

LFC Requester:	
-----------------------	--

**AGENCY BILL ANALYSIS
2017 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:

Original	<input type="checkbox"/>	Amendment	<input type="checkbox"/>	Date	<u>3/6/2017</u>
Correction	<input type="checkbox"/>	Substitute	<input checked="" type="checkbox"/>	Bill No:	<u>HB105HEC/s</u>

Sponsor:	<u>House Education Committee</u>	Agency Code:	<u>924</u>
Short Title:	<u>INNOVATIONS IN TEACHING ACT</u>	Person Writing	<u>Matt Pahl</u>
		Phone:	<u></u>
		Email	<u>Matt.pahl@state.nm.u</u>

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY17	FY18	FY19		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	\$600.0	\$600.0	\$600.0	\$1,800.0		

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

HB105HEC/s seeks to create a new section of the Public School Code enacting the Innovations in Teaching Act. This act would create the innovations in teaching program encouraging teachers to implement innovative pedagogical approaches to strategies in their classrooms. In addition, it seeks to grant a waiver to these teachers and their public schools from the use of the results of standards based assessments in their teacher evaluations for two years.

FISCAL IMPLICATIONS

There is no appropriation contained in HB105HEC/s, and the estimated annual cost of the program proposed in the bill is \$600,000 a year. This annual cost would cover administrative costs of conducting the program, small financial support for teachers engaged in the program, as well as the costs of documenting any teaching practice.

HB105HEC/s would require the department to develop and implement the innovations in teaching program including an application and award process as well as evaluation and reporting requirements. These requirements would take significant administrative time; with no appropriation for PED to complete this work.

SIGNIFICANT ISSUES

HB105HEC/s may waive the use of the results of the participating teacher's students' standards based assessments on the teacher's evaluation for up to two years at the request of the teacher and school principal. The department, the teacher and the school principal, working together, may develop other measures of teacher competency. This would require the department to develop and implement other measures of teacher effectiveness which would require significant administrative time.

HB105HEC/s is unnecessary, as teachers already have the ability to use innovative practices in the classroom. New Mexico teachers often exercise their interest and ability to deliver content in new and innovative ways, and there is no specific policy hindering their ability to do this. In fact, great school administrators encourage this. There is no body of evidence to suggest that the use of testing for teacher evaluations and public school ratings is likely to “stifle teachers’ interest in investigating and implementing cutting-edge pedagogy in their classrooms and make school principals wary of allowing teachers to implement such pedagogy”. Teachers are using innovative pedagogical techniques in most of the nearly 100 charter schools across the state as well district schools across the state.

HB105HEC/s may suspend the student achievement results of a participating teacher. However, without linking these practices to student achievement, the school, district and state will not know the impact of those new and innovative practices. Without this information it is difficult to know which classroom practices are having an impact on student achievement and which deserve to be investigated further and spread throughout the state.

HB105HEC/s unnecessarily brings the state into determining what classroom practice should be for teachers. Currently, innovative classroom practices occur daily, and in the case of longer-term practices, can be cleared for a teacher in a simple conversation with their administrator. The bill, however, provides for clearance of innovative teaching practices by the state, which would serve as a greater barrier for teachers to leverage innovative teaching practices. Proponents of the current school system's structure, which focuses on local control, will not appreciate this new role for the state.

PERFORMANCE IMPLICATIONS

HB105HEC/s may waive the use of the results of the participating teacher's students' standards based assessments on the teacher's evaluation for up to two years at the request of the teacher and school principal. The department, the teacher and the school principal, working together, may develop other measures of teacher competency.

Waiving this measure could prevent the educator from advancing through the system without having to complete a dossier.

ADMINISTRATIVE IMPLICATIONS

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

HB105HEC/s would require the department to report its findings and recommendations for the program and for each innovative teaching project to the governor, the legislative education study committee and every local superintendent. This would require significant administrative time; with no appropriation for PED to complete this work.

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS