

Proposed Rule Abstract

1. **Agency:** Public Education Department
2. **Rule Citation:** 6.65.4 NMAC, Teacher Leader Development Framework
3. **Rulemaking Action:** New Rule
4. **Register Issue and Date of Notice of Proposed Rulemaking:** Volume 29, Issue 20, October 30, 2018
5. **Effective Date:** December 31, 2018
6. **Citation to Specific Legal Authority:** Subsection C of Section 22-1-1.2 and Paragraph 1 of Subsection B of Section 22-1-1.2 NMSA 1978
7. **Short Explanation of the Rule's Purpose:** To establish criteria for teacher leader development opportunities provided by the Public Education Department.
8. **Link to Full Text of the Rule:** https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/6.65.4_NMTLN-10-29-18_WEBSITE-ALD-Approval.docx
9. **How Information on the Rule Can Be Obtained:** <https://webnew.ped.state.nm.us/bureaus/policy-innovation-measurement/rule-notification/> or from the Policy Division at 505-827-6452
10. **Comment Period and Deadlines:** October 30, 2018 to December 7, 2018 at 5:00 p.m. Written comments may be submitted to the Policy Division, New Mexico Public Education Department, Room 101, 300 Don Gaspar Avenue, Santa Fe, NM 87501, rule.feedback@state.nm.us, or by fax to (505) 827-6520.
11. **Rule Hearing:** December 7, 2018 from 2:00 p.m. to 5:00 p.m. at 300 Don Gaspar Avenue in Mabry Hall, Santa Fe, NM 87501
12. **Link to Permanent Agency Rulemaking Record:** http://statenm.force.com/public/SSP_RuleHearingSearchPublic

Summary of Proposed Rule

The October 30, 2018 issue of the *New Mexico Register* contained a proposed new rule, Part 4 of 6.65 NMAC, Teacher Leader Development Framework. The proposed new rule establishes criteria for the teacher leader development framework developed by the Public Education Department (PED) to enable communication between teacher leaders, PED policymakers, and the secretary of public education. See **Attachment 1, 6.65.4 NMAC, Teacher Leader Development Framework.**

Analysis

The proposed new rule cites Paragraph 1 of Subsection B of Section 22-1-1.2 NMSA 1978 as its statutory authority. This paragraph describes New Mexico's need to attract and retain a diverse, high quality teacher workforce. Additionally, the proposed new rule cites Subsection C of Section 22-1-1.2 NMSA 1978, which directs the state and

school districts to find ways to mentor beginning teachers, provide interventions, improve job satisfaction, and elevate the teaching profession. See **Attachment 2 Section 22-1-1.2 NMSA 1978**. Through the proposed new rule, PED is placing in regulation the teacher leadership framework that the department implemented in January 2017, though it is unclear statute grants PED the authority to put these programs in regulations.

Major Provisions

The proposed regulation establishes a school liaison program, teacher ambassador program, secretary's teacher advisory, teacher liaison program, and an annual teacher summit.

Individuals who wish to serve as a school liaison would be able to volunteer if the position was not already filled at the specific school site.

Currently, there is no rule establishing a similar stakeholder engagement process for school administrators.

Under the proposed new rule, teacher ambassadors would receive a stipend. According to the PED website, current teacher ambassadors receive \$750 annually.

School Liaison Program. Pursuant to Sections 6.65.4.8 through 6.65.4.9 NMAC, PED is placing its school liaison program in rule. The regulation will require PED to make every effort to have one school liaison in every public school. To be a school liaison, an individual must be a licensed, employed school staff person; however, school administration will not be able to serve as a school liaison. The school liaison will serve as their school's representative to facilitate communication between the school and PED. The liaison will be required to disseminate information regarding key Every Student Succeeds Act (ESSA) policy areas; provide feedback to PED policymakers and the secretary; develop skills to support colleague's growth and development; and gain access to PED resources and tools.

Teacher Ambassador Program. Pursuant to Sections 6.65.4.8 through 6.65.4.9 NMAC, PED is placing its teacher ambassador program in rule. The regulation will require PED to make every effort begin each year with 55 teacher ambassadors. These individuals would receive a stipend and would be responsible for completing specific deliverables as designated by PED and attending three in-person meetings annually. Teacher ambassadors will learn about key policy areas defined by ESSA, develop a statewide community of support for teachers, and create resources to equip teachers with accurate information. For a teacher to be granted a teacher ambassador role, they would be required to submit an application. Only teachers who are licensed, employed, and rated highly effective or exemplary on their NMTEACH summative evaluation will be considered, and the finalists will be selected by PED. See **Attachment 3, New Mexico Teacher Leader Network State Ambassador**.

The proposed rule would require current teacher ambassadors to maintain their position for a minimum of two years beginning December 31, 2018. The rule attempts to obligate the next secretary of education to continue implementing this department's initiatives.

Secretary's Teacher Advisory. Pursuant to Sections 6.65.4.8 through 6.65.4.9 NMAC, PED is placing its secretary's teacher advisory program in rule. The regulation will require PED to make every effort to begin each year with a secretary's teacher advisory consisting of 50 teacher members who would be responsible for meeting with the secretary at least once per quarter; participating in monthly phone calls with the secretary and teacher liaisons; and advising the secretary on policy issues. Similar

to teacher ambassador requirements, teachers who wish to take part in the secretary's teacher advisory will be able to apply if they are rated as highly effective or exemplary on their NMTEACH summative evaluation and PED will be required to select the secretary's teacher advisory. See **Attachment 4, Secretary's Teacher Advisory**.

The proposed rule would require current members of the secretary's teacher advisory to maintain their position for a minimum of two years beginning December 31, 2018. Again, the rule attempts to obligate the next secretary of education to continue implementing this department's initiatives.

Teacher Liaison Program. PED is placing its teacher liaison program in rule. Pursuant to Section 6.65.4.7 NMAC, a teacher liaison will be a classroom teacher hired by PED to implement the teacher leader development framework by maintaining direct communication between PED and regionally diverse teachers, and providing the teachers with resources and a platform for communication. The teacher liaison position would hold the most responsibility of all the teacher leader positions. Pursuant to Section 6.65.4.10 NMAC, teacher liaisons would be required to coordinate the entire framework; facilitate meetings and professional development; maintain communication between all teacher leader positions and PED; and serve as a point of contact for any teacher within their assigned school district or charter school. According to the PED website, there are currently four total teacher liaisons to provide technical assistance to all school districts and charter schools in the state regarding the teacher leader development framework. LESC reached out to PED regarding the teacher liaison position job description, compensation for the position, and funding. The department has refused to provide the information requested.

Annual Teacher Summit. Pursuant to Subsection D of Section 6.65.4.9 NMAC, the proposed new rule would require teacher liaisons to work with PED to plan an annual teacher summit. The summit would provide training for teachers from across the state to learn about education policy and practice. According to the proposed rule, all professional development sessions offered at the summit would be led by teachers. It is unclear if only those teachers in the teacher leader development framework will offer the training or if teachers from across the country or across the state will have the opportunity to lead professional development sessions.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 65 SCHOOL PERSONNEL - EDUCATOR PREPARATION
PART 4 TEACHER LEADER DEVELOPMENT FRAMEWORK

6.65.4.1 ISSUING AGENCY: Public Education Department, herein after the department.
 [6.65.4.1 NMAC - N, 12/31/2018]

6.65.4.2 SCOPE: The New Mexico teacher leader development framework establishes statewide standards for teacher leader development opportunities for licensed staff in New Mexico public schools.
 [6.65.4.2 NMAC – N, 12/31/2018]

6.65.4.3 STATUTORY AUTHORITY: Subsection C of Section 22-1-1.2 and Paragraph (1) of Subsection B of Section 22-1-1.2 NMSA 1978.
 [6.65.4.3 NMAC – N, 12/31/2018]

6.65.4.4 DURATION: Permanent.
 [6.65.4.4 NMAC - N, 12/31/2018]

6.65.4.5 EFFECTIVE DATE: December 31, 2018, unless a later date is cited at the end of a section.
 [6.65.4.5 NMAC - N, 12/31/2018]

6.65.4.6 OBJECTIVE: The objective of this rule is to establish criteria for specific teacher leadership roles and opportunities provided by the department.
 [6.65.4.6 NMAC - N, 12/31/2018]

6.65.4.7 DEFINITIONS:

- A. “Department policymakers”** means any senior level department officials who have a direct impact on policy development or policy implementation.
- B. “Regionally diverse”** means representative of every region across the state of New Mexico.
- C. “School liaison”** means a licensed, employed school staff person, not to include school administration, who serves as their school’s representative to facilitate communication between the school and the department.
- D. “Secretary”** means the secretary of education for the New Mexico public education department.
- E. “Secretary’s teacher advisory”** means a group of licensed, employed teachers who earn a rating of highly effective or exemplary on the state’s educator effectiveness evaluation system, NMTEACH, and who meet with the secretary regularly to provide feedback on education issues.
- F. “Teacher ambassador”** means licensed teacher, currently employed by a school or district, who learns about key policy areas as defined by the federal Every Student Succeeds Act (ESSA), develops a statewide community of support, and creates resources to equip teachers with accurate information.
- G. “Teacher liaison”** means a classroom teacher hired by the department to implement the teacher leader development framework as outlined in 6.65.4 NMAC and to maintain direct communication between the department and regionally diverse teachers, providing them with resources and a platform for communication.
 [6.65.4.7 NMAC - N, 12/31/2018]

6.65.4.8 REQUIREMENTS FOR TEACHER LEADER DEVELOPMENT FRAMEWORK:

- A. School liaisons program.** The department shall make every effort to have one school liaison in every public school in the state. The school liaison program is a regional model designed to develop a set of teachers who will:
 - (1) serve as their school’s liaison to disseminate information regarding key policy areas as defined by the federal ESSA.
 - (2) provide feedback to department policymakers and the secretary;
 - (3) develop skills to support colleagues’ growth and development; and
 - (4) gain access to department resources and tools.
- B. Teacher ambassadors program.** Beginning December 31, 2018, the current teacher ambassadors shall maintain their position as teacher ambassadors for a minimum of two years. The department shall make every effort to begin each year with 55 teacher ambassadors.

PROPOSED NEW RULE

(1) Teachers ambassadors are required to complete specific deliverables outlined by the department.

(2) The department shall provide teacher ambassadors with a stipend.

C. Secretary's teacher advisory. Beginning December 31, 2018, the current secretary's teacher advisory members shall maintain their position for a minimum of two years. The department shall make every effort to begin each year with 50 members of the secretary's teacher advisory. The secretary's teacher advisory shall collaborate and engage with the secretary to advise on key policy areas as defined in the federal ESSA. The department shall work to ensure representation among the secretary's teacher advisory members that reflects the diverse geography and cultures of New Mexico.

[6.65.4.8 NMAC - N, 12/31/2018]

6.65.4.9 REQUIREMENTS FOR TEACHER LEADER DEVELOPMENT ENGAGEMENT:

A. School liaisons. School liaisons must participate in virtual and regional in-person meetings provided and facilitated by the department.

(1) The purpose of the virtual and regional in-person meetings is to:

(a) collaborate with educators across the region;

(b) learn about key policy areas as defined by ESSA;

(c) build instructional content and leadership skills through professional learning

opportunities;

(d) network with other teachers; and

(e) develop a community of support.

(2) Virtual meetings facilitated by the department shall occur, at a minimum, once every month. Virtual meetings shall be scheduled to ensure that teacher liaisons will not miss instructional time with students.

(3) Regional meetings shall occur, at a minimum, two times per year. Regional meetings shall be scheduled to ensure that teacher liaisons will not miss instructional time with students or need to stay overnight.

(4) Virtual and regional meetings shall provide teacher liaisons with resources and information regarding education policy and practice.

B. Teacher ambassadors.

(1) Teacher ambassadors shall participate in three in-person meetings annually hosted by the department.

(2) The in-person meetings shall provide opportunities to learn about and discuss education policy and practice.

C. Secretary's teacher advisory.

(1) The secretary's teacher advisory shall meet with the secretary at least once quarterly for a full day.

(2) The secretary's teacher advisory shall participate in monthly calls facilitated by the secretary and teacher liaisons.

D. Annual teacher summit. An annual teacher summit shall be organized by the department. The teacher liaisons shall be responsible for disseminating communication regarding the event and planning logistics. The department shall collaborate with school liaisons, teacher ambassadors, and the secretary's teacher advisory to ensure that the teacher summit:

(1) brings together teachers from across the state to learn, collaborate, and celebrate with their peers;

(2) provides training that covers multiple areas of education policy and practice and is led by teachers.

[6.65.4.9 NMAC - N, 12/31/2018]

6.65.4.10 TECHNICAL ASSISTANCE:

A. The teacher liaison's main function shall be to communicate directly with teachers.

(1) The teacher liaison shall provide the secretary with support regarding all communication with teachers.

(2) The teacher liaison shall meet with the secretary on a monthly basis, at a minimum, to review key policy areas as defined by ESSA and to plan teacher engagement.

PROPOSED NEW RULE

- (3) The teacher liaison shall provide direct communication between the department and teachers statewide on a daily basis.
- (4) The teacher liaison shall provide a process for regular communication that shall include:
- (a) sharing announcements with each of the three teacher leader groups outlined in 6.65.4.8 NMAC;
 - (b) receiving and answering teacher leader questions on various platforms;
 - (c) connecting teacher leaders with department directors and department policymakers for engagement opportunities and sharing of resources;
 - (d) developing, coordinating, and facilitating content for virtual and in-person trainings to all teacher leader groups outlined in Sections 8 and 9 of 6.65.4NMAC;
 - (e) providing quarterly emails to all New Mexico teachers that include updates from the department; and
 - (f) developing and executing content for teacher videos and profiles to be published on the department website.

History of 6.65.4 NMAC: [RESERVED]

DRAFT

22-1-1.2. Legislative findings and purpose.

A. The legislature finds that no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed and that the system must meet the needs of all children by recognizing that student success for every child is the fundamental goal.

B. The legislature finds further that the key to student success in New Mexico is to have a multicultural education system that:

(1) attracts and retains quality and diverse teachers to teach New Mexico's multicultural student population;

(2) holds teachers, students, schools, school districts and the state accountable;

(3) integrates the cultural strengths of its diverse student population into the curriculum with high expectations for all students;

(4) recognizes that cultural diversity in the state presents special challenges for policymakers, administrators, teachers and students;

(5) provides students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace; and

(6) elevates the importance of public education in the state by clarifying the governance structure at different levels.

C. The legislature finds further that the teacher shortage in this country has affected the ability of New Mexico to compete for the best teachers and that, unless the state and school districts find ways to mentor beginning teachers, intervene with teachers while they still show promise, improve the job satisfaction of quality teachers and elevate the teaching profession by shifting to a professional educator licensing and salary system, public schools will be unable to recruit and retain the highest quality teachers in the teaching profession in New Mexico.

D. The legislature finds further that a well-designed, well-implemented and well-maintained assessment and accountability system is the linchpin of public school reform and must ensure that:

(1) students who do not meet or exceed expectations will be given individual attention and assistance through extended learning programs and individualized tutoring;

(2) students have accurate, useful information about their options and the adequacy of their preparation for post-secondary education, training or employment in order to set and achieve high goals;

(3) teachers who do not meet performance standards must improve their skills or they will not continue to be employed as teachers;

(4) public schools make progress toward educational excellence; and

(5) school districts and the state are prepared to actively intervene and improve failing public schools.

E. The legislature finds further that improving children's reading and writing abilities and literacy throughout their years in school must remain a priority of the state.

F. The legislature finds further that the public school governance structure needs to change to provide accountability from the bottom up instead of from the top down. Each school principal, with the help of school councils made up of parents and teachers, must be the instructional leader in the public school, motivating and holding accountable both teachers and students. Each local superintendent must function as the school district's chief executive officer and have responsibility for the day-to-day operations of the school district, including personnel and student disciplinary decisions.

G. It is the purpose of the 2003 public school reform legislation as augmented by this 2007 legislation to provide the framework to implement the legislative findings to ensure student success in New Mexico.

History: 1978 Comp., § 22-1-1.2, enacted by Laws 2003, ch. 153, § 2; 2007, ch. 307, § 1; 2007, ch. 308, § 1; 2015, ch. 58, § 1.

The 2015 amendment, effective June 19, 2015, removed references to adequate yearly progress; and in Subsection D, Paragraph (4), after "make", deleted "adequately yearly".

The 2007 amendment, added Paragraph (5) of Subsection B and Paragraph (2) of Subsection D. Laws 2007, ch. 307, § 1 enacted identical amendments to this section.



New Mexico Teacher Leader Network State Ambassador *FAQ*

What is the purpose of the New Mexico Teacher Leader Network?

The purpose of the Teacher Leader Network is to develop a set of teacher leaders who:

- can translate Public Education Department (PED) areas of focus into daily practice.
- clearly understand the link between PED areas of focus and improved student outcomes.
- gain access to PED resources and tools.
- are among the first to learn about Public Education Department (PED) areas of focus.
- are willing and able to promote PED areas of focus, resources, and tools to colleagues.

What is a Teacher Leader?

For the purposes of this network, we see a teacher leader as a teacher who both works with students and collaboratively leads colleagues to improve their practice in alignment with school, district, or state priorities. Teacher leaders can have formal or informal roles in their schools, but all teacher leaders effectively work with other teachers and administrators to advance teaching and learning.

Who should apply for the New Mexico Teacher Leader Network State Ambassadorship?

The Teacher Leader Network seeks experienced classroom teachers in all subjects and grades who hold high expectations for student achievement and have proven track records of success with students. We are looking for teachers who want to learn about state policy, want access to tools and resources to help them hone their craft even further, are continuous learners who seek out and apply feedback to improve, and who have taken or want to take on leadership roles at their school sites.

What specifically will State Ambassadors do in the New Mexico Teacher Leader Network?

Teacher leaders will come together four times throughout the year for all-day convenings, as well as, the NM Teacher Summit in the summer. The purpose of these convenings will be to collaborate with educators across the state, learn about PED areas of focus, engage in education communities, both locally and around the state, and actively use your voice to develop leadership skills through meaningful professional learning opportunities, network with each other, and develop a community of support. The convenings will be held in Albuquerque and Santa Fe, and participants' travel and lodging will be provided by PED. Districts will individually determine what type of professional leave teachers can take for participating in the Teacher Leader Network.

The first PED area of focus for the Teacher Leader Network will be NMTEACH. Teacher leaders will learn how the state's value-added model is calculated, gain clarity around attributes of specific domains, and analyze their own evaluation data to gain greater insight into their practice.

What are the benefits of participating in the New Mexico Teacher Leader Network?

Beyond the community of support, networking, and collaboration of the Network, participants will also receive a \$750 stipend. Additionally, we anticipate that many Teacher Leader Network participants will gain expertise that will allow them to take on more formal teacher leadership roles in their schools.

Participants will also have the opportunity to submit proposals to lead sessions at the New Mexico Teacher Summit held during the summer with an audience of 1,350 teachers from across the state.



WHAT IS THE SECRETARY'S TEACHER ADVISORY?

Teachers from across the state participate in quarterly meetings and monthly calls designed to:

EQUIP members with up-to-date education-related information and resources

EMPOWER members by providing opportunities to share feedback with the PED and share information with their districts

CHAMPION their profession and colleagues by developing and participating in teacher leader committees and events, including the Annual New Mexico Teacher Summit

MAKING A DIFFERENCE FOR NEW MEXICO'S TEACHERS

The inaugural Secretary's Teacher Advisory has made an incredible impact by setting a vision to Equip, Empower, and Champion NM teachers. The vision has been carried out by numerous accomplishments, including:

- Creating and co-hosting the Annual New Mexico Teacher Summit
- Providing guidance in launching the NM Teacher Leader Network
- Helping promote and launch the NM Literacy Dream Team
- Strengthening communication between the PED and classroom teachers
- Advocating for teacher resources regarding a variety of topics, including: NMTEACH, PARCC and the student growth model
- Increasing opportunities to communicate directly with the New Mexico Secretary of Education and other state education leaders
- Helping promote and co-host the New Mexico Rising ESSA Tour meetings



**Applications for the next STA Cohort will be available soon!
Cohort 2 will launch during the 2017-2018 school year.**