

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2017 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

**[DFA@STATE.NM.US](mailto: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: Date 1/30/17  
**Original**     **Amendment**        **Bill No:** HB124  
**Correction**     **Substitute**   

**Sponsor:** Rep. Sheryl Williams Stapleton    **Agency Code:** 924  
**Short Title:** TEACHER COMPETENCY FOR LICENSURE ADVANCEMENT    **Person Writing:** Matt Pahl  
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**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)**

	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>						

(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:

HB124 establishes the professional development dossier (PDD) as the method for advancement within the three-tier licensure system. This bill would require teachers to submit a portfolio after three years of teaching at level 1 and three years of teaching at level 2, in order to advance to each respective higher level.

In addition to the PDD, teachers attempting to move from level 2 to 3 would be required to obtain either a post-baccalaureate degree or national board for professional teaching practice certification.

The language of HB124 would place in statute specific processes that are in the New Mexico Administrative Code (6.69.4).

**FISCAL IMPLICATIONS**

Note: major assumptions underlying fiscal impact should be documented.

Note: if additional operating budget impact is estimated, assumptions and calculations should be reported in this section.

**SIGNIFICANT ISSUES**

HB124 Requires the successful completion of the PDD for advancement of licensure, emphasizing credentialing as the mode of advancement instead of performance of teachers as measured by student growth in learning.

By having teachers complete portfolios, HB124 requires practicing teachers to perform activities that are not directly connected to student learning or classroom performance.

HB124 establishes a lockstep pattern of compensation and advancement that does not account for differences in ability, quality, and performance in teachers. Lack of acknowledgement of job performance, high expectations, and lack of supportive working conditions all contribute to high exit rates from the teaching profession. The PDD exacerbates these factors in creating a “gate keeper” for teacher advancement that is not directly tied to job performance.

HB124 Establishes in law a greater dependence on credentialing, a practice that has very little connection to increased student achievement (Boyd, 2006; Weisberg, Sexton, et al, 2009;

Goldhaber, 2010; Glazerman, Loeb, et al, 2010, “The Irreplaceables,” 2012)

Prior to 2005, level 1 licenses lapsed at a rate of about 300 per year. Since 2007, level 1 licenses have lapsed from between 750-900 licenses per year. This number far exceeds the total number of unsuccessful PDD submissions annually, indicating the process may be creating a disincentive for new teachers.

The 2009 LFC report “The Three-Tiered Licensure System and the Achievement Gap,” indicates that level 3 PDD passers increased student achievement by 2.8 scale score points over level 1 teachers that had not yet completed a PDD. Considering the \$20,000.00 increase in base salary, this is not an effective return in investment, and does not indicate that the process of the PDD served as a significant factor in improving teacher practice.

The 2012 LFC report “Effective Use of Student Test Data to Assess and Improve Teacher Evaluation,” reiterates the 2009 findings and further recommends that New Mexico develop an evaluation system that aligns teacher performance to the three-tier system.

The following submissions of the PDD from July 1, 2015-June 30, 2016 Level 1 to 2, 420 educators with a first time passing rate of 68%, and level 2 to 3 176 educators, with a first time passing rate of 89% for level III.

PDD numbers from July 1, 2014-June 30, 2015 level I to II, 685 educators with a first time passing rate of 86%, and level II to III, 379 educators with a first time passing rate of 82%. From July 1, 2013-June 30, 2014 level I to II, 782 educators advanced with a first time passing rate of 86%, and from a level II to III, 428 educators with an 84% passing rate.

## **PERFORMANCE IMPLICATIONS**

HB124 would codify continued need for support of a system that has shown little impact on recruitment and retention of teachers, improved teacher effectiveness, and ultimately an improved educational outcome for New Mexico schools. Reallocating these resources toward regional and systemic training of educators could help New Mexico in establishing improved practices that are grounded in proven, research-based practices.

The Public Education Department’s Effective Teachers and School Leaders bureau currently supports the PDD process with contracts/IGAs with the University of New Mexico \$300,00.00, Vision link \$250,000.00, REC IX \$450,000.00. All of these contracts support the PDD process and the possible advancement of about 1,200 teachers per year. About 80% of the time and effort of the bureau are used for support of the PDD process.

## **ALTERNATIVES**

Passing legislation that allows for advancement based on performance of teachers, allowing highly effective and exemplary teachers to advance at a faster pace than lesser performing teachers. Provide flexibility of districts to create financial incentives for the highest performing teachers to move to the most at-risk schools and classrooms.

Pass legislation that aligns with current empirical research that indicates the most impactful school factor in student achievement is the teacher. Passing legislation that aligns teacher effectiveness with compensation, licensure, and property rights will help recruit higher performers to the profession, allow high performers to advance more efficiently, and ultimately aid principals in staffing classrooms with more effective teachers.

### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

Not enacting this bill will allow New Mexico to improve the advancement process of high performing teachers. It will allow New Mexico to implement current research-based practices to improve teacher performance and ultimately, student achievement.

### **AMENDMENTS**