

- Holds a post-baccalaureate degree or National Board for Professional Teaching Standards certification. (Eliminated by HEC Amendment)

FISCAL IMPLICATIONS

License Renewal

The bill shortens the length of time an administrator license is valid from nine to five years which may result in PED receiving increased revenues generated for license renewals. In addition, PED notes the department is likely to see an increase in licenses, also resulting in increased revenues. Assuming license renewal fees remain the same – \$125 – PED could collect up to \$37.5 thousand in additional fees annually. PED notes the revenue can only be used for administrative costs associated with reviewing the application.

License Advancement

Statute currently requires school administrators (elementary, middle, and high school assistant principals and principals) be paid a minimum of \$50 thousand annually multiplied by the applicable responsibility factor as follows:

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|------------------------------------|----------|--------------------------|----------|
| Assistant Elementary School Princ. | \$55,000 | Elementary School Princ. | \$60,000 |
| Assistant Middle School Princ. | \$57,500 | Middle School Princ. | \$70,000 |
| Assistant High School Princ. | \$62,500 | High School Princ. | \$96,000 |
| Source: LFC Files | | | |

Costs associated with movement through the licensure system are funded by individual school districts and charter schools through their operating budgets and not funded by a unique appropriation, generally based on the assumption that at present, given the current licensure system and length of time required to advance through the system, costs of more expensive educators are balanced out by retirements and entry of new teachers into the system.

Any impact on the operating budget of a school district or charter school incurred by this bill would result from a school district's or charter school's action to hire a level three-B license holder for an administrative position (school principal or assistant school principal).

The ERB anticipates that the Committee's Substitute For SB 153 & SB 126 would have no effect on the actuarial status of the educational retirement fund.

SIGNIFICANT ISSUES

There are currently four pathways in which an individual can become a school principal or assistant principal. An applicant must:

- Teach for three years on a level two license, have a post-baccalaureate degree, satisfactorily complete a PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence;
- Teach for three years on a level two license, have a National Board for Professional

Teaching Standards (NBPTS) certification, satisfactorily complete a PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence;

- Hold a level two license and for at least four years hold the highest-ranked counselor license, have a post-baccalaureate degree, satisfactorily complete PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence; OR
- Hold a level two license and for at least four years hold the highest-ranked counselor license, have NBPTS certification, satisfactorily complete PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence.

This bill eliminates these four pathways and replaces them with two pathways. Pursuant to the provisions of the bill, in order to be eligible for an administrators license, an applicant must:

- Hold a current level two or level three teacher’s license, complete a PED-approved administrator preparation program, and have a post-baccalaureate degree.
- Hold a current level two or level three teacher’s license, complete a PED-approved administrator preparation program, and have NBPTS certification.

Currently, a teacher must teach for at least six years – on a level one license for at least three years and level two license for at least three years – before they are eligible to apply for a level three-B administrator license; many teachers spend five years teaching with a level one license, extending this time to eight years. The bill eliminates the requirement for level two teachers to teach for a minimum of three years with a level two license before being eligible to apply for a level three-B administrator license.

PED’s analysis of the original bills indicated the experience required by New Mexico’s statutes to obtain an administrators license is twice that of each of the surrounding states, which require an applicant to have two to three years of teaching experience to obtain an administrator’s license. New Mexico currently requires six years of teaching experience. PED’s analysis indicated the department identified 43 states that require three or less years of teaching before being eligible to apply for an administrator license and no state has a requirement of as many teaching years as New Mexico does. PED noted changes proposed to shorten the amount of time to achieve an administrator’s license will make New Mexico’s administrative license more competitive relative to neighboring states, especially in areas of the state close to states with lower experiential requirements such as Hobbs, Clovis, Gallup, Las Cruces and Farmington.

New Mexico State University previously noted public schools in New Mexico are facing enormous challenges in recruiting and retaining administrators and therefore it is important that various options be explored to address this crisis while carefully examining all possible unintended negative consequences before adopting any proposed education policy strategies. NMSU noted the bill has the potential to open up public school administrator licensure to non-university trained individuals and eliminates the requirement of an administrative apprenticeship. NMSU noted concern that less preparation may result in administrators that are less effective. Western New Mexico University and Eastern New Mexico University noted similar concerns.

The criteria established in the bill would only apply to licensure; school districts will still be able to impose additional requirements, if they choose, when hiring for school principals and assistant principals. Additionally, PED has indicated allowing teachers to qualify for a level three-A

administrator’s license earlier in their career will allow school districts and charter to establish a recruitment strategy for highly qualified level two teachers with an interest in leadership.

Teachers and school leaders are the top two school-related factors influencing student achievement. Research has shown that teacher quality is the most important school-related factor influencing student achievement, while school leaders are the second most important school related factor contributing to student learning. School leadership plays a key role in improving student outcomes by influencing the motivations and capacities of teachers, promoting school and community visions and goals, as well as influencing the school climate and environment and ensuring resources and process are in place to enable teachers to be effective.

ERB indicated the department did not anticipate changes proposed by the bill will have any effect on actuarial status of the educational retirement fund.

ADMINISTRATIVE IMPLICATIONS

PED may be required to process increased license applications if the bill is enacted. The department’s analysis did not note any concerns with this. As noted above, license application fees are retained by the department and used to process licenses.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HB 71, HB 76, SB 91, SB 153, and SB 378 conflict with SB 126. SB 223 changes the minimum salary requirements.

TECHNICAL ISSUES

Statute references level three teachers licenses as a “level three-A license”; however, Paragraph 2 of Subsection B uses the term “level three teacher’s license”. For consistency, the Legislature may want to consider changing reference to the “level three teacher’s license” to “level three-A license”

RSG/bb