

LFC Requester:	Sunny Liu, LFC
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**AGENCY BILL ANALYSIS
2018 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: **Date** 1/30/18
Original **Amendment** **Bill No:** SB116
Correction **Substitute**

Sponsor: Senator William P. Soules **Agency Code:** 924
Short CREATE LEVEL 4 **Person Writing** Matthew Montano
Title: TEACHING LICENSE **Phone:** _____ **Email** Matthew.montano1@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY18	FY19	FY20		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(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:

SB 116 seeks to amend section 22-10A-4 NMSA to create a Level 4 teaching license, including language detailing the duties and minimum salary requirements for this new level of licensure.

FISCAL IMPLICATIONS

SB 116 requires that Level 4 teachers be paid a base salary of \$50,000 multiplied by the applicable responsibility factor for assistant school principals at the same school. These additional salary requirements may place a burden on some districts.

SIGNIFICANT ISSUES

On page 3, section 2, lines 20-25 and page 3, line 1, SB 116 states, “A level four license is a five year license that is granted to a teacher who meets the qualifications and who annually demonstrates essential competencies” in multiple areas; it does not state how these competencies will be evaluated to ensure the Level 4 teacher is meeting the requirements. It goes on to state that if a level 4 teacher does not demonstrate these competencies a district may offer them a lower teaching position and the commensurate salary. This is different from the current licensure structure where once a teacher reaches the next tier of licensure they remain there unless choosing to advance to the next level.

On page 4, SB 116 begins to detail the duties of a Level 4 teacher which may include being a classroom teacher but are primarily focused on providing teachers and educational assistants with supports to improve their practice. There is not language to outline how the success of the Level 4 teacher will be measured in each of these duties assigned outside the classroom.

SB 116 requires that to obtain a Level 4 teaching license an applicant must have taught for a minimum of 5 years on a Level 3 license, have a masters in educational leadership or a complementary field or have a national board certification; have taken eight or more credit hours in higher level graduate education or education leadership courses and demonstrate instructional leader competence as a level three teacher. The section does include language about Highly Objective Uniform State Standard of Evaluation (HOUSSE) standards but doesn't mention NMTEACH performance which should be required as part of the process.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

SB116 duplicates responsibility of a level 3 teacher, as the level 3 license is intended to be an instructional leader.

Significant research from the New Teacher Center indicates that mentorship by highly effective teachers for struggling teachers has shown to be effective in improving performance and longevity in the field of education. Currently, level 3 teachers are considered master teachers within the New Mexico framework. Since the implementation of NMTEACH, most teachers that have advanced to level 3 have also demonstrated improved outcomes in student achievement.

OTHER SUBSTANTIVE ISSUES

SB 116 seeks to create a new level of licensure but does not provide language to support how teachers at this level will be evaluated consistently across the state.

ALTERNATIVES

Establish additional responsibility compensation for exemplary level 3 teachers who teach at-risk students and who provide mentorship to novice or struggling teachers. This alternative can be achieved through the Executive budget proposal to support Exemplary teachers.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None noted

AMENDMENTS