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November 16, 2009

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner

RE: **STAFF REPORT: BEGINNING TEACHER MENTORSHIP PROGRAM REPORTS**

INTRODUCTION

In 2007, the Legislative Education Study Committee (LESC) endorsed legislation that was enacted to require the Public Education Department (PED) to collaborate with teacher preparation programs, colleges of arts and sciences, and high schools to develop a mentorship model to provide structured supervision and feedback to graduates from New Mexico teacher preparation programs who obtain a teaching position in a public high school, including charter schools.

In the 2008 interim, the LESC heard a staff report outlining the recommendations of a work group convened by the LESC to develop recommendations for a mentorship model. The 2008 work group expanded the composition of the 2007 work group by increasing participation from the colleges of arts and sciences. The discussions of these work groups resulted in recommendations that were presented to the committee in the 2008 interim for the implementation of a mentorship model in two phases:

1. Phase I includes using existing resources to provide online support to new high school teachers, developing relationships to establish regional support in Phase II, and annual reporting, all of which can be done at no additional cost; and

2. Phase II, which will require additional time and funding to implement, includes:

   - expanded online resources such as video modules developed in-state;
   - expanded regional support for new teachers from institutions of higher education, including content coaching from arts and sciences faculty;
   - expanded data collection and reporting, including tracking the institution where teachers complete their teacher preparation programs; and
   - a three-year teacher induction program for all new teachers to align with the requirements for advancement from Level 1 to Level 2 in the three-tiered licensure system.

As the committee discussed the work group's recommendations, a number of issues were raised, including:

- the role and mentorship of teachers who hold an Internship license, which is not provided for in state law, while participating in an alternative route to licensure as provided in PED rule, including how these mentorship services are funded;

- instances where teachers providing mentorship services hold less than a Level 3 license; and

- delays in the reimbursement of mentorship funds to school districts as a result of the requirement in law to fund mentorship programs according to the number of beginning teachers in the current school year.

To address some of these issues, the LESC chairs, on behalf of the committee, sent two separate letters to PED requesting the department to:

(1) work with the Higher Education Department (HED), the Office of Education Accountability (OEA), teacher preparation programs, and colleges of arts and sciences to:

   - implement Phase I of the Mentorship Model for Beginning High School Teachers; and

   - develop a detailed implementation plan for Phase II of the model, including: (1) a time table for implementation; (2) faculty and staff requirements; (3) cooperative arrangements between school districts, regional education cooperatives, and postsecondary institutions; and (4) specific cost estimates; and

(2) work with OEA to study:

   - the requirements and provisions of the PED regulatory internship license in terms of their compliance with state and federal laws and regulations;

   - the use of terms such as "Level 0" and "Level 1-I" to describe the internship license, even though they are not provided for in statute;

- the number and level of teachers, including internship teachers, receiving mentorship services and the sources and amounts of funding for those services in school districts and charter schools;

- the number and level of teachers providing mentorship services in school districts and charter schools; and

- which agencies should receive and distribute funding for the mentoring of individuals participating in an alternative route to a Level 1 teaching license.

Both letters requested PED to report to the committee in the 2009 interim.

This staff report summarizes PED's responses, which are included in two separate reports (Attachment 1, *Beginning Teacher Mentorship Program Reports: Implementation of Mentorship Model*; and Attachment 2, *Beginning Teacher Mentorship Program Reports: Licensure Levels and Mentorship Services*).

The staff report also identifies items that may have not been addressed in the PED reports. These items are noted as "issues" in the staff report, and they are also summarized near the end of the report.

Finally, the staff report updates the committee on the implementation of LESC-endorsed legislation enacted in 2009 to require PED to:

- distribute at least 50 percent of available funds for beginning teacher mentorship programs to school districts on or before September 15 of each fiscal year according to the estimated number of beginning teachers on the 40th day of the school year; and

- distribute the remainder of the funds to school districts on or before January 15 of each fiscal year based on the actual number of beginning teachers on the 40th day, adjusted for any over- or under-estimation made in the first allocation.

The last page of the report provides the committee with policy options to be considered as a result of the issues raised in the staff report.

Finally, the Appendix to the staff report provides more detailed background to this complex issue.

ATTACHMENT 1: BEGINNING TEACHER MENTORSHIP PROGRAM REPORTS: IMPLEMENTATION OF MENTORSHIP MODEL

The report indicates that the department has begun to implement online resources for new teachers and has worked with teacher preparation programs to develop a list of partner school districts and postsecondary institutions for additional mentoring support as needed.

At first glance, this document appears to be the same document submitted to the LESC during the 2008 interim describing the recommendations for a mentorship model. A closer look shows

that some sections have been added to describe activities that have taken place in 2009 to address the recommendations, although these sections are not highlighted to distinguish them from the 2008 recommendations.

As noted below, several recommendations made to the committee in 2008 have not been implemented as requested.

Implementation of Phase I: Issues

- It appears that the report restates the recommendations for Phase I but does not address how Phase I recommendations have been implemented. However, under Phase II, PED's report lists a number of activities that appear to address Phase I recommendations.

- PED's report also does not appear to address the collection of annual reports from teacher preparation programs, as required in law as part of the model (see the Appendix for a description of these reports and issues raised in 2008).

Implementation Plan for Phase II: Issues

- The report does not appear to provide a detailed implementation plan or cost estimates for Phase II of the model as requested in the letter.

- As noted above, the activities included under Phase II appear to address Phase I recommendations.

- Although the report restates many of the recommendations made in 2008, it does not refer to the implementation of a "Three-Year Teacher Induction Framework" or expanded annual reports that were originally recommended to the LESC as part of Phase II.

ATTACHMENT 2: BEGINNING TEACHER MENTORSHIP PROGRAM REPORTS: LICENSURE LEVELS AND MENTORSHIP SERVICES

Among the findings of this study, in school year 2008-2009 approximately 1,950 new teachers received mentoring from a total of 1,515 mentor teachers. Of the mentor teachers:

- 843, or 55.6 percent, were Level 3 teachers;

- 646, or 42.6 percent, were Level 2 teachers;

- 23, or 1.5 percent, were Level 1 teachers; and

- 3, effectively zero percent, were retired teachers or mentorship coordinators who had held Level 3 licenses.

As noted below, the report raises some issues. Because some of the committee's requests may not have been addressed they may warrant continued study.

Results of the Study: Issues

- Considering that receiving mentorship through a mentoring program is one of the statutory conditions for advancement from Level 1 to Level 2 licensure, it may be a violation of state law for Level 1 teachers to provide mentorship services.

- While the study provides the total number of teachers receiving mentoring services in school districts and charter schools for school year 2008-2009, it does not address the levels of teachers receiving mentorship services as requested in the letter.

- The study indicates that current language in statute may be ambiguous because the *School Personnel Act* refers to both "beginning teachers" and "level one teachers" in the section on teacher mentorship, and the term "beginning teachers" is used when prescribing the funding requirements for mentorship dollars. PED has reported that mentorship funds are distributed to districts and charter schools for Internship licensed teachers because they may be considered "beginning teachers."

- The study does not appear to investigate the sources and amounts of funding for mentoring Internship licensed teachers as requested, nor does it appear to investigate which agency should receive and distribute this funding. It does note that OEA supports the current methodology of funding mentorship for Internship teachers through the annual legislative appropriation to PED.

- The study does not appear to provide an answer to the question whether New Mexico's Internship licensed teachers meet federal regulations to be "highly qualified" – that is, whether Internship teachers receive "sustained, intensive" professional development before and while teaching and participate in a "program of intensive supervision."

- An LESC staff review of data in the study indicates a variety of ratios of mentor teachers to new teachers across the state, some of which could merit further research:

  - one school district reported *zero mentor teachers and one new teacher* (however, the district was awarded $1,003.09 in mentorship funds); and
  - some districts and charters reported notably *more mentors than new teachers* – in some cases as many as four mentor teachers for each new teacher.

BEGINNING TEACHER MENTORSHIP FUNDING

Since 2000, the Legislature has appropriated approximately $11.4 million for beginning teacher mentorship, including approximately $1.4 million for FY 10. As noted in Table 1, below, PED reports that the first distribution of mentorship funds to districts and charters for FY 10 was $543 per new teacher. PED reports that award letters were sent on August 12, 2009 and that districts and charters must submit budget adjustment requests to PED to receive the funding.

- ***Issue*:** PED reports that the department distributes funding to districts for all first-year teachers (whether Intern or Level 1) and only for second- and third-year teachers if more mentoring is required, and that districts may fund second and third years of mentoring for

all teachers if they wish. However, state law requires Level 1 teachers to "undergo a formal mentorship program and an annual intensive performance evaluation by a school administrator for at least three full school years before applying for a Level 2 license." This statutory language could be interpreted to mean that mentoring is required for a minimum of three years.

Table 1. Summary of Appropriations for the Beginning Teacher Mentorship Program *(Statewide)*

Legislature	Fiscal Year	Appropriation *(in thousands)*	Number of Teachers for which PED Allocated Funding	Amount Allocated per Teacher	Notes
2000	FY 01	$500.0	*Not available*	$1,141	*Pilot year*
2001	FY 02	$1,000.0	2,109*	$490.50	*Beginning Teacher Mentorship Program for all new teachers enacted*
2002	FY 03	$998.0	2,543*	$396	
2003	FY 04	$900.0	2,284*	$394	
2004	FY 05	$900.0	2,050*	$439	
2005	FY 06	$900.0	2,342	$365	
2006	FY 07	$899.1	2,431	$368	
2007	FY 08	$2,000.0	2,152	$929	
2008	FY 09	$1,950.0**	1,944	$1,003	*Distribution based on 40th day current year numbers*
2009	FY 10	$1,394.55***	1,372	$1,016	*First distribution of 50% of funds = $543 per teacher*
	Total	**$11,441.65**			

SOURCE: PED; 2007 & 2008 LESC reports on the teacher mentorship program.
* Indicates that numbers were unavailable from PED and were estimated by LESC staff based on PED spreadsheets showing the amount of mentorship funding allocated and the known allocations per teacher.
** Solvency legislation enacted in 2009 regular legislative session reduced the original FY 09 appropriation of $2.0 million by 2.5 percent.
*** Solvency legislation enacted in the 2009 first special legislative session reduced the original FY 10 appropriation of $1,491.5 thousand by 6.5 percent.

SUMMARY OF ISSUES

Because a number of issues have been raised throughout the report, a summary of the issues seems in order.

The Mentorship Model

- PED's report does not appear to clearly distinguish between the 2008 recommendations to the LESC and the actions taken in 2009 to implement those recommendations.

- What appear to be some Phase I activities are listed under Phase II in the report, and the section on Phase I merely restates the 2008 recommendations to the committee.

- The report also does not appear to provide an implementation plan or cost estimates for Phase II.

Study of Licensure and Mentorship

The following issues were not addressed in this study and may require additional research:

- the levels of teachers receiving mentoring services, including Internship licensed teachers;
- the sources and amounts of funding for mentoring Internship licensed teachers, and which agency should receive and distribute this funding; and
- whether New Mexico's Internship licensed teachers meet federal regulations to be "highly qualified" by receiving "sustained, intensive" professional development before and while teaching and by participating in a "program of intensive supervision."

In addition, the study raised the following issues that may likewise require more research:

- cases of Level 1 teachers are providing mentoring services, which may be contrary to state law;
- an instance where a school district reported having a new teacher and receiving funding to mentor that teacher, even though no mentor teacher was reported;
- instances where school districts have as many as four mentor teachers for each new teacher; and
- possible confusion in the *School Personnel Act* over the use of both terms "beginning teachers" and "level one teachers" in the section on teacher mentorship (this confusion is evident in PED's distribution of mentorship funds for Internship licensed teachers on the basis that they are beginning teachers, even though the mentorship program is for "all level one teachers").

Beginning Teacher Mentorship Funding

In addition to the issue noted above with the use of the term "beginning teachers," another issue may also affect the distribution of mentorship funds:

The *School Personnel Act* requires Level 1 teachers to "undergo a formal mentorship program and an annual intensive performance evaluation by a school administrator for at least three full school years before applying for a level two license." This phrase could be interpreted to mean that Level 1 teachers must participate in a mentorship program for three years, but PED distributes funding for first-year teachers only.

POLICY OPTIONS

Considering the issues raised in this report, the committee may wish to consider the following policy options:

1. Write a letter to PED requesting that the department investigate the following:

    - in the instance of Level 1 “mentor” teachers:

        - the specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 mentors in the same school district;
        - the levels of teachers each Level 1 teacher is mentoring; and
        - the years of teaching experience each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship license before receiving a Level 1 license; and

    - because of the variety of ratios of mentor teachers to new teachers noted above, the specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers.

2. Write a letter to PED requesting that the department work with OEA to address the following:

    - whether Internship licensed teachers receive “sustained, intensive” professional development “before and while teaching” and participate in a “program of intensive supervision,” as required in federal regulations;

    - the number of Internship and Level 1 teachers receiving mentorship services in each district and charter school; and

    - the sources and amounts of funding for mentoring and other support of Internship licensed teachers, including those services provided by alternative licensure programs, and which agencies should receive and distribute this funding.

3. Endorse legislation to clarify the following language in the *School Personnel Act*:

    - the use of the terms “level one teachers” and “beginning teachers” in the same section on mentorship, including providing a definition of “beginning teacher” in statute if necessary; and

    - the required length of time for teachers to participate in a formal mentoring program.

APPENDIX
Background: Beginning Teacher Mentorship

- Mentorship for new teachers is often considered an important strategy for stemming beginning teacher turnover.

- Since 2001, state law has required mentorship for all beginning teachers.

- When the Legislature enacted the three-tiered teacher licensure and evaluation system in 2003, participation in the mentorship program became a condition for advancement from a Level 1 to a Level 2 teaching license. In addition, Level 3 teachers may mentor new teachers as part of their additional responsibilities.

- In 2006, two of the findings of the 60-member LESC College/Workplace Readiness and High School Redesign Work Group were that (1) current law does not provide for a consistent and uniform model for mentorship programs among districts; and (2) current law does not provide ways to ensure content-area expertise in the mentoring process at the high school level.

- In 2007, LESC-endorsed legislation was enacted to require the Public Education Department (PED) to collaborate with teacher preparation programs, colleges of arts and sciences, and high schools to develop a mentorship model to provide structured supervision and feedback to graduates from New Mexico teacher preparation programs who obtain a teaching position in a public high school, including charter schools, and report their recommendations to the LESC by November 1, 2007.

- As part of the mentorship model, the law requires that teacher preparation programs submit the following annual reports to PED (also see "Issues Raised in 2008," below):

  - an annual report of the number of teachers who have completed each teacher preparation program the previous spring or summer and have been hired by public high schools, including charter schools, for the following year; and
  - an annual report providing a description of the mentorship services that will be provided to each of their teachers, including the name of the teacher, the grade level the teacher has been hired to teach, and the name of the school district where the teacher has been hired.

- The work toward recommendations for a model was conducted over the 2007 and 2008 interims:

  - In 2007, PED and the Higher Education Department (HED) formed the "Mentorship Task Force" with membership as prescribed in law, except for limited representation by deans of colleges of arts and sciences. After the deans and directors of teacher preparation programs reviewed the draft report, they agreed that it was necessary to expand the task force to include the deans of arts and sciences as required by law and to continue to work on the model. These recommendations were included in the December 2007 staff report to the LESC. The LESC received the report and agreed with the task force that additional representation and study of the current beginning teacher mentorship program were important.

- In 2008, the LESC, PED, HED, and the Office of Education Accountability (OEA) formed the "2008 LESC Mentorship Model Work Group" with increased representation from colleges of arts and sciences, school districts, charter schools, and regional education cooperatives (RECs). This group continued the work that resulted in the final recommendations for the mentorship model.

- The LESC received the final recommendations for a mentorship model as part of the 2008 interim staff report. It was recommended to the LESC that the components of the model be implemented in two phases. Phase I could be implemented immediately without additional costs, and Phase II involved activities that needed further research and would involve additional costs.

Issues Raised in 2008

Annual Reports

The 2008 mentorship model recommendations to the LESC noted the following issues with the annual reports:

- Because teachers who graduate in the fall semester represent a large portion of graduates, they would have to be included in these reports, in addition to those who graduate in the spring and summer.

- The law requires teacher preparation programs to provide to PED a description of the mentorship services that each of their graduates receives, but PED already collects descriptions of mentorship programs for each of the 89 districts.

- PED records the "highest-degree institution" in the Student Teacher Accountability Reporting System (STARS), which in many cases may not be the institution where teachers completed their preparation programs.

Internship Licensed Teachers

The staff report also identified some potential issues regarding which teachers receive state-funded mentorship services and which teachers provide state-funded mentorship services.

- The regulatory Internship teaching license issued by PED allows individuals seeking a Level 1 license through an alternative route to licensure to begin teaching in the classroom as the teacher of record. Although the Internship license, also sometimes referred to as "Level 0," is not specifically provided for in state law, the *School Personnel Act* requires PED to develop an alternative route to licensure. As part of this alternative route, PED rule requires that alternative route candidates hold an Internship license and be a teacher of record for at least one year but no more than three years.

- However, the *School Personnel Act* specifies that the mentorship program is for "all level one teachers," which raised the question of how many Internship teachers receive mentoring and whether the mentoring should be provided and funded through the school

district or through the alternative teacher preparation program in which an Internship teacher is enrolled.

- Questions were also raised regarding whether the Internship license allows a teacher to be considered "highly qualified" under the *No Child Left Behind Act of 2001*.

- Further, results from a survey conducted by PED during school year 2007-2008 indicated that individuals other than Level 3 teachers were providing mentoring services to beginning teachers and that, in some cases, even Level 1 teachers may be serving as mentors.

Mentorship Funding

- Prior to FY 08, according to PED, mentorship funds were allocated to districts based on the number of beginning teachers on the 120th day of the previous school year and distributed on a reimbursement basis. However, the LESC received reports that this allocation method posed issues when school districts had significantly different numbers of new teachers from one year to the next.

- In 2007, LESC-endorsed legislation was enacted to require that mentorship funds be distributed to districts according to the number of beginning teachers on the 40th day of the current school year.

- In 2008, the LESC learned that the requirement to distribute funds to districts based on the number of beginning teachers on the 40th day of the current year, which usually occurs in October, means that PED is unable to distribute the funds until late in the school year.

- In 2009, the LESC endorsed legislation that was enacted to require PED to:

  - distribute at least 50 percent of available funds for beginning teacher mentorship programs to school districts on or before September 15 of each fiscal year according to the estimated number of beginning teachers on the 40th day of the school year; and
  - distribute the remainder of the funds to school districts on or before January 15 of each fiscal year based on the actual number of beginning teachers on the 40th day, adjusted for any over- or under-estimation made in the first allocation.

New Mexico
Public Education Department

Beginning Teacher Mentorship Program Reports:
Implementation of Mentorship Model

LESC
October 2009

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Mentorship Model: Phases I and II

Background

In 2007, the beginning teacher mentorship law was amended to require the Public Education Department (PED) to work with teacher preparation programs, colleges of arts and sciences, and high schools to develop a model for mentoring for all graduates from New Mexico teacher preparation programs who obtain positions in New Mexico public high schools.

The mentorship law requires that the model provide for:

- mentorship services for the first year as a Level 1 teacher to each graduate of New Mexico teacher preparation programs who has obtained a teaching position in any New Mexico public high school, including charter schools; provided that teacher preparation programs may enter into memoranda of agreement with each other or with Level 3 teachers in providing the services to their graduates;

- an annual report to PED of the number of teachers who have completed each teacher preparation program the previous spring or summer and have been hired by public high schools, including charter schools, for the following year; and

- an annual report providing a description of the mentorship services that will be provided to each of their teachers, including the name of the teacher, the grade level the teacher has been hired to teach, and the name of the school district where the teacher has been hired.

The law also requires that recommendations and a cost estimate for the model be reported to the Legislative Education Study Committee (LESC) by November 1, 2007. In response to the mandate in law, in June 2007, the PED and the Higher Education Department (HED) formed the Senate Bill 211 Task Force with a mentorship subcommittee to assist in the development of the model. This task force produced an initial draft report. After the deans and directors of teacher preparation programs reviewed the draft report, they agreed that it was necessary to expand the task force to include the deans of arts and sciences as required by law and to continue to work on the model.

These recommendations were included in the December 2007 report to the LESC regarding beginning teacher mentorship in New Mexico. The LESC received the report and agreed with the task force that additional representation was important. A final report was scheduled for the 2008 interim. During the 2008 interim, the LESC, the Office of Education Accountability (OEA), PED, and HED staff coordinated meetings of the 2008 LESC Mentorship Model Work Group, with wide representation from school districts, regional education cooperatives (RECs), charter schools, colleges of arts and sciences, and teacher preparation programs from two- and four-year institutions, teacher organizations, and professional development providers.

The recommendations from the meetings of the 2007 task force and the 2008 work group were presented to the LESC in September 2008.

Following the September 2008 presentation, Representative Rick Miera, Chair of the LESC, sent a letter to the Secretary of Public Education, Dr. Veronica C. García, requesting that the PED work with the HED, OEA, teacher preparation programs, and colleges of arts and sciences to:

1. Implement Phase I of the Mentorship Model for Beginning High School Teachers; and

2. Develop a detailed implementation plan for Phase II of the model, including: (1) a time table for implementation; (2) faculty and staff requirements; (3) cooperative arrangements between school districts, RECs, and postsecondary institutions; and (4) specific cost estimates.

The letter further requested that the PED follow these recommendations as the mentorship model is being implemented and requested a report on the implementation of Phase I and the implementation plan for Phase II during the 2009 interim.

The PED's response to Rep. Miera follows.

Phase I

Phase I represents activities that has been implemented. As indicated by initial estimates, the cost for many of the recommended activities, including online resources, regional support and annual reporting, were to be absorbed by the PED and IDEAL-NM.

Online Resources

Online resources for new teachers, mentors, and mentor program administrators are a valuable way to provide more support for new teachers. New Mexico currently has two online resources that could easily be adapted to support beginning high school teachers – the Innovative Digital and Learning New Mexico initiative (IDEAL-NM) and Teach New Mexico.

IDEAL-NM has the capability of hosting web chats, bulletin boards, and other types of interactive web-based support for new teachers, mentors, and faculty members. The Legislature has already funded the infrastructure and other costs for IDEAL-NM. According to IDEAL-NM, all electronic services proposed by the work group can be offered free of cost, including bulletin board discussions, live chats, and soon IDEAL will have web-conferencing capabilities. There would be no additional cost for creating space on IDEAL for new teachers, mentor teachers, and faculty members to connect in a variety of ways. Further, IDEAL has an Academic Services Director who could administer the web support for new teachers offered through IDEAL.

The Teach New Mexico website is sponsored by the PED Educator Quality Division - www.teachnm.org. This is the PED's portal for the New Mexico Online Licensure System, including the online submission of the professional development dossier for licensure advancement. The website also has a professional development calendar feature that allows any professional development provider to post their events

Both IDEAL-NM and Teach New Mexico can link to each other as well as to free, outside resources. One example of outside web resource that currently exists and is used in the PED's

Transition to Teaching program is Vanderbilt University's IRIS Center for Training Enhancements, a project of the US Department of Education. The IRIS Center for Training Enhancements offers high-quality, free online interactive resources that translate research about the education of students into practice. The materials cover a wide variety of evidence-based topics. Other recommended activities in the area of online resources in Phase I are as follows:

1. IDEAL-NM

   - Explore short-term and long-term partnerships with IDEAL-NM in support of the Mentorship Model for Beginning High School Teachers:

     - Identify existing IDEAL-NM resources for beginning high school teacher to support their content knowledge-base. For example, IDEAL-NM will begin a project that involves the posting of web-based Mathematics and Science lessons, which support the development of a teacher's content knowledge-base and methodology.

     - Work in collaboration with HED, IDEAL, PED, and other entities to develop and identify of online resources that will support new teachers.

2. Teach New Mexico

   - Post all existing and future Beginning Teacher Mentorship professional development activities on the Teach NM 365 Calendar of Events, especially those focusing on supporting beginning high school teachers.

   - Promote the use of the free IRIS online interactive resources to all beginning teachers, especially those in high schools. These resources could be included in the beginning teachers' required one-year mentorship program.

   - Working in collaboration with IDEAL-NM, prepare and post a comprehensive list of free, available web-based resources for new teachers

3. IRIS Center for Teaching Enhancements

   - Work with IDEAL-NM to promote the use of these free online interactive resources to all beginning teachers

   - PED will encourage the use of these online resources in each District-level and Charter School Mentorship Program for Beginning Teachers. These free high-quality online interactive resources add additional tools to the mentor-protégé relationship.

Regional Support

What has been clear in all of the meetings is that any support from teacher preparation or arts and sciences faculty should be supplemental and available on a needs-basis since some school districts already have sufficient content support and mentoring available. The regional support component would require institutions of higher education offering supplemental support to new teachers in their geographical regions, rather than each institution providing support to each of

its graduates throughout New Mexico. The following activities will provide supplemental support to new teachers and mentor teachers.

1. Regional Support Networks between Institutions of Higher Education (IHE) and surrounding districts

   - IHE's Arts and Science Departments and Teacher Preparation Programs initiate conversations with surrounding districts to determine how best to support beginning high school teachers and their mentors.

   - RECs meet with IHEs and surrounding districts to determine how RECs might facilitate providing support to beginning high school teachers.

   - Mentorship Summit 2009 – HED, PED, LEAs, and OEA convene the second Mentorship Summit to share the findings from:

     a) District Mentorship Plan submitted to the PED for FY09

     b) IHEs provide updates on the district partnerships being established and areas of support requested by districts for beginning high school teachers

     c) RECs provide updates on district partnerships being established and areas of support requested by districts for beginning high school teachers.

Required Annual Reports

Teacher preparation programs indicated that most of this information is collected in order to compile the annual report from the Teacher Education Accountability Reporting System (TEARS) and could be reported to PED separately from the TEARS report.

Phase II

Phase II includes four major components:

- Online resources
- Mentoring Plan
- Regional Support

Actions Taken To Address Online Resources:

Teach New Mexico - www.teachnm.org

1. The University of New Mexico's Institute for Professional Development (IPD) has been a contractor for the PED since 2004. The IPD has provided professional consultation and web content management for the www.teachnm.org site. Teach New Mexico provides educators throughout New Mexico with many virtual resources supporting the Professional Development Dossier, Same Level Licensure Renewal, Online Portfolio for Alternative Licensure, and Mentorship Services for Beginning Teachers.

2. The IPD conducted an extensive audit of all the items posted since 2004. Items that were no longer relevant or out of date were removed.

3. The Resources section of Teach New Mexico has been restructured to include the following organizers:

    a. **IDEAL-NM** – currently provides a link to IDEAL-NM

    b. **Content NM** – a newly developed secure virtual environment where courses can be offered for educators throughout New Mexico

    c. **Educator Quality** – a new category for general Educator Quality-related information

    d. **Online Resources** – a new category that provides direct access to our currently existing online resources, such as the IRIS Center of tutorials.

IDEAL-NM

1. Working in conjunction with Educator Quality Division staff and IPD staff, IDEAL-NM has created a new secure virtual environment called **Content New Mexico.** This site allows for classes to be developed and posted on any topic supporting educators and education. The PED will be working with districts and charter schools to identify the most important topics for development into a virtual class and posting in this new site. Currently the course being offered supports our Transition to Teaching Program participants.

2. The Educator Quality Division will continue working with IDEAL-NM staff to make readily available to educators all free and high-quality virtual recourses. Links to such resources will likely be cross-referenced on both sites.

3. Phase II of this Mentorship Model will explore the development of new projects between IPD, IDEAL-NM, and the Educator Quality Division.

The following are some of online professional development opportunities available for teachers' continued developmental growth and professional capacity.

1. PD21

- Using pd21 online professional development, teachers develop technology skills and apply sound technology integration principles to raise student achievement and deliver 21st century learning.

2. KDS

- KDS provides dynamic online professional development courses for K-12 teachers to earn continuing education (CEUs), in-service, or graduate credit. Courses can be applied towards state licensure recertification, salary increase, and career advancement. KDS specializes in delivering timely content in areas such as differentiated instruction, classroom management, and special education.

3. **SDE**

- Staff Development for Educators (SDE) offers a wide range of interactive online courses for anyone within the education fields. Expert instructors and nationally known authors instruct courses. Each course contains various lessons as well as quizzes, assignments, and discussion pertaining to each lesson. All lessons are read, with no visual feature such as video streams.

4. **Annenberg Media**

- The mission is to advance excellent teaching in American schools through the development and distribution of multimedia resources for teaching and learning. This is accomplished through website on-demand viewing at www.learner.org, DVDs for purchase and on-air videos via PBS.

5. **Teachscape**

- Teachscape is a product that provides online professional learning resources. This product is a tool intended for administrators seeking to work and develop teacher capacity. Administrators utilize learning resources and customize content, which is presented to their faculty. In addition, this system provides the administrator with the capability to monitor and communicate with their faculty as well as assess continuous improvement in the classroom.

6. **Atomic**

- "Embrace Technology, Empower Yourself." This philosophy is embedded into the 21st Century Skills Professional Development Worksheet, addressing key phases to consider in the planning process for professional development.

7. **BbWorld2009**

- eLearning is Green Learning in New Mexico
- Innovative digital education and learning, New Mexico

8. **TESOL**

- Teacher of English to Speakers of Other Languages (TESOL)
- TESOL's virtual seminars are 90-100 minute Web casts focused on ESL and EFL students. The delivery system offers teachers opportunities to interact with one another, involving issues centered on teaching English courses to students whose second language is English. Courses are scheduled and participants must be pre-registered.

9. **ASCD**

- The Association for Supervision and Curriculum Development (ASCD) provides professional development through online courses. These courses are available to all educators, regardless of membership status.
- http://www.ascd.org/professional_development/PD_Online_Courses.aspx

10. PD in Focus

- PD in Focus is a program that works in collaboration with ASCD.

11. NSTA

- The NSTA learning center offers a professional development web portal for all educators. Within this portal, *live* online seminars and courses are conducted, and are available 24 hours a day. Delivery of courses ranges from one to two-hour segments; one-week; and one-month formats, incorporating a wide range of topics.

12. The following professional development opportunity is offered free of charge.

- http://www.paec.org/teacher2teacher

13. The U.S. Department of Education's Teacher-to-Teacher Initiative: Supporting Success

- The Teacher-to-Teacher Initiative is an effort to assist our nation's teachers through digital workshops, roundtables, regional in-person workshops, a national Research-to-Practice Summit, and electronic teacher updates. The Department is providing an unprecedented $5.1 billion in federal funding to support the teaching profession and is committed to listening to and learning from teachers.

    a. During the past two years, the U. S. Department of Education has brought together some of the nation's most effective teachers and practitioners to share the research-based practices and data analysis to make a difference in student achievement. During this time, these educators have shared their expertise through the U. S. Department of Education's Teacher-to-Teacher Workshops offered in various locations throughout the United States. These workshops were taped and made available nationwide over this website through a special contract with the Panhandle Area Educational Consortium (PAEC). Effective September 1, 2006, PAEC's FloridaLearns Academy will continue support for this website to enhance teaching and learning for the many educators in Florida and across the nation who are utilizing them for the urgent goal of highest student achievement so that no child will be left behind.

    b. By enrolling in these professional development courses, educators also have access to the electronic Professional Development System, or ePDC. This password-protected system provides a personal portfolio so that participants can track and manage their professional development activities. The portfolio is updated after a participant completes a Teacher-to-Teacher course and is used to track additional professional development activities.

14. http://www.pbsteacherline.org

Public Broadcasting Service (PBS) TeacherLine

    a. PBS TeacherLine provides high-quality, standards-based graduate-level courses, offering teachers professional development opportunities accessible in an online

format; making learning fun, flexible, and collaborative. Teachers can earn graduate credit or CEUs while gaining strategies and resources brought directly to the classroom.

b. PREK-12 Professional Development Courses
   i. Reading/Language Arts
   ii. Instructional Technology
   iii. Science
   iv. Mathematics
   v. Instructional Strategies
   vi. Resources and tools for coaches and mentors

c. 800-572-6386

15. http://www.sde.com/onlinelearning/

16. Fred Jones and Associates, Inc. www.fredjones.com

- Online study group accompanies book: Fred Jones tools for teaching and related staff development resources.

17. Safe Schools:

- Primarily an occupational safety on-line training but includes topics pertinent to education.

Additional Online Resources:

1. http://www.framingham.edu/dgce/opdce/
   a. Framingham College Division of Student Success

2. http://www.ascd.org/professional_development/PD_Online_Courses.aspx
   a. ASCD Online PD courses

3. http://www.learner.org/
   a. Online professional development resources

4. http://learningcenter.nsta.org/?lid=tnav
   a. National Science Teachers' Association Learner Center

Actions Taken to Address Phase II Model

Regional Support Process

Legislation requires that the universities, colleges of education, education preparation programs, and colleges of arts and sciences work with school districts to coordinate the support for first-year teachers in grades 6-12. This document will provide guidelines to assist the teacher education programs in meeting the legislation and identify the school districts that the teacher education units will work with. Each of the identified teacher education programs in this document will be responsible for a geographic region and will work with the identified partner schools. The regional partnerships assigned include school districts that are in close

geographical proximity to a teacher education program and or those schools where a college may have a special program in place with a district.

Each university will provide mentoring services upon request from their regional K-12 partner school districts. The mentoring services will be for first-year teachers in secondary education (6-12) and will primarily provide services in the content teaching area. The content area is the teaching field endorsement held by the beginning teacher. This includes but is not limited to social studies, science, mathematics, language arts, business, agriculture, family and consumer science, foreign language, art, music, and any other teaching field approved by the PED for secondary education. The mentorship program would not include support for vocational programs.

The mentoring services will be solicited by the school district by contacting the appointed individual at each teacher education program. The designee for each institution will work with the school requesting services to determine the extent of the support needed. If it is determined that a faculty member from the college of arts and science is needed to provide services, the teacher education designee will work with the college of arts and science to determine the most qualified faculty member who will be assigned to mentor the first-year teacher.

Depending on the extent of the services needed, a contract will be developed with the faculty member providing the services to the district. The contract will outline the type of services to be provided and the cost of the services. The contract will provide a stipend for the college faculty member, per diem and travel costs incurred. Each contract will be individually negotiated between the faculty member and school district.

Attached are the proposed partner districts for each of the programs in the state that are preparing teachers. Each regional community college/college or university will develop the following in order to facilitate the mentoring process:

A letter will be sent to the superintendent of each partner school on the first of August identifying the contact person for the Secondary Mentoring Program. This letter will include a copy of the legislation and discuss the process which the district must follow to request assistance.

Each community college/college/university will work with arts and sciences to identify faculty that would be available as mentors for the first-year teachers and develop a list of the faculty who could be mentors. Each community college/college/university will develop a contract process that will outline how the agreement between the partner districts and the faculty member involved in the mentoring process will be implemented.

Expanded regional support would involve faculty as content coaches in order to provide different levels of support based upon the needs of school districts in an IHE's regional area as follows on the next page:

Teacher Education Program

Location	School Partners
New Mexico State University - Las Cruces	Las Cruces Gadsden Hatch Truth or Consequences Deming

Location	School Partners
New Mexico State University - Alamogordo	Alamogordo Cloudcroft Tularosa
New Mexico State University - Carlsbad	Carlsbad Loving Eunice Jal Artesia Dexter Hagerman Lake Arthur
New Mexico State University - Grants	Grants-Cibola Quemado
Western New Mexico	Silver Deming Lordsburg Animas Reserve
Western New Mexico - Gallup	Zuni Gallup-McKinley
NM institute of Mining & Technology	Socorro Carrizozo Magdalena Mountainair
Eastern Ruidoso/Roswell	Ruidoso Capitan Hondo Valley Corona Roswell Fort Sumner Vaughn
Eastern	Dora Elida Tatum Portales Texico Floyd
Clovis C.C.	Clovis Melrose House Grady San Juan Logan Tucumcari
Highlands University	Santa Rosa Las Vegas West

Location	School Partners
	Las Vegas City Mosquero Roy Clayton Des Moines Springer Wagon Mound
University of NM Albuquerque	Belen Los Lunas Albuquerque Estancia Moriarty Rio Rancho Bernalillo
UNM Gallup/Farmington	Farmington Gallup
San Juan Community College	Farmington Central Aztec Bloomfield Jerez Mountain
Santa Fe Community College	Santa Fe Pecos Mora Jemez Valley Pojoaque
Northern NM College	Española Los Alamos Peñasco Mesa Vista Chama Valley Dulce Cuba Jemez Mountain
University of New Mexico Taos	Taos Questa Cimarron Maxwell Raton
College of the Southwest	Hobbs Lovington

New Mexico
Public Education Department

Beginning Teacher Mentorship Program Reports:
Licensure Levels and Mentorship Services

LESC
October 2009

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Teacher Mentorship Program Information

Prepared for the Legislative Education Study Committee, October 2009 in Response to Request of January 19, 2009

Compiled by Educator Quality Division, PED and Office of Education Accountability, DFA

In response to your request for information on the teacher mentoring program outlined in your letter of January 19, 2009, to the Public Education Department (PED), the Educator Quality Division of PED and the Office of Education Accountability (OEA) of the Department of Finance and Administration, respectfully submit the following report.

As indicated in the letter, the committee sought information on five items:

1) The requirements and provisions of the PED regulatory internship license in terms of their compliance with state and federal laws and regulations;
2) the use of terms such as "Level 0" and Level1-I" to describe the internship license, even though they are not provided for in statute;
3) the number and level of teachers, including internship teachers, receiving mentorship services and the sources and amounts of funding for those services in school districts and charter schools;
4) the number and level of teachers providing mentorship services in school districts and charter schools; and
5) which agencies should receive and distribute funding for the mentoring of individuals participating in an alternative route to a Level 1 teaching license.

Our findings on each item are summarized as follows:

Item 1. The requirements and provisions of the PED regulatory internship license in terms of their compliance with state and federal laws and regulations

1. **State law** - *22-2-2.J NMSA 1978* provides that the department (PED) "shall determine the qualifications for and issue licenses to teachers, instructional support providers and school administrators according to law and according to a system of classification adopted and promulgated by rules of the department." Under this general authority PED has set forth in rules the qualifications for various licenses that are preparatory in nature, that is, they authorize a candidate to assume the duties of a standard licensed individual for a limited period of time while they are completing their training or testing as long as they initially meet certain requirements specified in the rules. Some examples of these temporary licenses are:

    a. Temporary certificate for athletic coaches;
    b. Temporary certificate for school business officials;

Prior to the No Child Left Behind Act of 2002, PED issued many more such temporary licenses, especially to teachers. These were waivers of licensure standards due to the inability of school districts to find teachers who were adequately prepared for their teaching assignments. At the height of the practice some 1,800 teachers a year statewide taught under these licenses while they removed deficiencies. However, there is one big difference between these waivers and the internship licenses that PED is now issuing: the licensure waivers were for individuals who did not have a sufficient background in the content area in which they were assigned to teach, as, for example, a science teacher without enough college credits in science. Interns, on the other hand, under current PED rules, must possess the content area expertise, that is a degree or sufficient credit hours in their teaching field, but they have not yet completed at least twelve hours of pedagogical preparation through an alternative teacher preparation program or otherwise demonstrated the competencies of a level one teacher as set forth in *22-10A-8.A NMSA 1978*. In other words, they are well prepared in *what* they teach, but they may still need more of a background in *how* to teach.

2. **Federal law** - NCLB recognized the desirability of welcoming professionals from careers outside of education to the nation's teacher corps. However, the standard paths to becoming a teacher in many states were often long and overly burdensome. Therefore, NCLB encouraged the states to allow career switchers or others who hold at least a bachelor's degree and have content area expertise in the teaching field to which they would be assigned and are participating in an alternative pathway to teacher licensure to begin teaching while they complete their teacher preparation program and licensure testing. The period of time allowed for completion of all requirements in United States Department of Education regulations is three years, which is the same time period reflected in PED rule for the internship license.

Related language appearing in Public Law 107-110 (No Child Left Behind) reads:

SEC.901. GENERAL PROVISIONS.
Title IX (20 U.S.C. 7801 et seq.) is amended to read as follows:
"TITLE IX – GENERAL PROVISIONS
"PART A – DEFINITIONS
SEC. 9101 DEFINITIONS.

"(23) Highly Qualified – The term 'highly qualified' –

"(A) when used with respect to any public elementary school teacher teaching in a State, means that–

"(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school,

the term means that the teacher meets the requirements set forth in a State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

And, related language appearing in federal regulation for Title I: Improving the Academic Achievement of the Disadvantaged, Final Regulations 34 CFR par reads:

Sec. 200.56 Definition of ``highly qualified teacher.''

To be a ``highly qualified teacher,'' a teacher covered under Sec. 200.55 must meet the requirements in paragraph (a) and either paragraph (b) or (c) of this section.

(a) In general. (1) Except as provided in paragraph (a)(3) of this section, a teacher covered under Sec. 200.55 must--

(i) Have obtained full State certification as a teacher, which may include certification obtained through alternative routes to certification; or

(ii)(A) Have passed the State teacher licensing examination; and

(B) Hold a license to teach in the State.

(2) A teacher meets the requirement in paragraph (a)(1) of this section if the teacher--

(ii) Is participating in an alternative route to certification program under which--

(A) The teacher--

(1) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;

(2) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;

Item 2. Why are terms such a "Level 0" and Level 1-I used by PED to describe the internship license, even though that are not provided for in statute?

1. The term "Level 0" has been used informally among staff in the Licensure Bureau to talk about internship licenses. No license has ever been issued to anyone that characterizes the internship license as "Level 0." It has simply been a label used among PED staff around the office. Unfortunately, the term also came to be written down on some STARS reports, at least one of which was disseminated to the LESC. This term should not be used on written reports and should be replaced by the term "internship license."

2. When NCLB initially allowed candidates in alternative licensure pathways to begin teaching while they completed their teacher preparation programs provided they had content area expertise, PED issued internship licenses one year at a time over three years. For this reason the internship license with the code "I" had a number attached to it indicating the year of the three years allowable that the candidate was in. Thus licenses could be 1-I for first year interns, 2-I for second year interns and 3-I for third year interns. It soon became obvious, however, that there was little or no basis for issuing these licenses one year at a time. Candidates were allowed three years by NCLB rules to complete their teacher preparation programs, but the federal rules did not require any particular work to be completed in any certain order or according to any set schedule of progress. Therefore, PED stopped issuing the internship licenses one year at a time and now issues simply a three-year, non-renewable internship license (I).

Item 3. the number and level of teachers, including internship teachers, receiving mentorship services and the sources and amounts of funding for those services in school districts and charter schools

Based on the 2008-2009 school year 120th Day count of teachers (all licensure levels) in the state of New Mexico of 22,731, the following counts and percentages are provided for Internship "Level 0" and Level 1 teachers who PED has identified as receiving mentoring services :

Internship (Level 0) Teachers = 684 (3%)

Level 1 Teachers = 3796 (16.7%)

As noted above, there are, in fact, no Level 0 teachers. The term is used by the PED as a placeholder label for internships as a means of avoiding incorrect counts.

Funding provided through Legislative FY 09 appropriation of $2.0 million for beginning teacher mentorship.

Item 4. The number and level of teachers providing mentorship services in school districts and charter schools

PED or OEA were able to get responses from 88 of 89 school districts and 65 of 68 charter schools. The district that did not respond was Jemez Mountain Public Schools, and the charter school was Ralph J. Bunche Academy within Albuquerque Public Schools. Attempts at contact included the initial letter of query and request for information, a minimum of six follow-up phone calls and at least one follow-up email. In addition, two charter schools — Española Military Academy, in Española Public Schools; and Bridge Academy Charter High in Las Vegas City Public Schools — have closed operations, thus precluding the opportunity to collect information related to their mentoring program for school year 2008-20009.

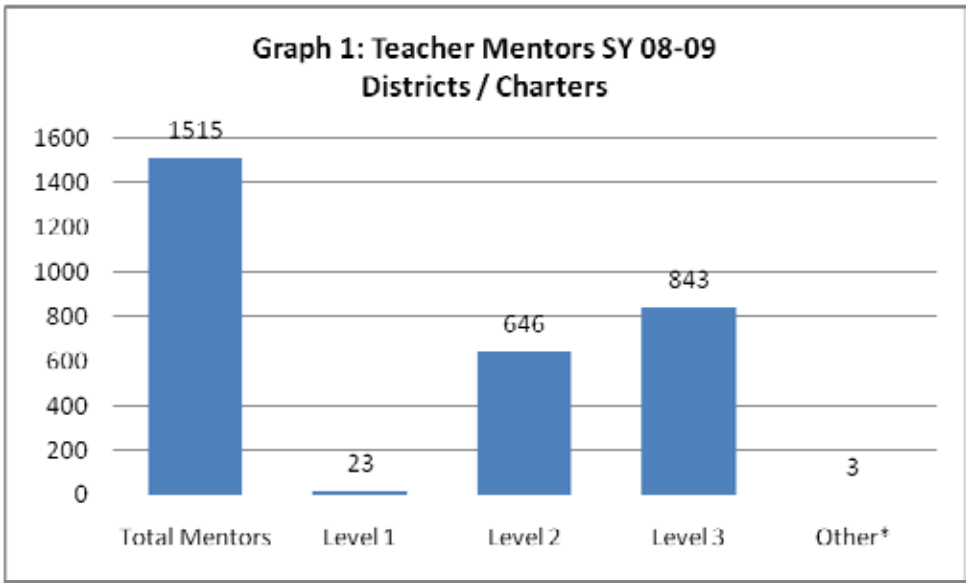
Table 1 below and the three graphs found on the next two pages provide summary information on mentorship services provided by districts and charter schools during school year 2008-09 that responded to queries for information related to this question. School districts and charter schools reported a total of 1515 teachers across all licensure levels that provided mentoring services in school year 2008-09. Table 1: Summary Detail — Teacher Mentors / School Year 2008-09 provides a breakout of teacher mentors by licensure for total school districts and charter schools, as well as disaggregated for these two categories. Graph 1 provides information on the total number of teacher mentors for both school districts and charter schools detailed by licensure level. Graphs 2 and 3 illustrate the information disaggregated by districts and charter schools, respectively, and detailed by licensure level.

Table 2: Beginning Teacher Mentoring Summary SY 2008-2009, provided as an attachment to this report provides a full detail of funding distribution for the Legislative appropriation for FY 09, the number of beginning teachers mentored per district or charter school and, specifically for this question, the number and level of teacher who provided mentoring services by school district or charter school. While outside the scope of the query, it should be noted that many districts indicated that they provide mentoring services to all teachers who have transferred to their district, regardless of licensure level, as a matter of staff support and orientation. Because this information was outside the scope of the query (i.e. focus on beginning teacher mentorship), no financial data was collected as to the related costs.

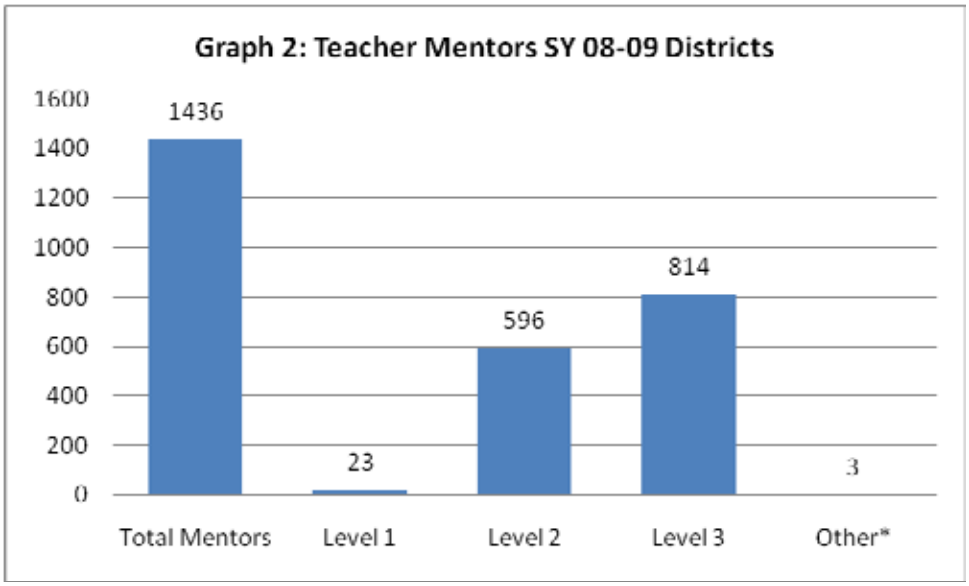
Table 1: Summary Detail — Teacher Mentors / School Year 2008-09

	Total Teacher Mentors	Level 1	Level 2	Level 3	Other*
Total School Districts & Charter Schools	1515	23	646	843	3
Sub-Total School Districts	1436	23	596	814	3
Sub-Total Charter Schools	79	0	50	29	0

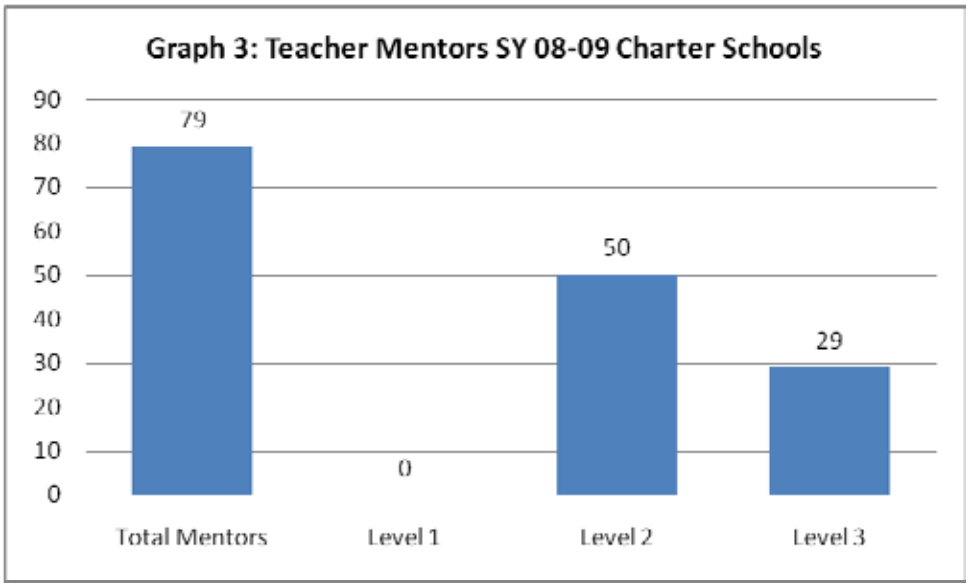
*School districts indicated that all three mentors designated as “Other” were Level 3 teachers.



*(Coordinator (1 – Carlsbad), Retired Teachers (2 – Santa Fe) – All L3



*(Coordinator (1 – Carlsbad), Retired Teachers (2 – Santa Fe) – All L3



Item 5. Which agencies should receive and distribute funding for mentorship for individuals participating in alternative routes to licensure?

This issue is raised because of somewhat ambiguous language in state statute. 22-10A-9 NMSA provides that the purpose of teacher mentorship is to provide *beginning teachers* with, among other things, an effective transition into the teaching field. The statute goes on to require PED to develop a framework for the mentorship of *level one teachers*, but later in the same section reverts to the term *beginning teacher* in language that requires a mentor be assigned to a new teacher. Therefore, the question becomes: are beginning teachers only level one teachers or are beginning teachers people who are entering the classroom for the first time, such as interns in alternative licensure programs?

From a sound professional development point of view, the question might be answered by considering when a new teacher needs mentorship. The obvious answer appears to be when they are beginning in their work as teachers. Since interns in alternative licensure pathways are beginning their teaching careers prior to receiving level one licenses, it seems logical to provide mentorship services when candidates will most benefit from them. Indeed, it would seem ridiculous to delay providing a mentor to a teacher new to the classroom simply because she has not yet completed an alternative licensure program, which could take up to three years. PED has followed this interpretation and awarded mentorship funds based on the number of beginning teachers in a school district, which is the total of interns and new level one teachers, not solely on the number of new level one teachers.

The Legislature might want to clarify this issue in statute for mentorship funding purposes. OEA believes that the best mentorship services come from school district practitioners, that is, other teachers, not from university staff. OEA, therefore, supports the current PED approach of funding local school districts from mentorship funds based on the total of interns and new level one teachers annually.

TABLE 2: Beginning Teacher Mentoring Summary SY 2008-2009

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
PUBLIC SCHOOLS							
Alamogordo Public Schools	$ 33,101.85	**33**	6		2	4	
Albuquerque Public Schools	$ 468,441.13	**467**	467		166	301	
Animas Public Schools	$ 1,003.09	**1**	2			2	
Artesia Public Schools	$ 5,015.43	**5**	4		1	3	
Aztec Municipal Schools	$ 10,030.86	**10**	11		7	4	
Belen Consolidated Schools	$ 12,037.04	**12**	10			10	
Bernalillo Public Schools	$ 35,108.02	**35**	18		6	12	
Bloomfield Schools	$ 12,037.04	**12**	10		3	7	
Capitan Municipal Schools	$ -	**0**	0				
Carlsbad Municipal Schools	$ 10,030.86	**10**	6			5	1
Carrizozo Municipal Schools	$ 1,003.09	**1**	1		1		
Central Consolidated Schools	$ 30,092.59	**30**	36		18	18	
Chama Valley Independent Schools	$ 1,003.09	**1**	1			1	
Cimarron Municipal Schools	$ 4,012.35	**4**	5		3	2	
Clayton Municipal Schools	$ 6,018.52	**6**	23		6	17	
Cloudcroft Municipal Schools	$ 1,003.09	**1**	1			1	
Clovis Municipal Schools	$ 53,163.58	**53**	39		19	20	
Cobre Consolidated Schools	$ 12,037.04	**12**	11			11	
Corona Municipal Schools	$ 2,006.17	**2**	2			2	
Cuba Independent Schools	$ 7,021.60	**7**	1			1	
Deming Public Schools	$ 24,074.07	**24**	10		2	8	

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
Des Moines Municipal Schools	$ -	0	0				
Dexter Consolidated Schools	$ 2,006.17	2	6		5	1	
Dora Municipal Schools	$ 3,009.26	3	3			3	
Dulce Independent Schools	$ 6,018.52	6	5		5		
Elida Municipal Schools	$ 1,003.09	1	1		1		
Espanola Public Schools	$ -	0	10		6	4	
Estancia Municipal Schools	$ 3,009.26	3	3		1	2	
Eunice Municipal Schools	$ 3,009.26	3	5		4	1	
Farmington Municipal Schools	$ 33,101.85	33	35		16	19	
Floyd Municipal Schools	$ 4,012.35	4	3		3		
Fort Sumner Municipal Schools	$ 2,006.17	2	2			2	
Gadsden Independent Schools	$ 217,669.75	217	66		37	29	
Gallup-McKinley County Schools	$ 109,336.42	109	138	23	65	50	
Grady Municipal Schools	$ -	0	0				
Grants-Cibola County Schools	$ 41,126.54	41	10		1	9	
Hagerman Municipal Schools	$ 6,018.52	6	4			4	
Hatch Valley Public Schools	$ 13,040.12	13	9		5	4	
Hobbs Municipal Schools	$ 43,132.72	43	30		9	21	
Hondo Valley Public Schools	$ 1,003.09	1	1		1		
House Municipal Schools	$ -	0	0				
Jal Public Schools	$ -	0	0				
Jemez Mountain Public Schools	$ 8,024.69	8					

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
Jemez Valley Public Schools	$ -	0	0				
Juvenile Justice	$ 4,012.35	4	5			5	
Lake Arthur Municipal Schools	$ 4,012.35	4	1			1	
Las Cruces Public Schools	$ 80,246.91	80	75		42	33	
Las Vegas City Public Schools	$ 2,006.17	2	6		1	5	
Logan Municipal Schools	$ 4,012.35	4	3		1	2	
Lordsburg Municipal Schools	$ 5,015.43	5	8		6	2	
Los Alamos Public Schools	$ 17,052.47	17	28		13	15	
Los Lunas Public Schools	$ 27,083.33	27	47		22	25	
Loving Municipal Schools	$ 3,009.26	3	6			6	
Lovington Municipal Schools	$ 8,024.69	8	12		8	4	
Magdalena Municipal Schools	$ 2,006.17	2	2			2	
Maxwell Municipal Schools	$ 1,003.09	1	0				
Melrose Public Schools	$ 1,003.09	1	1		1		
Mesa Vista Consolidated Schools	$ 1,003.09	1	1			1	
Mora Independent Schools	$ 1,003.09	1	2			2	
Moriarty Municipal Schools	$ 18,055.56	18	19		10	9	
Mosquero Municipal Schools	$ 1,003.09	1	2			2	
Mountainair Public Schools	$ 2,006.17	2	2			2	
Pecos Independent Schools	$ 4,012.35	4	1			1	
Penasco Independent Schools	$ 4,012.35	4	3		2	1	
Pojoaque Valley Public Schools	$ 8,024.69	8	6		4	2	
Portales Municipal Schools	$ 8,024.69	8	7		2	5	

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
Quemado Independent Schools	$ -	**0**	0				
Questa Independent Schools	$ 5,015.43	**5**	5		3	2	
Raton Public Schools	$ 6,018.52	**6**	6		3	3	
Reserve Public Schools	$ -	**0**	0				
Rio Rancho Public Schools	$ 53,163.58	**53**	60		22	38	
Roswell Independent Schools	$ 31,095.68	**31**	23		11	12	
Roy Municipal Schools	$ 1,003.09	**1**	1		1		
Ruidoso Municipal Schools	$ 8,024.69	**8**	4		1	3	
San Jon Municipal Schools	$ -	**0**	0				
Santa Fe Public Schools	$ 150,462.96	**150**	21		11	8	2
Santa Rosa Consolidated Schools	$ 4,012.35	**6**	6		2	4	
Silver Consolidated Schools	$ 7,021.60	**7**	10		4	6	
Socorro Consolidated Schools	$ 21,064.81	**21**	3		1	2	
Springer Municipal Schools	$ 1,003.09	**1**	1		1		
Taos Municipal Schools	$ 48,148.15	**48**	33		19	14	
Tatum Municipal Schools	$ 1,003.09	**1**	1			1	
Texico Municipal Schools	$ 1,003.09	**1**	4			4	
T or C Municipal Schools	$ 11,033.95	**11**	8		3	5	
Tucumcari Public Schools	$ 8,024.69	**8**	6		3	3	
Tularosa Municipal Schools	$ 6,018.52	**6**	4		3	1	
Vaughn Municipal Schools	$ 4,012.35	**4**	2			2	
Wagon Mound Public Schools	$ -	**0**	0				
West Las Vegas Public Schools	$ 3,009.26	**3**	4		3	1	
Zuni Public Schools	$ 15,046.30	**15**	2			2	

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
CHARTER SCHOOLS							
ALBUQUERQUE	$ -						
Academia De Lengua Y Cultura	$ -	**0**	0				
Academy of Trades and Technology	$ 6,018.52	**6**	1			1	
Albuquerque Institute of Math & Science	$ 2,006.17	**2**	3			3	
Amy Biehl Charter High	$ 10,030.86	**10**	5		5		
Bataan Military Academy	$ -	**0**	0				
Career Academy Charter	$ 3,009.26	**3**	2		1	1	
Cesar Chavez Community School	$ -	**0**	0				
Christine Duncan Community	$ -	**0**	0				
Corrales International	$ 2,006.17	**2**	1		1		
Creative Education Prep Insititue **#1**	$ -	**0**	0				
Creative Education Prep Insititue **#2**	$ -	**0**	0				
Digital Arts & Technology Academy	$ 3,009.26	**3**	3		2	1	
East Mountain High School	$ 2,006.17	**2**	2		1	1	
El Camino Real Charter	$ 2,006.17	**2**	3			3	
Gordon Bernell Charter	$ 4,012.35	**4**	3		3		
La Academia de Esperanza	$ -	**0**	0				
La Luz Del Monte Learning Center	$ 4,012.35	**4**	2		2		
La Promesa Early Learning Center	$ -	**0**	0				
La Resolana Learning Academy	$ 4,012.35	**4**	1		1		

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Los Puentes Charter School	$ -	0	0				
Montessori Elementary School	$ 4,012.35	4	1			1	
Montessori of the Rio Grande	$ 2,006.17	2	2		1	1	
Mountain Mahogany Community School	$ 3,009.26	3	1		1		
Native American Community Academy	$ -	0	0				
North Albuquerque Co-op Community	$ 6,018.52	6	3		1	2	
Nuestros Valores Charter School	$ -	0	0				
Public Academy for Performing Arts	$ 2,006.17	2	2			2	
Ralph J. Bunche Academy	$ 2,006.17	2					
Robert F. Kennedy Charter School	$ 5,015.43	5	7		7		
School for Integrated A&T	$ -	0	0				
South Valley Academy	$ 8,024.69	8	1		1		
SW Primary Learning Center	$ -	0	0				
SW Secondary Learning Center	$ 4,012.35	4	2		1	1	
The Albq.Talent Dev. Secondary Charter School	$ 2,006.17	2	1		1		
The Learning Community Charter School	$ 1,003.09	1	1		1		
Twenty-First Century Public Academy	$ 5,015.43	5	2		1	1	
AZTEC	$ -						
Mosaic Academy Charter	$ -	0	0				
BERNALILLO	$ -						
Village Academy	$ 4,012.35	4	1			1	

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
CARLSBAD	$ -						
Jefferson Montessori Academy	$ 1,003.09	**1**	2		2		
CIMARRON	$ -						
Moreno Valley High School	$ 3,009.26	**3**	2		2		
DEMING	$ -						
Deming Cesar Chavez Charter High	$ 1,003.09	**1**	1		1		
ESPANOLA	$ -						
Cariños de los Niños	$ -	**0**	0				
Espanola Military Academy (CLOSED)	$ 1,003.09	**1**					
GALLUP	$ -						
Middle College High School	$ -	**0**	0				
JEMEZ MOUNTAIN	$ -						
Lindrith Area Heritage Charter	$ -	**0**	0				
JEMEZ VALLEY	$ -						
San Diego Riverside	$ -	**0**	0				
Walatowa Charter High School	$ -	**0**	1			1	
LAS CRUCES	$ -						
Alma D'Arte Charter High	$ 1,003.09	**1**	1		1		
La Academia Dolores Huerta	$ -	**0**	0				
Las Montañas Charter School	$ 5,015.43	**5**	1			1	
LAS VEGAS	$ -						
Bridge Academy Charter High (CLOSED)	$ 8,024.69	**8**	0				
QUESTA	$ -						

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
Red River Valley Charter	$ 1,003.09	1	1		1		
Roots & Wings Community School	$ 1,003.09	1	1			1	
ROSWELL	$ -						
Sidney Gutierrez Middle School	$ -	0	0				
SANTA FE	$ -						
Academy for Technology and the Classics	$ 3,009.26	7	1			1	
Tierra Encantada Charter High School	$ 1,003.09	1	1			1	
Monte Del Sol Charter School	$ 1,003.09	1	3		2	1	
Turquoise Trail Elementary	$ 3,009.26	3	2			2	
SILVER CITY	$ -						
Aldo Leopold Charter School	$ -	0	0				
SOCORRO	$ -						
Cottonwood Valley Charter School	$ -	0	0				
TAOS	$ -						
Anansi Charter School	$ -	0	0				
Taos Municipal Charter School	$ -	0	0				
Vista Grande High School	$ -	0	0				
WEST LAS VEGAS	$ -						
Rio Gallinas School	$ 5,015.43	5	3		3		
STATE CHARTERS	$ -						
Cottonwood Classic Preparatory	$ -	0	0				
Horizon Academy West	$ 2,006.17	2	2			2	
Media Arts Collaborative	$ -	0	0				

DISTRICT	AWARD	# OF TEACHERS (Who received mentoring services)	# of Teachers Providing Mentoring Services	Lic Level "1"	Lic Level "2"	Lic Level "3"	Other: (Coordinators, Retirees)
North Valley Academy	$ 7,021.60	7	7		7		
	$ 1,949,999.74	**1,950**					
		1,950					
		1,950,000.00					
Color Coding:		$ 1,000.00	**All Licensure Levels**	**Level 1**	**Level 2**	**Level 3**	**Other***
No response	Charter school closed	**SD/CS Teacher Mentor Totals**	1515	23	646	843	3
		SD Teacher Mentor Totals	1436	23	596	814	3
		CS Teacher Mentor Totals	79	0	50	29	0

*Other Indicates coordinators or retired teachers identifed by the school district as providing mentoring services. All were designated as having L3 licenses.