

NEW MEXICO'S EFFORTS TO IMPROVE TEACHER AND PRINCIPAL QUALITY



**A Report Prepared For
The New Mexico Legislative Education Study Committee
Representative Rick Miera, Chair
Senator Cynthia Nava, Vice Chair
Frances Ramirez-Maestas, Director**

**Prepared By
Peter Winograd, Director, UNM Center For Education Policy Research**

**November 17, 2011
Santa Fe, New Mexico**

Acknowledgements

New Mexico's efforts to improve teacher and principal quality have been and continue to be a collaborative effort among a number of outstanding professionals who care deeply about students. This report was compiled with the help of some of those professionals including:

James Ball

Richard Howell

Linda Paul

Beata Thorstensen

Scott Hughes

Adai Tefera

Kersti Tyson

Madelaine Feijoo

Kevin Stevenson

Smith Frederick

Jo Lynn Gallegos

Lyndah Martell

Rose Mitchell

The Goal Is To Improve Student Achievement.

Ensuring That Every Student Is Taught By Good Teachers And Are In Schools Led By Good Principals Is One Of The Best Ways To Meet That Goal.

New Mexico Has Faced Challenges In Finding And Keeping Good Teachers And Principals.

New Mexico Has Worked Hard To Address Those Challenges.

New Mexico's Work Is Not Done.

Remember

In 2001, 10% of teachers had substandard licenses, were teaching out of their field, or were long-term subs.

Teaching vacancies increased 68% from 1999-2000 to 2000-2001.

More than 1,618 teachers resigned and more than 428 retired between 1999-2000 and 2000-2001. 34% of the teachers who resigned were in their first three years of teaching.

In 2002, teaching Salaries were 46th in the country.

In 2001, Quality Counts rated New Mexico a “D” in Teaching Quality



51% of schools had 3 or more principals in the ten years between 1994 and 2004

HISTORY

1996: What Matters Most: Teaching and America's Future

1999: \$2.4 Million Title II Teacher Quality Grant; The Teacher Education Accountability Council; HJM 5 - Improving the Recruitment, Preparation, Induction, and Professional Development of Teachers; The Education Initiatives and Accountability Task Force

2000: Alternative Licensure Programs Approved

2001: NM State Board of Education adopts policy on Teacher Quality; Beginning Teacher Mentoring passed by NM Legislature

2001-2002: LESC Ad Hoc Subcommittee for Education Reform

2003: HB 212; established the three-tiered teacher licensure, evaluation, and salary system; Indian Education Act; NCLB enacted

HISTORY

2004-2006: Level I, II, III Teacher salary increases finalized

2007-2008: Principal salary increases

2008: SJM 3: SCHOOL PRINCIPAL RECRUITMENT & MENTORING

2010: New Mexico School Leadership Institute

2011: Discussions Around Valued-Added Models of Teacher and Principal Evaluation.

FIVE MAJOR AREAS OF REFORM IN NEW MEXICO SINCE 2000

- Mentorship for new teachers
- Alternative licensure paths
- Return to Work Program
- Three-Tiered Teacher Licensure
- Support For Principals

Why Were These Reforms Adopted?

- To increase the number of teachers.
- To improve the quality of teaching.
- To attract career switchers with content expertise in high need areas to the teaching profession.
- To retain high quality teachers in the teaching profession.
- To recognize advancing levels of teacher effectiveness over a career.
- To recognize the critical role of the principal in leading schools, especially schools in need of improvement.

THREE-TIERED LICENSURE

Level I
Provisional Teacher
\$30,000 minimum

Level II
Professional Teacher
\$40,000 minimum

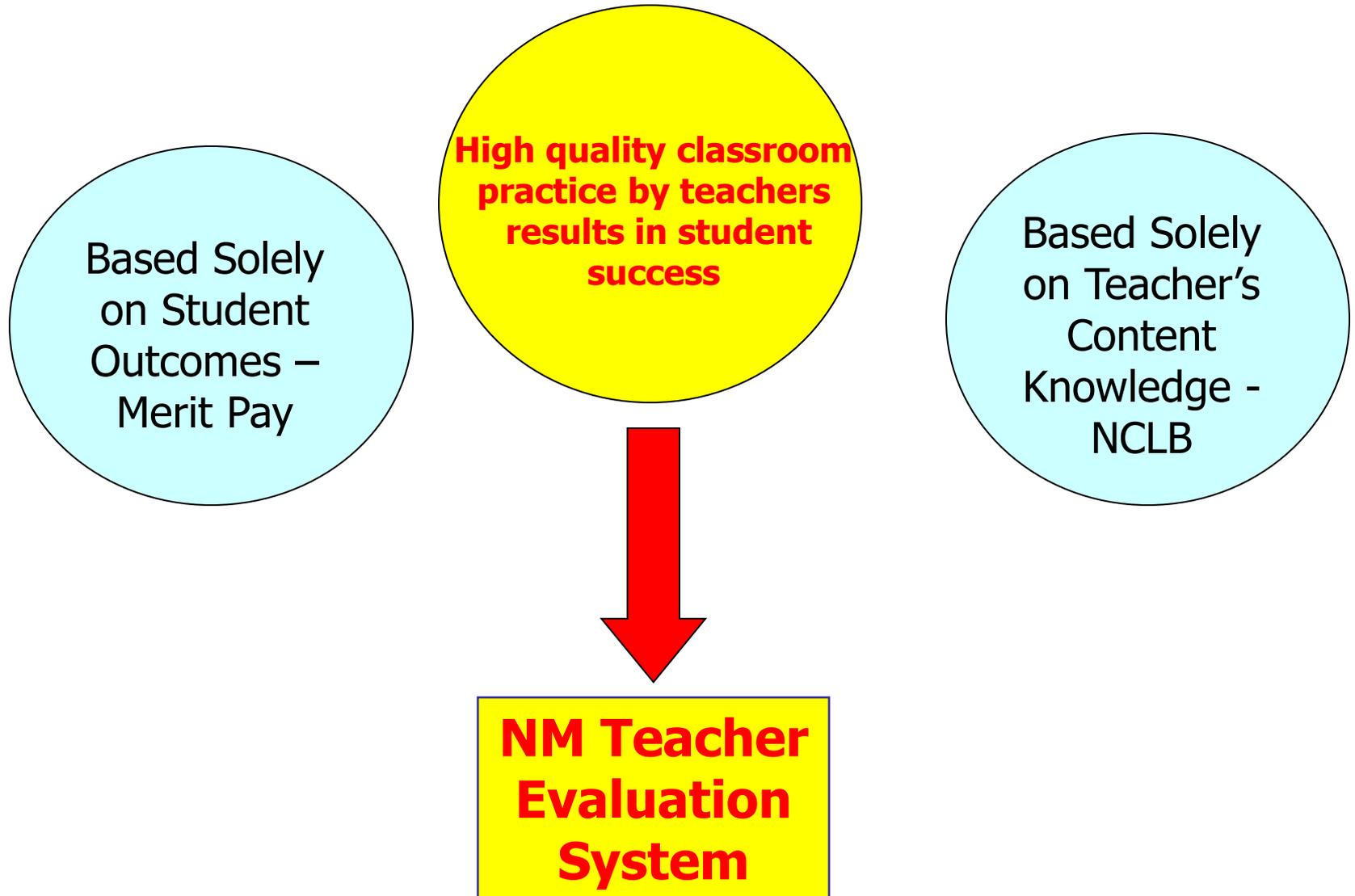
Level III
Master Teacher
\$50,000 minimum



•**Advance** to Level II by submitting Professional Development Dossier (PDD);
•3 to 5 Years Level I Teaching Experience

•**Advance** to Level III by submitting Professional Development Dossier (PDD);
•Minimum 3 Years Level II Teaching Experience;
•MA or NBPTS

Defining Teacher Quality...Finding a Balance



LOCAL ANNUAL EVALUATION: 4 Components

PROFESSIONAL DEVELOPMENT PLAN (PDP):

- Established annually by 40th day of school on district form.
- Based on 9 state teaching competencies at indicators for licensure level.
- Includes evaluation issues from previous year (if applicable).
- Assures teacher is “highly qualified” under NCLB (if applicable).

REFLECTION ON PDP:

- End of year activity for every teacher on a statewide form.
- Teacher reflects on his/her progress in implementing the PDP.

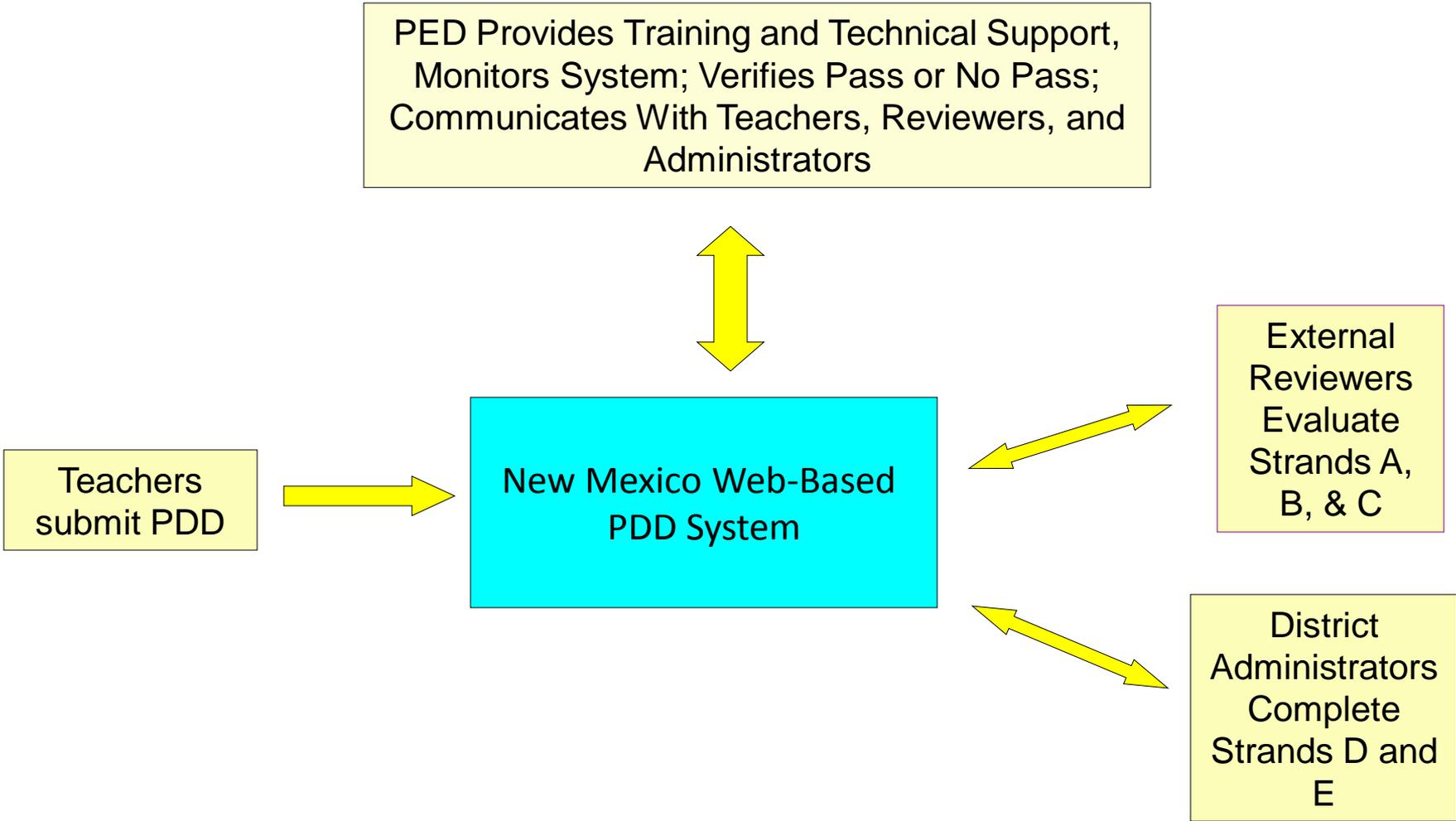
SUMMATIVE EVALUATION:

- Statewide form to document a teacher’s performance on the PDP.
- Completed annually for Level I teachers.
- Completed every 3 years for Level II and Level III-A teachers.

PROGRESSIVE DOCUMENTATION OF TEACHER PERFORMANCE:

- Statewide form to document a teacher’s continuous professional growth over a 3-year period.
- Completed annually for Level II and III-A teacher *only*.

How The New Mexico Web-Based Professional Development Dossier System Works



THE PROFESSIONAL DEVELOPMENT DOSSIER FOR LICENSURE ADVANCEMENT

Level I teachers MUST submit Professional Development Dossier in order to advance to Level II, within a five-year period at Level I. Advancement is possible after three years.

If a Level II teacher wishes to advance to Level III the teacher must submit a Dossier after earning an MA or NBPTS and successfully completing a *minimum* of 3 years at Level II. (Advancement is optional.)

Dossier includes 5 strands; 3 strands (A,B, & C) are evaluated by independent reviewers (state level); 2 strands (D&E) are completed at the district level.

Evidence of Competence

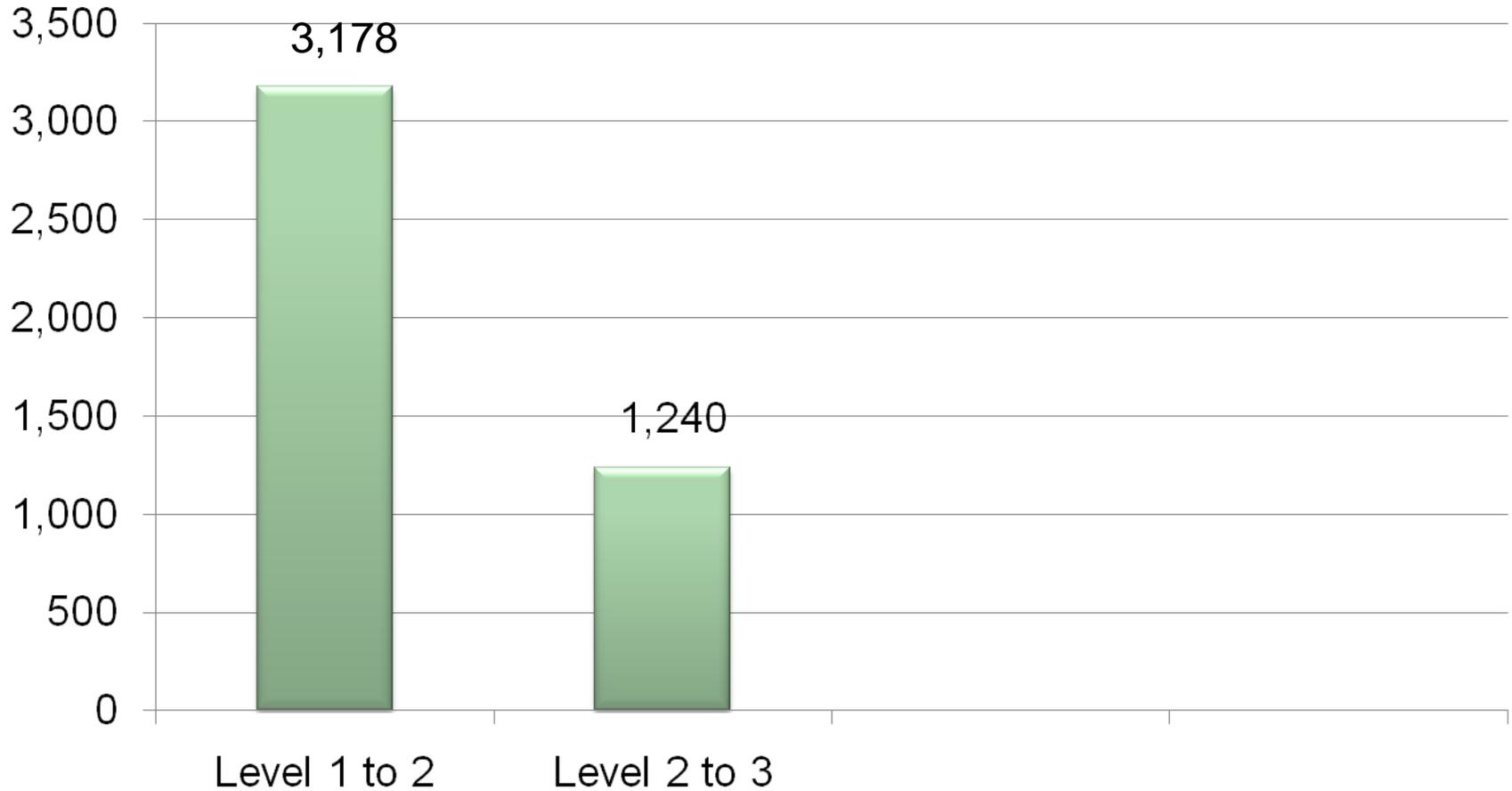
<p>STRAND A INSTRUCTION Independent reviewer</p>	<p>NM Teacher Competency I Knowledge of Content & Curriculum</p>	<p>NM Teacher Competency II Teaching Methods & Resources</p>	<p>NM Teacher Competency V Assessment Techniques & Procedures</p>	
<p>STRAND B STUDENT LEARNING Independent reviewer</p>	<p>NM Teacher Competency III Student Communication & Feedback</p>	<p>NM Teacher Competency IV Knowledge of Student Growth & Development</p>	<p>NM Teacher Competency VI Classroom Management & Environment</p>	<p>NM Teacher Competency VII Student Diversity</p>
<p>STRAND C PROFESSIONAL LEARNING Independent reviewer</p>	<p>NM Teacher Competency VIII Change Agency</p>	<p>NM Teacher Competency IX Collaboration with Colleagues, Parents, & Community</p>		<p>Teacher's Professional Development Dossier (PDD) must include evidence from all five strands</p>
<p>STRAND D VERIFICATION School districts</p>	<p>Advancement from Level I to II: Verification of Mentorship</p>	<p>Advancement from Level II to III-A: Verification of Leadership Role(s)</p>	<p>Advancement from Level II or III-A: Verification of PDD authenticity</p>	
<p>STRAND E EVALUATIONS School districts</p>	<p>Annual Evaluations (Principal)</p>	<p>Superintendent's Recommendation for Licensure Advancement or Renewal</p>		

INDEPENDENT REVIEWERS

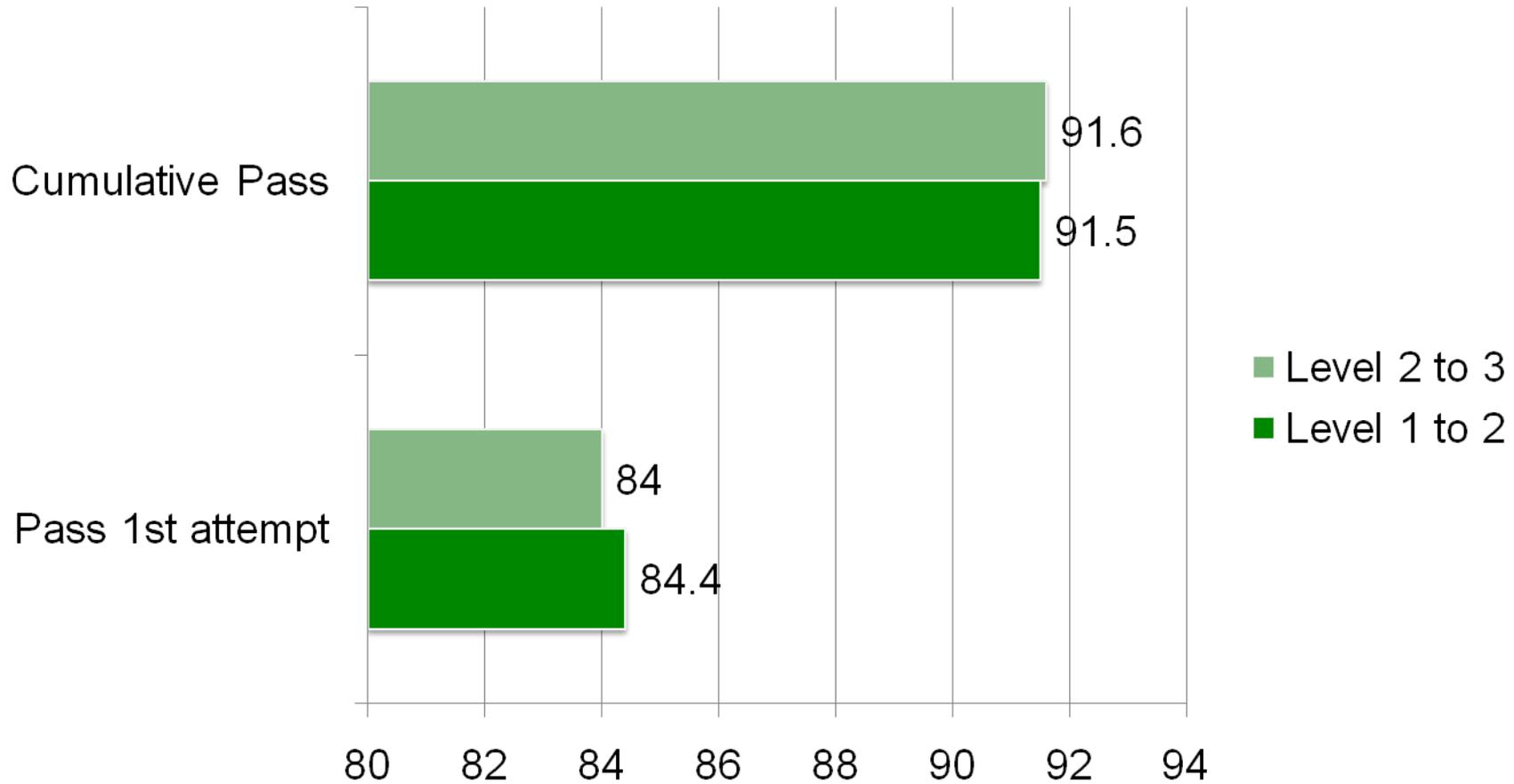
- Professional Development Dossiers are assessed by trained reviewers
 - Approximately 200 Active Reviewers.
 - 78% hold Level 3 Licenses.
 - 72% are teachers or administrators; 7% come from higher education.
 - Represent over 40 schools districts and 7 colleges and universities.
 - Have an inter-rater reliability rate of over 90% across Strands A, B, and C. (Differences are decided by a third reviewer).
 - Reviewers are compensated from the PDD submission fee.

Note: These data are from 2008.

**Number of Level 1 and Level 2 Teachers Who Submitted
PDDs
February 2005 - February 2008
(N=4,418)**



Percent Passing Rate For Level 1 and Level 2 Teachers Initial Scores and After Resubmissions (N=4,418)



Principal and Assistant Principal Evaluation

- §22-10A-11(G) NMSA required the Public Education Department to adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement and an educational plan for student success (EPSS) progress, for level three-B school principals and assistant school principals before the 2008-2009 school year.
- The evaluation system is also linked to the leaders' level of responsibility at each school level.

Principal and Assistant Principal Evaluation

- The New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals was developed over a two-year period.
- Effective date = July 1, 2008
- Four competencies for all principals with an additional competency for middle and high school principals.
- NM Principal Competencies align with the Interstate School Leaders Licensure Consortium's (ISLLC) "Standards for School Leaders"

Principal Competencies

- The principal/assistant principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.
- The principal/assistant principal uses communication and relationship-building skills to engage the larger community in the knowledge of, and advocacy for, equity in meeting the diverse needs of the school community.
- The principal/assistant principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico professional development framework in 6.65.2 NMAC, and supports the diverse learning needs of the school community.
- The principal/assistant principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community:
- The middle school and high school principal/assistant principal develops, supports, encourages, and supervises programs that lead to increased student retention and achievement resulting in college readiness and work skills.

The New Mexico School Leadership Institute

- NMSLI's purpose - to assist in recruiting, preparing, mentoring and supporting strong leaders for New Mexico schools and to provide professional development and support for school principals and other educational leaders - was defined in Senate Joint Memorial 3 (2008). Legislation directing NMSLI to create a collaborative infrastructure for strengthening school and district leadership and to help improve student outcomes through recruitment, preparation and professional support was enacted in 2010.

The New Mexico School Leadership Institute

- The NMSLI is a partnership between the PED, HED, and DFA; Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, Western New Mexico University and the University of New Mexico; and New Mexico Public school districts. NMSLI focuses on:
 - intensive support for leadership in schools in need of improvement
 - support and mentoring for new principals
 - professional development and support for aspiring superintendents
 - support and mentoring for new superintendents

Some of The Work of NMSLI

- US DOE School Leadership Grant – Albuquerque Public Schools (APS), the University of New Mexico and NMSLI are implementing the *Alliance for Leadership and Learning* program in Albuquerque.
- Leadership Charter – In partnership with Central New Mexico Community College, we provide a cohort based, year-long professional development opportunity for experienced charter school leaders.
- Principal Support Network – The NM Public Education Department, Measured Progress and the NMSLI partnered to deliver data tools and training for school leaders on their own Standards Based Assessment data.
- Customized District Services – NMSLI is providing leadership development services to districts. Services are customized based on district strengths and superintendent and senior leadership input. Professional development is provided in-person and ongoing support and follow-up is provided online.

What Do We Know About The Impact Of New Mexico's Efforts To Improve Teacher and Principal Quality?

- Teacher salaries improved. New Mexico ranked 35th in the country for salaries in 2010.
- Teacher shortage improved.
- Beginning teacher retention rates improved
- National ranking improved from “D” in 2001 to a “B” in 2006 and back to a “C” in 2011.

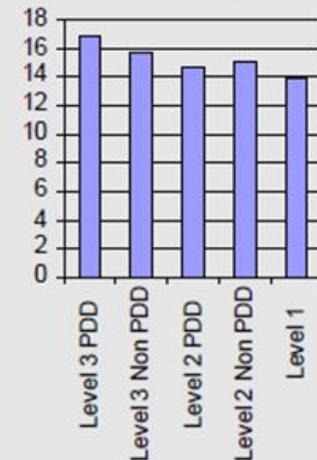
Sources: New Mexico's Three-Tiered Teacher Licensure System: Current Results & Future Challenges. A Joint Evaluation by OEA, LESC, and LFC, 2007; Rankings of the States 2010 and Estimates of School Statistics 2011 (December 2010) NEA RESEARCH
http://www.nea.org/assets/docs/HE/NEA_Rankings_and_Estimates010711.pdf; Quality Counts (2011).

What Do We Know About The Impact Of The Three Tiered System On Student Performance?

In 2009, the LFC conducted a program evaluation of The Three-Tiered Licensure System and The Achievement Gap. The report contained the following recommendations:

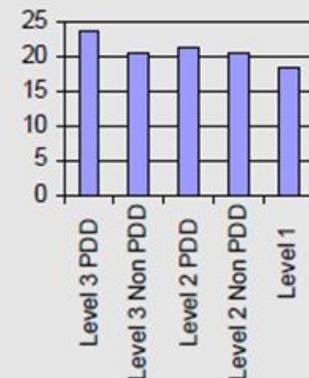
- Require more evidence of student performance in PDD submissions and teacher evaluations.
- Establish goals for 'expected growth' on the NMSBA in grade levels and content areas.
- Give districts additional guidance about how to use student performance data to target professional development for teachers showing less than desirable performance.
- Continue to study the link between teacher effectiveness and student outcomes.

Reading Scale Score Change



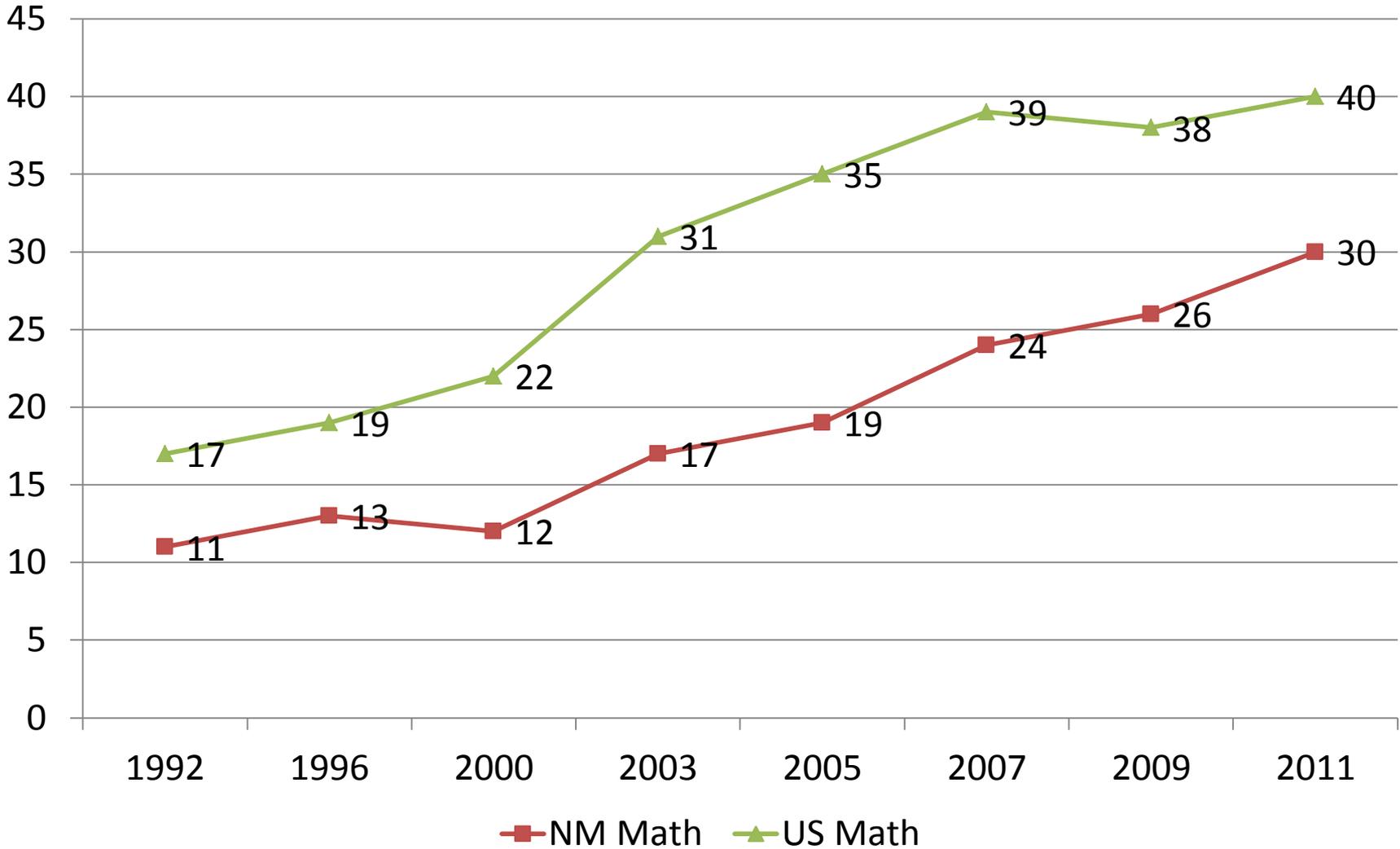
Source: LFC analysis of PED data

Math Scale Score Change

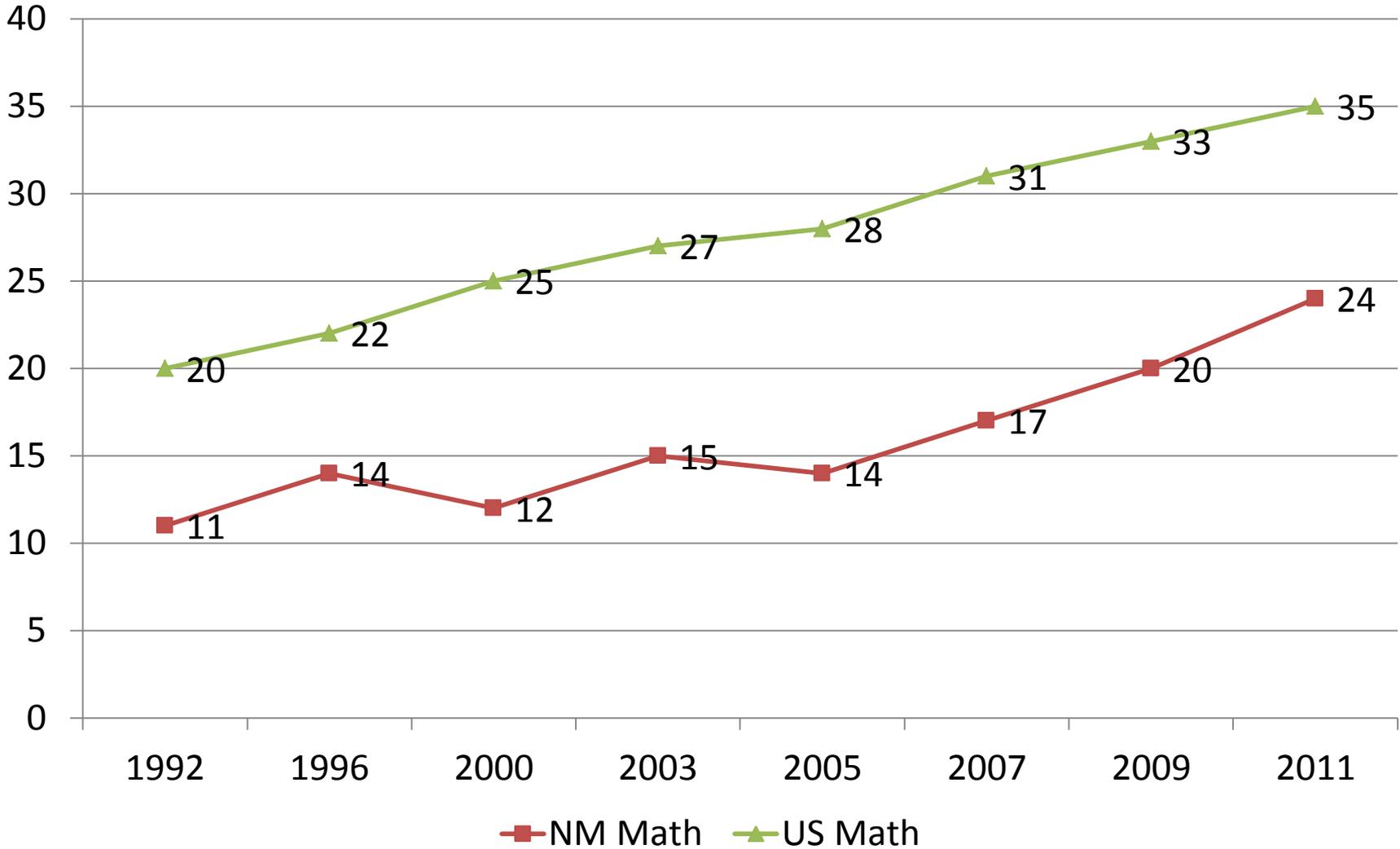


**It Is A Fair Question To Ask About
How All Of New Mexico's Education
Reform Initiatives (Including Efforts
To Increase Teacher And Principal
Quality) Have Made An Impact On
Student Achievement.**

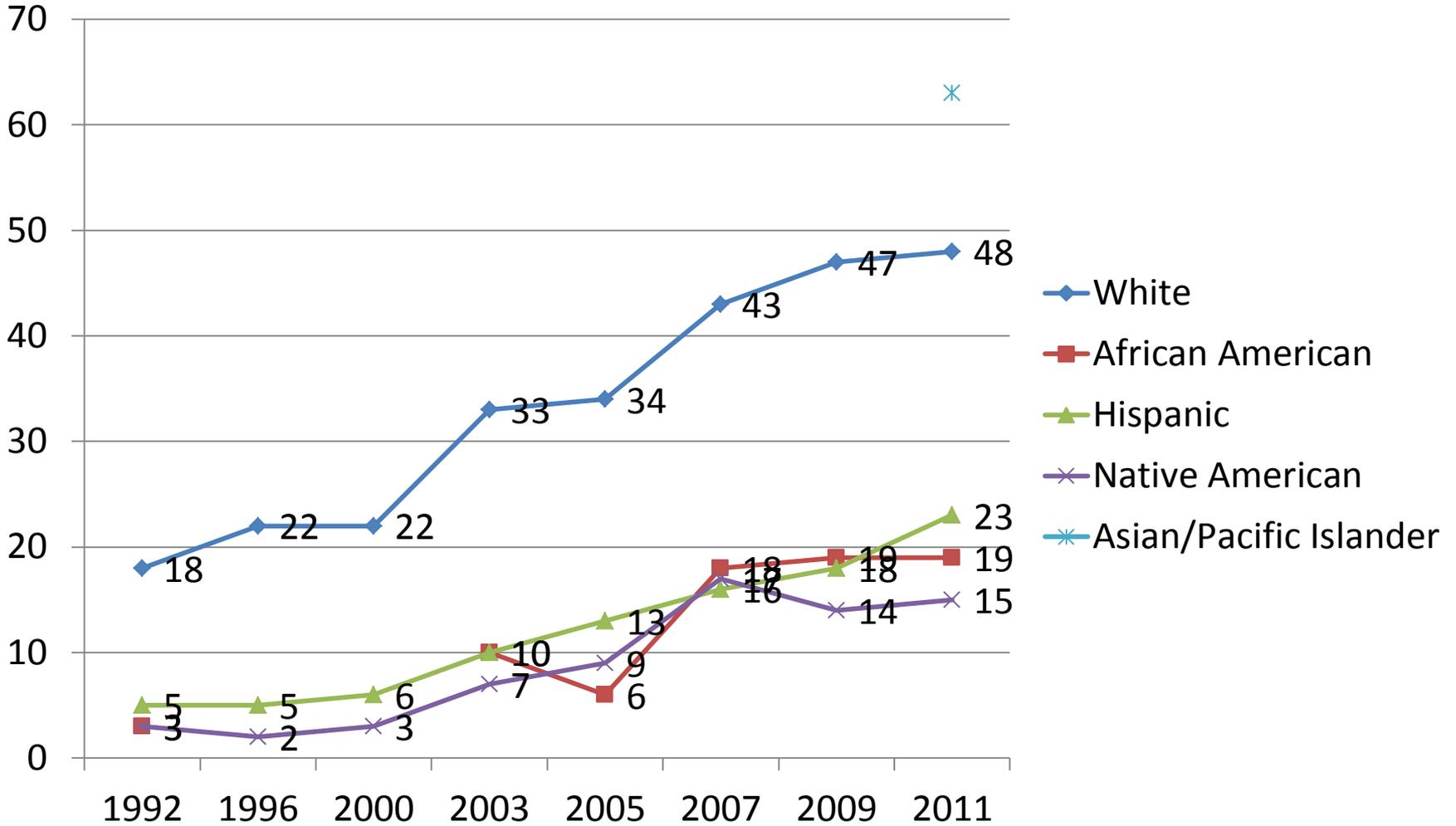
Percent of NM 4th Grade Students Scoring At or Above Proficient in Math Compared to the Nation (NAEP 1992-2011)



Percent of NM 8th Grade Students Scoring At or Above Proficient in Math Compared to the Nation (NAEP 1992-2011)

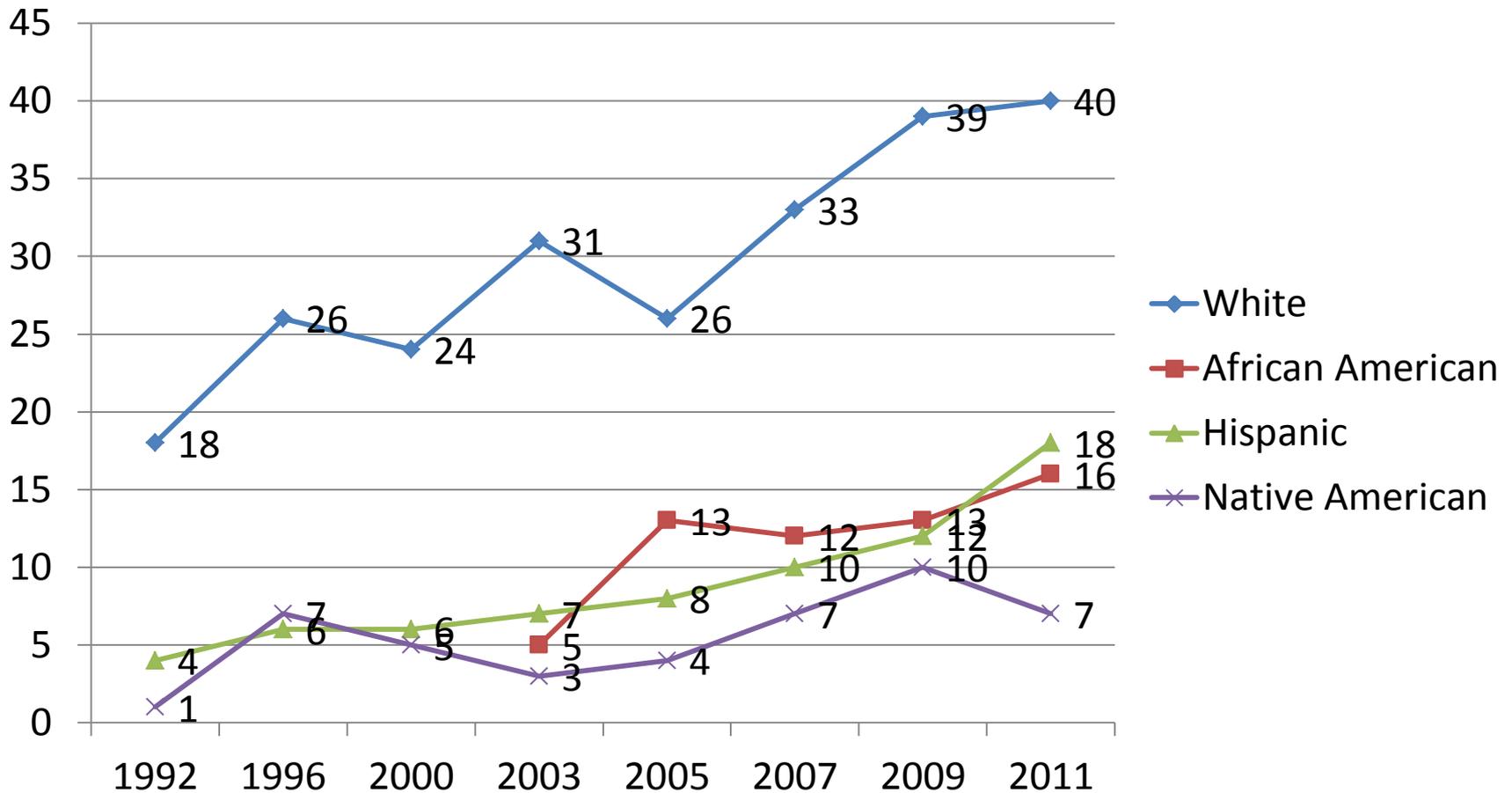


Percent of NM 4th Grade Students Scoring At or Above Proficient in Math By Ethnicity* (NAEP 1992-2011)



*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.
African American data is not reported in all years because NAEP reporting standards have not been met.

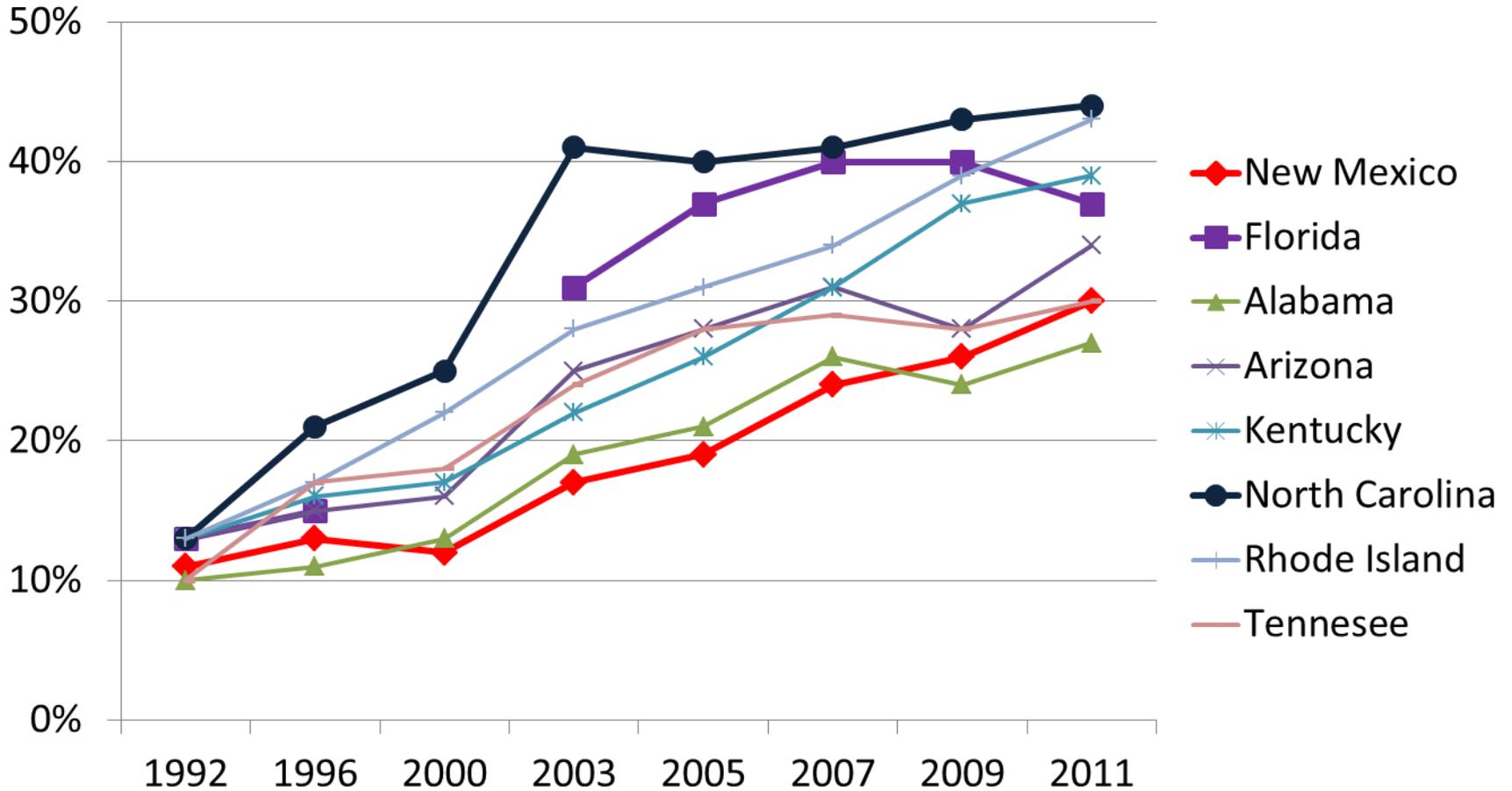
Percent of NM 8th Grade Students Scoring At or Above Proficient in Math By Ethnicity* (NAEP 1992-2011)



*Asian/Pacific Islander is not reported because NAEP reporting standards have not been met.
African American data is not reported in all years because NAEP reporting standards have not been met.

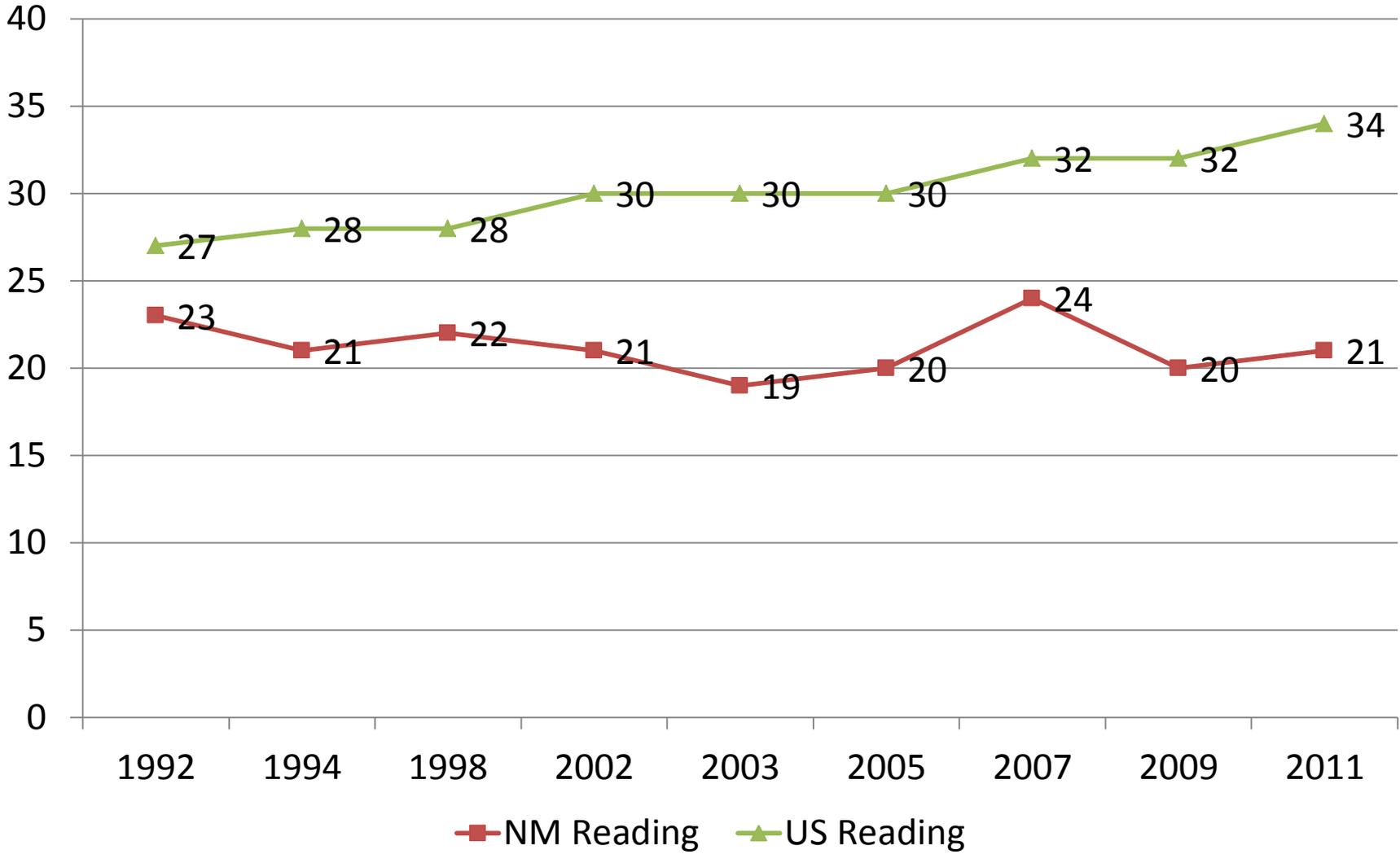
Student Achievement Comparisons

NAEP Grade 4 Math Students At or Above Proficiency

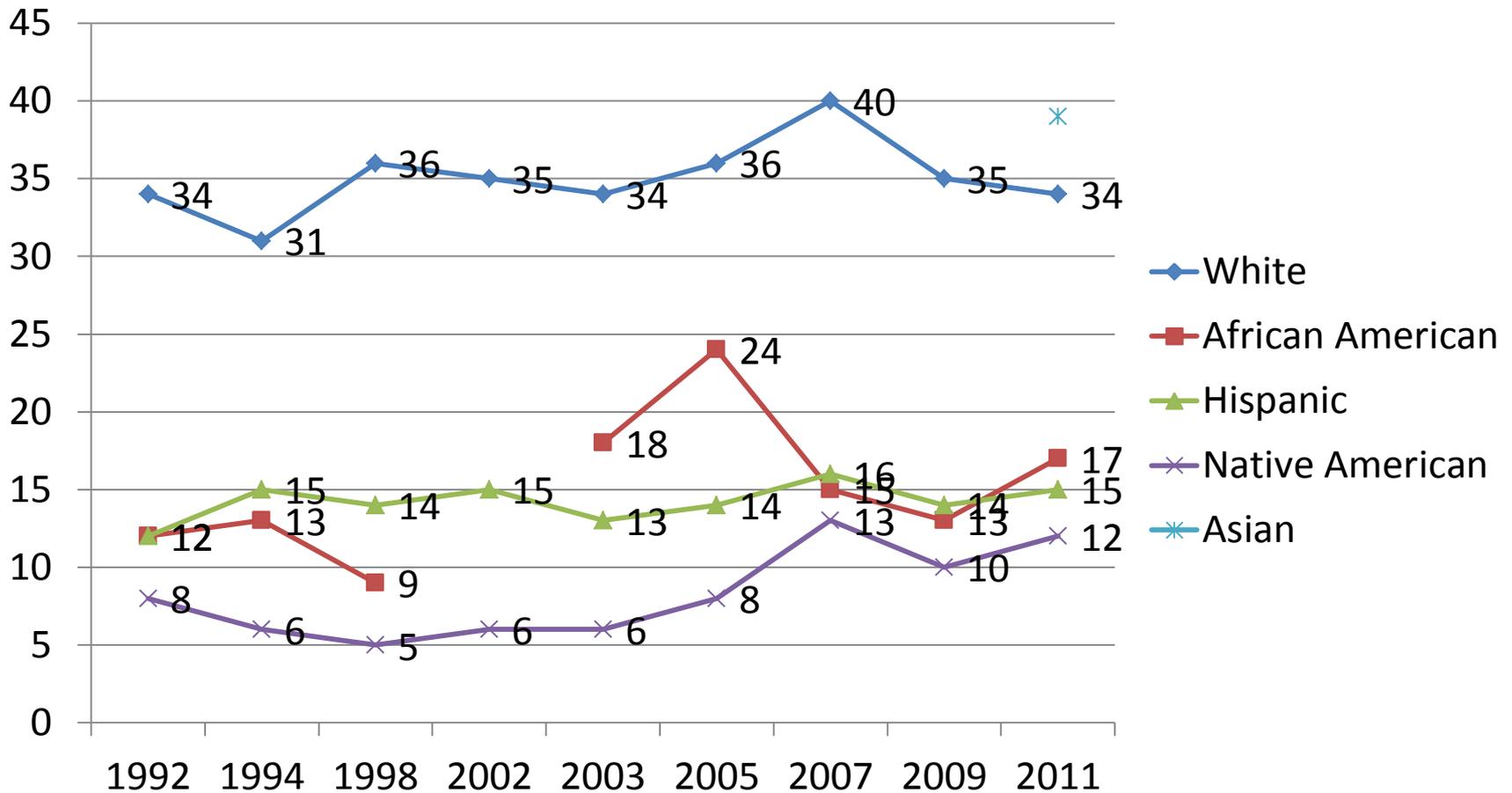


*Florida data in the year 2000 was unavailable as of 11.11.11

Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading Compared to the Nation (NAEP 1992-2011)

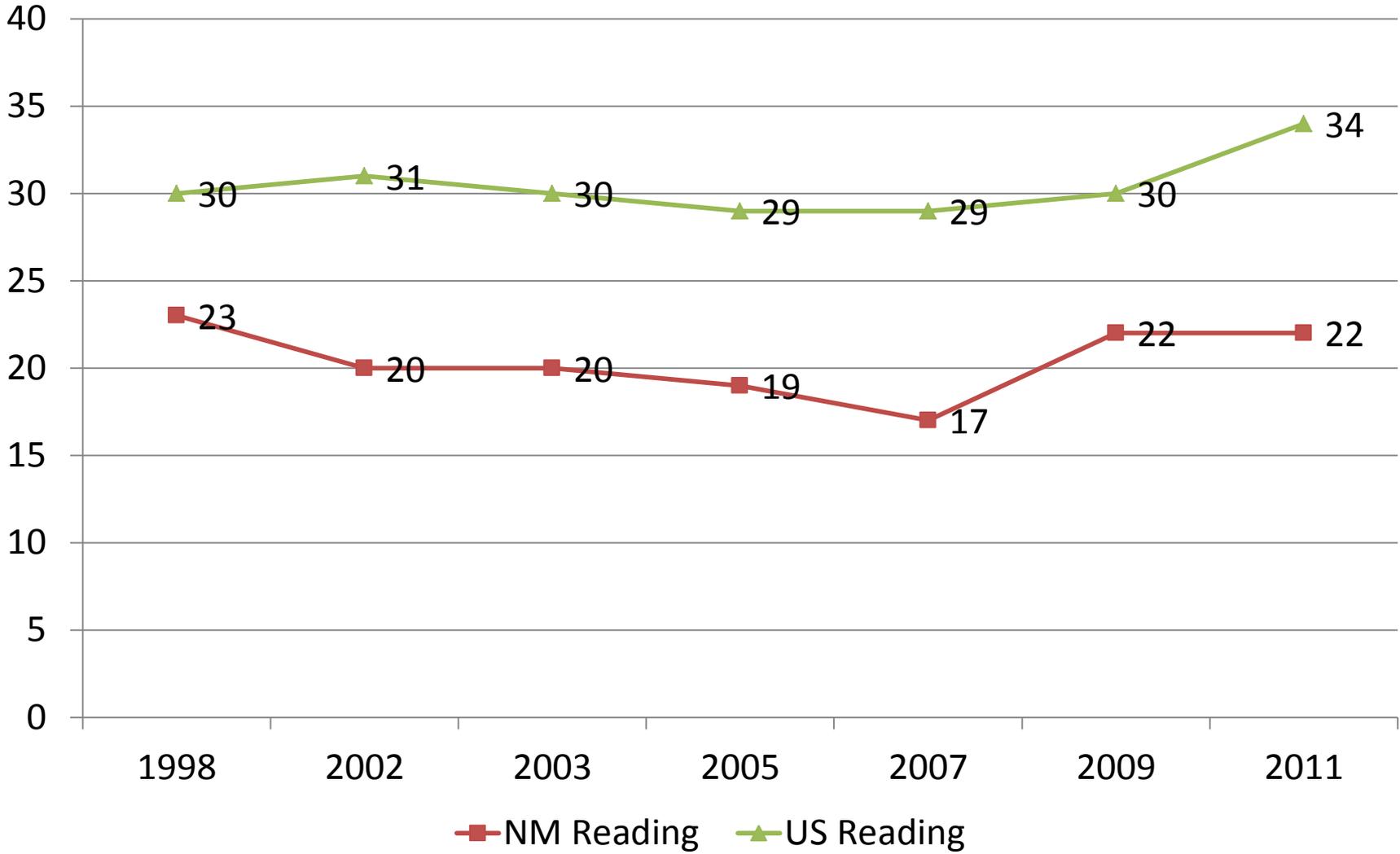


Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading By Ethnicity* (NAEP 1992-2011)

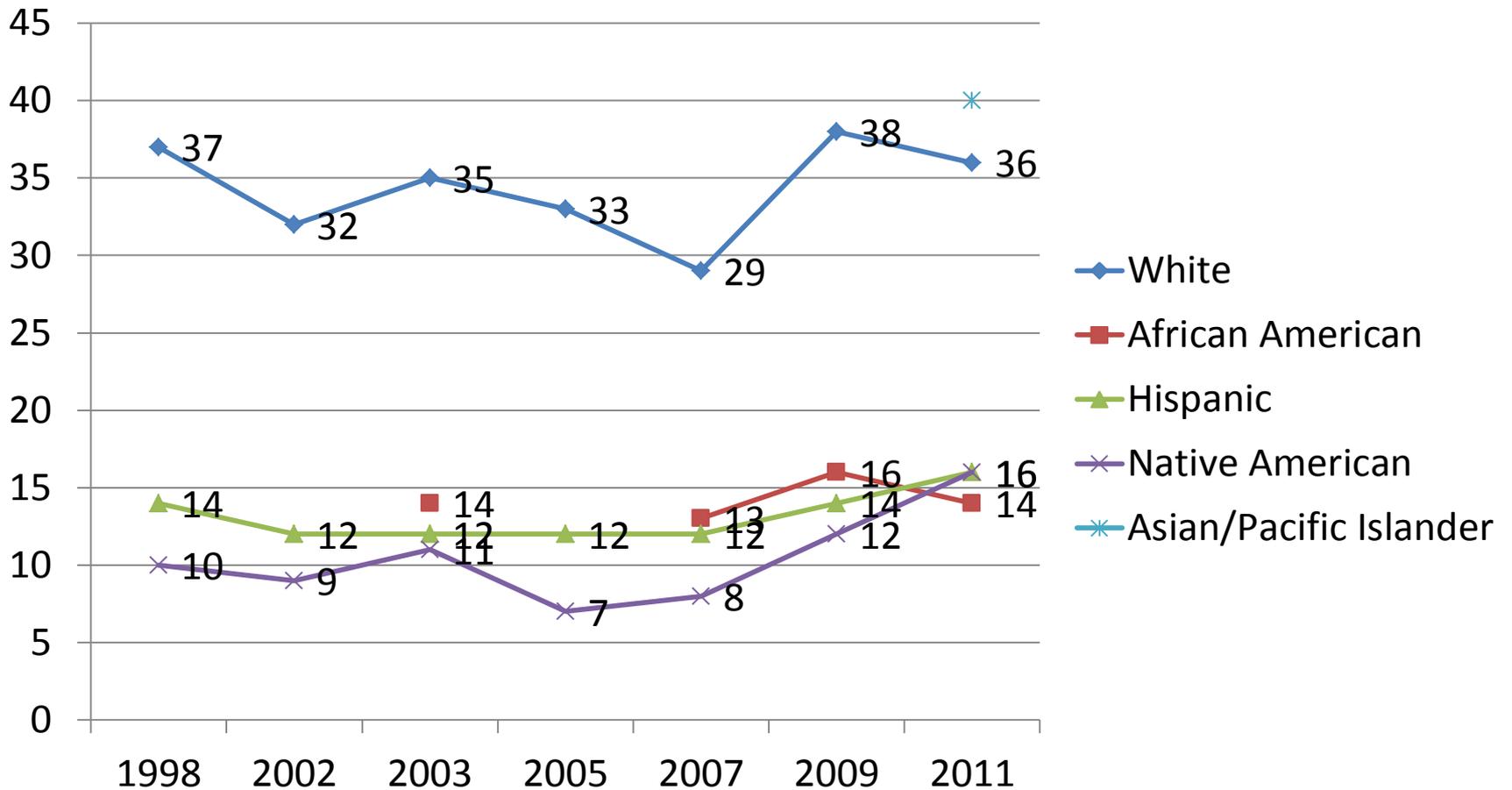


*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.
 African American data is not reported in all years because NAEP reporting standards have not been met.

Percent of NM 8th Grade Students Scoring At or Above Proficient in Reading Compared to the Nation (NAEP 1998-2011)



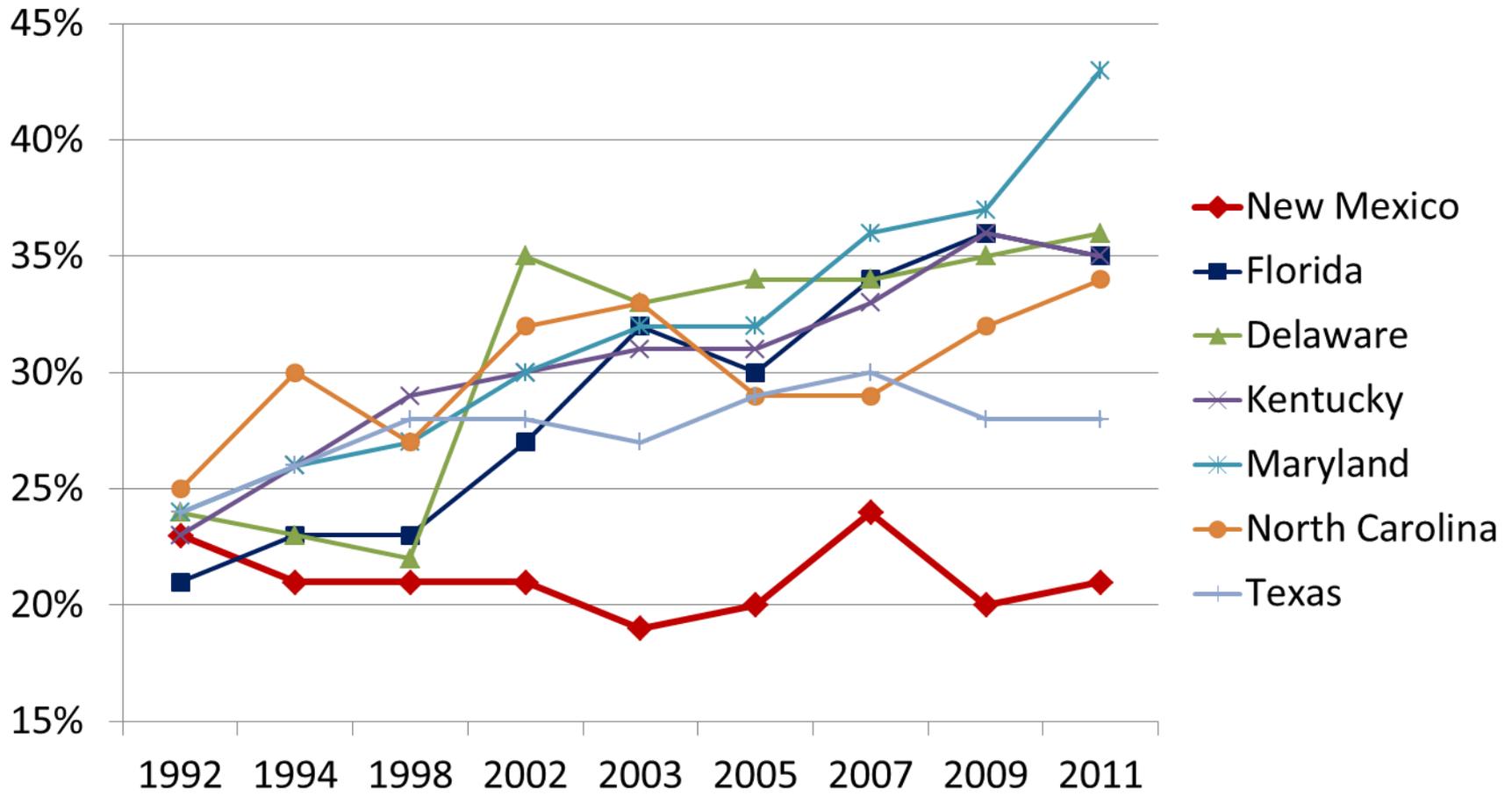
Percent of NM 8th Grade Students Scoring At or Above Proficient in Reading By Ethnicity* (NAEP 1998-2011)



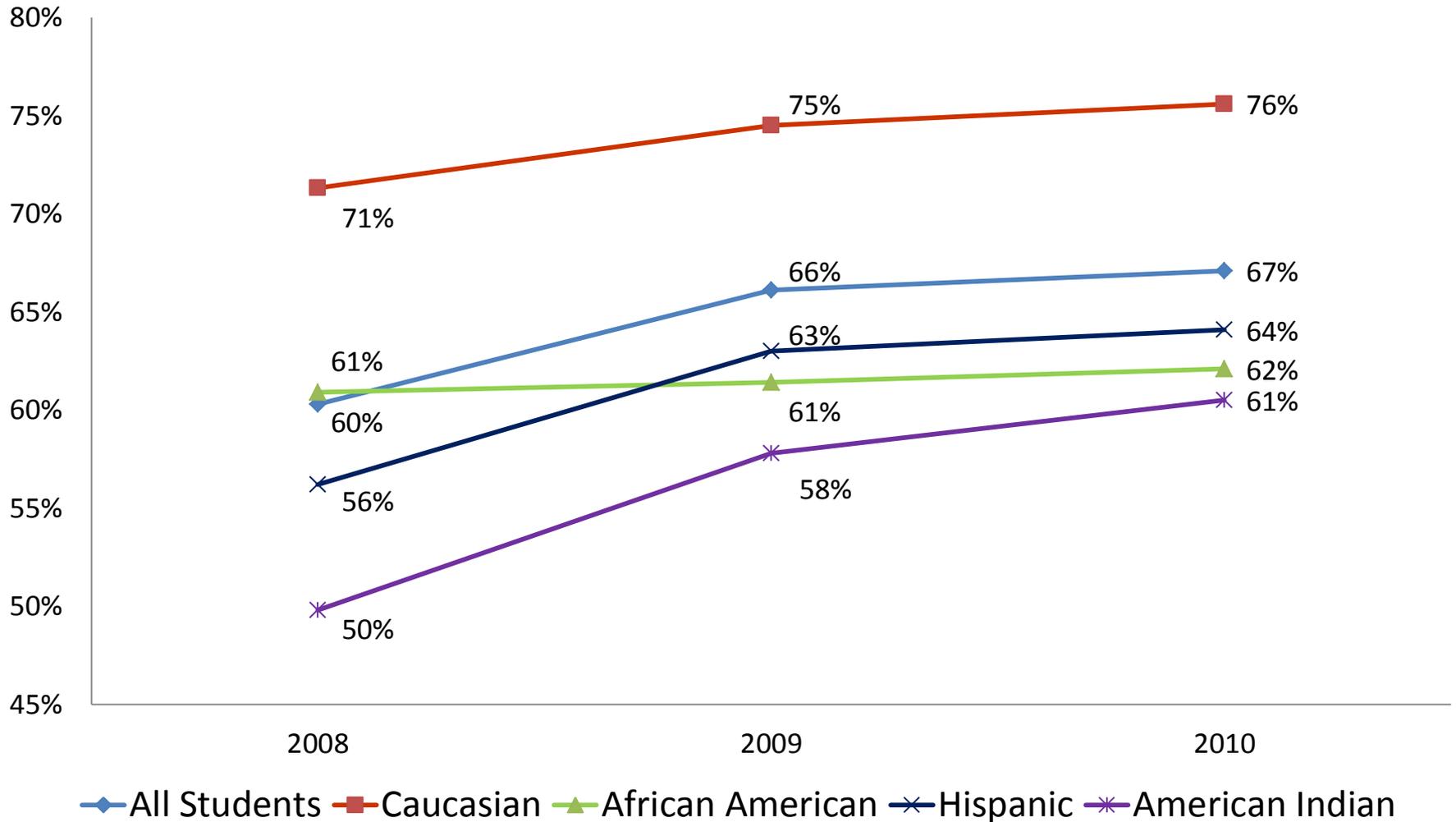
*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.
 African American data is not reported in all years because NAEP reporting standards have not been met.

Student Achievement Comparisons

NAEP Grade 4 Reading Students At or Above Proficiency

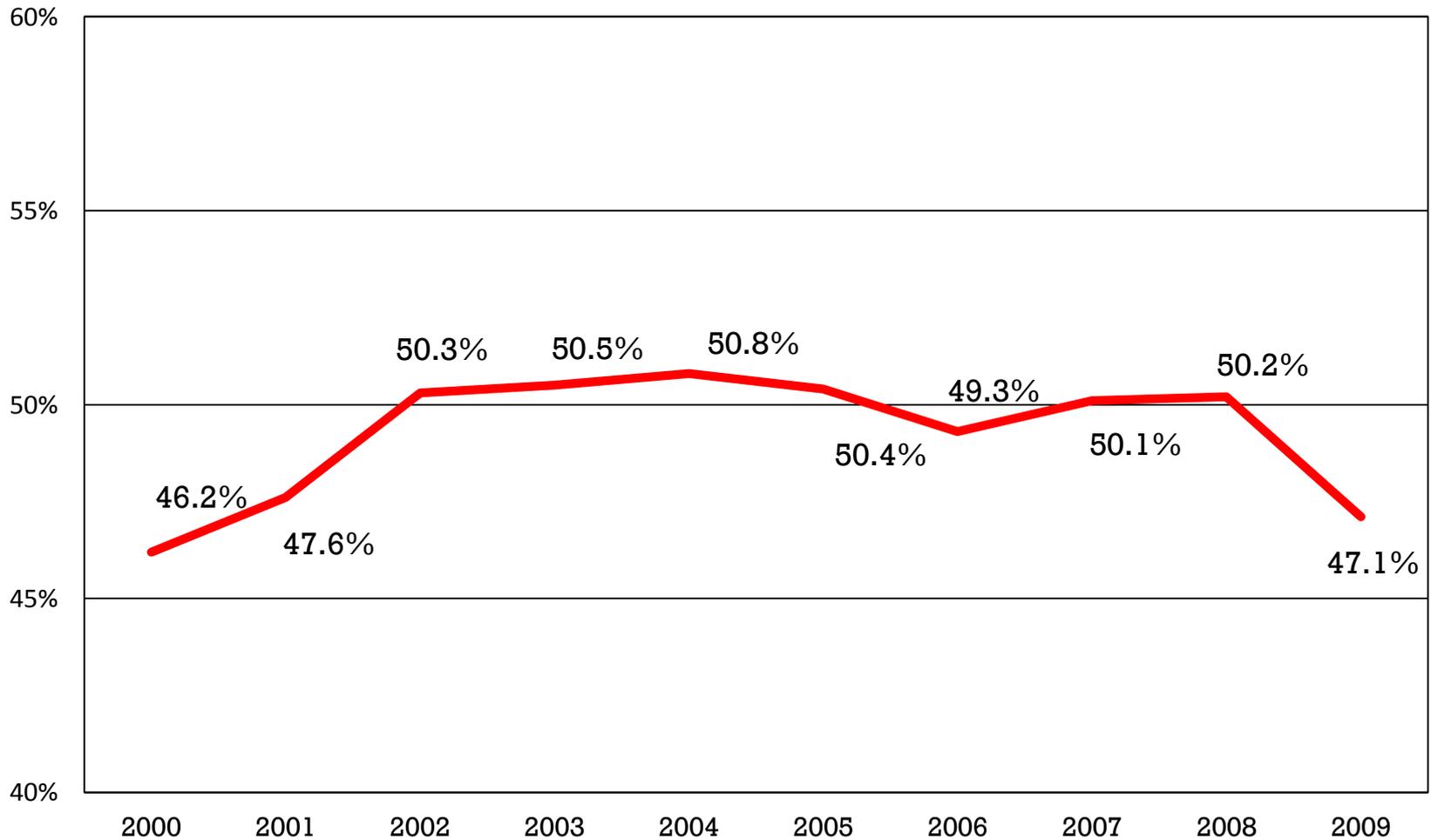


New Mexico 4 Year Cohort Graduation Rates



Source: PED. Graduation Rates are the percentage of students that graduated on time, which begins when the student is first in the 9th grade. Prior to 2008, rates are the percentage of seniors that graduated by the end of the year.

New Mexico High School Graduates Who Take Remedial Courses At New Mexico Colleges 2000 - 2009



Source: Ready For College, 200. New Mexico Office of Education Accountability

Evaluation Models

- **Status Models:** A snapshot of student performance at a point in time which is compared to an established target (e.g., percent of students reading at proficiency levels).
- **Cohort to Cohort Change Models:** Measure the change in test results for teachers, schools, or state by comparing status at two points in time, but not for the same students. (How did this year's 4th graders do compared to last year's 4th graders?)
- **Growth Models:** Measure achievement for the same students from year to year. (How much did Frances' test scores in math change from 4th grade to 5th grade?)
- **Value-Added Models:** A statistical model that attempts to attribute some fraction of the students' achievement growth over time to certain schools, teachers, or programs. (How much did Dr. Harrell contribute to Frances' improvement in mathematics and what should happen to Dr. Harrell because of his contributions?)

What Is Needed To Implement A Value-Added Model

- A longitudinal database that tracks students over time and accurately links them to their teachers
- Confidence that missing data are missing for legitimate reasons like student mobility and not problems with the data collection system.
- Expert staff to run and monitor the value-added analyses.
- A vertically coherent set of standards, curriculum and instructional strategies that are linked to the standards and then tests that are well-aligned to the standards.
- A reporting system that effectively presents results and provides sufficient support so that users are likely to use the results effectively.
- Ongoing training systems for teachers and administrators.
- An independent way to monitor and evaluate the evaluation systems' effects on students, teachers, principals and schools to the program can be adapted if unintended consequences arise.

Value-Added Models: Current Discussions

- The systems must be transparent and include teacher and principal participation.
- Principals must be given the training, time and support they need in order to conduct high quality evaluations of teachers.
- Central office staff must be given the training, time and support they need in order to conduct high quality evaluations of principals.
- Student growth models and value-added models are being used in a number of districts across the country. We can learn much by studying what is happening elsewhere.

Recommendations

- **New Mexico should continue to explore ways to recruit, prepare and support effective teachers and principals.**
- **New Mexico's three-tiered licensure system has proven valuable and should be revised and strengthened.**
- **New Mexico should continue to gather and share data on the status of New Mexico's teachers and principals.**

Recommendations

- **New Mexico should explore ways to use student growth measures to evaluate teachers and principals that are valid, fair, and feasible.**
- **New Mexico needs to gather objective research regarding VAM models using New Mexico data to determine the "best fit" models for use with our populations.**
- **New Mexico should have a clear set of expectations about the intended effects of using student growth models and should monitor the consequences of the evaluation system to help the state and districts achieve their educational goals.**

The Value of Doubt

William Miller, President,
Wallace Foundation

