



Implementing New Mexico's 3-Tiered Licensure System

New Mexico State Department of Education

Fall 2003

Website: www.teachnm.org

SBE and Teacher Quality 1998 - 2003

- **1998 - 2003** - Teacher Quality Initiatives
- **April 2003** Legislature passes and Governor signs HB 212, including creation of 3-Tiered Licensure authorization
- **April through June 2003** - Work sessions held on 3-tiered licensure framework
- **July through August 2003** – 23 public hearings and information sessions on proposed rules
- **August 28, 2003** - SBE adopted rules for the 3-tiered licensure system
- **2003-2004** – Implementation planning

Key Points

- The 3-tiered licensure system combines higher salaries for teachers with more support and with high expectations for performance
- The SBE rules implement the requirements of HB 212 on 3-Tiered Licensure and of NCLB that teachers be “highly qualified”

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.

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

\$30K in 03-04

\$35K in 04-05; \$40K in 05-06

\$45K in 06-07; \$50K in 07-08

**Level I
Provisional Teacher**

**Level II
Professional Teacher**

**Level III
Master Teacher**

- ✓ Annual Evaluations;
- ✓ Mentoring;
- ✓ Teaching Assignment Verification
- ✓ Options for Additional Endorsements (if desired)

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Advance to Level II by submitting Professional Development Dossier;
3 Years Level I Teaching Experience

Advance to Level III by Submitting Professional Development Dossier;
Minimum 3 Years Level II Teaching Experience;
MA or NBPTS

EVIDENCE OF COMPETENCE

<p>STRAND A INSTRUCTION independent reviewer</p>	<p><u>NM Teacher Competency I</u> Knowledge of Content & Curriculum</p>	<p><u>NM Teacher Competency II</u> Teaching Methods & Resources</p>	<p><u>NM Teacher Competency V</u> Assessment Techniques & Procedures</p>	
<p>STRAND B STUDENT LEARNING independent reviewer</p>	<p><u>NM Teacher Competency III</u> Student Communication & Feedback</p>	<p><u>NM Teacher Competency IV</u> Knowledge of Student Growth & Development</p>	<p><u>NM Teacher Competency VI</u> Classroom Management & Environment</p>	<p><u>NM Teacher Competency VII</u> Student Diversity</p>
<p>STRAND C PROFESSIONAL LEARNING independent reviewer</p>	<p><u>NM Teacher Competency VIII</u> Change Agency</p>	<p><u>NM Teacher Competency IX</u> Collaboration with Colleagues, Parents & Community</p>		
<p>STRAND D VERIFICATION school district</p>	<p>Advancement from LI to LII: Verification of Mentorship</p>	<p>Advancement from LII to LIII-A: Verification of Leadership Role(s)</p>	<p>Advancement to LII or LIII-A: Verification of PDD authenticity</p>	
<p>STRAND E EVALUATIONS school district</p>	<p>Annual Evaluations (Principal)</p>	<p>Licensure Renewal (Every 9 years for Level II & Level III-A) (Superintendent)</p>		

• Teacher's **Professional Development Dossier (PDD)** must include evidence from all five strands.

• In Order for the teacher to advance to the next licensure level all five strands must meet or exceed standards.

Options for Evidence of Competence

<p><u>Strand A</u> Instruction (Competencies I, II, V)</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> • Student achievement data (required), and • Assessment techniques and procedures, and • Instructional plans and materials, and • Examples of student work and performance, and • 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>	<p><i>Required:</i></p> <ul style="list-style-type: none"> • Adaptations/modifications for diverse learners, and • Evidence of effective classroom management strategies and procedures, and • Classroom observation reports, and • Evidence of communication with students & parents <p><i>Optional:</i></p> <ul style="list-style-type: none"> • Student surveys, or • Video-tapes with reflection/analysis 	
<p><u>Strand C</u> Professional Learning (Competencies VII, IX)</p>	<p><i>At least one of the following:</i></p> <ul style="list-style-type: none"> • Professional development activities, or • Evidence of collaboration with professional community, or • Parent surveys, or • Research, publications, presentations 	

Proposed Timeline for Implementation

1998 - 2003 NM's Teacher Quality Efforts NCLB - 2001 HB 212 - 2003		April 2003 HB 212 - Passed Worksession # 1		June - August 2003 Proposed system submitted to SBE for review - June 17 Public Hearings Worksession # 2 Proposed system submitted to SBE for approval - August
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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 PPD

April 1, 2004 Districts shall submit Teacher Evaluation Support Plan to SDE for approval		July 1, 2004 Teachers must submit PDD in order to advance to next licensure level		Fall 2004 - Beyond SDE works with teachers, administrators, and assessors on advancing in 3-Tier System & being "Highly Qualified"
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September 2006
All teachers must be highly qualified