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FISCAL IMPACT REPORT

ORIGINAL DATE 1/30/18

SPONSOR Soules **LAST UPDATED** _____ **HB** _____

SHORT TITLE Create Level 4 Teaching License **SB** 116

ANALYST Daly

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

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

(Parenthesis () Indicate Expenditure Decreases)

Conflicts with HB 177
 Relates to HB 188, SB 119, SB 157, SB 177

SOURCES OF INFORMATION

LFC Files

Responses Received From
 Central New Mexico (CNM)
 New Mexico State University (NMSU)
 Public Education Department (PED)
 San Juan College (SJC)
 University of New Mexico (UNM)

SUMMARY

Synopsis of Bill

Senate Bill 116 amends the School Personnel Code to create a Level 4 license for master teachers primarily providing professional development to other teachers and educational assistants and working with struggling students. To qualify, a teacher must have been a Level 3 teacher for five years; have demonstrated educational competence at that level; hold a post-baccalaureate degree in educational leadership or related field or be national board certified; and have taken at least eight credit hours in higher level graduate education courses or be similarly certified. SB 116 establishes a minimum salary of \$50 thousand multiplied by the applicable responsibility factor for assistant principals at the school employing the teacher.

FISCAL IMPLICATIONS

It is unclear how many Level 4 licensed teachers would be employed at each school. Additionally, in its analysis of HB 177, PED notes that costs associated with licensure advancement are funded by individual school districts and charter schools and not through a unique appropriation.

SIGNIFICANT ISSUES

CNM suggests that SB 116 seeks to address two primary issues that currently negatively affect teachers and their students in New Mexico: high teacher attrition and low student achievement. It addresses these issues through the creation of an intensive teacher mentoring and student support program consisting of level four teachers. Both of these issues are significant as New Mexico consistently ranks in the bottom of national rankings in these categories (Burgess, 2016) (Nott, 2015). However, CNM notes that these issues are not exclusive to New Mexico. Instead, recent reports have found that teacher attrition is a national problem that directly contributes to lower student success. (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). CNM reports that those reports found that increased preparation, often learned through teacher professional development programs, could offset teacher attrition, and other studies suggest that this preparation may translate to improved student performance (American Institutes for Research, 2016). On the other hand, a recent review of studies by the American Institutes for Research (AIR), found that teacher professional development is important for teacher knowledge gain but not necessarily for student success.

In New Mexico, CNM advises, many of the duties identified in SB116 are already in place. New Mexico's secondary schools already have instructional coaches with Level 3-A licenses, in place throughout the state. These positions work with classroom teachers to improve teaching skills and currently have a base pay \$53 thousand. Additionally, many senior teachers already serve in a mentorship capacity within New Mexican schools. These teachers must be at least a Level 2 teacher and receive a stipend of approximately \$2 thousand for taking on the additional duty of mentoring new or lower performing teachers. A mentor receives approximately \$45 thousand per year in pay. A key difference between these mentors and SB 116 Level 4 licensees is that the current mentors are expected to primarily serve as teachers first. There are also teachers, known as interventionists, whose work solely focuses on working with struggling readers. Interventionists must be Level 2 teachers and receive no additional stipend. CNM believes there may be a greater need for mentors and interventionists, and warns that if these positions are elevated to a Level 4 status under SB116, many of the faculty currently in these positions would immediately be deemed ineligible to continue performing this necessary Level 2 service.

Similarly, in its analysis of HB 177, which also creates a Level 4 license with similar although not identical qualifications, PED asserts that creation of a Level 4 license is unnecessary since the existing School Personnel Act provides that instructional leadership responsibilities are within the framework of a Level 3 license.

UNM advises it is difficult to distinguish a Level 3 from a SB 116 Level 4 license without identifying specific level four competencies for each of the nine domains in the New Mexico teacher competencies, and suggests additional study regarding the need for this level of license.

NMSU notes that under SB 116, Level 4 teachers assist with the supervision of pre-service teachers, and would help with graduate degrees in educational leadership.

CONFLICT, RELATIONSHIP

This bill conflicts with House Bill 177, which also creates a Level 4 teacher license with similar but not identical qualifications (and also provides an alternative pathway to Level 3-A licensure); Senate Bill 119, which increases state minimum teacher salary levels for Levels 1, 2, and 3-A; House Bill 105 and House Bill 106, which both establish teacher incentive pay provisions; and House Bill 188 and Senate Bill 157, which both change the teacher cost index in the funding formula.

OTHER SUBSTANTIVE ISSUES

SJC comments that this bill appears to recognize that principals and vice-principals are overloaded with the evaluation tasks of NMTEACH and that it has become necessary to hire master teachers to carry most of this load of making classroom observations and NMTEACH evaluations.

MD/al