

This is **Section 5: Supporting Excellent Educators** from the Every Student Succeeds Act New Mexico State Plan submitted in **2017**.

The New Mexico Public Education Department (NMPED) is seeking general feedback on this section, as it is currently written and was submitted in **2017**.

The NMPED does not currently have any draft amendments, and instead, the NMPED is requesting all stakeholders across the State to submit comment/propose updates to this current section.

The NMPED will review all feedback submitted, meet with stakeholders across the State, and *then* prepare amendments to Section 5: Supporting Excellent Educators. The NMPED will then publish those proposed amendments and share with stakeholders to solicit feedback during a public comment period at that time.

8/9/2017
Final



NEW MEXICO RISING
NEW MEXICO'S STATE PLAN
FOR THE EVERY STUDENT SUCCEEDS ACT

8/9/2017 Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Director of Strategic Initiatives Ashley Eden	Telephone: (505) 690-3842
Mailing Address: 300 Don Gaspar Avenue Santa Fe, NM 87501	Email Address: AshleyR.Eden@state.nm.us
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Acting Secretary of Education, Christopher Ruskowski	Telephone: (505)827-5800
Signature of Authorized SEA Representative 	Date: August 9, 2017
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Section 5: Supporting Excellent Educators



NMTEACH Teacher Evaluations... ARE UP!

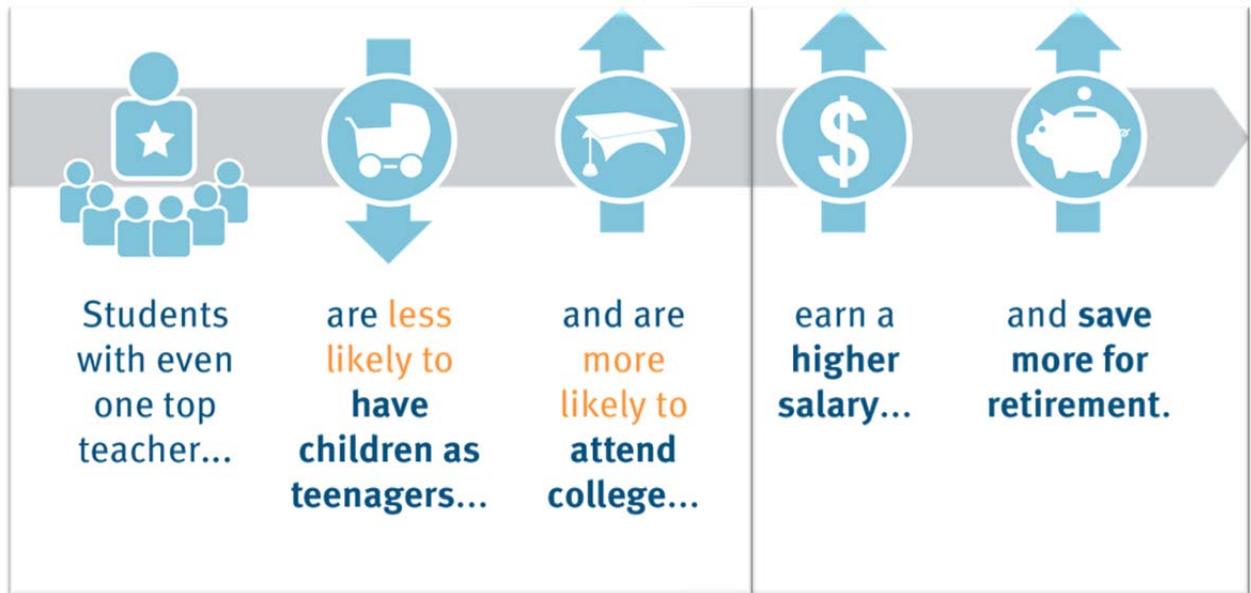
- ↑ Highly Effective and Exemplary teachers have increased by 30% since 2014
- ↑ In the 2015-2016 school year, New Mexico saved \$3.6 Million dollars in substitute teacher costs

Last year, students received 400,000 more hours of class time with their teacher

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

New Mexico’s operational design is to improve the educator profession to improve the opportunities to all students regardless of their background. The focus of increasing educator effectiveness is has demonstrated not only short term improvements for students, but the impact of just one GREAT teacher in a single school year can have lifelong benefits for a student.



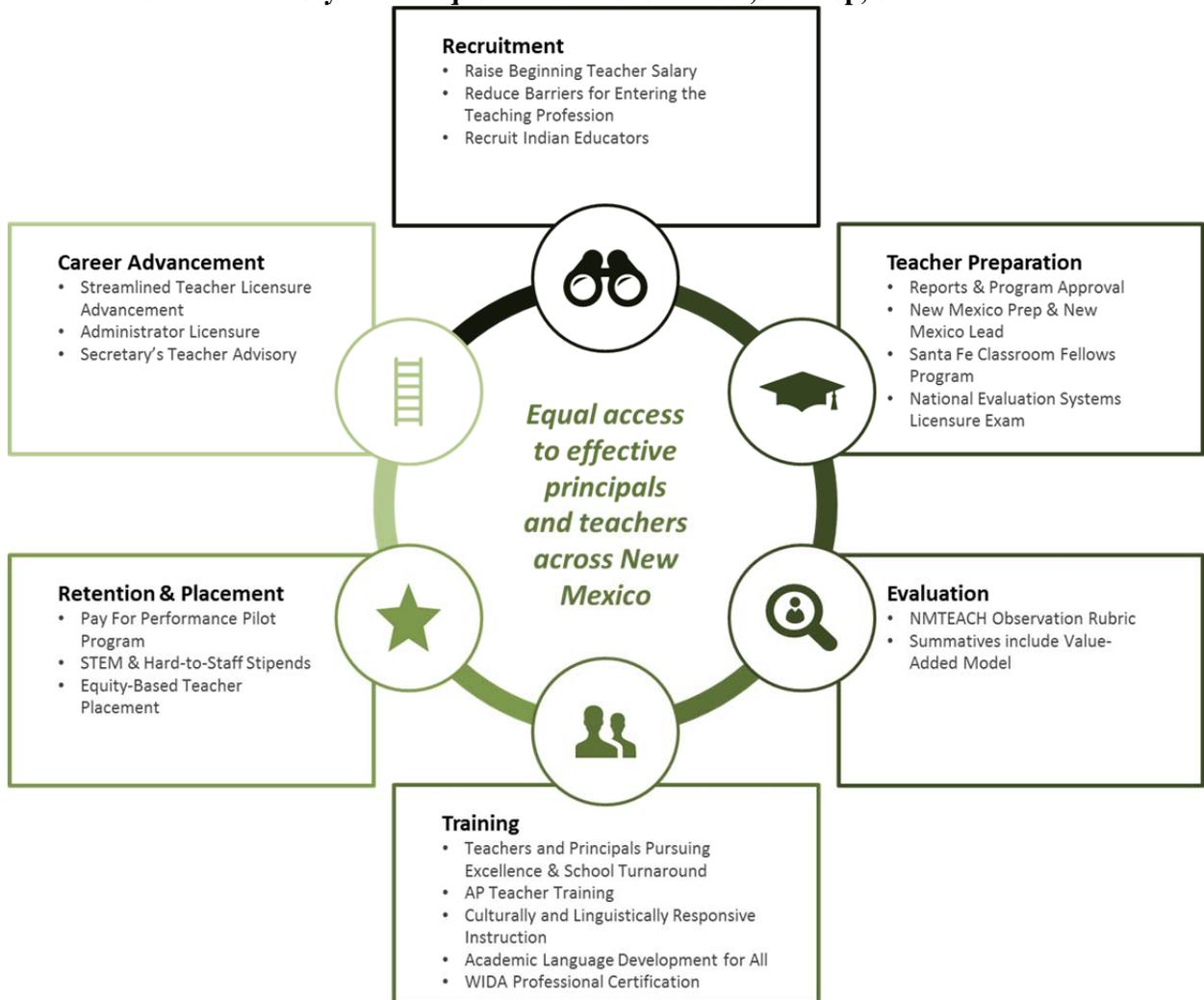
Source: Chetty, Friedman, and Rockoff. “The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood.” NBER, 2012.

Source: Chetty et al., 2011. Analysis of 20 years of data on 2.5 million students in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.

Understanding the profound impact teachers have on students, New Mexico has engaged in groundbreaking work to recognize, develop, and support excellent educators during the past six years.

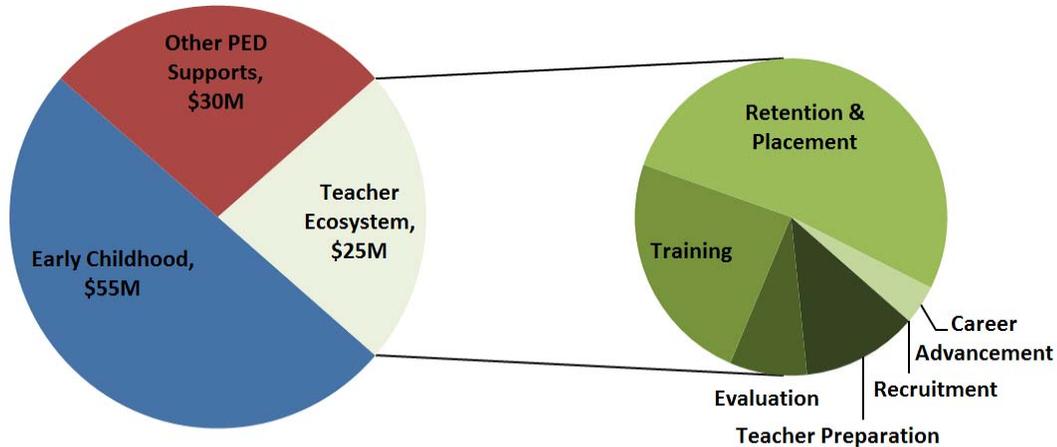
New Mexico has deployed the following theory of action to enhance the professional expectations and performance of teachers and school leaders.

New Mexico Teacher Ecosystem: Map of Initiatives to Attract, Develop, & Retain Teachers



"Again, the number one way to support all students is to provide the best teachers and school administrators available to work with them."

Targeted State Funding Opportunities 2015-2016



New Mexico makes significant investments in state dollars to teacher support systems. Of targeted funding opportunity, which is developed by the PED in conjunction with the state legislature, 23% is used on initiatives that support teacher support systems.

A. Certification and Licensure Systems. *Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?*

- Yes. If yes, provide a description of the systems for certification and licensure below.
 No.

The PED will use Title II State Activity funding to support New Mexico's Three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers. The three-tier licensure system creates statutory minimum salaries for teachers at each tier. Level I teachers must advance to level II to maintain licensure within New Mexico. We continue to support the implementation of the three-tier system through the NMTEACH effectiveness system by annual training for principals and teachers. In addition to supporting our licensure system, and enhancing our New Mexico Educator Preparation Accountability School Report Card, Title II, Part A allows for SEAs to reserve an additional amount for activities for principals and other school leaders.

The PED will continue to leverage Title II, Part A funds to fully implement the New Mexico Educator Equity Plan. The plan examines the access student subgroups have to effective educators by leveraging information from the NMTEACH system, explores the root causes of found inequities, and lays out a portfolio of strategies aimed at closing equity gaps. The plan outlines four root causes: 1) teacher preparation, 2) cultural competency, 3) recruiting and retaining effective teachers, and 4)

mentorship and professional development.¹ It then outlines the 14 strategies the PED is engaging in to close these equity gaps. Most of these strategies are included in the teacher ecosystem.

Since the inception of the NMTEACH educator evaluation system, the PED has engaged principals and district-level administrators annually in training and calibration. During these meetings, stakeholders have continually presented concerns about the readiness of new teachers and principals to the field. In the 2011, the New Mexico Effective Teacher Taskforce explored areas for improving the recruitment and retention of teachers, making recommendations to transform educational preparation programs through innovative recruitment, higher standards for entrance into a program, and revamped preparation programs that meet the needs of a 21st century classroom.

In meeting the requests of New Mexico stakeholders, the PED will apply the additional allowable funding to improving principal certification and training within the NMTEACH system, establishing innovative principal and school leader programs, and enhancing accountability for existing principal and school leader programs.

B. Educator Preparation Program Strategies. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

"The strength of NM's education system rests on the strength of its teachers! Developing teacher leaders is a high priority."

PED intends to reserve the additional 3% of Title II, Part A to support innovative teacher and school leader preparation programs that engage research-evidenced practices to focus on producing teachers that are *DAY 1* ready for the classroom.

PED is committed to ensuring that all of its PK-12 students have access to an effective teacher. To achieve this goal, the PED has pursued a web of interrelated strategies within the teacher ecosystem aimed at improving teacher recruitment, preparation, evaluation, placement and retention. These strategies include:

Recruitment: The PED fought in past executive budget recommendations to increase starting teachers' salaries. Since 2013, the beginning teacher salary has increased by 13%, from \$30,000 to \$34,000. This has helped make New Mexico more competitive for teaching talent with its neighboring states. The PED has also significantly reduced the barriers to entering into the teaching profession by streamlining the licensure process for alternatively-licensed level 1 teachers to advance

¹ <http://ped.state.nm.us/ped/PolicyDocs/NM.Educator.Equity.Plan.FINAL.pdf>

their licensure with fewer years of classroom experience and decreasing the amount of necessary college credits needed in specific areas of study.

Preparation: The department, in conjunction with higher education partners across the state, developed new teacher and administrator preparation programs that focus on practice-based training for teachers and administrators. The PED also adopted the NES licensure exams, which-increased the rigor of our licensure exams from an 8th grade level to a college level.

Evaluation: The PED implemented the NMTEACH evaluation system. NMTEACH is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal. In 2016, the NMTEACH system identified more highly effective and exemplary teachers than ever before and saved districts over \$3 million in substitute teacher cost savings.

In response to stakeholder feedback on NMTEACH, Governor Susana Martinez announced on April 2nd that changes would be made by the PED to the teacher evaluation system. The revisions reduced the proportion of the system rooted in student achievement growth and doubled the number of teacher absences allowed before absences impact a summative rating.

Placement and retention: The PED has instituted the Pay for Performance Pilot program. The program allows districts and charters to design local compensation systems to reward school-based staff for their effectiveness in order to retain high performers. Awards were increased for teachers in hard-to-staff subject areas and schools. The Department also offered STEM and hard-to-staff stipends for teachers in hard-to-staff subject areas and schools.

In support of improved educator preparation, the PED has developed a new, more coherent approach to the Quality Review of Educator Preparation Programs (EPPs), which draws on both national best practices and New Mexico's unique priorities. By setting clear expectations for high-value program elements, the PED seeks to position EPPs and support their efforts to raise the bar of teacher preparation and to improve the quality of new teachers entering New Mexico's schools.

Changes in the national and state context present the PED with a high-impact opportunity to improve its existing EPP review process. Key trends and challenges in the U.S. education sector that require more agile and effective EPP review processes include increasing demand for effective teachers, decreasing enrollment in EPPs, the emergence of online and alternative certification processes, pedagogical and technological advancements, and recent changes in the direction of federal regulation.

Currently, New Mexico faces challenges in recruiting and retaining high-quality teachers and gaps in the quality of teacher preparation. The size and quality of the teacher pool have been stagnant, and the teaching workforce is not yet representative of the diversity of the state. New Mexico's less densely populated districts, which serve a majority of its students and have the greatest difficulty attracting teachers, have little extra capacity to create and implement the talent strategies needed to attract strong teachers. Although New Mexico's EPPs play a central role in addressing these problems, many of their graduates are not fully prepared to teach the 21st century skills and knowledge that our elementary and secondary students will need to thrive as adults. Further, limited access to data on

EPPs and their graduates has inhibited understanding of which programs or approaches consistently produce highly effective teachers.

We are drafting a manual that will describe the revised EPP Quality Review process and the methodology used to develop the review framework. The framework has four key components—(1) Curriculum Design and Delivery, (2) Clinical Practice, (3) Candidate Quality, and (4) Continuous Improvement—as well as Program Impact, which measures the other components' integrated long-term result.

The Quality Review process is part of a larger effort by the PED to develop an overall educator preparation accountability system, which will also include new EPP Report Cards. The Report Cards will provide quantitative data on program characteristics, candidate outcomes, employment outcomes, and the student learning outcomes ultimately achieved by EPPs' graduates. The Quality Review process will generate complementary qualitative feedback, providing EPPs with more information on where they are on track to preparing teachers to achieve these outcomes and where EPPs should focus improvement efforts. Combined, the two evaluation strategies can drive improvement in EPPs' development of Day-One Ready teachers, who will in turn prepare the state's PK-12 students for success in college and careers.

Improving educational outcomes in New Mexico requires highly effective and exemplary teachers. The student population is high-need, encompassing different cultures and linguistic backgrounds. Average achievement levels among the state's children are not yet competitive with those in most other states. Without a doubt, New Mexico's students need and deserve the very best educators.

The revised EPP Quality Review process for New Mexico described here is one component of the PED's larger effort to enhance the state's teacher ecosystem. Currently, the state has 17 EPPs, including both traditional and alternative certification programs. These programs variously operate at the undergraduate or graduate level; offer in-person, online, or blended learning models; and provide traditional or alternative paths to certification. The goal of the revised Quality Review process is to incentivize and support the development of high-quality teachers by all 17 EPPs through processes that, while applicable to all, take into account the contexts and constraints of different kinds of programs. The process thus is designed to be broadly applicable across all types of EPPs, yet flexible enough to fit the design and needs of each and to support both provider- and program-level reviews.

Accompanying the new Quality Review process will be the Educator Preparation Report Card. The report will serve as a reflection of how teachers perform in the classroom after they leave their EPP, and will drive continuous improvement and accountability of teacher preparation programs by providing transparent program data from the NMTEACH evaluation system. These reports will be both accessible to the public and to the preparation programs, and will be rooted in EPP graduate performance in the classroom. Further, additional information will be shared with the preparation programs for them to utilize in furthering their own program development.

Title II, Part A funds will also be used to establish longer clinical residencies for participants in traditional EPPs. The PED plans to move towards requiring teacher preparation programs to have at least a year-long clinical residency while also piloting new methods of preparing alternative-route teachers that are more aligned with current classroom practice. By increasing the focus on classroom practice as the core of educator preparation, the Department expects to better prepare new classroom teachers to be day one ready.

C. Educator Growth and Development Systems. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth*

and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

- Yes. If yes, provide a description of the educator growth and development systems below.
- No.

In the past six years, PED has worked to establish a network of supports to teachers that Equip, Empower, and Champion the teaching profession, with an emphasis on improving student outcomes.

New Mexico Schools are improving because of the work of teachers and principals across New Mexico and the direct supports PED continues to invest in education.

"NM has recently really developed teacher leadership opportunities, which is great. We need to develop a stronger support system for struggling teachers that is supported across the board."

Teacher Supports Equip. Empower. Champion.



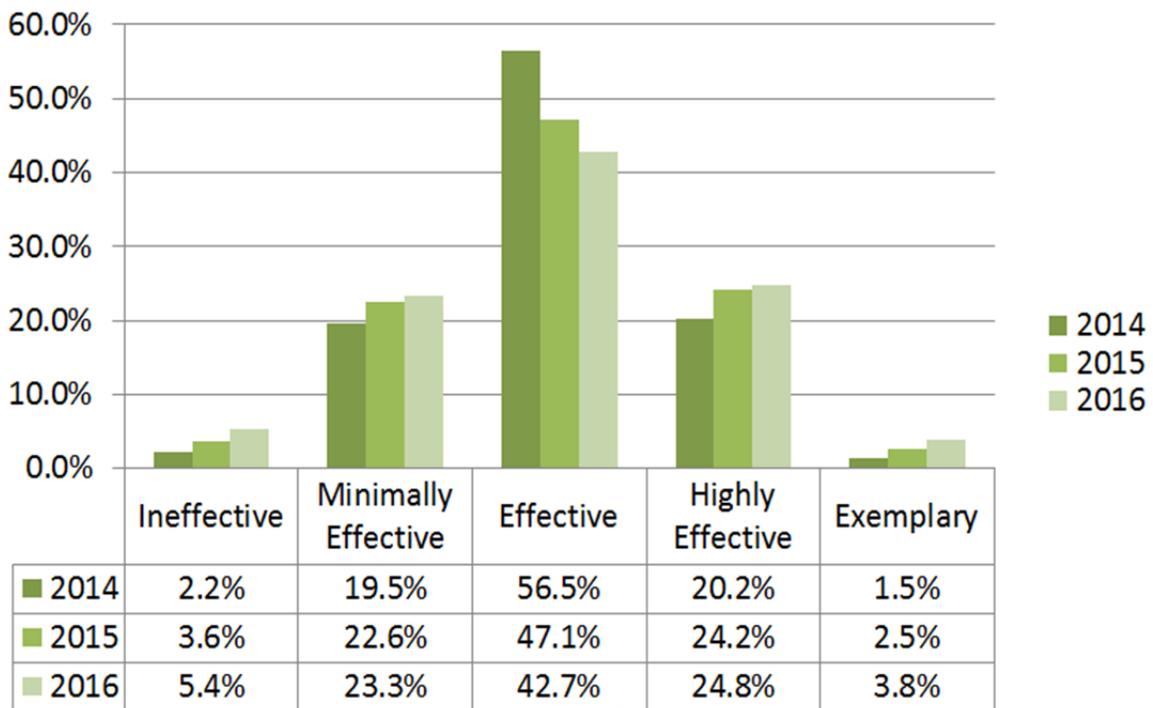
3

The NMTEACH development system is a multiple measure evaluation and support system that enhances the ability of school leaders to provide strategic and direct support to teachers depending on the NMTEACH effectiveness rating. New Mexico has developed a model of support in various districts that trains and guides district teams in the area of professional development support for

teachers within struggling schools with mentorship from high performing teachers within the same district. Teachers Pursuing Excellence (TPE) has resulted in the improvement of teachers from the lowest tier of effectiveness rating to the next tier up or in some cases a two tier increase. The increase in teacher performance is mirrored by an increase in overall student achievement. TPE schools improved proficiency rates for their students in PARCC English language arts by 4.5 times the rate of statewide growth and 2.7 times the statewide growth rate in mathematics. New Mexico will continue to support this effort of targeted and strategic professional development for teachers and school leaders.

New Mexico has required districts to support the induction of new teachers since 2003. The NMTEACH development system has a uniform method for supporting new and veteran teachers by using objective outcome data, rigorous observation and feedback protocol, and continuous improvement to ensure focus to the instructional needs of new teachers.

In the three years of implementation, NMTEACH has realized some improvement in teacher performance as shown in the graphic below.



Using NMTEACH as a framework for improvement, PED will continue to use Title II funds to continue with these successful interventions to grow and develop educators:

- The Principals Pursuing Excellence program educates and empowers principals to practice leadership behaviors that drive significant gains in student achievement. This two-year leadership development program leverages a turnaround mentor work with principals in struggling schools. Participants in the

program saw their schools improve more than three times the average school in the state in English language arts, and 1.7 times higher in mathematics.

- The Teachers Pursuing Excellence Program, which is modeled after Principals Pursuing Excellence, provides mentorship and training to minimally effective and ineffective teachers to help them become more effective in the classroom. Participants in this program saw their English language arts scores increase 4.5 times the statewide average growth and their math scores improve by 2.7 times the state average.
- AP teacher training has been instituted in partnership with the College Board. The training, which occurs in the summer, trains more teachers to be able to offer rigorous AP courses in the schools. This training has allowed AP participation to skyrocket in the state: in 2016, New Mexico ranked 2nd in the nation for year-to-year growth in both students taking AP exams, and 4th in the nation in AP access for low-income students.
- The PED streamlined the licensure process for alternatively-licensed level 1 teachers new to advance their licensure with fewer years of classroom experience. Prior to this change, new alternatively-licensed teachers took 4-7 years to earn a licensure advancement. Now it takes as little as three years.
- The PED streamlined the process for alternatively licensed individuals to advance their provisional licenses by using the effectiveness ratings of the NMTEACH system. Now alternative licensed teachers can advance to level 2 professional licensure by demonstrating effective instruction and outcomes with students.
- The PED streamlined all advancement for teachers from level 1 to 2 and level 2 to 3, by allowing effective or better teachers to advance their licenses using their NMTEACH evaluation to demonstrate meeting the appropriate statutory requirements. This process is now job-embedded and less costly to the teacher (from \$320 to \$95) for advancement.
- In 2015, the PED, in conjunction with the legislature, passed legislation cutting the amount of experience a teacher needs to qualify for and administrators license in half. Teachers now need just three years of experience to qualify – creating the potential to dramatically increase the state’s pool of administrators.
- New Mexico has implemented Hard to Staff and Pay for Performance funding that is directly linked to effectiveness ratings of teachers using the NMTEACH system. In 2016, nearly 1,300 teachers received awards for their effectiveness in the classroom, across more than a dozen districts and charter schools.
- In 2015, the PED implemented the Secretary’s Teacher Advisory Council. This council was established with membership from districts across New Mexico to promote teacher voice and make recommendations to the Secretary of Education in New Mexico on policy issues within public schools.
- In 2016, the PED established the Annual Teacher Leader Summit, providing authentic professional development and policy experiences for classroom teachers across New Mexico. The inaugural summit attracted 300 teachers. The second annual summit is anticipated to attract 1,000 teachers in 2017.

- In 2016-2017, the PED established the New Mexico Teacher Leadership Network. This network is comprised of teachers from across New Mexico to develop leadership skills and advocate, inform and teach colleagues in their respective regions on policies and strategies to create systemic improvements in public education.
- To best prepare new teachers for the rigors of providing exceptional instruction to students, the PED will overhaul mentorship requirements for all first year teachers. Currently provided for in state statute, mentorship varies greatly across the state and does not always reflect best practice. A new administrative rule will bring expectations for mentorship in line with best practice and leverage the NMTEACH system to provide for expanded developmental experiences for new teachers.

As New Mexico continues to improve the NMTEACH system, its training, and the efficacy of reporting the results, we have already yielded strong improvements in many outcomes of these initiatives. Graduation rates, school grades, PARCC results have all improved. All of these improvements have also resulted in an overall increase of effectiveness of teachers in New Mexico. Since 2014, highly-effective and exemplary teachers have increased by 30%.

Continued Consultation regarding Title II, part A

The PED will continue to consult with stakeholders to discuss uses of Title II, part A funds in the following manner:

LEA Superintdents and Charter leaders

- Coalition for Educational Leaders (July annually)
- New Mexico Association School Business Officials meeting (Fall and Winter)
- Biweekly Conference Calls with LEA leaders
- New Mexico School Board Association meetings (Winter and Spring)
- Spring Budget Workshop
- School Law Conference

Educational Stakeholders

- Hispanic Education Advisory Council (Quarterly meetings)
- Indian Education Advisory Council (Quarterly meetings)
- Government to Government (Tribal meetings-biannually)
- Secretary's Family Cabinet (quarterly meetings)

Teachers

- Secretary's Advisory Committee (quarterly meetings)
- Teacher Leader Network (biweekly calls/quarterly meetings)
- Annual Teacher Summit (June)

Principals

- Principal Leaderships Network (quarterly meetings)
- Coalition for Educational Leaders (July annually)
- NMTEACH training (June annually)

5.2 Equip, Empower, and Champion Educators

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Resources to Support State-level Strategies.

Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i. Increase student achievement consistent with the challenging State academic standards;*
- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
- iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

i. According to RAND, “When it comes to student performance . . . , a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.” New Mexico’s focus of Title II, Part A funds is focused on improving the effectiveness of teachers and the access to effective teachers for all students in New Mexico. Providing access of students to teachers that are demonstrating success implementing the Common Core State Standards is a primary focus.

ii. NMTEACH professional development will continue to be required for purposes of identifying teacher and principal quality. New Mexico will continue to employ the NMTEACH evaluation training and calibration. This training process requires principals to review data relevant to their school settings, assess areas of need, and requires administrative teams to create action plans to improve teacher effectiveness by identifying strategic professional development and support for teachers. Additionally, principals are calibrated to identify effective teaching practices for purposes of assessing their own teachers, as well as providing feedback.

iii. New Mexico is seeking to improve the percentage of students being taught by effective or better teachers and principals using differentiated compensation systems for each level of effective, highly effective, and exemplary teachers.

iv. Prior federal law focused on teacher quality as measured by front-end qualifications. Specifically, the No Child Left Behind Act specified that a Highly-Qualified Teacher is to have either passed a content area exam or possess a minimum of 24 semester hours in the content area of choice. A teacher could also attain the status of nationally board certified.

Over the course of the last decade, however, research as well as popular thinking has shifted considerably, with a vast majority considering the inputs or credentials associated with the highly qualified status as an insufficient measure of teacher quality. As noted in several contemporary research journals, qualifications only weakly predict how teachers will do in the classroom (USDE, 2009; Buddin & Zamaro, 2009; Rivkin, Hanushek, & Kain, 2005).

The American Institutes for Research (2011) underscore this shift in orientation in *Reauthorizing the ESEA*, and note that discussions among policy makers and practitioners in education focuses on the highly effective teacher or HET. This shift to the HET takes into account both the inputs or teacher credentials, and the outcomes or student achievement (American Institutes for Research, 2011). They define an effective teacher as one whose students achieve an acceptable rate, i.e., at least one grade level in an academic year (American Institutes for Research, 2011: 5).

Given the wealth of contemporary research, coupled with the fact that the U.S. Department of Education has called upon states to share strategies that improve teacher effectiveness and ultimately enhance student academic achievement, the PED has operationalized a bold plan that emphasizes educator effectiveness over the highly qualified credentialing.

New Mexico's classroom teachers continued pushing for revisions through extensive research and NM teacher survey data after an unsuccessful legislative strategy to lower the weight of achievement growth and raise the weight of classroom observations. The PED engaged deeply with educators around data and ongoing consultation and jointly announced a plan for a revised system in early April 2017. The Department has decreased the weight of student growth by fifteen percent and increased the weight of teacher observations by fifteen percent. Additionally, the department doubled the number of teacher absences exempted within NMTEACH from three to six. The PED's actions are in direct response to feedback heard from stakeholders across the state, and formalized by Teach Plus, a group of teacher policy fellows. In addition to these recommended changes, teachers requested a sustainability clause for these revisions, for a minimum of five years.

In addition, the PED launched the Secretary's Teacher Advisory (STA) last year, which convenes regularly via both conference call and in-person meetings. Teachers from across the state are represented, as are teachers from different grades, subject areas, and backgrounds. To-date the STA has advised the PED on topics ranging from teacher-leadership opportunities to student assessment approaches to school accountability revisions. STA members played a major role in the state's first Teacher Summit in 2016, and weighed-in on the state's ESSA plan.

NMTEACH is now in its fourth full year of implementation and is yielding promising results that are consistent with the research-base. Drawing upon the research cited above, the NMTEACH Educator Effectiveness System is comprised of three categories: observations, locally adopted multiple measures such as student and teacher surveys, and improved student achievement as measured through standards based assessment(s).

As such, schools and districts:

1. Base evaluation measures on the performance of the students in the classroom;
2. Include the following multiple measures of effectiveness:
 - a. 35% student achievement growth
 - b. 40% classroom observations
 - c. 15% additional measures (attendance, surveys)
 - d. Note: NM-PED has pursued legislation that would modify NMTEACH based upon stakeholder feedback during the community tour.
 - e. For more on the pillars of this legislative proposal see PED's initial response to stakeholder feedback in January 2017: <http://ped.state.nm.us/ped/ESSA.html>
3. Differentiate among five performance levels
 - a. Exemplary (meets competency)
 - b. Highly Effective (meets competency)
 - c. Effective (meets competency)
 - d. Minimally Effective (does not meet competency)
 - e. Ineffective (does not meet competency)

New Mexico is developing high-performing teachers based on meaningful interaction with students in the classroom, and not merely focusing on one's background credentials. The state has rapidly

moving away from what Weisberg, Sexton, Mulhern and Keeling termed the “widget effect” in their report issued almost a decade ago (Weisberg, Sexton, Mulhern & Keeling, 2009):

<http://tntp.org/publications/view/evaluation-and-development/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

Data emerging from the Educator Effectiveness System is beneficial from a multifaceted perspective, benefitting all stakeholders including the students, the teachers, district leadership and the PED. For teachers earning minimally effective and ineffective ratings, district leadership will develop professional growth plans that may include additional classroom observations, mentorship and guidance materials to improve classroom instruction. This information permits the LEAs to better allocate resources to improve teacher performance, and ultimately student achievement. The information also allows the PED to redirect its state and federal resources, identifying for example, targeted professional development sessions that meaningfully impact deficits in teacher attitudes, skills and knowledge using Title II funding. NMTEACH acknowledges and rewards exemplary and highly effective teachers through both salary and enhanced professional growth opportunities.

References

Chetty, R., Friedman, J.N., Rockoff, J.E. (2011). *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood*. Working Paper 17699, National Bureau of Economic Research.

Glazerman, S., D. Goldhaber, S. Loeb, S. Raudenbush, D.O. Staiger, G.J. Whitehurst. (2011). *Passing muster: Teacher evaluation systems*. Washington, DC: The Brookings Institute. Retrieved from <http://www.brookings.edu/brown.aspx>

GUIDE, A. P. Reauthorizing ESEA.

Herman, J. L., Hertitage, M., & Goldschmidt, P. (2011). *Developing and selecting assessments for student growth for use in teacher evaluation systems*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Hanushek, E. (2011). *Valuing teachers*. Cambridge, MA: Education Next. Retrieved from <http://educationnext.org/valuing-teachers/>.

Hetin, L. (2010). *Report six: Six steps for upgrading teacher evaluation systems*. Retrieved from <http://www.edweek.org>.

Learning Denied: The Case for Equitable Access to Effective Teacher in California’s Largest School District. (2012) The Education Trust-West.

Buddin, R. & Zamarro, G. (2009). *Teacher Qualifications and Middle School Student Achievement*, Working Papers 671, RAND Corporation Publications Department.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). *Teachers, schools, and academic achievement*. *Econometrica*, 73(2), 417-458.

Taylor, E. S. & Tyler, J.H. (2012). *The Effect of Evaluation on Teacher Performance*. *American Economic Review*, 102(7), 3628-3651.

Understanding the Real Retention Crisis in America’s Urban Schools: The Irreplaceables. (2012). TNTP

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2009). *State and local implementation of the No Child Left Behind Act*, volume VIII—teacher quality under NCLB: Final report. Washington, DC: Author Retrieved June 7, 2011, from <http://www2.ed.gov/rschstat/eval/teaching/nclb-final/report.pdf>

Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. New Teacher Project.*

B. Skills to Address Specific Learning Needs.

Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Academic Language Development for All (ALD4ALL)

In 2013, the PED established a comprehensive training for teachers and administrators to improve the academic and language learning outcomes of ELs and culturally and linguistically diverse (CLD) students within 12 district or tribally controlled schools. This ALD4ALL project was a comprehensive effort to meet the following objectives:

- Identification of effective schools serving bilingual multicultural education programs serving CLD students and EL students.
- Identification and dissemination of effective practices that increase student outcomes.
- Development of further professional learning opportunities that scales successful strategies.
- Adoption of rigorous standards and aligned assessments in languages other than English.
- Adoption of the New Mexico seal of bilingualism and biliteracy, including the development of state regulation and guidance to promote multilingualism across the state.

Culturally and Linguistically Responsive Instruction

- In both the 2015 and 2016 school years, the PED sponsored training for Culturally and Linguistically Responsive Instruction (CLRI) to help train teachers, principals, superintendents, associate superintendents, and other school leaders to identify and support the learning needs of all students including, English learners, children with disabilities, gifted and talented, and students that are below proficiency in literacy.
- CLRI was initiated as statewide conference in 2015 and transitioned to professional learning opportunity for teams of educators interested in transforming their schools into culturally and linguistically responsive learning environments that better engage all students—including Native American students and ELs—for learning. PED will continue to look for opportunities to resume CLRI programming.
- The PED hosted its first Culturally and Linguistically Responsive Instruction (CLRI) Conference in Albuquerque in late May 2015 which was attended by over 250 educators from across state.
 - Teams were required to submit an application demonstrating how they would create buy-in, participate fully in all trainings, submit action plans and keep track of progress towards goals.

- Over 120 educators organized into 22 teams participated
- Teams represented the geographic and linguistic diversity of the state, with several teams representing schools and districts serving Native American students
- The training series consisted of five days of training over the course of the 2015-2016 school year;
- As teams built their own capacity, they submitted presentation proposals for the last training session. Eight exemplary teams were selected to share their progress on the implementation of the professional development received and gave updates as well as elaborated on their next steps for executing their action plans.

Improving Skills of Educators for all students

As part of statewide professional development to improve skills of all principals, teachers, and other service providers to enhance skills of students identified as English Learners, students with disabilities, students who are gifted and talented, and students with low literacy levels, New Mexico has established a multiple approaches. Upon realizing great success with CLRI to meet the needs of all learners and their diverse needs, PED will embed the instructional strategies, leadership, and collaboration opportunities in the following multiple approaches:

- Establish an annual Teacher Summit to provide direct professional development in strategies to serve diverse learners.
- Leverage the Culturally and Linguistically Diverse learners model with regional training of administrators, partnering with New Mexico’s Regional Education Cooperatives to support small districts and establishing regional leaders to support ongoing leadership training and guidance to all districts. Culturally and Linguistically responsive methods are used to provide relevant training to teachers to serve all students in the classroom.
- Enhance NMTEACH training to enhance teacher efficacy in addressing learning and engagement of diverse learners to include recognizing unserved populations
- Provide regional reading coaches to serve as school leader and teacher support for reading instruction and interventions.
- As part of New Mexico’s Equity Planning tool, LEAs are required to align statutorily required professional development plans to instructional strategies identified within the NMTEACH observation protocol.
- Recruit a New Mexico “Dream Team” of teachers to create an open source curriculum for K-6 reading. These resources are available beginning in the fall of 2017.
- Create a STEM symposium for professional development of STEM teachers. Culturally, Linguistically responsive instruction to serve ALL learners. Strategies are designed to teach standards-driven through relevant and rigorous content that is accessible to all levels of students.
- Enhanced reporting of teacher effectiveness to allow teachers to understand strengths, weaknesses, and trends of instruction for all students in their classroom.

Because of the success of CRLI in its pilot year, New Mexico has begun implementing the framework of CRLI into annual training for school leaders using the NMTEACH system as catalyst to improve instruction of minority, economically disadvantaged, English learners, and students with disabilities. This leadership training provides every school leader with resources and skills to identify and coach teaching strategies for teachers to reach the diverse learners in their classroom.

New Mexico has also established the New Mexico Teacher Leader Network and will expand this network into one teacher in every school during the next few months. A complete scope and sequence for these teacher leaders is being developed to incorporate a continual professional

development of CLRI for teacher leaders to lead in their local building. As part of their membership, teacher leaders will receive this professional development and provide this training to their schools. As part of New Mexico’s continued effort to improve the quality of instruction in the classroom, the NMTEACH system is utilized to enhance the leadership practices of building administrators, as well as enhance the feedback and professional development received by teachers.

The NMTEACH system recognizes that shifts, and particularly improvement, in instructional quality are dependent on the quality of instructional leadership and targeted interventions provided to teachers. Creating quality, systemic, and individualized professional development opportunities is dependent on school leaders having access to performance data on individual teachers and utilizing it in a targeted manner.

In order to develop school administrators’ instructional leadership skills, NMTEACH requires the following of principals on an annual basis:

- Completion of annual NMTEACH Observation Protocol training.
- A passing score on an annual assessment to ensure accuracy and reliability with NMTEACH protocol
- Annual calibration visits to enhance interrater reliability within schools and districts
- Annual feedback training that focuses on using multiple data sources for providing actionable feedback to teachers

Not only does New Mexico use the NMTEACH system to support the improved leadership of school leadership in changing instructional practices, based on feedback from teachers and districts, we are establishing teacher leadership networks that will enhance training, communities of practice, and outreach to all teachers.

New Mexico has developed standards and training to address instructional methods that meet that meet the culturally and linguistically diverse needs of the students in our state. This is provided directly to teachers to enhance pedagogy and ultimately outcomes of students.

In the coming months, every school in New Mexico will have a teacher leader that has demonstrated outcomes with student achievement as a teacher leader that has direct access to PED. These teachers will receive direct training and support from PED to take back to their local schools and districts.

5.3 Excellent Educators for All

Definitions.

Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A New Mexico teacher earning an “Ineffective” rating on the NMTEACH evaluation system and/or one that earns student growth ratings in the bottom decile statewide
Out-of-field teacher*+	Teachers that do not meet the licensure/endorsement requirements and are teaching content on a waiver of qualifications. Waivers are only allowed for teachers that meet an effective or better evaluation on their NMTEACH evaluation.
Inexperienced	A teacher who has been in the field for 3 years or less

Key Term	Statewide Definition (or Statewide Guidelines)
teacher*+	
Low-income student	Students classified as Title 1 eligible
Minority student	All students other than Caucasian

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Rates and Differences in Rates

In Appendix P, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

Annually, schools receiving Title I dollars that have a disproportionate number of low-income, minority, EL, or SWD students being served by ineffective, out-of-field, or inexperienced teachers will need to address remediating these discrepancies in their Title II, part A Equity Planning tool prior to submitting their Title II application to the Public Education Department. They must identify methods they will use to increase the number of students in these subgroups that are served by effective, highly effective, and exemplary teachers prior to allocating Title II dollars for any other activity. These districts must ensure that the subgroups identified above are provide equitable access to effective teachers as part of the Title II, part A Equity Planning tool.

Public Reporting.

Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. *The rates and differences in rates calculated in 5.3.B;*
- ii. *The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;*
- iii. *The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and*
- iv. *The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.*

http://ped.state.nm.us/ped/Title2_index.html

Likely Causes of Most Significant Differences. *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

Educator Equity Differences appear to be evident among the following subgroups: Low-income and non-low-income, minority and non-minority, EL and non-EL, and SPED and non-SPED. The differences for all groups are apparent for come from four causes: poor school leadership, lockstep compensation systems, and poor quality mentorship/induction. Equity differences are reflected between districts, within districts, and within schools.

New Mexico continues to have an average pupil to teacher ratio of about 16 to 1. Districts continue to be slow to implement equity-based scheduling that ensures underserved/at-risk are prioritized in

educational opportunities. Using the NMTEACH effectiveness ratings, along with state-initiated innovations to staffing that include Hard-to-Staff funding and HQT flexibility approved by USED in 2015, New Mexico provides districts with tools that will help districts establish greater access to equitable instructional delivery. By using the aforementioned resources, New Mexico will require districts and schools to improve this access within schools and districts.

New Mexico is also establishing more rigorous standards for educator preparation programs to establish day one ready classroom teachers after completing programs. This standard will include measuring the effectiveness of the educator preparation program in providing a pipeline of teachers to serve the needs of districts and schools.

Identification of Strategies. *If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:*

- v. *Designed to address the likely causes of the most significant differences identified in 5.3.D and*
- vi. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.*

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Poor School leadership	Create Human Capital Handbook as guidance for districts (Title II – August 2017)
Lockstep Compensation Systems	Differentiated Compensation systems (State Grants Title II- 2017-2018) to serve in Hard to Staff areas
Poor Quality Mentorship/Induction	Develop framework for mentorship/Aligned with Teacher Effectiveness ratings (Title II- 2016-2017)
Recruitment and Retention in schools, courses, districts with higher at-risk factors	Pay for Performance (State grants and Title II-2016-2017)

Timelines and Interim Targets. *If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.*

The PED has established a three-year timeline to eliminate the opportunity gaps between the underserved populations identified in 5.3. B. In targeting the 2019-2020 school year, the PED has divided the overall goal into three annual targets.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Low Income students being served by	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%

ineffective teachers		
Minority students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
EL students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
Students with Disabilities being served by ineffective teachers	August 2019	2017-2018-3%, 2018-2019-2.5%