

A SYSTEMIC APPROACH to attract and retain high quality educators in New Mexico through a continuum of Professional Support



Importance of Recruiting Future Teachers Early: High School

As early as high school, and even earlier than that, students start to explore future careers. Opportunities to help them explore an exciting future in public education should exist in every community. **Educators Rising**, a “grow your own” teacher initiative, is a proven way to make this happen and is already established in some New Mexico high schools.

- **Educators Rising** is both a network and mentorship program for high school students wanting to pursue a career in education.

- **Educators Rising** is embedded in Career and Technical Education (CTE) for high school students so that they have on-the-job training with experienced educators before they enter institutions of higher education.

- **Educators Rising** pairs experienced educators with high school students interested in rising into the profession of teaching.

- **Educators Rising** programs at Atrisco Heritage Academy High School, Eldorado High School, and Manzano High School have established successful pipelines into Albuquerque teacher education programs.

Research:

No Time to Lose (from *National Conference of State Legislatures NCSL*) notes that Singapore and Switzerland have built strong systems of CTE with close ties to industry. CTE is not perceived as a route for students lacking strong academic skills, but as another approach to education, skills development and good jobs. CTE is well-funded, academically-challenging and aligned with real workforce needs. It is hands-on, attractive to students and parents, and can lead to university for students who may seek professional and managerial positions later. For other students, CTE is a pathway to good jobs, by building technical skills that can be achieved much earlier than the traditional academic experience.

The United States is below the Organisation for Economic Co-operation and Development (OECD) average—52 percent of students expected to work in professions that require a university degree, but about 4 percent of students expected to work as teachers.

Some states and districts have looked to high schoolers as a potential solution for teacher shortages. Interested students take classes that seek to guide them into the teacher pipeline through generating enthusiasm, encouraging innovation, and providing support.

Policy Considerations:

- **Educators Rising** is a board member of the National Coordinating Council of Career and Technical Student Organizations and can receive national Perkins funding.

- **Educators Rising** can be either co-curricular (embedded into Career and Technical Education credit at their school) or extracurricular, as an after-school organization.

Key Take Away:

As New Mexico works to rebuild and modernize our CTE programs—let’s start with Educators Rising in every high school.

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✓ **Pre-Service**

Importance of Strong Pre-Service Teacher Preparation Programs

“What teachers know and can do is the most important influence on what students learn.”

“Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.”

What Matters Most: The National Commission on Teaching & America’s Future

Teacher Residencies

Mentoring

Teacher preparation programs that are built on strong formal partnerships with K-12 schools and prioritize clinical practice in authentic settings produce graduates who feel better prepared to teach and are rated as stronger than other new teachers by employers and independent researchers. Additionally, they have been successful in addressing critical shortages.

Induction

In traditional teacher preparation programs, candidates have, at best, a semester of student teaching just before they graduate. This practical experience is essential. However, it is inadequate to provide school-based experience at the end of a college program. School-based experiences should be available and integrated throughout every facet of a teacher education from the first minute a student expresses interest in education.

Professional Development

Resources

There should be diverse alternative paths to becoming an educator—however, we are short-changing our students when alternative equates to substandard. The evidence is too great to ignore: without adequate preparation in both subject matter and pedagogy, evidence shows that underprepared, out-of-field, and substitute teachers typically depress student achievement, and ill-prepared teachers leave the profession in higher numbers. Many students in New Mexico experience a revolving door of inexperienced and underprepared teachers.

Research:

Competitive Salaries

No Time to Lose (*National Conference of State Legislatures – NCSL*) notes the importance of:

Teacher Evaluation

Selective Recruitment. The top-performing countries have a rigorous set of criteria for determining a candidate’s eligibility for teacher preparation, including an entrance exam that few pass. Often, teacher candidates are recruited from the top quarter of high school graduates. This is not a typical practice in the U.S. Many scholars look to the investment in teacher education as the MOST important factor in Finland’s success. Only 10 percent of those who apply are admitted into teacher education.

Rigorous Preparation and Licensure. Most teacher preparation programs in top performing countries are based in prestigious research universities that are more selective and rigorous than U.S. programs. Admission is competitive and programs require mastery of subjects to be taught and often include clinical practice that can take significantly longer to complete than in the U.S. There are no approved alternative routes to licensure like those in the U.S., which enable professionals to become teachers with only a few weeks or months of training.

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✓ Pre-Service

Research Continued:

Teacher Residencies

Universal high-quality teacher education. In top performing countries, this is “typically two to four years in duration, completely at government expense, featuring extensive clinical training as well as coursework.” (*Solving the Teacher Shortage: How to Attract and Retain Excellent Educators, Learning Policy Institute*)

Mentoring

Clinical preparation. This is integrated throughout every facet of teacher education in a dynamic way. “The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice.” (*Raising the Bar: Aligning and Elevating Teacher Preparation and the Teaching Profession, American Federation of Teachers*)

Induction

Policy Considerations:

- All stakeholders must collaborate to ensure that teacher preparation standards, programs and assessments are aligned with a well-grounded vision of effective teaching.

Professional Development

- Teaching, like other respected professions, must have a universal assessment process for entry that includes rigorous preparation centered on clinical practice as well as theory, an in-depth test of subject and pedagogical knowledge, and a comprehensive teacher performance assessment.

Resources

- The primary responsibility for setting and enforcing the standards of the profession and ensuring the quality and coherence of teacher preparation programs must reside with members of the profession—practicing professionals in K-12 and higher education.

Competitive Salaries

- Provide service scholarships and loan forgiveness. Design these “programs to attract prospective teachers to the fields and locations where they are needed most. Successful programs cover all or a large percentage of tuition; target high-need fields and schools; recruit academically strong and committed teachers; and commit recipients to teach with reasonable financial consequences if they do not fulfill the commitment.” (*Solving the Teacher Shortage: How to Attract and Retain Excellent Educators, Learning Policy Institute*)

Teacher Evaluation

Key Take Away:

Raise the bar for both teaching candidates and teacher education programs, including embedded on-going clinical experiences, and loan forgiveness.

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Pre-Service

Importance of Paid Teacher Residencies for Recruitment and Retention

✓ **Teacher Residencies**

In July of 2016, the Sustainable Funding Project (SFP) published an opinion piece in the *New York Times* about the need for the nation to invest in residency-style teacher preparation, where teacher candidates work alongside an accomplished teacher for a full year before they are placed into their own classes. A year-long co-teaching model offers great promise for developing strong, well-prepared teachers, as well as positively impacting student learning.

Mentoring

High-quality teacher residencies feature:

Induction

- Strong district-university partnerships.
- High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields where there are shortages.
- A full year of apprentice teaching under supervision.
- Coursework about teaching and learning tightly integrated with clinical practice.
- Ongoing mentoring and support for graduates.
- Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach.
- Financial support for residents in exchange for a three- to five-year teaching commitment.
- Carefully selected expert mentor teachers who co-teach with residents.

Professional Development

(The Teacher Residency: A Practical Path to Recruitment and Retention, American Educator, AFT, 2017)

Resources

Research:

Competitive Salaries

“Research on the impact of the residency model suggests that, on average, residents are more racially diverse than new teachers; are much more likely to stay in teaching, especially in the high-need districts that sponsor them; and are typically more effective than other novice teachers.” *(Solving the Teacher Shortage: How to Attract and Retain Excellent Educators, Learning Policy Institute)*

Teacher Evaluation

“Urban and rural teacher residencies have been successful in recruiting talented candidates in high-need fields to work as paid apprentices to skilled expert teachers, allowing novices to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.” Paid residencies are most commonly associated with medical professionals, however, the most innovative research in education calls for the practice to be embedded into teacher preparation programs. Paid residencies would attract more educators to enroll in formal preparation programs that better prepare educators to enter their classrooms as the most experienced and well-versed teachers.

... In top performing countries ... There are no approved alternative routes to licensure like those in the states, which enable professionals to become teachers with only a few weeks or months of training. *(No Time to Lose, National Conference of State Legislatures - NCSL)*

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Pre-Service

Policy Considerations:

- Incentivize teacher preparation providers and K-12 schools and districts to form residency partnerships.
- Design competitive grant opportunities that outline high-quality residency partnership expectations. Federal Title II, Part A funds from the Every Student Succeeds Act (ESSA), offers one source of dollars. Incentivizing districts to use their portion of federal Title II dollars towards school-improvement focused residencies could be another approach.

✓ **Teacher Residencies**

Mentoring

Key Take Away:

Establish strong paid teacher residencies as one pathway to licensure.

Induction

Professional Development

Resources

Competitive Salaries

Teacher Evaluation



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Pre-Service

Importance of Beginning Teacher Mentoring for Retention

First-year teachers can feel overwhelmed and isolated. It is an exhausting year while new teachers try to keep themselves organized and their students engaged. It is also an energizing and exciting time as they start their new career. There is an incredible amount of responsibility that lands on a new teacher at once, and even though they have trained for it, some days it can be too much to handle.

Mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting. Beginning teachers who receive mentoring focus on student learning much sooner; they become more effective as teachers because they are learning from guided practice rather than trial-and-error; and they leave teaching at much lower rates.

High teacher turnover—or churn—undermines student achievement and consumes valuable staff time and resources. It also contributes to teacher shortages throughout the country, as roughly 6 of 10 new teachers hired each year are replacing colleagues who left the classroom before retirement. Research shows that urban districts can, on average, spend more than \$20,000 on each new hire. These investments don't pay their full dividend when teachers leave within 1 or 2 years after being hired.

✓ **Mentoring**

Induction

Research:

Albuquerque Public Schools (APS) has maintained a high quality, documented beginning teacher mentor program for more than 12 years. *The Mentor Program* is a partnership between the APS and the Albuquerque Teachers Federation. *The Mentor Program* takes a comprehensive approach to providing qualified site-based mentors for beginning teachers in the APS District.

This program supports the success of beginning teachers by ensuring:

- Applicants complete an interview before being selected for the Mentor pool.
- Mentors and beginning teachers are matched based on content and grade level and, whenever possible, work in the same school.
- Mentoring is determined and differentiated by need.
- Mentor teachers retain their classroom practice in order to guarantee a connection with the daily work of classroom teaching.
- Mentors conduct an individual needs assessment and identify areas for support.
- Mentors are paid, highly accountable, and receive professional development in mentoring.

Countries like England, France, Israel, Norway, Singapore, and Switzerland require formal training for mentor teachers. Norwegian principals assign an experienced, highly qualified mentor to each new teacher and the teacher education institution then trains the mentor and takes part in in-school guidance.

Professional Development

Resources

Competitive Salaries

Teacher Evaluation

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Policy Considerations:

- New Mexico has already defined a mentoring program with 9 excellent requirements that match research.
- New Mexico Administrative Code 6.60.10.7 defines a beginning teacher as a teacher holding a New Mexico Level I teaching license who has less than three complete years of classroom teaching experience. The 3-Tiered Licensure System require Level I teachers to provide evidence of participation in a district mentoring program before they can advance to Level II.
- *Unfortunately, this has become an unfunded mandate. In order to provide the mentoring new teachers need and deserve, school districts must tap into underfunded operational dollars.*

Teacher Residencies

✓ **Mentoring**

Induction

Key Take Away:

Restore and increase the funding for the requirement of the NM Administrative Code. Allocate a minimum of \$2000 per beginning teacher in order to maintain high quality mentor programs in every district.

Professional Development

Resources

Competitive Salaries

Teacher Evaluation



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Pre-Service

Importance of Continued New Teacher Support in Years 2-5

Teacher Residencies

Mentoring during the first year of teaching is essential, but not necessarily sufficient. Teaching is extremely complex work and systems should ensure that, after districts provide a strong mentoring experience, there is ongoing induction, or extended mentoring, available if needed.

Mentoring

Strong induction and support for Level I teachers can increase their retention, accelerate their professional growth, and improve student learning. The most effective induction programs include coaching and feedback from experienced teachers and ongoing opportunities to observe expert teachers. Research suggests that district and school practices related to supporting teachers influence teachers' decisions to enter, stay in, or leave the profession.

Research:

✓ **Induction**

Of all of education's self-inflicted wounds, the continued tolerance for extraordinary turnover among new teachers is among the most remarkable . . . Turnover in the first few years is particularly high because new teachers are typically given the most challenging teaching assignments and left to sink or swim with little or no support. *(What Matters Most: Teaching for America's Future, The National Commission for Teaching & America's Future, 1996)*

Professional Development

High-quality induction and mentoring programs for beginning teachers result in more teachers who stay in the profession and improved achievement for their students. In a review of 15 empirical studies regarding the impact of induction programs, Richard Ingersoll and Michael Strong concluded, "Beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management." *(What Matters Now: A New Compact for Teaching and Learning, National Commission on Teaching and America's Future, 2016)*

Resources

Competitive Salaries

In Singapore, new teachers are observed and coached and given ongoing professional development as part of a required and heavily structured induction program. *(National Conference of State Legislatures, No Time to Lose)*

Teacher Evaluation

"Sink or swim" induction encourages novices to stick to whatever practices enable them to survive whether or not they represent "best" practice in that situation. Unless teachers have access to serious and sustained learning opportunities . . . they are unlikely to teach in ways that meet demanding new standards for student learning. *(From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching, Sharon Feiman-Nemser, 2001)*

Policy Considerations:

- Induction is basically an extended mentoring program beyond beginning teaching combining academic subject studies, theoretical pedagogy, and practical teaching experience. Extending New Mexico's strong mentoring requirements to include support for Level 1 teachers in years 2-5 would support retention of teachers in the critical first 5 years.

Key Take Away:

Include additional funding to support extended mentoring/induction for Level 1 teachers in years 2-5.

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Pre-Service

Importance of Job-Embedded Professional Development for Quality and Retention

Teacher Residencies

Educators must have extensive opportunities for ongoing professional learning, embedded in substantial planning and collaboration time at school. Lessons from well-developed systems include:

Mentoring

- Professional learning that is collegial, job-embedded, often led by senior teachers, connected to school reform efforts and coaching, and is ongoing.
- Time that is available for teachers to work with and learn from colleagues, to conduct their own research, and to share practices.
- Feedback that is available from teachers and leaders to help improve practice.
- Teacher leadership that is cultivated and developed for school leadership.
- Networks and professional learning communities are developed for sharing practices across schools.

Induction

Research:

All around the world, nations seeking to improve their education systems are investing in teacher learning as a major engine for academic success . . . When time for professional development is built into teachers' working time, their learning activities can be ongoing and sustained, and can focus on particular issues and problems over time . . . Job-embedded professional learning time also supports the kind of context-specific professional learning and action research that has been found to be more effective in catalyzing change in teaching practice than the generic workshops that are common in the United States. Active research on a topic related to education is fairly common in Western European schools where professional development time is built into the teachers' work time. (*Stanford Center for Opportunity Policy in Education ~ Research Brief, By Linda Darling-Hammond, Ruth Chung Wei, and Alethea Andree*)

Resources

U.S. teachers spend 38% more time in front of the classroom than their international peers: 981 hours compared to an Organisation for Economic Co-operation and Development (OECD) average of 712 per year. This is time that they are not collaborating with peers, honing their knowledge of their subject or the practice of teaching.

Competitive Salaries

In Finland, schools provide time for regular collaboration among teachers— at least one afternoon each week—and opportunities for ongoing professional development. (*No Time to Lose, NCSL*)

Teacher Evaluation

Unfortunately, well over half of U.S. teachers get less than a day's worth of professional development annually, as contrasted with teachers in many other countries who work on professional development for 10-20 hours a week. Many U.S. professional development experiences focus on general "training" delivered en masse to large groups of teachers on a given day. There is little or no follow-up that might enable teachers to incorporate what they've just learned into their own classroom settings — to continue learning and, in the process, transform their new skills and knowledge into deep understanding and more effective teaching. In Germany, France, Luxembourg, Switzerland, and Japan, teachers have time in each day or week when they do not work with children but, instead, plan curriculum and lessons and evaluate one another's teaching. (*Teacher Development: Policies that Make Sense, WestEd*)

✓ **Professional Development**

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Pre-Service

Research Continued:

Teacher Residencies

Professional development that links theory and practice, creates discourse around problems of practice, is content-based and student centered, and that engages teachers in analysis can support the serious teacher learning needed to engender powerful student achievement (*Teaching for High Standards: What Policy Makers Need to Know and Be Able to Do*, Linda Darling-Hammond and Deborah Loewenberg Ball)

Mentoring

The Learning Policy Institute conducted a review of 35 methodologically rigorous studies that have demonstrated a positive link among teacher professional development, teaching practices, and student outcomes.

Induction

Through that review, researchers identified seven widely shared features of effective professional development:

- Content focused.
- Incorporates active learning.
- Supports collaboration.
- Uses models of effective practice.
- Provides coaching and expert support.
- Offers feedback and reflection.
- Is of sustained duration.

✓ **Professional Development**

Policy Considerations:

Resources

• Enact a 2% set-aside of educational funds to be dedicated to the time for ongoing, site-embedded professional development.

• Incentivize teacher leadership as an integral part of a statewide career ladder that builds on the 3-Tiered Teacher Licensure System.

Competitive Salaries

• Provide support and guidance to districts to provide time for Professional Development focusing on in teacher inquiry, school and classroom-based research, and teacher study groups.

Teacher Evaluation

Key Take Away:

There is significant research that investment in teacher-directed professional development pays off in increased student learning.

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Pre-Service

Importance of Fully Funding School Resources for Teacher Retention

Teacher Residencies

Today, a decade after the Great Recession, investment in public education in every state remains below what is required to provide our nation’s people with the education they need to thrive. In New Mexico, we are still \$228 million under our 2008 funding level for public education. And, the funding in 2008 was \$600 million or more short of sufficiency, as affirmed by the recent *Yazzie/Martinez v. State of New Mexico* ruling.

Mentoring

Schools with sufficient instructional materials and supplies, safe and clean facilities, reasonable student-to-teacher ratios, and adequate support personnel can positively affect teacher retention rates, influencing the kind of teaching and learning that can occur. The reverse is also true: Inadequately resourced schools are a factor in teacher turnover.

Induction

In the mid-seventies, the NM State Legislature made a decision to be responsible for funding the operation of our school districts and create a funding formula to equalize funding around the state. That was a good decision. Since that time, the State has the sole responsibility for funding our schools. The State Equalization Guarantee (SEG) is how the Legislature distributes state funding equitably to all districts. The SEG is a progressive way to equitably distribute funding for schools.

Professional Development

Originally, the SEG was crafted as a multiplication problem. It was equal and adequate. The “Big Mac” tax cuts reduced personal income taxes by 25 percent in 1981, and an additional 33 percent in 1982, and shrank gross receipts taxes. Gov. Bruce King signed it. That year, oil and gas revenues started to tail off, Federal funding slumped from 32 to 15 percent of State general fund revenues, and a deep recession rolled across the country. In 1982, state revenues took a dive. Since 1982, New Mexico has been equally, but inadequately funding schools.

✓ **Resources**

Over the years, we have narrowed our state’s revenue sources, becoming overly reliant on oil and gas. Now, our funding for schools is unstable. Our schools are required to provide many essential services for students, but without funding that is equal and adequate, we are short-changing our students.

Competitive Salaries

Research:

Teacher Evaluation

Studies suggest that teachers leave, and stay, because of the conditions in which they work. "Working conditions are even more important for keeping people in once they've made the choice to teach," Linda Darling-Hammond, the president of the *Learning Policy Institute*.

According to Richard Ingersoll (*University of Pennsylvania*), one of the top reasons for teachers leaving the profession is that they don’t have the essential resources to do their jobs well—it has to do with the working environment. “ Many schools have lost or never had electives that children love — such as music, industrial arts, theater, etc.,— and this is one reason that school has become such a heavy weight for students and teachers. Creating schools that care for the whole student, rather than just test scores, can create an environment where once again students AND teachers are more engaged.”

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Pre-Service

Research Continued:

Teacher Residencies

Schools and systems that work to build a positive and productive school culture attend to both the physical and intellectual needs of teachers and students. Basic needs including safety and adequate resources are systematically addressed; up-to-date and appropriate materials for teaching and learning are provided; and learning environments promote trust, respect, empowerment, and a focus on continuous learning for students and adults. *(Straight Talk on Teaching Quality: Six Game-Changing Ideas and What to Do About Them, Prepared by the Annenberg Institute for School Reform at Brown University)*

Mentoring

Policy Considerations:

Induction

- New Mexico must create an adequate per-student amount that is revisited and revised every 5 to 10 years. That number, the foundation of the SEG, must be the Multiplicand and the students (times the weighted factor) must be the Multiplier. That promise of sufficient funding should be kept yearly.

- A failsafe (perhaps the state’s School Permanent Fund) should be enacted only if that promise is broken and in order to maintain sufficient funding.

Professional Development

Key Take Away:

**It’s time to take the politics out of school funding.
When public schools have more money, students do better.**

✓ **Resources**

Competitive Salaries

Teacher Evaluation



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Pre-Service

Importance of Competitive Salaries for Attracting and Retaining Teachers

Teacher Residencies

Teaching is broad in its scope of responsibilities, all of which must be taken into account within a compensation system that rewards both expertise and extra time. New Mexico’s 3-Tiered Licensure System for compensation is unique and now requires adjustment to recognize teacher experience and education. It is also important the current funding formula ensures the minimum salaries in the 3-Tiered System do not also become maximum salaries.

Mentoring

In order to retain teachers, we need to build a career ladder that recognizes them for experience, education, and additional responsibilities, but the current Training & Experience (T&E) Index is not adequate. We propose adapting the T&E Index so it’s similar to the way we fund students—by assigning teacher attributes a weight according to a formula.

Induction

In a Teacher-Weighted Formula, each Level II and Level III teacher is weighted by a formula based on experience, additional degrees, state endorsements and additional responsibilities. This differentiates between new Level II and III teachers and experienced Level II and III teachers.

Professional Development

By changing the T&E Index to a Teacher-Weighted Formula, school districts will truly have a career ladder of opportunity within the licensure levels. This system will continue to honor education and experience for all teachers by adding a weighted formula for each Level II and III teacher. It will also provide incentives and pay growth potential if a teacher wants to stay at Level II for an entire career. In addition, it will allow pay increments for extra work or assignments for teachers if they choose to take on additional responsibilities.

Resources

Changes in the School Finance Act are needed to ensure funding for minimum pay levels flows to school districts to provide differentiation between Level II and III. Each Level II and Level III teacher is weighted by a formula based on:

✓ **Competitive Salaries**

- Experience
- Education
- Credentials
- Added responsibilities
- Evaluations
- Leadership

Teacher Evaluation

Research:

U.S. teachers earn approximately 20% less than other college graduates; 30% by mid-career.

Salaries have declined since the 1990s.

In more than 30 states, a mid-career teacher heading a family of 4 is eligible for several forms of government assistance (*Dr. Linda Darling-Hammond, NM Legislative Education Study Committee presentation, August 2017*).

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Pre-Service

Research Continued:

In high-performing countries, teachers are compensated more generously than American teachers, typically earning pay similar to that of senior civil servants and professionals such as engineers and accountants. They are expected to be the best in the world and are compensated accordingly. (*No Time to Lose, National Conference of State Legislatures, NCSL*).

Teacher Residencies

The national average teacher salary in America (non-starting) was \$58,950 in 2017. (*Alex Caffee, Marketing and Business Analyst, NICHE Resources, August 2018*)

Mentoring

There are many lessons the United States can learn from international studies like the Program for International Student Assessment (PISA). We need to make a nationwide commitment to early childhood education, address the crushing effects of poverty, ensure every student has access to a well-rounded curriculum, and make sure there is a highly skilled professional teacher in every classroom.

Induction

To create a true teaching profession in the United States, our school systems must provide the supports and structures that allow teachers to assume meaningful leadership roles in the district and the profession as a whole. These roles should provide diverse opportunities and choices for teachers to continuously develop their skills in and out of the classroom. One important way to help create these opportunities is for teachers and administrators to mutually develop “career ladders” that provide a clear mechanism by which districts can capture the the leadership and instructional capacity that already exists within their system. (*Career Ladders, American Federation of Teachers*)

Professional Development

Resources

Policy Considerations:

The New Mexico School Finance Act must be modified to provide the financial undergirding for the salary structure created in the Education Reform Act of 2003—the 3-Tiered Licensure System. Specifically, changes in the T&E Index must be created or new factors, like the Teacher-Weighted Formula, added to support salary structures consistent with the 3-Tiered Licensure System. State funding must be provided so that local districts can honor experienced teachers and the credentials they hold. Ideally, changes would:

- Fund beyond the minimum salaries by attaching weight and compensation to experience and credentials for increases in salaries.
- Create a mechanism to get the additional funding to the school districts and employees.
- Allow employees and school districts to design changes that honor education and experience and incorporate the minimum salary levels required by law.

✓ **Competitive Salaries**

Teacher Evaluation

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Pre-Service

Teacher Residencies

Level 1 Example Base pay \$40,000				
Years within Level	BA+30	MA	MA+30	Credential Differential (National Board Certification, ESL, Bilingual, etc.)
0-3	.05 / \$42,000	.15 / \$46,000	.20 / \$48,000	.10 in addition to current base
4-5	.10 / \$44,000	.20 / \$48,000	.25 / \$50,000	.10 in addition to current base

Mentoring

Induction

Professional Development

Level 2 Example Base Pay \$50,000							
Years within Level	Education			Credential Differentials	Added Responsibilities	Evaluation/ Student Learning Objectives (SLO)	Contributions to School Goals and Leadership
	BA	BA+30	BA+45 or MA				
1-5	\$50,000	.15 \$57,500	.20 \$60,000	.10 \$5,000	.10 \$5,000	.10 \$5,000	.10 \$5,000
6-10	.10 \$55,000	.20 \$60,000	.25 \$62,500	.10 \$5,000	.10 \$5,000	.10 \$5,000	.10 \$5,000
11+	.15 \$57,500	.25 \$62,500	.30 \$65,000	.10 \$5,000	.10 \$5,000	.10 \$5,000	.10 \$5,000

Resources

Level 3 Example Base Pay \$60,000							
Years within Level	Education			Credential Differentials	Added Responsibilities (Mentoring)	Evaluation/ Student Learning Objectives (SLO)	Contributions to School Goals and Leadership
	MA or NBC	MA+30	Doctorate				
1-5	\$60,000	.15 \$69,500	.20 \$72,000	.10 \$6,000	.10 \$6,000	.10 \$6,000	.10 \$6,000
6-10	.10 \$66,000	.20 \$72,000	.25 \$75,000	.10 \$6,000	.10 \$6,000	.10 \$6,000	.10 \$6,000
11+	.15 \$69,000	.25 \$75,000	.30 \$78,000	.10 \$6,000	.10 \$6,000	.10 \$6,000	.10 \$6,000

✓ **Competitive Salaries**

Teacher Evaluation

**Note - The differential amounts in this chart for credentials, responsibilities, evaluations, and school goals/leadership are listed on base pay only.*

Key Take Away:

Create a Teacher-Weighted Formula that supports a competitive, statewide Career Ladder compensation system.

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Pre-Service

Importance of Reimagining Teacher Evaluation to Support and Retain the Most Effective Teachers

Teacher Residencies

Systemic change in teacher evaluation must be embraced to transform a school's culture, workforce, and students by raising the standard of teacher performance, and by providing the supports to ensure teachers are empowered to take charge of their profession.

Mentoring

In taking on this mission, we should focus on measuring what we value; teacher skills and knowledge. For example, if we value outcomes for our students, such as the ability to understand essential concepts, work in groups, think critically, and solve problems, we must measure those abilities. If we value those attributes in student learning, then we are obligated to value the same qualities in teaching. A teacher evaluation system that includes an over-reliance on standardized measures undervalues, to the point of ignoring, the exact outcomes we need for our students and must value in our teachers.

Induction

In a deficit-based model, evaluation has only one purpose: "Gotcha!" In an asset-based model, evaluation serves multiple purposes, such as:

Professional Development

- Improving the overall quality of the teacher workforce by identifying and building upon individual and collective teacher strengths, and by improving instruction and other teacher practices to improve student learning.
- Identifying exemplary teachers.
- Identifying ineffective teachers and developing a system of support to remediate their skills.

Resources

- Ensuring fair and valid employment decisions, including decisions about rehiring, dismissal, career paths, and tenure.
- Confirmation of what teachers are doing well.

An Evaluation System Should:

Competitive Salaries

- Focus on providing continuous professional development and growth for teachers by addressing the skills, knowledge, and needs of teachers depending on where they are on a career continuum (e.g., novice, mid-career, veteran).
- Promote teacher leadership.
- Be both formative and summative.
- Be based on a set of standards of practice that takes into account the complexities of teaching.
- Include evidence of teaching and student learning from multiple sources.
- Address how to build the capacity of districts and schools to implement high-quality teacher development and evaluation systems.
- Be subject to continuous updating of instruments and processes as research on practice leading to valued student outcomes becomes available.

✓ **Teacher Evaluation**

High School

A **SYSTEMIC APPROACH** to attract and retain high quality educators in New Mexico through a continuum of Professional Support



Pre-Service

Research:

Ten essential “elements” that new teacher evaluation systems should address as they move forward (*A Quick Guide to Implementing Evaluation and Development Systems, AFT*):

Teacher Residencies

- | | |
|--|-----------------------------------|
| 1. Collaborative Implementation Planning | 2. Work Plan & Benchmarks |
| 3. Standards & Rubrics | 4. Multiple Measures |
| 5. Student Learning | 6. Teaching & Learning Conditions |
| 7. Training for Teachers and Evaluators | 8. Strategic Communications |
| 9. Professional Growth & Support | 10. Data & Evaluation |

Mentoring

Induction

Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open to reveal their weaknesses, in the expectation that conveying such information will lead to more effective decisions on developmental needs and training.

Professional Development

However, when teachers are confronted with potential consequences of evaluation on their career and salary, the inclination to reveal weak aspects of performance is reduced, i.e. the improvement function is jeopardized (*OECD, Review on Evaluation and Assessment Frameworks for Improving School Outcomes*).

Resources

Teacher evaluation for improvement purposes is likely to benefit from conditions such as:

Competitive Salaries

- A non-threatening evaluation context;
- A culture of mutually providing and receiving feedback;
- Clear individual and collective objectives;
- Simple evaluation instruments such as self-evaluation forms, classroom observation, and structured interviews;
- A supportive school leadership;
- Opportunities to enhance competencies as well as resources and means to improve practice;
- Teacher evaluation integrated in a system of school self-evaluation and quality assurance.

✓ **Teacher Evaluation**

In turn, teacher evaluation for accountability is likely to benefit from conditions such as:

- An independent and objective assessment of the teacher’s performance;
- National-level standards and criteria across schools;
- An evaluation component external to the school and more formal processes;
- Well-established rules regarding the consequences of the evaluation;
- Clear individual objectives with regard to all aspects of a teacher’s performance;
- Well-trained, competent evaluators of teaching performance;
- Impact on professional development plan;
- Possibilities for appeal for teachers who feel they have not been treated fairly.

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Pre-Service

Policy Considerations:

- New Mexico should follow the lead of other states that have successfully created and implement well-respected and valid teacher evaluation systems.

Teacher Residencies

- Use current practice, policy, and research to redesign New Mexico’s teacher evaluation system so it provides useful feedback to teachers to improve their practice and embed evaluations in a performance-based system of licensing and career advancement.

Mentoring

- Teachers who are evaluated as not doing well should receive support. Peer Assistance and Review Programs (PAR) are a well-documented well-researched way to provide support and due process.

Induction

- PAR is a program providing intense instructional support to underperforming post-probationary teachers. PAR is comprised of two main components: The Consulting Teacher (CT) and the PAR Panel.

Key Take Away:

Changes in the teacher evaluation system can be a powerful tool for positive change.

Professional Development

Resources

Competitive Salaries

✓ **Teacher Evaluation**

