That Disadvantaged Children Can Not Learn

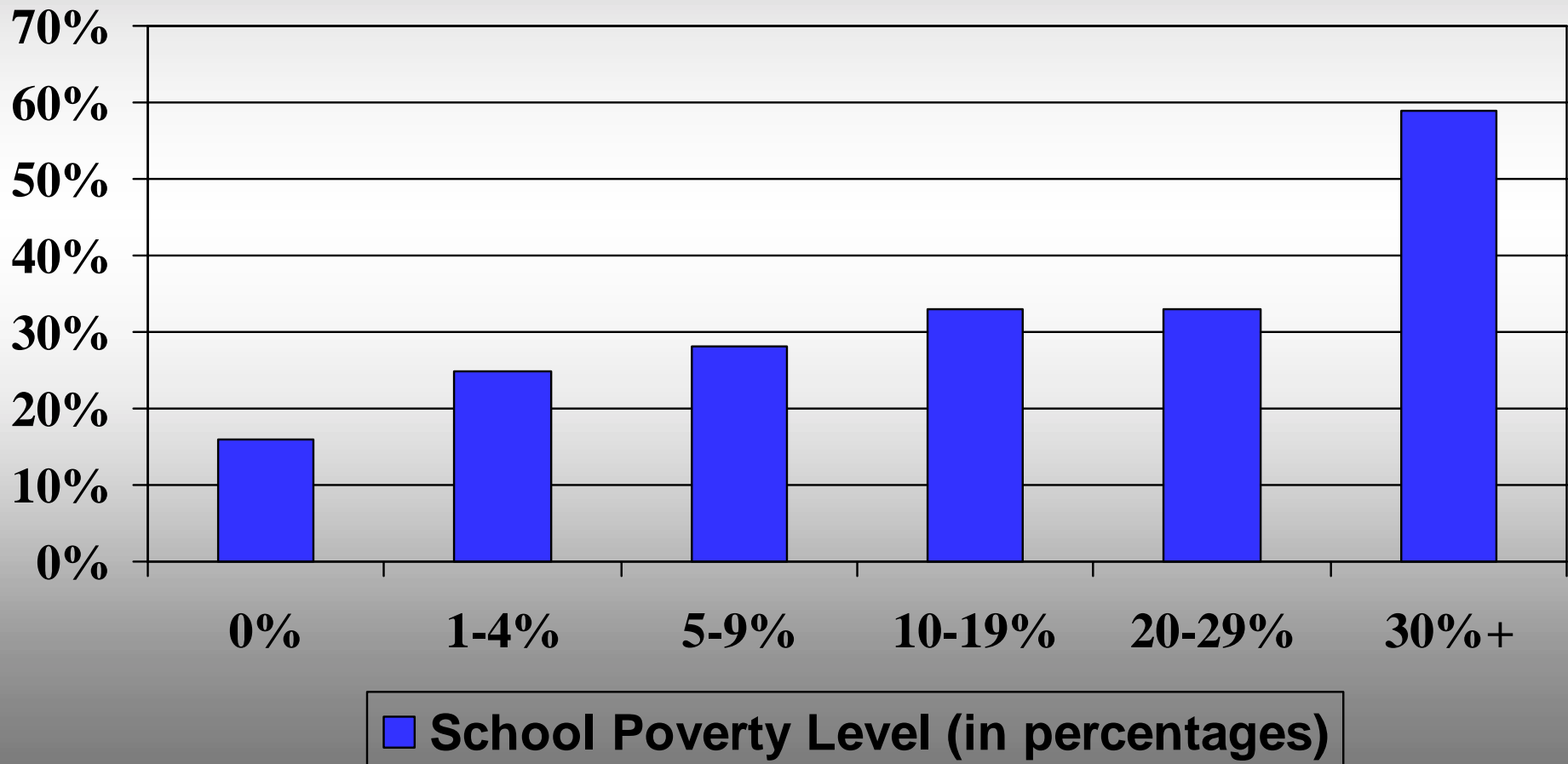
- **Why do too many of our students do poorly?**
 - **The least prepared teachers often teach poor and minority students.**
 - **Teachers in poor schools often lack the instructional materials they need.**
 - **Poor and minority students are more likely to encounter diluted curriculums and lower expectations**
- **Growing up in New Mexico does not have to mean low academic achievement.**

Classes in High Poverty High Schools More Often Taught by Underqualified Teachers (Teachers who lack even a minor in their field)

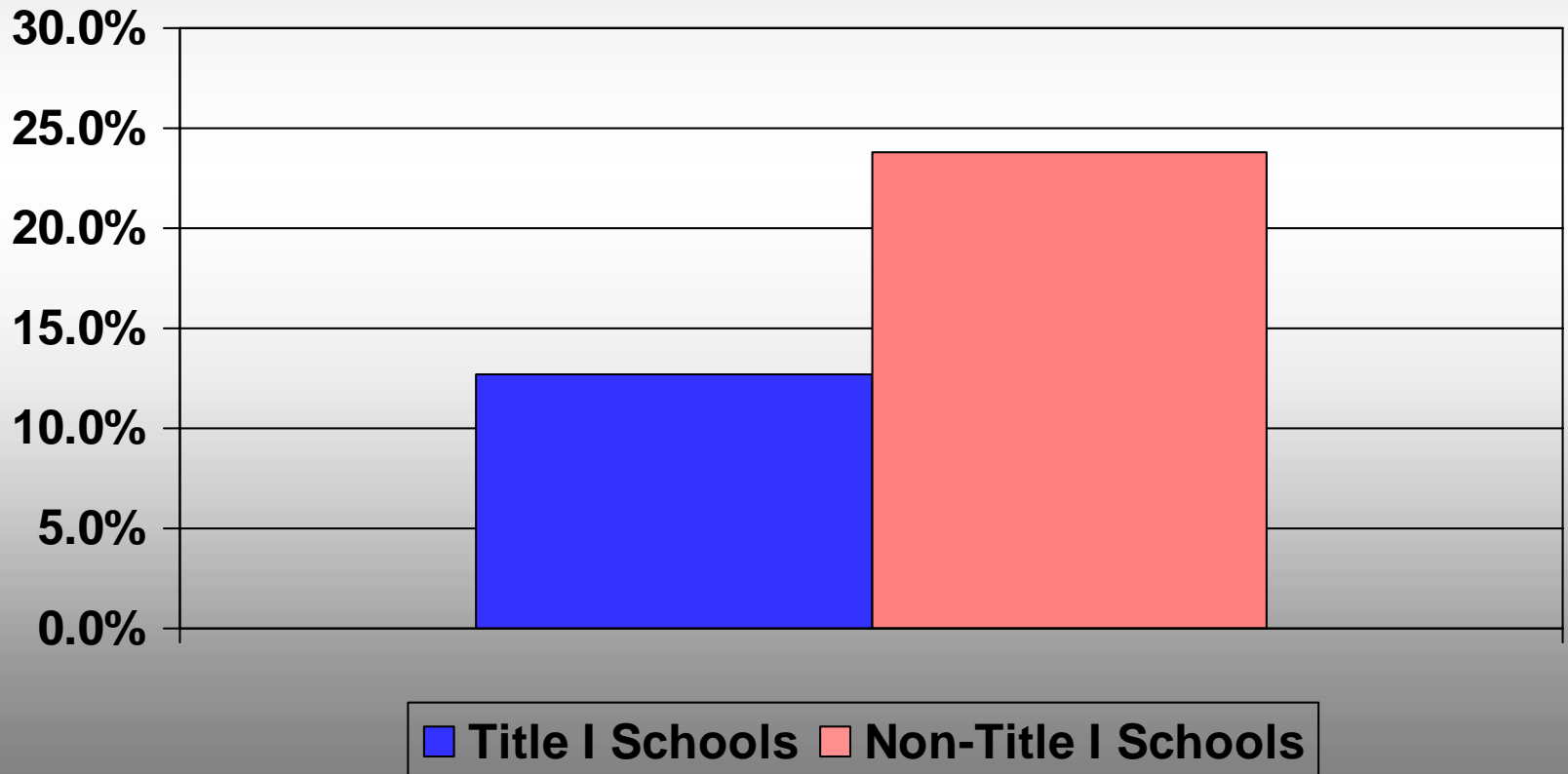
National Data




Teachers in Poor School Districts Who Lack Reading Resources National Data




Percentages of New Mexico 8th Graders Enrolled in Algebra I By School Type



Research Compiled by the National Commission On Teaching & America's Future Indicates:

- Measures of teacher preparation and certification are strongly related to student achievement in reading and mathematics.**
 - Students achieve at higher levels and are less likely to drop out when they are taught by teachers with certification in their fields, by those with master's degrees, and by teachers enrolled in graduate studies.**
 - Additional dollars spend on more highly qualified teachers resulted in greater improvement in student achievement than any other use of school resources.**
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Research From 366 High Performing, High Poverty Schools Indicates That Top Schools:

- Use state standards to design curriculum and instruction, assess student work, and evaluate teachers.
 - Increase instructional time in reading and math in order to help students meet standards.
 - Devote a larger proportion of funds to support professional development focused on changing instructional practice.
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Research From 366 High Performing, High Poverty Schools Indicates That Top Schools:

- Implement comprehensive systems to monitor student progress and provide extra support to students as soon as it is needed.
- Focus their efforts to involve parents on helping students meet standards.
- Have state or district accountability systems in place that have real consequences for adults in the schools.


The Bottom Line About Student Achievement

- All of our children can do better.
- Teacher quality is key to student achievement.
- We need qualified teachers in every classroom in New Mexico.

The Issues of Teacher Supply and Demand

- The US may need to hire approximately 2,000,000 new teachers in the next ten years.
- The shortages are caused by rising enrollments, retirements, attrition, low salaries, poor working conditions, and education reforms.


The Issues of Teacher Supply and Demand

- The real problem is more a matter on distribution rather than absolute numbers.
 - Shortages occur more often in certain teaching fields and in poor schools.
 - Not just teachers - the critical need for high-quality administrators, counselors, and other educators.
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Teacher Supply and Demand In New Mexico

- New Mexico prepares about 1100 new teachers a year.
- New Mexico provides both traditional and alternative pathways to teaching.
- New Mexico imports about 400-500 teachers a year.

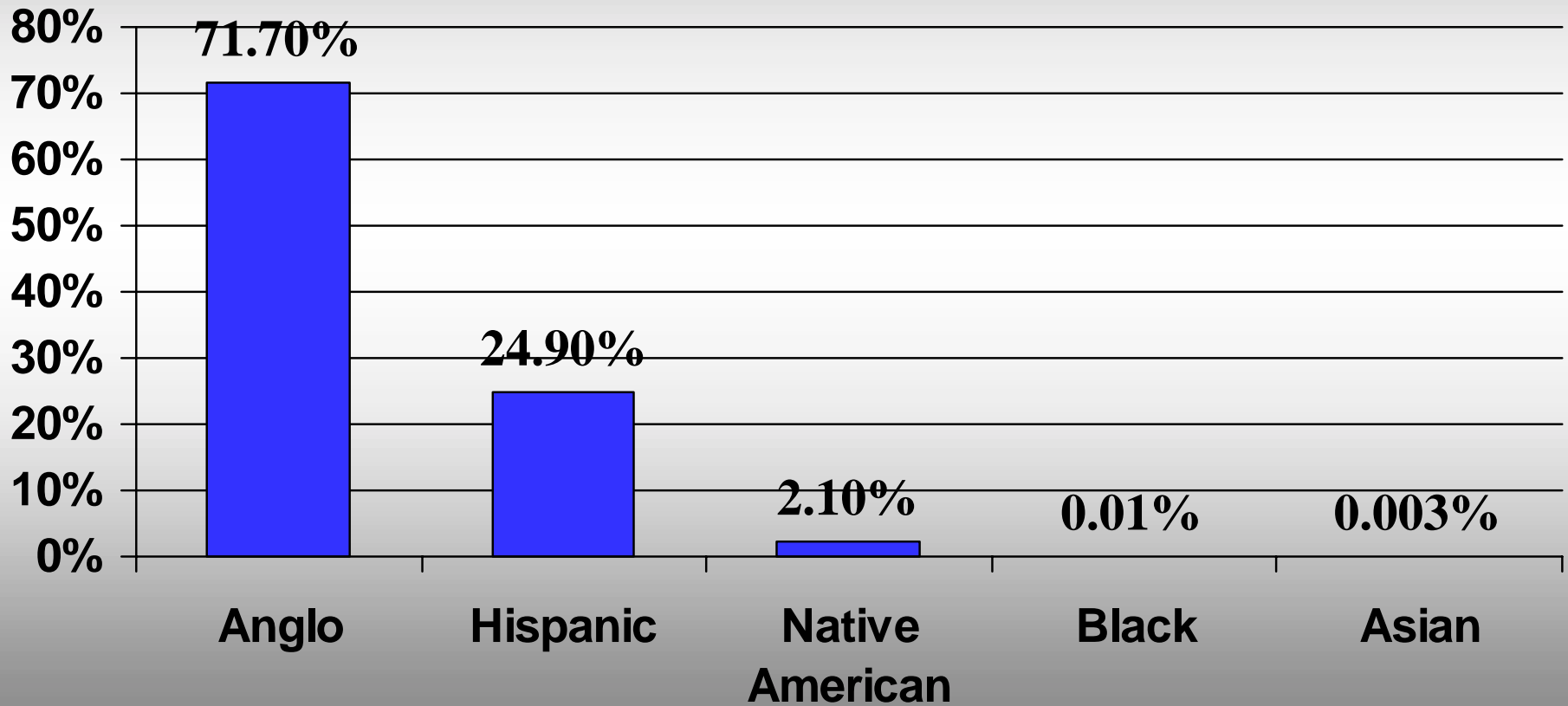
Teacher Supply and Demand In New Mexico

- New Mexico will need about 1850 new teachers a year for the next ten years.
 - New Mexico faces a shortage of about 400-500 new teachers a year.
 - New Mexico's major shortages are in special education, bilingual education, ESOL, and mathematics.
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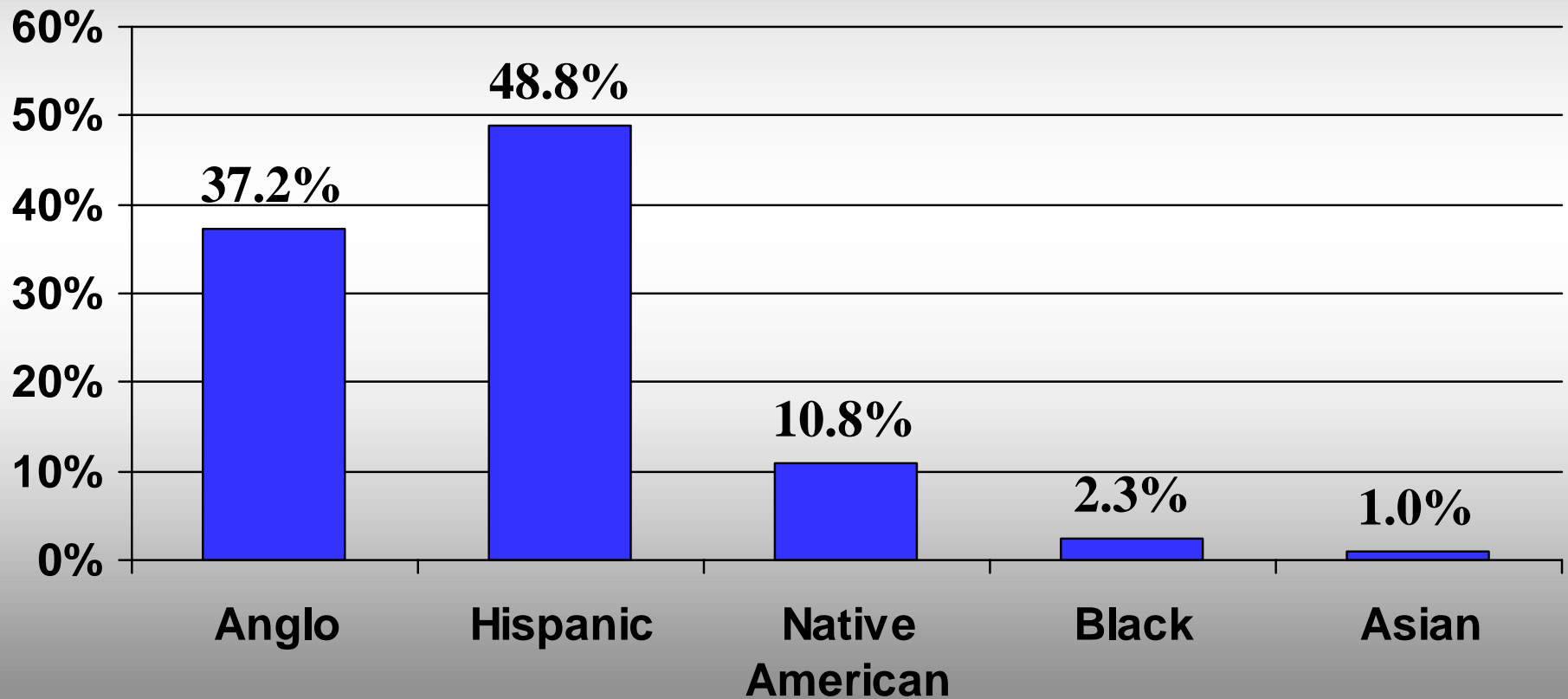
Teacher Supply and Demand In New Mexico

- Seventy-two percent of New Mexico's teachers are Anglo; 63% of New Mexico students are not.
- New Mexico's teaching salaries are among the lowest in the nation.
- A high proportion of new teachers leave the profession in the first few years.

20,222 TEACHERS TAUGHT IN NEW MEXICO'S PUBLIC SCHOOLS IN 1997-1998

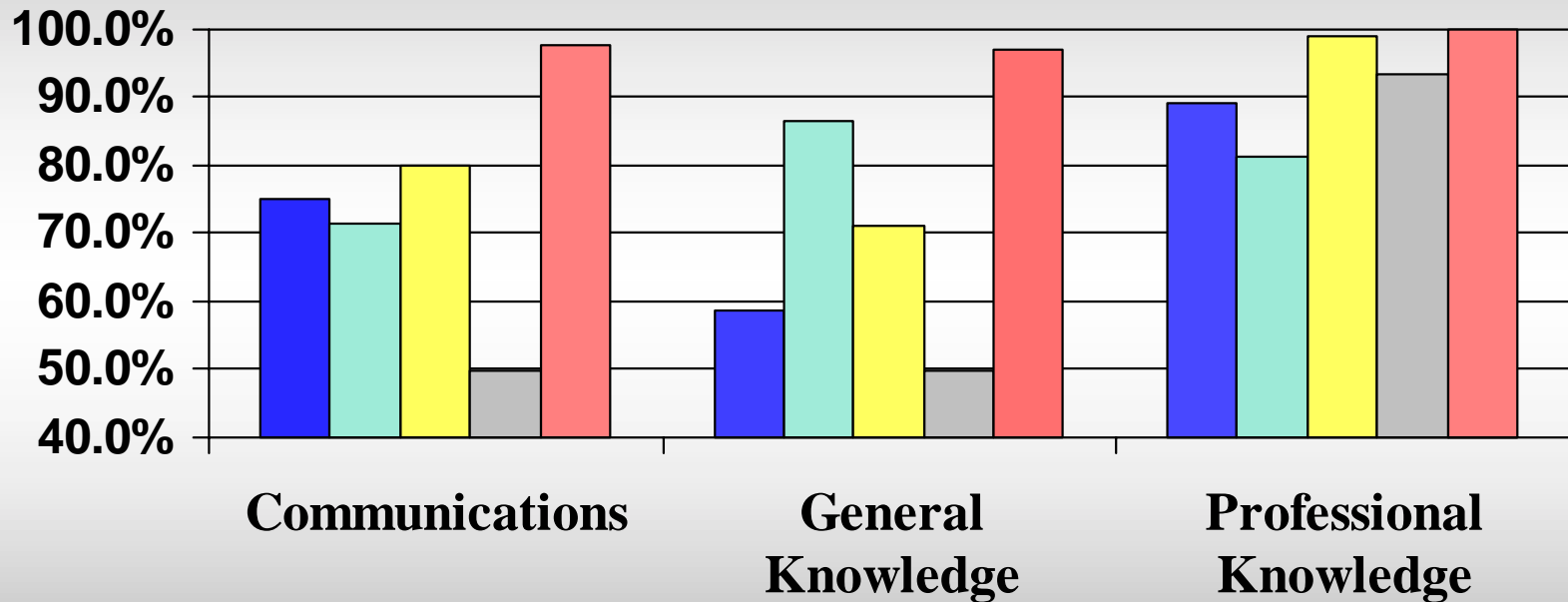


328,753 STUDENTS WERE ENROLLED IN NEW MEXICO'S PUBLIC SCHOOLS IN 1998-1999



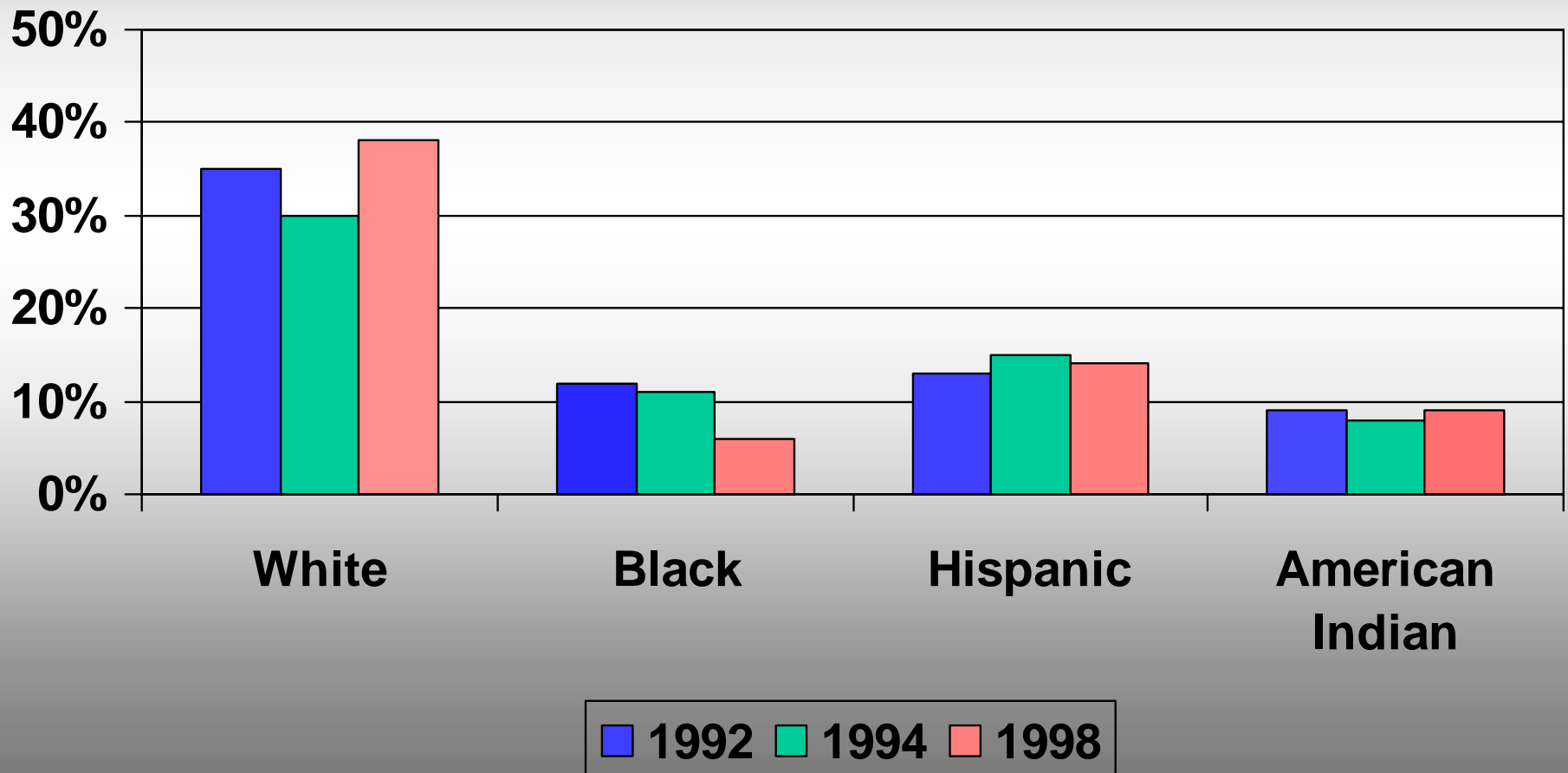
Pass Rates on the National Teacher Examination by Race/Ethnicity - 1997

(Examinees Who Designated New Mexico to Receive Their Scores. These Individuals Did Not Necessarily Attend New Mexican Institutions)

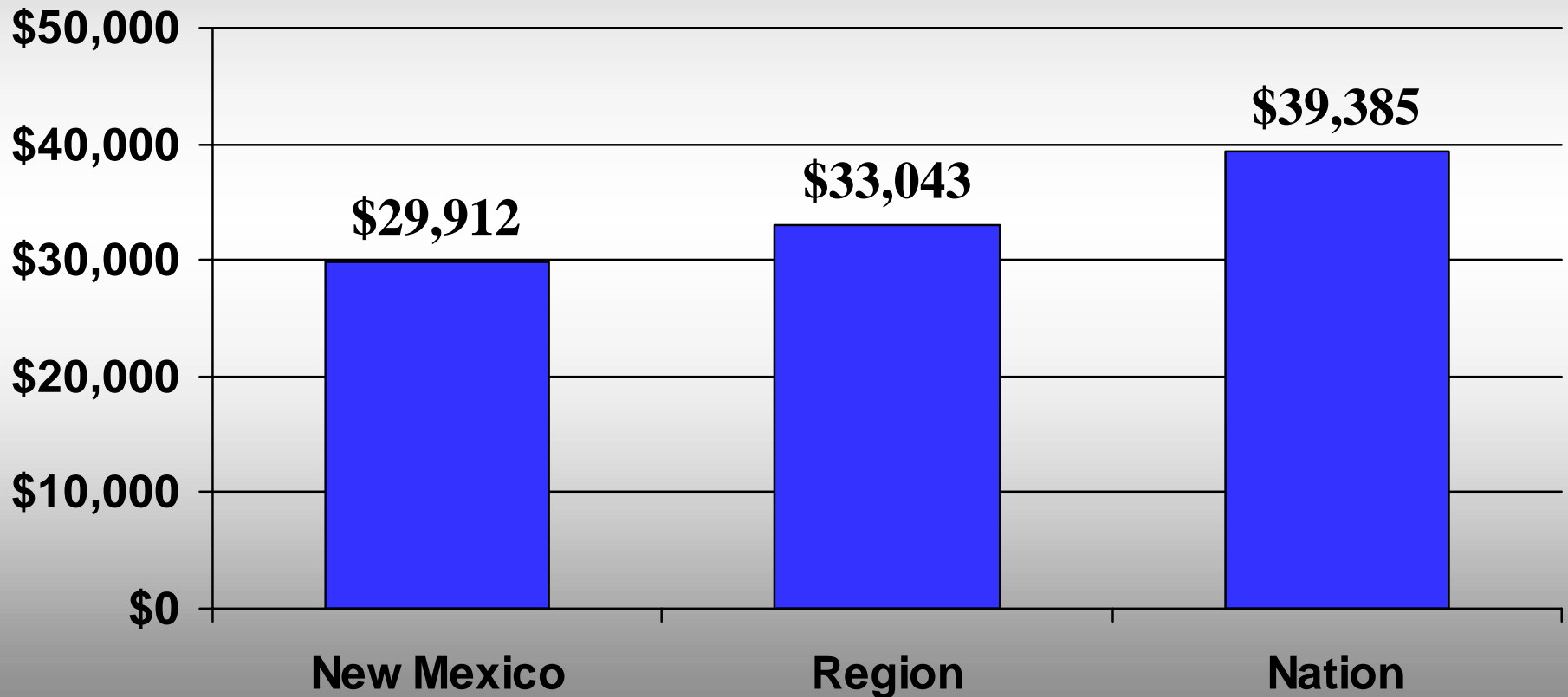


■ African-American ■ Asian ■ Hispanic ■ Native American ■ White

Percentages of New Mexico's 4th Grade Students At Or Above Proficient on NAEP Reading Assessments By Race/Ethnicity: 1992 to 1998



Average Teacher Salaries for New Mexico, the Region, and the Nation: 1997-1998



Factors Cited By Teachers Leaving The Profession, (North Carolina Data, 1995)

Factors	Percentage
Student behavior	60.0%
Lack of administrative support	55.9%
Salary	52.9%
Lack of student academic motivation	51.9%
Lack of parental support	44.0%
Non-instructional duties	40.8%
Lack of status and respect	39.9%
Lack of teacher/staff support	35.1%
Inadequate materials/equipment	32.9%
Inadequate facilities	32.0%
Lack of professional autonomy	29.9%
Unreimbursed expenses	25.4%
Benefits	24.6%
Safety	23.4%


The Bottom Line About Teacher Supply and Demand

- New Mexico is facing a severe shortage of high-quality teachers.
- New Mexico is having problems getting and keeping enough high-quality teachers.
- New Mexico must battle for an adequate supply of qualified teachers.


What Is New Mexico Doing To Address the Need For High-Quality Teachers?

- The Legislature
- The Governor
- The State Board of Education
- The Commission on Higher Education
- The Universities and Colleges
- The Public Schools
- The Unions
- Citizen and Business Groups

Current Legislative Efforts Related to Teacher Quality-Teacher Supply

- HJM 5 - Improving the Recruitment, Preparation, Induction, and Professional Development of Teachers
 - HJM 51 - Improving Student Reading Skills
 - HJM 1 - Spanish Proficiency for Teachers
 - SB 110 - Developing a Systematic Framework For Professional Development
 - SB 581 - Alternative Licensure
 - SB622 - Teacher Merit Pay Task Force
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New Mexico Is Facing Difficult Challenges

- **How do we ensure teacher quality and quantity?**
 - **How do we think wisely about issues like teacher testing, merit pay, professional development, and alternative certification?**
 - **How do we ensure that teacher preparation is a high priority at New Mexico's universities and colleges?**
 - **How do we retain and support teachers once they are in the classroom?**
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New Mexico Is Facing Difficult Challenges

- **How do we recruit, prepare, and support principals and other high-quality educators?**
- **How do we build a coalition that includes all of New Mexico's key participants?**
- **How do we ensure that all of New Mexico's education reform efforts are systematic and sustained?**
- **How do we fund these efforts?**

Two Key Initiatives in New Mexico's Battle For An Adequate Supply of High-Quality Teachers


- **House Joint Memorial 5, Recruitment of High-Quality Teachers**
- **SBE-CHE K-16 Partnership For Teacher Preparation and Professional Development and The Title II Grant**

Both HJM 5 and the CHE-SBE Title II Grant Focus On:

- **Planning and Leadership**
 - **Recruitment**
 - **Preparation**
 - **Induction**
 - **Professional Development**
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House Joint Memorial 5

“NOW, THEREFORE, BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO that the legislative education study committee, in cooperation with the state department of public education, the commission on higher education and the New Mexico teacher preparation programs, be requested to create a systematic plan for the recruitment, preparation, induction, professional development and support of high-quality teachers;...”




CHE-SBE K-16 Roundtable on K-16 Partnerships For Teacher Preparation & Development


- **Convened in September of 1998**
- **Included Key Stakeholders From Across The State**
- **Developed A Statement of Beliefs**
- **Developed An Action Plan**
- **Submitted and Won A \$2.4 Million Title II Grant To Improve Teaching In New Mexico**

This We Believe


Quality Learning Requires Quality Teaching

- **All of New Mexico's children can achieve and demonstrate high standards, if appropriate support is provide to them.**
 - **Good teaching matters, and a high quality teacher in every classroom is the single most effective way to assure that all students achieve at a high level.**
 - **The State Board of Education and the Commission on Higher Education are committed to working together on this issue, as a high priority for both agencies.**
 - **A well planned, multi-year, multi-institution, multi-layered, and inclusive effort is necessary.**
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CHE-SBE K-16 Partnership Action Plan

- Planning and Leadership
 - Improving the Recruitment of Teachers
 - Improving the Quality of Teacher Preparation Programs
 - Improving the Induction Process for Teachers
 - Improving Professional Development for Teachers
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CHE-SBE K-16 Partnership Title II Grant

- Goal 1 - Build Capacity For Planning and Leadership
 - Goal 2 - Improve the Recruitment of Teachers
 - Goal 3 - Improve the Quality of Teacher Preparation
 - Goal 4 - Improve Induction for New Teachers
 - Goal 5 - Improve Professional Development
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New Mexico State Board of Education 7 Strategic Issues

- 1. Academic Achievement**
 - 2. Quality Teachers, Principals, Administrators, & Education Support**
 - 3. Accountability, Choice, and Technology: Earning Public Trust**
 - 4. Safe Schools and Respectful Learning Environments**
 - 5. Equitable Access and Opportunity**
 - 6. Return on Financial Investment**
 - 7. Constructive Engagement with Our Partners**
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SBE Strategic Issue # 2: Quality Teachers, Principals, Administrators, & Education Support

- 2.1 Establish high standards and competencies for teacher, principal, administrator, and educational support personnel...**
- 2.2 Work with higher education to create a quality teaching work force prepared to meet the needs of New Mexico's diverse student population...**
- 2.3 Increase and expand standards for licensure.**

SBE Strategic Issue # 2: Quality Teachers, Principals, Administrators, & Education Support

- 2.4 Ensure that all teachers are teaching subjects which they are qualified to teach.**
- 2.5 Establish a framework for professional development directly tied to meeting identified student needs...**
- 2.6 Establish a school district employee evaluation system with input from administrators, teachers, peers, parents, and students;...**

SBE Strategic Issue # 2: Quality Teachers, Principals, Administrators, & Education Support

- 2.7 Develop a system to reward outstanding teachers, principals, and administrators based on improvements in student performance; create structures to increase compensation for National Board certified teachers...**
- 2.8 Adopt a plan to increase the supply of teachers in critical areas. Develop innovative paths for those with exceptional expertise but without education degrees to enter the teaching profession.**

Key Points

- **Student Achievement Depends on High-Quality Teachers**
 - **New Mexico Faces A Severe Shortage of High-Quality Teachers**
 - **Strategic Planning and Systematic Efforts Are The Best Way to Win The Battle For High-Quality Teachers**
 - **HJM 5 and The SBE-CHE K-16 Partnership Are Critical To New Mexico's Success In Education Reform**
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