

## [EXT] Kipp, Sarahjane November Written Piece, Response to Rule

Kipp, Sarahjane <sarahjane.kipp@aps.edu>

Wed 10/31/2018 1:32 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:Liaison, Teacher, PED <Teacher.Liaison@state.nm.us>; Kipp, Sarahjane <sarahjane.kipp@aps.edu>;

Roosevelt Middle School  
Tijeras, NM 87059  
October 31, 2019

Jamie Gonzales  
Public Education Department  
300 Don Gaspar Ave.  
Santa Fe, NM 87501

Dear Jamie Gonzales and Secretary Ruszkowski

As the new academic school year is well underway a consistent issue in New Mexico education continues to be a workable and effective mentorship program for new teachers. As a twenty-four-year veteran of teaching I have been witness to new teachers losing their joy of teaching because the school system is overburdened with paperwork, ineffective administrators in Central Office not completing files for teachers and new teachers lack of basic discipline skills for the classroom. The past two school years my daughter chose to follow in her mother's footsteps and entered the classroom as the teacher. My intelligent, organized and determined daughter struggled to meet deadlines set by the district because the directions were unclear, lacked skills to create lesson plans to meet the evaluation standard and stumbled her way through discipline issues including parents who would not take responsibility for the offending behavior of their child and a school administration who would rather appease the parents demands rather than correcting the behavior instead chose to remove the student from the class or asking my daughter to change a grade to make the parent go away. The proposed repeal and replacement of the mentorship rule is exciting and necessary to aide in teacher retention in New Mexico.

Mentors are the primary contact for a new teacher in the school. New teachers need direction and explicit explanation to navigate the choppy waters found at each school site. Step by step instruction for the evaluation system is critical. The evaluation process can be overwhelming, confusing and at times redundant and new teachers are left behind to figure it out for themselves which often causes confusion and the decision that teaching is not for them if they cannot understand the paperwork. 6.69.8NMAC (E) states "mentor quality, specifically guaranteeing that all designated mentors will be a level 2 or level 3 teacher who has earned an effectiveness rating of highly effective or exemplary as determined by the state's educator effectiveness evaluation system, NMTEACH, as outlined in 6.69.8 NMAC, for the previous two consecutive reports, or who is assigned by the department in situations where no qualified mentor is available. Clearly outlines the experience and expertise which a new teacher desperately needs is not only identified but provided.

The requirement to complete one year of mentorship as a new teacher to the district will allow new teachers the chance to ask the questions they have in the moment with their mentor. The mentor will be able to meet on a regular basis to make sure the new teacher has the information they need to be successful as well as opportunities to share insights and network with other professionals in the building to help new teachers create their own practice. No one benefits more for this than the students when they have a teacher who is focused on the task at hand, a teacher that is grounded because they know who in the school they can go to find the answers they need to be successful and use a s a sounding board for any issues and a teacher who is expanding their joy of teaching because the confusion of the system is lessened.

Mentors are necessary to retain teachers in New Mexico.

Without mentors new teachers flounder in their classrooms and lose touch with their peers because they are so bogged down with information and requirements that might be sucking the essence of a teacher out of them.

Thank you for your time.

Sarahjane Kipp  
NTLN Ambassador and  
Special Education Teacher  
Roosevelt Middle School/APS

## [EXT] Mentorship

Jennifer Brown - DMS <jbrowndms@bacavalley.com>

Tue 11/6/2018 8:24 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:jbrowndms@bacavalley.com <jbrowndms@bacavalley.com>;

**Explanation of Purpose and Summary of Text.** The purpose of the proposed repeal of 6.60.10 NMAC, Mentorship Programs for Beginning Teachers to be replaced with 6.60.10 NMAC, Mentorship Programs for Teachers is to update requirements for statewide mentorship programs to provide teachers an effective transition into the teaching profession, retain capable teachers, improve the achievement of students, and improve the overall success of schools. This rule change aligns mentorship program requirements to the most current standards for effective practice and clarifies practices of communication between districts and the PED.

**Statutory Authorizations:** 22-2-1 and 22-10A-9 NMSA 1978.

The 6.60.10.7 Definitions C. Designated mentor

This rule may put undue burden on small schools with limited staff. Currently, our Level 3 English teacher who has taught for 18 years and received multiple “highly effective” ratings this year earned an “effective” rating and would no longer be able to mentor teachers under this new rule. Many small schools depend on mentorship across departments and even across district lines. Putting in this small detail may add extra hardship on these districts. Please make the “effective” the rating a teacher must have to mentor so that new teachers in these small districts can still benefit from the experience of these seasoned teachers without having to outsource the mentorship to other schools or departments.

[EXT] 6.60.10

Elizabeth Lawrence <elizabethlawrence9@gmail.com>

Sat 12/1/2018 11:48 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

From: Elizabeth Long, Mesa View Middle School, Farmington Municipal School.

To Whom It May Concern:

I am writing this in support of 6.60.10 for several reasons. Solid mentorship programs are one of the most important parts of retaining new teachers, and we need to make sure that these mentor programs are being carried out effectively. While it is wonderful that New Mexico has a mentorship program in place, there are some problems with the current system which need to be resolved in order to ensure the mentorship program is highly effective.

Over the years, I have mentored many teachers, and I have spoken to many teachers who are struggling. One of the biggest concerns I hear from new teachers is that they are not receiving proper support and mentorship. Sadly, many teachers leave because of a lack of support from effective mentors.

Luckily, I had a mentor teacher with many years experience (Level 3) who was highly involved in supporting me. Without her help, I am not sure I would still be in this profession.

Sadly, this is not the case for all new teachers. Many are left with mentors who are inexperienced or lacking the background to effectively support teachers. At the same time, I see there are many level 3 teachers who are not being utilized in mentorship roles.

Reaching level 3 is a huge accomplishment, and teachers who receive level 3 licensure receive a raise and are expected to take on mentorship roles anyway. Because of this, we should ensure that new teachers are paired with highly experienced teachers, and that these mentor teachers are held to specific standards as stated in this rule. Level 3 teachers should have clear expectations and standards as mentors to ensure they are best meeting the needs of new teachers. Level 1 and Level 3 teachers should be strategically paired to ensure the best results.

As a level 3 teacher, I fully support this rule. The first few years of teaching can make or break a teacher. Teachers who decide to stay often cite powerful mentors as a fundamental reason for their retention. Ultimately, retention of teachers is a collaborative effort, with those with much experience should support the inexperienced. After all, the best teachers are built by other great teachers.

Sincerely,

Elizabeth Long

# [EXT] public comment in support of NMAC 6.60.10 Teacher Mentorship

Lee Ann Trzcienski <leeanntrz@icloud.com>

Sun 12/2/2018 8:25 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

**TITLE 6        PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 60   SCHOOL PERSONNEL - GENERAL PROVISIONS**  
**PART 10       MENTORSHIP PROGRAMS FOR TEACHERS**

As a professional who changed careers from engineering to teaching, I can not say enough about the need for a mentorship program for first year teachers. I had a mentor assigned to me by the end of my first week. My mentor helped me navigate the Professional Development Plan (PDP) process as well as the school's policies and procedures pertaining to SAT, Tier2 and Tier3 support, classroom discipline issues (a big challenge for me in the beginning!), and lesson planning/curriculum development. Not only was I a first year teacher at the age of 50, but I was also in charge of designing and executing a program for middle school math (something I really looked forward to and something that utilized my strong problem solving and management skills). Luckily, my background includes managing huge multi-million projects so I was well prepared for long hours and lots of stress. But, navigating the new Common Core State Standards while trying to design curriculum and support the major remediation/math recovery/intervention needs of our population of students was simply daunting for me that first year. On top of all these responsibilities, I was also preparing my dossier required to reach Level 1 in the OPAL program.

The mentorship program proved to be invaluable to me in so many ways, not the least of which was basic day to day encouragement and emotional support. I can only imagine how scary and difficult it is for first year teachers fresh out of college with little or no life experience. My background was a big factor in my success with both teaching and management if a new math and STEM program for a new middle school.

I strongly urge NMAC 6.60.10 to be passed. It is an important part of supporting our new teachers!

Sincerely,  
Lee Ann Trzcienski  
Middle School Math and STEM/PLTW

## [EXT] Proposed Rule Response 6.60.10

Dahl, Heather J <heather.dahl@aps.edu>

Tue 12/4/2018 10:55 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:Reedy, Raquel <reedy@aps.edu>;

 1 attachment

NMAC 6.60.10 Response\_APS.pdf;

Dear Ms. Gonzales,

Please find attached response to proposed rule 6.60.10 NMAC, Mentorship Programs for Beginning Teachers, from Albuquerque Public Schools.

Thank you,

Heather Dahl, Ph.D.

Policy Analyst/Government Affairs Liaison | Albuquerque Public Schools

Cell: [505-350-1649](tel:505-350-1649) | [heather.dahl@aps.edu](mailto:heather.dahl@aps.edu) | PO Box 25704 Albuquerque, NM 87125-0704



December 3, 2018

Ms. Jamie Gonzales  
New Mexico Public Education Department  
300 Don Gaspar Ave.  
Santa Fe, NM 87501  
Submitted via Email: [rule.feedback@state.nm.us](mailto:rule.feedback@state.nm.us)

Dear Ms. Gonzales:

Thank you for allowing feedback on proposed rule change, 6.60.10 NMAC. Mentorship Programs for Beginning Teachers, from the New Mexico Public Education Department.

The Albuquerque Public Schools administration strongly encourages the New Mexico Public Education Department to not issue any rule changes within six-months of a new gubernatorial administration. Proposed rule changes during this time along with the volume of proposed rule changes make it difficult for any school district, stakeholder, parent, student, teacher, or other community member to adequately evaluate the proposed rule change and provide comment. Additionally, approving such rule changes, provide bureaucratic burden and uncertainty during any gubernatorial administration transition.

Additionally, the Teacher Mentorship proposed rule requires cooperating/mentee teachers to be highly effective and exemplary per NMTEACH evaluations. We believe this eliminates and restricts mentorship relationships and opportunities for new teachers. APS currently supports a local mentorship program; there is no perceivable genesis or rationale for a statewide mentorship program to begin now with a framework that may be potentially different than the framework designed by the incoming administration.

If you should have, any questions or concerns please contact Heather Dahl, APS Government Affairs and Policy at [heather.dahl@aps.edu](mailto:heather.dahl@aps.edu).

Sincerely,

A handwritten signature in dark ink that reads 'Raquel Reedy'.

Raquel Reedy  
Superintendent

## [EXT] Rule Feedback

Elizabeth Nations <liznations@cobre.k12.nm.us>

Wed 12/5/2018 8:29 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Hello,

I am writing in support of two rule considerations: 6.65.4: NMAC, Teacher Leader Development Framework and 6.60.10 NMAC, Mentorship Programs for Teachers. I am a first year teacher and have had the opportunity to participate in both of these programs over the last semester. The Teacher Leader program has given me such an eye opening experience into my new teaching world. I have learned different strategies for classroom success as well as made connections from other teachers around the state. On top of this, I have also learned a great deal about all of the things the state is doing to support our teachers and schools and how I can help to have a voice in this support.

The Mentorship program has become such a blessing for me. I am not a teacher by degree. I was a librarian at one of our district's elementary schools for several years and then transferred into the classroom when the need arose. Had it not been for my mentor, I believe I would not have had the success that I have had thus far. If this program goes away, I am sure that the mentoring support will diminish, leaving new teachers to guess along the way.

Thank you for your consideration of these two rules to better our classrooms and us as teachers.

**Liz Nations**

Business Department  
Cobre High School



## [EXT] Public Comment for Rule 6.60.10 NMAC, Mentorship Programs for Teachers

Patricia Gardner <pagardn@gmail.com>

Wed 12/5/2018 1:50 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

 6 attachments

Mentor Rule Letter.pdf; ATT00001.htm; ArchitectureDanielson.pdf; ATT00002.htm; Crosswalk\_NB\_NMTeach\_1\_24\_18.pdf; ATT00003.htm;

Attached is our letter of public comment for rule 6.60.10 NMAC, Mentorship Programs for Teachers with attached documentation.

# **Officers**

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[Evelyn.sanchez@nmbctnetwork.com](mailto:Evelyn.sanchez@nmbctnetwork.com)  
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## **NM School Boards Association**

Robyn Hoffman

*Promoting Quality Teaching  
through National Board for  
Professional Teaching Standards Improving  
Student Achievement.*

To Whom It May Concern:

We propose that the language of rule 6.60.10.7 C and 6.60.10.8 E be amended to include that National Board Certified Teacher be a qualification to serve as a mentor for beginning teachers. NBCTs have expertise and in-depth knowledge of the principles of teaching and learning. We would also like to amend rule 6.60.10.8 A to include incorporation of the National Board Accomplished Teaching Body of Knowledge into the curriculum of the mentorship program.

NMNBCT Network has already been serving in mentor capacities throughout the state:

- We have developed an Early Career workshop that introduces teachers in years 2 and 3 to the Accomplished Teaching Body of Knowledge;
- We are working with Educators Rising and the Teacher Cadet programs throughout the state through our collaboration with ECHO for education, and through the Network to Transform Teaching, Educators aligned the Teacher Cadet curriculum around National Board's 5 Core Propositions;
- We are partnering with ENMU and other colleges of education throughout the state to incorporate the Accomplished Teaching Body of Knowledge into their curricula, and ENMU allows for the National Board Certification process to be used for credit in a Masters' Degree program;
- To ensure that all national board candidates receive equitable and ethical support, Professional Learning Facilitators are training in appropriate adult learning principles and strategies

What does it take to be national board certified? In order to participate in the national board process a teacher must have a valid teaching license, and have completed at least 3 years of teaching experience.

In addition, teachers must demonstrate the following:

1. Commitment of 1-3 years to complete certification process
2. Complete a minimum of 200 hours to work on components that demonstrate knowledge and mastery of accomplished teaching as measured through the 5 Core Propositions and National Teaching Standards, which include
  - a. Portfolio assessment of classroom practice in differentiation, teaching and learning environment, assessment and use of data in instruction, and
  - b. Content and pedagogy knowledge assessment in one of 25 certificate areas
3. Complete Maintenance of Certification every 5 years, with portfolio assessment of classroom practice

Qualifying elements to consider are that National Board Certified Teachers represent a significant percentage of level 3 certified teachers in New Mexico and because of their demonstrated knowledge of the principles of accomplished teaching, they should be considered as qualified to mentor beginning teachers. In fact, we wish to continue to partner with PED to spread the opportunity for teachers in rural areas to learn about accomplished teaching and complete the national board process.

We believe if teachers are informed of the Accomplished Teaching Body of Knowledge which includes the Architecture of Accomplished Teaching, the Five Core Propositions and the Certificate Area Standards; which are aligned to all teacher evaluation frameworks, including NMTeach, teacher quality and retention of early career teachers will improve since these models offer additional support to help them understand their practice. (See attached Architecture with Domains and Crosswalk with Domains).

- NBCTs are level three teachers, leaders in the classroom and beyond, both nationally and in New Mexico
  - Nationally
    - According to the latest census of National Board Certified Teachers: 54% work as team leaders, 36% are Department Chairs, 15% are Staff Developers and Coaches, NBCTs also serve as principals, superintendents, state government officials, state departments of education staff and college faculty
  - New Mexico
    - According to our latest New Mexico NBCT member survey, 75% of NBCTs who responded are engaged in leadership roles in some form or another for their schools or districts
    - They serve as department chairs, serve on school leadership teams, Mentor new or struggling teachers, provide professional development, run pilot programs for their schools or districts, coordinate district support programs, and provide technology support
- Research shows NBCTs have longer teaching career than those not certified
  - 69.2% of NBCTs still teaching after 20 years
  - 43.8% of non NBCTs are still in the classroom after 11 years
- Research shows NBCTs have greater impact on student learning
  - NM Students of NBCTs show 15-18 month growth in 1 school year (NM PED 2017)
  - In Mississippi, Kindergarteners with an NBCT are
    - 31% more likely to achieve proficient score on Readiness assessment
    - 11% more likely to score proficient in English Language Arts (NSPARC, 2017)
  - In North Carolina, students of NBCTs
    - Higher math and reading scores by 0.04 and 0.01 of standard deviation
    - “An NBPTS math teacher increases the present value of students’ lifetime income by \$48,000.”
    - “The value of NBPTS teachers is substantial, and importantly offsets the certification wage premium. Policies that make use of NBPTS certification whether to identify or retain good teachers are an economical way of raising the quality of instruction that may potentially provide large long-run economic and social benefits.”
    - New evidence on National Board Certification as a signal of teacher quality (Horoi, Bhai, 2017)
  - Washington multi-year study showed
    - NBCTs are more effective than non certified teachers with similar experience
    - NBCTs produce gains of up to 1.5 months of additional learning (Goldhaber and Cowen, 2015)
  - Chicago and Kentucky study found
    - Effective signal of teacher quality, based on student test scores
    - Across locals, test types, subject areas (CNA Corp. 2015)
- Historically the current PD has not recognized National Board Certification as an indicator of educator effectiveness, and we are advocating that it be recognized as such, especially for the purposes of finding quality mentors for new teachers.

Respectfully,

Evelyn R. Sanchez, NM NBCT Network President  
 Maureen Torrez, NM NBCT Network Vice President  
 Patricia A. Gardner, NM NBCT Network Treasurer

# The Architecture of Accomplished Teaching with Danielson's Framework for Teaching Evaluation Domains:

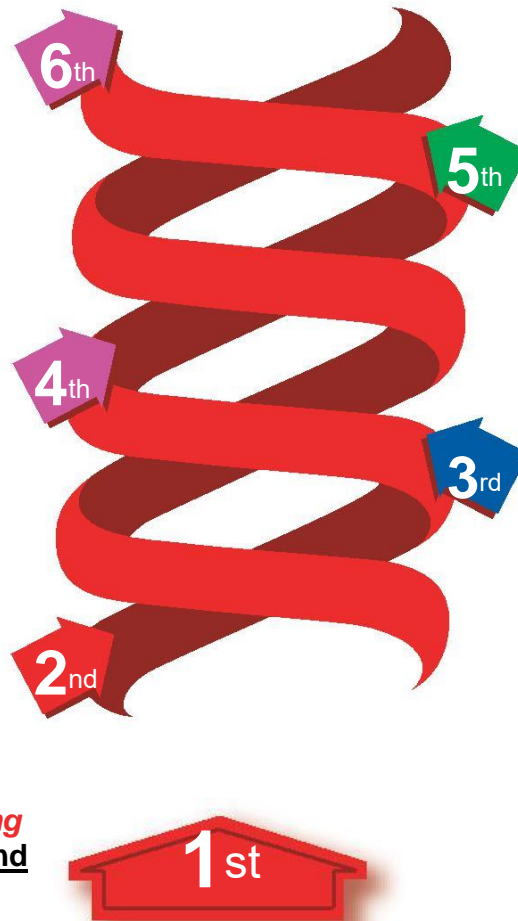
*Set new high and worthwhile goals that are appropriate for these students at this time*

**Domain 1- Planning and Preparation**

*Evaluate student learning in light of the goals and the instruction*

**Domain 1- Planning and Preparation**  
**Domain 3- Instruction**

*Set high, worthwhile goals appropriate for these students, at this time, in this setting*  
**Domain 1- Planning and Preparation**



*Your Students - Who are they?  
Where are they now? What do they need and in what order do they need it? Where should I begin?*  
**Domain 1-Planning and Preparation**






*Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues*

**Domain 4- Professional Responsibilities**

*Implement instruction designed to attain those goals*

**Domain 2- Classroom Environment**  
**Domain 3- Instruction**

## Five Core Propositions

-  Teachers are committed to students and their learning- 1b
-  Teachers know the subjects they teach and how to teach those subjects to students- 1a,1b,1c,1d,2a,3a,3b,3c
-  Teachers are responsible for managing and monitoring student learning 1b,1d,1f,2a,2b,2c,2d,3a,3b,3c,3d,3e,4b
-  Teachers think systematically about their practice and learn from experience 3e,4a,4b,4d,4e,4f
-  Teachers are members of learning communities 4a,4c,4d,4e,4f

# Crosswalk between National Board Components and NM Teach Domains

## National Board Components

### Component 1: Content Knowledge

Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards. 1A: Demonstrating knowledge of content

## NM Teach Domains

- 1A: Demonstrating knowledge of content
- 1B: Designing coherent instruction
- 1C: Setting instructional outcomes
- 1D: Demonstrating knowledge of resources
- 2C: Establishing a culture for learning
- 3B: Using questioning and discussion techniques to support classroom discourse
- 3C: Engaging students in learning
- 3D: Assessment in Instruction
- 3E: Demonstrating flexibility and responsiveness

- 1B: Designing Coherent Instruction
- 1C: Setting Instructional Outcomes
- 1E: Demonstrating Knowledge of Students
- 2A: Creating an Environment of Respect and Rapport
- 2B: Organizing Physical Space
- 2C: Establishing a Culture for Learning
- 2E: Managing Student Behavior
- 3A: Communication with students
- 3B: Using Questioning and discussion techniques to support classroom discourse
- 3C: Engaging Students in Learning
- 3D: Assessment in Instruction
- 3E: Demonstrating flexibility and responsiveness
- 4B: Participating in a Professional Community
- 4C: Reflecting on Teaching

# ***Crosswalk between National Board Components and NM Teach Domains***

## **National Board Components**

### **Component 3: Teaching Practice and Learning Environment**

This portfolio entry captures details about your instructional planning, direct evidence of your practice from two video recordings and instructional materials, and your analysis of and reflection on your teaching as displayed in two video recordings. You will be evaluated on the demonstrated evidence of your practice and analysis as it relates to instruction, student engagement, and the learning environment. This portfolio entry and the rubric used to assess your submission are aligned with the Five Core Propositions and the certificate area Standards

### **Component 4 – Effective and Reflective Practitioner**

This portfolio entry provides you with the opportunity to highlight your abilities as an effective and reflective practitioner in developing and applying your knowledge of your students. You will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact your students' learning; and provide evidence of your collaboration with families and caregivers, the community, and colleagues and of your contributions to learning communities to advance students' learning and growth. The types of information you submit, the sources of that information, and how you use it will be specific to your subject area and the unique characteristics of your students, school, district, and community. This portfolio entry and the rubric used to assess your submission align with the Five Core Propositions and the certificate area Standards. Remember to refer to the Standards for a complete understanding of the characteristics and expectations of accomplished teaching in your certificate area

## **NM Teach Domains**

- 1A: Demonstrating knowledge of content
- 1B: Designing Coherent Instruction
- 1C: Setting Instructional Outcomes
- 1E: Demonstrating Knowledge of Students
- 2A: Creating an Environment of Respect and Rapport
- 2C: Establishing a Culture for Learning
- 2E: Managing Student Behavior
- 3A: Communication with students
- 3B: Using Questioning and discussion techniques to support classroom discourse
- 3C: Engaging Students in Learning
- 3D: Assessment in Instruction
- 3E: Demonstrating flexibility and responsiveness
- 4C: Reflecting on Teaching
- 4D: Maintaining Accurate Records

- 1B: Designing Coherent Instruction
- 1C: Setting Instructional Outcomes
- 1E: Demonstrating Knowledge of Students
- 2A: Creating an Environment of Respect and Rapport
- 2C: Establishing a Culture for Learning
- 2E: Managing Student Behavior
- 3A: Communication with students
- 3B: Using Questioning and discussion techniques to support classroom discourse
- 3C: Engaging Students in Learning
- 3D: Assessment in Instruction
- 3E: Demonstrating flexibility and responsiveness
- 4A: Communicating with Families
- 4B: Participating in a Professional Community
- 4C: Reflecting on Teaching
- 4D: Maintaining Accurate Records.

## [EXT] 6.60.10 Mentorship Programs for Beginning Teachers

Betty Patterson <bpatterson@neanm.org>

Wed 12/5/2018 3:34 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

True mentors are not measured by their student's test scores. This limits the ability of many districts to pair mentors and new educators from their own educational specialty. Mentors are so overwhelmed and are still willing to serve but it should not be based on their test scores. This really hurts special education teachers who have students who are unable to achieve the test scores needed.

Sent from Windows Mail

## [EXT] Mentorship Ruling 6.60.10

Jill Hutchinson-Bass <jillhutchinsonbass@gmail.com>

Wed 12/5/2018 7:41 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

 1 attachment

Mentorship.pdf;

Please see the attachment for public commentary on mentorship for teachers.

Thank you,  
Jill

--

Jill Hutchinson-Bass  
Carlos Gilbert Elementary, SFPS  
National Board Certified Teacher  
Teach Plus Alumni



**I would not be here right now if it wasn't for my mentor in my graduate program at UNM...25 years ago. My name is Jill Hutchinson-Bass, a proud native New Mexican who has returned home after teaching 15 years overseas. I am back in NM public education teaching fifth grade as a National Board Certified Teacher with five endorsements, and as a Teach Plus alumnus.**

**I think we can all agree that this ruling is vital to not only retain our new teachers but also strengthen and support them to become champion teachers for our students. Two years ago my colleague next door quit mid-year. He'd only been teaching 3 years. His replacement was a new teacher from Colorado who had never been in a classroom, not even as a substitute, and was starting her alternative license. I watched her falter the first few weeks, and begged admin and instructional coaches to help her. They claimed she had a mentor and that they were letting her establish herself and get to know her kids. Her mentor showed up weeks later and came around once every couple of weeks. She did not have any classroom management experience or the skillset to establish a productive class culture. If she had had a mentor at our school site, I am confident she would have returned the next year. We simply cannot afford to lose teachers through neglect.**

**Overall, I'm very supportive of the Mentorship Programs for Teachers. Teachers can be retained if mentors are trained and ready to support new teachers before day one and are at their school site for immediate and deliberate feedback. In order for mentorship to succeed those systems need to be in place.**

**I do have one concern being a Level 3A teacher who is already taking on many extra duties. My concern is with the requirements for teacher mentorship programs on line 6.60.10.8, D. It states level 3-A license is the highest level of teaching licensure for those teachers who choose to advance as instructional leaders in the teaching profession and undertake greater responsibilities such**

as curriculum development, peer intervention and mentoring. This implies a level 2 teacher can be a mentor and be compensated but this isn't compulsory for a level 3 teacher because they're required to take greater responsibility. Why should level 3 teachers be expected make a significant professional commitment without pay? I'm concerned some districts may use this to pressure level 3 teachers who are already involved with other responsibilities so their time should be valued by compensation as well. Also, in 6.60.10.7 C, it defines "Designated Mentor" as a level 2 or level 3 teacher, who has earned an effectiveness rating of highly effective or exemplary as determined by the state's educator effectiveness evaluation system, NMTEACH. I was a highly effective teacher for two years but am now labeled as effective because my highest students made growth, but not enough growth.

I feel as a NBCT with 20 years of experience that I'm more than competent to be a mentor. I know this same scenario is true with other veteran teachers and feel that we are still a valuable resource despite our rating.

Please consider amending the ruling to have equitable and inclusive compensation for level 2 and level 3 teachers as mentorship designees. In addition to all mentors being compensated for their time, teachers who have had highly effective or exemplary evaluations in the past should be considered as mentor designees. In closing, I support this rule and feel mentors are critical in helping our profession retain and grow champion teachers to better serve our students.

## [EXT] Mentorship Rule

Hope Morales <hmorales@teachplus.org>

Fri 12/7/2018 7:20 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Good morning, I would like to give feedback related to the proposed mentorship rule. Teachers across the state have not had access to high quality, continuous mentorship support during their early years as new teachers. The programs and supports vary drastically across the state. The proposed rule will set minimal requirements that will enhance district plans. The rule will require a minimal standard for mentors, to ensure high quality teachers. This is much needed, but should be expanded to include teachers rated "effective" on their evaluations. Districts will also be provided a framework for the mentorship partnerships between mentors and mentees. This will not only provide guidance, but improved communication around the expectations. Although districts will have flexibility within their plans, there will be accountability to ensure their programs are effective, including teacher voice through surveys of new teachers.

I support the implementation of this rule and ask that requirements for mentors be expanded to include "effective" teachers and that a designated stipend amount for all teachers be consistent around the state. The state should request monies in their state budget to support stipends for mentors.

Thank you,

--

**Hope Morales**

**Teach Plus | NM State Director**

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[hmorales@teachplus.org](mailto:hmorales@teachplus.org) c: [575.626.3437](tel:575.626.3437)

[www.teachplus.org](http://www.teachplus.org)

## [EXT] Mentorship Programs for Beginning Teachers Testimonial

Darlene Fortier <darlenebikes@gmail.com>

Fri 12/7/2018 9:54 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

 1 attachment

Fortier Mentoring Testimonial.docx;

Good morning,

Attached you shall find my written comment on the proposed rule 6.60.10 NMAC, Mentorship Programs for Teachers.

Thank you and have a wonderful day!

Darlene Fortier

Ms. Darlene Fortier

3rd Grade Educator

Teach Plus Policy Fellow Alumna

NMTLN School Liaison

Cochiti Schools

Peña Blanca, NM

505.310.5489

It's not how hard we work in education, as we all work hard, but how effectively we work. -Melded

Good afternoon. My name is Darlene Fortier and I am a third grade educator at Cochiti Elementary School on the Cochiti reservation. Amongst my duties as a level three educator is mentoring. I currently mentor a first year, alternative licensure educator in our middle school being that I had previously taught in that position. In addition to this mentor/mentee opportunity, I also mentor two Instructional Aides at our school who are pursuing educational degrees through the 2+2 cohort offered by SFCC and NMHU.

With these mentoring opportunities comes much obligation and contact hours. I am here today to speak about the requirements for mentors, compensation, as well as advocating for all educators who should be considered mentors.

As a level 3 educator with a Master's degree, I appreciate the opportunity to *show what I know* by advising and working with my mentees. I have not had formal training, however, and much appreciate your addition of training mentors as considered in 6.60.10.8 section B. I also understand that compensation is allowable and has been offered up not only in my district but in others. I also know that many teachers are expected to perform mentoring duties without compensation and districts are given the green light to identify their own stipend, or not, for said duties.

As an alumna with Teach Plus New Mexico, I bring to the table the need for all educators who mentor to be compensated across the board. The 2016-2017 Teach Plus NM cohort crafted a policy brief in which it was determined that 88% of the educators polled believed in a \$1,000-\$3,000 stipend for the school year for the duties they were to perform. I believe that the state should adopt a compensation that is state wide and budgeted as such. I propose a \$2,500 yearly stipend for the prosed 1-2 hours of work a week as a defined in your rule for all trained educators in the mentoring position. In addition, I believe all level three educators, effective or higher, based on the current evaluation system, be considered for mentorship as many educators have much to offer across the board as well.

Thank you, and have a wonderful evening.

## [EXT] Proposed changes to NMAC 6.60.10

Charles Bowyer <[cbowyer@neanm.org](mailto:cbowyer@neanm.org)>

Fri 12/7/2018 3:46 PM

To:FeedBack, Rule, PED <[Rule.FeedBack@state.nm.us](mailto:Rule.FeedBack@state.nm.us)>;

Cc:Betty Patterson <[bpatterson@neanm.org](mailto:bpatterson@neanm.org)>;

I do not believe it to be appropriate to propose substantive rule changes in the waning days of a Governor's or Secretary's-Designate administration. This proposed changes to NMAC 6.60.10 should be withdrawn to allow a new Secretary of Public Education to convene stakeholders and prepare a rule in accordance with best practice in mentoring, not the cursory public engagement conducted by the current Secretary-Designate. The proposed changes are closely aligned to the discredited NMTEACH evaluation system. It is likely that this evaluation system will be suspended or greatly amended under a New Secretary of Public Education. Especially egregious is an attempt to force future mentor recruitment to require that mentors earn a specific effectiveness rating in an unreliable evaluation system. Again the proposed repeal and replacement should be terminated, as should all currently proposed Public Education Department rule changes.

Charles Bowyer  
Executive Director, NEA-New Mexico  
[cbowyer@neanm.org](mailto:cbowyer@neanm.org)  
2007 Botolph Road  
Santa Fe, New Mexico 87505  
On the web at [www.nea-nm.org](http://www.nea-nm.org)  
Office: 505-982-1916  
Cell: 505-238-0371



*Great Public Schools Begin With Us!*

**Our deepest fear is not that we are weak. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us.**

**We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be?**

**You are a child of God. Your playing small does not serve the world ... As we are liberated from our own fear, our presence automatically liberates others—Nelson Mandela**

2017 Class of NBCTs total 1153

Revised 12/7/18 Class of 2018 total 1219

EMPLOYER DISTRICT	RECORD COUNT 2017	RECORD COUNT 2018	TOTAL PER DISTRICT
-			
ALAMOGORDO SCHOOL DISTRICT 1	1		1
Albuquerque Charter Academy	1		1
ALBUQUERQUE PUB SCHOOL DIST	591	32 new & 30 renewed	623
ASK Academy District	1	1 new	2
AZTEC MUNICIPAL SCHOOL DIST	2	1 new	3
BELEN CONS SCHOOL DISTRICT	8		8
BERNALILLO PUBLIC SCH DISTRICT	12	1 NBCT moved to Los Alamos	11
BLOOMFIELD SCHOOL DISTRICT	3		3
Bureau of Indian Education	4	2 new	6
CARLSBAD MUNICIPAL SCH DIST	1		1
CENTRAL CONS SCHOOL DIST	5		5
Cesar Chavez Community School (Charter)	1		1
CIMARRON MUNICIPAL SCHOOLS	1		1
CLOVIS MUNICIPAL SCHOOL DIST	13	1 new	14
CUBA IND SCHOOL DISTRICT	4		4
DEMING PUBLIC SCHOOL DISTRICT	4		4
ESPANOLA		2 new	2
FARMINGTON MUN SCHOOL DIST 5	17	7 new	24
FT SUMNER MUNICIPAL SCHOOLS	2		2
GADSDEN IND SCHOOL DISTRICT	23		23
GALLUP MCKINLEY CO SCHOOL DIST	40		40
GRANTS-CIBOLA CO SCH DISTRICT	4		4
HOBBS MUNICIPAL SCH DIST	11	1 renewed	11
JEMEZ VALLEY PUBLIC SCH DIST	1		0 Moved Los Alamos
LAS CRUCES PUBLIC SCHOOLS	53	2 new & 2 renewed	55
LAS VEGAS CITY SCHOOL DISTRICT	2		2
LOS ALAMOS PUBLIC SCHOOLS	40	3 new	45

LOS LUNAS SCHOOL DISTRICT 1	22	1 renewed	22
MAGDALENA MUNICIPAL SCH DIST	1		1
MESA VISTA CONS SCHOOL DIST	1		1
MORIARTY-EDGEWOOD SCHOOL DIST	37	3 renewed	37
No SD Provided	71		71
PECOS IND SCHOOL DISTRICT 21	2		2
PENASCO IND SCHOOL DISTRICT	1		1
POJOAQUE VALLEY SCHOOL DIST	3	1 renewed	3
QUESTA IND SCHOOL DISTRICT	1		1
RIO RANCHO PUBLIC SCHOOL DIST	50	6 new & 5 renewed	56
ROSWELL IND SCHOOL DISTRICT	4		4
ROY SCHOOL DISTRICT 27	1		1
SANTA FE PUBLIC SCHOOL DIST	62	8 new & 4 renewed	70
SANTA ROSA CONS SCH DIST	1	1 renewed	1
SILVER CONS SCHOOL DISTRICT	1		1
SOCORRO CONS SCHOOL DISTRICT	2	1 new	3
State Charter School	2		2
State Charter Virtual School	1	1 renewed	1
TAOS MUNICIPAL SCHOOL DISTRICT	11	3 new	14
Tierra Adentro of NM	2		2
GRAND TOTAL	1,153	1219	1219



Good afternoon,

I am Joel Hutchinson from Las Cruces, New Mexico, and I am here to give testimony to the proposed teacher leader rule. I have taught English Language Arts for the last twenty-one years. I taught for Pojoaque High School, Rio Rancho High School, five years in Colorado, at Eaglecrest High School in Cherry Creek District, and am currently at Centennial High School in Las Cruces. I am a member of the Secretary's Teacher Advisory, a member of the New Mexico Teacher Leader Network, and an alum of Teach Plus, all three of these opportunities to improve as a teacher have come in the last three years.

I am pleased to hear the PED is considering a new rule regarding teacher leaders. For the vast majority of my teaching career the Public Education department was a mythical building where decisions were passed down with little explanation, a top down approach to education policy. Over the last three years, New Mexico teachers have been provided unprecedented opportunities unique to New Mexico and to the nation. The New Mexico Public Education Department (PED) introduced and implemented teacher leadership programs at the first New Mexico Teacher Summit in summer 2016, programs like the New Mexico Teacher Leader Network (NMTLN) and the Secretary's Teacher Advisory (STA), which educate educators and provide career growth. Since then the PED has expanded other network programs, the Parent Leader Network, and the Student Leader Network that educate stakeholders in local communities. The initial summit consisted of 300 teachers from around the state, and three years later, 1,300 teachers were in attendance, along with representatives from six other states wanting to learn from New Mexico how these programs are working and how to implement them in those states. Clearly there is teacher demand for this professional development and opportunity. Today we have a teacher shortage, providing career ladder opportunities and high-level professional development, as exhibited at the teacher summit and through these programs, are improving the overall profession of teaching in New Mexico. Why wouldn't we continue these efforts?

Communication in teaching is a challenging task, often met with frustration by classroom teachers. Continuation of the Secretary Teacher's Advisory and Teacher Leader Network are essential in clarifying information and in ensuring information reaches the classroom teacher. Far too often policies are diluted and twisted by special interest groups prior to reaching the classroom, which devalues and frustrates teachers.

I appreciate the proposal and believe it is essential for improving education in the state of New Mexico, however 6.65.4.8.B and C. I wish to address.

6.65.4.8.B. & C. Teacher ambassadors program and Secretary's teacher advisory both require members to maintain positions for a minimum of two years. I would recommend the commitment continue, but on a fluctuating schedule, with half the members retained for the first year and half of the members new. This provides more teacher opportunities across the state, and will allow for mentoring a new cohort on a continual cycle, rather than an entirely new group every two years.

concerns

I appreciate the willingness of the NMPED to implement this rule teacher leaders as it has reshaped my understanding of education. I further appreciate the PED providing clear requirements for teacher leader and advisory programs, and the dedication to improving career opportunities and professional development. These networks provide access for teachers across the state to cohesively work on improving education policies, a requirement under ESSA. These programs have taken great dedication to get off the ground, and now are modeled for other states looking for ways to meet ESSA. Please consider fluctuating half of the cohort each year to develop sustainability within these programs. Thank you for the opportunity to speak.

Respectfully,  
Joel Hutchinson  
*Centennial High School*  
*English Department Head*  
*Secretary's Teacher Advisory*  
*New Mexico Teacher Leader Network*  
*Teach Plus Alum*

What is a teacher leader? A person who leads, guides, or directs a group of teachers by using their voice. I'm Jill Hutchinson-Bass and I'm here today using my voice, because I've been led by other teachers to do what is right for education...advocate for students and teachers. After having taught in Asia for 15 years, I returned home to discover a number of opportunities that teachers have to make themselves heard. This is unheard of in private international schools so it sparked my interest immediately.

We all know New Mexico is in a state of crisis for recruiting and retaining teachers. This ruling is extremely important to showcase the progressive mindset that NM has had for the last few years. Educators in other states are taking notice and have been looking at the NM model of teacher leadership networks because it has been so successful with the teacher summit, leadership network webinars, and the teacher, parent, and student advisory committees. Teachers in other states are surely taking note on how teachers are stakeholders in their own profession. Let's not squander this opportunity to keep NM education moving forward. NM has started great conversations and is moving upward and onward but there is much more on our list to achieve and the nation is watching.

I support the ruling for the Teacher Leader Development Framework simply because it is who we are and who we need to be. As a mother of an autistic son who is VERY literal, I often try to see the world through that lens. Perhaps that's why when I read The Requirements for Teacher Leader Development Engagement under School liaisons, 6.65.4.9, the first word in each line from A-E resonates with me. It states the purpose of the virtual and regional in person meeting is to:

- (a) Collaborate – to work, one with another.
- (b) Learn – To acquire knowledge, to become informed

- (c) Build – To construct a plan, system of thought
- (d) Network – to cultivate people, who can be helpful to one professionally
- (e) Develop - bring out the possibilities of; bring to a more effective state: to develop natural resources

We ARE those resources. These five verbs are the essence of teachers, of life-long learners.

My own professional growth through these programs has been life changing. It has encouraged me to be involved in legislation, begin working on my admin license through the Principal Leadership Development, write an op-ed and speak on a panel for the first Education Preparation Program Summit, write public commentary, give testimony at the roundhouse, and play guitar in front of more than 1000 teachers at the third Teacher Summit! None of this would have happened if it weren't for the opportunity to get involved in leadership roles like the teacher leader network, where I have been a liaison for my school the past two years. This role has created incredible professional opportunities for my colleagues such as Instructional Material Review, science and math workshops, Science and Social Studies Dream Team, and parent and student networks. Besides PD opportunities, I have been able to inform the staff about education policy and current educational practices.

As you see, we need this rule to elevate NM education. It is crucial for the development of our profession. Please be sure this movement continues because the benefactors are NM students and that is our common ground. Teacher voice is student voice. Thank you for listening to mine.