

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: HB 304

50th Legislature, 2nd Session, 2012

Tracking Number: .188226.1

Short Title: Teacher Exam Results on PED Website

Sponsor(s): Representatives Mimi Stewart and Jimmie C. Hall

Analyst: Phil Baca

Date: February 10, 2012

Bill Summary:

HB 304 amends the *Public School Code* to require the Public Education Department (PED) to post on its website the New Mexico science of reading assessment results for elementary teachers who are issued Level 1 and Alternative Level 1 licenses within six weeks of examination.

Among its other provisions, HB 304 requires the website posting to:

- include the name of the nationally accredited or state-approved educational institution that prepared the teacher but exclude the candidate's name.

Fiscal Impact:

HB 304 does not include an appropriation.

Fiscal Issues:

The PED analysis indicates that HB 304 will not have fiscal implications to PED.

Substantive Issues:

The current system that administers the New Mexico Teacher Assessments:

- does not require an assessment examinee to have completed any type of educator preparation program; and
- requires the licensure candidate to self-report their institution of preparation. Frequently a candidate that completed a degree program at a different institution than their preparation program is confused by this self-reporting process and could unintentionally distort the accuracy of the website posting.

Background:

In 2009, the LESC heard testimony concerning a report by the National Council on Teacher Quality entitled *Preparing Tomorrow's Teachers: Are New Mexico's Education School Graduates Ready to Teach Reading and Mathematics in Elementary Classrooms?* The report

claimed that most programs in New Mexico were not preparing candidates to teach the science of reading. In response, the New Mexico Deans and Directors of Colleges of Education presented a rebuttal to the report before the LESC at its December 2009 meeting, contesting the methodology of the study. In addition, the deans volunteered at that time to sponsor a study using in-state reading experts, and they worked with LESC members and staff to formulate HHM 16, *Study Reading Curricula in Teacher Education*, which was endorsed by the LESC and passed by the 2010 Legislature.

During the 2010 interim, LESC staff testified that, among its provisions, the memorial requested the Deans and Directors of New Mexico Colleges of Education, with members of the LESC, to form a work group to:

- examine the curricula and assigned text materials of all required reading courses in programs preparing teachers for state licensure, and determine if those courses met the statutory requirement that they be based on current scientifically based research;
- establish the methodology of the study; and
- report the results of its study, with findings and recommendations, to the appropriate interim legislative committee and the Governor.

Later, during the December 2010 interim LESC meeting, work group representatives presented their recommendations.

At the October 2011 LESC meeting, the Dean of the College of Education at New Mexico State University testified that the teacher preparation programs participated in a meeting with reading faculty from teacher education programs statewide. He also explained that during the 2011 spring semester, a review of the reports found that over 180 educational actions incorporated scientifically based reading research in the curricula and programs. Statements from the programs' reports, the Dean noted, demonstrate that teacher education programs in New Mexico integrate:

- scientifically based research components in reading programs;
- field experiences that include more diagnostic and assessment work with students, including scientifically based research components that can be used in classrooms with children;
- increased English language learner instructional activities and assessments; and
- text additions.

Finally, the Dean testified that next steps include setting up a spring 2012 meeting with reading faculty to discuss program changes and adaptations, and he emphasized that faculty will continue to review programs to meet the requirements of the LESC-endorsed joint memorial.

Related Bills:

None as of February 10, 2012.