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October 17, 2006

MEMORANDUM

TO: Legislative Education Study Committee

FR: Sharon S. Caballero

**RE: COLLEGE/WORKPLACE READINESS AND HIGH SCHOOL REDESIGN:
PREPARATION OF NEW MEXICO EDUCATORS/TEACHER
PROFESSIONAL DEVELOPMENT**

The 2006 Interim Workplan for the Legislative Education Study Committee (LESC) includes a series of presentations regarding the college/workplace readiness of New Mexico high school students. This presentation focuses on the preparation of New Mexico educators and teacher professional development.

In the 2003 session, the LESC endorsed successful public school reform that restructured and reformed the New Mexico system of public education. Several key provisions in the legislation were new sections in the *School Personnel Act* requiring a three-tiered licensure process for all teachers and a mentorship program for new teachers.

Preparation of Preservice Teachers: Panel

Issues:

Up until the middle 1980s, the responsibility for teacher education rested with the four-year universities which prepared teachers and also certified them to the state. In the middle 1980s the former State Board of Education (SBE) was responsible for teacher preparation programs and certification, but colleges of education certified teachers. Then, in the middle 1980s, SBE revamped the certification process and resumed control. In 1986, legislation was enacted listing the requirements for teacher preparation. With the 2003 public school reform legislation, the details of licensure were put in statute, however, all the endorsements are still the purview of the Public Education Department (PED).

Currently, the *School Personnel Act* provides two pathways to obtaining teaching licensure in New Mexico: standard and alternative.

- A standard license requires minimum educational requirements in the college of arts and sciences.
 1. twelve hours in English;
 2. twelve hours in history, including American history and western civilization;
 3. six hours in mathematics;
 4. six hours in government, economics, or sociology;
 5. twelve hours in science, including biology, chemistry, physics, geology, zoology, and botany; and
 6. six hours in fine arts.
- In addition to Arts and Sciences coursework, prospective teachers for standard or alternative elementary licensure must complete six hours in the teaching of reading courses, and a person seeking a standard or alternative licensure for secondary licensure must complete three hours in the teaching of reading courses in subject matter content.
 - Standard licensure preservice teachers are required to complete 14 weeks of student teaching and pass the New Mexico Teacher Assessment exam. Teachers taking the New Mexico Teacher Assessments from 1999-2005, have a statewide passage rate of 94.2 percent in basic skills, 95.4 percent for teacher competency elementary, 90.9 percent for teacher competency secondary, and 67.4 percent for teacher competency early childhood according to PED.
- The Alternative Licensure requires applicants to have a minimum of 30 credit hours in the subject area of instruction, have a master's degree with 12 graduate hours in the teaching subject, pass the New Mexico teacher assessment examination, and have a minimum of 12 semester hours of instruction in teaching principles.

According to PED, while there is a choice of licensure pathways students graduated from alternative licensure programs tended to score lower on the New Mexico Teacher Assessments than counterparts from the same institutions taking traditional programs.

All of New Mexico's six public universities offer some level of teacher preparation ranging from BA degrees to alternative licensures. New Mexico Highlands University (NMHU), while not offering an alternative licensure, does have a fast track program for students similar to alternative licensure.

Of the community colleges, San Juan and Santa Fe offer alternative licensures, Central New Mexico will begin offering a program in spring 2007, and Northern New Mexico College (NNMC), which also offers alternative licensure, was authorized to offer a BA in education in 2004. NNMC is currently awaiting accreditation.

With the advent of the 2003 reform legislation, and to deal with PED reporting a teacher shortage, legislative initiatives were implemented such as minimum salaries for three-tiered licensure, the return to work provisions and mandated teacher induction programs. PED announced in August 2006 that the teacher shortage had been resolved except in specialized areas such as bilingual education, special education and mathematics. Looking to the future however, National Commission on Teaching and America's Future (NCTAF) predicts that over the next decade, the United States will lose two million of the nation's 3.4 million teachers.

- According to PED, for school year 2005-2006, the 89 school districts reported 2,344 beginning teachers and 19 charter schools reported 42 beginning teachers for a total of 2,386.
- The Higher Education Department (HED) reports there were approximately 7,991 individuals with majors in the education area in the spring of 2006 in New Mexico public colleges and universities being prepared to be teachers. Of those 3,198 (40 percent) were enrolled at community colleges.
- HED reports that the state higher education system has consistently produced between 800-850 education graduates at the bachelor's level per year since 2000. The likelihood of school year 2006-2007 being similar is supported by the fact that approximately 1,100 juniors were reported with education majors listed at the universities in spring 2006. (Not all juniors graduate a year later, however.)
- With the implementation of No Child Left Behind and the awareness that student success is predicated on a highly qualified teacher, preservice teacher candidates are being encouraged to enter programs earlier in their college studies according to National Council for Accreditation of Teacher Education (NCATE). Many preservice teachers are taking teacher preparation courses in their freshman year.

Teacher education programs have come increasingly under close scrutiny, according to NCATE. Research studies reviewing teacher training have outlined foundational knowledge and skills that new teachers need. However, a highly critical report on teacher preparation programs across the United States, *Educating School Teachers*, was released in September 2006, by Dr. Arthur Levine, former president of Teacher's College, Columbia University, and currently president of the Woodrow Wilson National Fellowship Foundation. The four-year study claims among other things that teacher education is a troubled field, characterized by curricular confusion, a faculty disconnected from practice, low admission and graduation standards, wide disparities in institutional quality, and weak quality control enforcement.

- Among other recommendations, Dr. Levine suggests that education schools be transformed into professional schools, that student achievement be the measure of teacher education program success, that teacher education programs be five-year programs, that mechanisms for teacher education quality control be established, and that failing teacher education programs be closed.
- Responses to Dr. Levine's recommendations were strong and swift. A typical response was from, Dr. Sharon Robinson, president and CEO of the American Association of Colleges for Teacher Education, who called Dr. Levine's report elitist. Dr. Robinson countered with three recommendations: (1) build the profession; (2) improve accountability; and (3) obtain adequate resources.

One trend that Levine cites and supports and is supported across the United States from teacher preparation programs is the professional development school. Professional development schools are partnerships between K-12 schools and universities, based on the ultimate goals of improving teacher preparation and professional development, promoting inquiry through collaborative research by the partnering institutions, and enhancing student achievement, according to NCATE.

- By design, professional development schools borrow heavily from the tested medical model of teaching hospitals, where practitioners, clinical professors, and researchers work together to improve services to patients and prepare future practitioners, NCATE reports.
- NCATE offers accreditation for the professional development schools and has strict guidelines and protocols. While all five of the New Mexico public universities that offer standard licensures are NCATE accredited, no New Mexico public university has an accredited professional development school partnership nor have they chosen to go that route.
 1. Eastern New Mexico University's (ENMU) College of Education is celebrating a more than 10-year partnership with James Elementary School in Portales. The James Elementary site was one of 20 sites that assisted in the NCATE professional development school standards. ENMU also has other partnerships.
 2. The University of New Mexico's (UNM) College of Education was part of a consortium of 10-key universities across the country that was part of the Holmes Group which originated the professional development school idea. UNM operates Teaching Academies. Teacher candidates are placed in the program early and classes are offered at the school site.
 3. New Mexico State University (NMSU) follows a professional development school format with multiple school districts in its service area. NMSU also has an on-campus teaching lab, and site-based instruction for pre-service teachers.
 4. NMHU has focused on in-formal partnerships for student teacher placement and provides consultancies to districts on request.
 5. Western New Mexico University (WNMU) has components of a professional development school with its Clinical Faculty Model which follows best practices. The integrated Early Childhood Programs serves as a semi-professional development school and WNMU has a Teacher Education Council which is composed of College of Arts and Sciences faculty as well as College of Education faculty.

Accreditation of Teacher Preparation Programs

Issues:

Accreditation is the process for assessing and enhancing academic and educational quality through voluntary peer review, according to NCATE. Accreditation tells the public that the accredited college or university operates at a high level of educational quality and integrity. It assures that those entering the field have been suitably prepared to practice through assimilation of a body of knowledge and pre-service practice in the profession.

PED, which is responsible for oversight of teacher preparation programs, is authorized by law to issue a standard and alternative licensure to an applicant that has successfully completed a department-approved teacher preparation program from a nationally accredited or state-approved educational institution.

New Mexico statute specifies that PED must withhold program approval from a college of education or teacher preparation program that **fails** to offer a course on teaching reading that is based on scientifically based research, aligns with department-adopted standards, includes strategies and assessment measures of beginning teachers and is designed before seeking input from experts in the education field.

Prior to 1991, separate accreditation visits were held by PED and NCATE. In 1991, PED entered into a partnership with NCATE to perform accreditation reviews of New Mexico teacher preparation programs. The combined process with protocols outlined in the agreement use both state and national standards to assess New Mexico teacher preparation programs.

- Accreditation reviews of each teacher preparation program are normally conducted every seven years unless during an accreditation visit the evaluators indicate that any of the six standards are not met. In that case, subsequent visits can take place from six months to two years from that visit. The accrediting teams review six standards which were developed by NCATE and are reviewed every five years by the organization to ensure that the standards reflect current research and state-of-the-art practice in the teaching profession. The six standards are:
 1. Candidate knowledge, skills, and dispositions
 2. Assessment system and unit evaluation
 3. Field experiences and clinical practice
 4. Diversity
 5. Faculty qualifications, performance, and development
 6. Unit governance and resources.

Excepting NNMC, which has applied for accreditation, all New Mexico universities with education programs are currently accredited including two-year colleges which offer alternative licensure.

- Universities can be accredited with conditions as is the case for NMHU and ENMU. According to NMHU and ENMU, both universities have focus visits on Standard 2, Assessment system and unit evaluation in school year 2006-2007. Both programs have to show improved data collection systems to the visiting NCATE/PED team. The Unit Accreditation Board may decide at the time of the focus visit to either grant continued accreditation or to revoke accreditation. Focused visits will honor the state partnership context established for other accreditation visits according to NCATE.

In-service Programs and Statewide Professional Development Programs

Issues:

In addition to pre-service training through the teacher preparation programs, teachers need continuing education through ongoing professional development, which districts often call “in-service.” These programs provide teachers with opportunities for discipline-specific training, general teaching methods, and classroom management skills; and they are offered both by postsecondary institutions, whether through courses or contracted services, and by other providers, including public school districts, networks, and associations.

- In 1999, the Legislature enacted LESC-endorsed legislation to require PED to develop a professional development framework “that provides training to ensure quality teachers and principals and that improves and enhances student achievement.”
- In 2003, the Legislature amended the framework to require increased specificity regarding an evaluation component and guidelines for developing extensive professional development activities for school districts that:
 - improve teachers’ knowledge of the subjects they teach and the ability to teach those subjects to all of their students;
 - become an integral part of plans for improving student achievement;
 - provide teachers, administrators, and instructional support providers with the strategies, support, knowledge, and skills to help all students meet New Mexico academic standards;
 - demonstrate high quality and sustained, intensive focus on the classroom; and
 - involve extensive participation of school employees and parents in their development and evaluation.
- Also in 2003, the Legislature enacted LESC-endorsed legislation to create the Teacher Professional Development Fund to provide funding for professional development programs and projects for public school teachers. The law requires PED to evaluate the success of each professional development program or project funded, and to report its findings to the LESC each year.
- To date, the Legislature has appropriated \$6.8 million for the last three years (FY 05, FY 06, and FY 07) in the *General Appropriation Act* to the Teacher Professional Development Fund.
 - For FY 07, the Legislature appropriated \$2.0 million, including language that the appropriation be used to fund Re:Learning, Regional Educational Technology Assistance (RETA), Strengthening Quality in Schools (SQS), Service Learning, the Golden Apple Foundation, closing the achievement gap, a leadership academy, and other professional development programs. PED allocated the appropriation as follows:
 - \$580,000 to Re:Learning
 - \$400,000 to RETA
 - \$600,000 to SQS
 - \$70,000 to Service Learning
 - \$225,000 to the Golden Apple Foundation
 - \$125,000 to the Center for Indigenous and Border Educational Leadership.
 - For FY 06, the Legislature appropriated \$2.4 million, including language that the appropriation be used to fund Re:Learning, RETA, SQS, Service Learning, Golden Apple, closing the achievement gap, a leadership academy, and other professional development programs.
 - For FY 05, the Legislature appropriated \$2.4 million, including language that \$900,000 goes to Re:Learning, \$500,000 to SQS, and the balance to other professional development programs.

- In prior years, the professional development programs and projects now designated for funding from the Teacher Professional Development Fund received separate legislative appropriations, as follows:
 - for Re:Learning, a total of approximately \$12.0 million between FY 90 to FY 04;
 - for SQS, a total of \$2.0 million in FY 00, FY 01, FY 02, and FY 04;
 - for RETA, \$500,000 in FY 03 and again in FY 04; previously, RETA was supported by federal grants; and
 - for Service Learning, \$100,000 in FY 04 and again in FY 05. In FY 00 and FY 01, the Legislature appropriated \$100,000 for Service Learning each year; however, the appropriations were vetoed by the Governor.

- In recent years, many of the professional development activities have taken the form of in-service training focused on schools in need of improvement. In addition to the appropriations already noted, the 2006 Legislature appropriated \$6.0 million to PED for the School Improvement Framework. To date, the PED has issued two requests for proposals (RFPs) to seek providers that can provide professional development and other services to schools in need of improvement.
 - PED awarded the first RFP to Jim Shipley and Associates for \$1.2 million in early September 2006, to provide targeted technical assistance to 100 priority schools and 12 priority districts as well as statewide regional trainings in systems alignment for continuous improvement; and
 - PED will issue a second RFP for \$3.0 million by October 16, 2006 to provide for comprehensive systems and program realignment for 22 priority schools.

- The School Improvement Framework is built around the Educational Plan for Student Success (EPSS), which most professional development is designed to support.
 - Between FY 99 and FY 02, the Legislature appropriated approximately \$10.5 million for statewide professional development which still remains in the base program cost to address the components of the EPSS that contribute to student success.
 - These funds are distributed through the unit value to all public school districts.

- Another function served by in-service training is helping teachers meet the federal requirements to become “highly qualified.”
 - The federal *No Child Left Behind Act of 2001* (NCLB) requires that all teachers be highly qualified by June 30, 2006 (June 30, 2007 for rural districts) or have a plan in place for those teachers who are not currently highly qualified.
 - Since 2001, school districts have been receiving funding directly from the federal government for professional development to ensure that their teachers are highly qualified. For school year 2006-2007, school districts received approximately \$21.6 million for this purpose.

Teacher Mentorship Programs

Issues:

- In 2001, the Legislature enacted the Beginning Teachers Mentorship Program that created a statewide teacher mentorship program for certain beginning teachers; required the then SBE to develop a framework for a one-to-three-year mentorship program in cooperation with the Commission on Higher Education; and also required evaluation of new teachers.
- With the enactment of public school reform legislation in 2003, the law was amended “to provide beginning teachers with an effective transition into the teaching field; to build on their initial preparation and to ensure their success in teaching; to improve the achievement of students; and to retain capable teachers in the classroom; and to remove teachers who show little promise of success.”
- Among its provisions, current law (see Attachment) requires PED to establish a teacher mentorship program for all Level 1 teachers; approve each school district’s teacher mentorship program; provide technical assistance to school districts that do not have a well-developed program in place; and encourage school districts to collaborate with teacher preparation program administrators, career educators, educational organizations, regional service centers, and other state and community leaders.
- Since FY 01, the Legislature has appropriated nearly \$6.1 million for teacher mentorship, as follows:

Summary of Appropriations for Beginning Teacher Mentorship Program

Legislature	For Fiscal Year	Appropriation (<i>in thousands</i>)	Notes
2000	2001	\$500.0	<i>Appropriation to PED for "Teacher Performance Enhancement"</i>
2001	2002	\$1,000.0	ENACTED <i>Beginning Teacher Mentorship Program</i>
2002	2003	\$998.0	<i>after sanding</i>
2003	2004	\$900.0	
2004	2005	\$900.0	
2005	2006	\$900.0	
2006	2007	\$899.1	<i>after sanding</i>
Total		\$6,097.1	

- According to PED, the distribution of funds to school districts for teacher mentorship programs is based on an approved mentoring plan and on the number of beginning teachers in the prior school year. The department reports that school district allocations may be used for stipends for mentors, professional development opportunities, release time, materials and supplies, and minor administrative costs.

- PED reports that in FY 07, beginning teacher mentorship initiatives for 2,386 beginning teachers statewide were funded in 75 school districts and 19 charter schools. The allocation for each teacher in the mentorship program for school year 2005-2006 was \$368.

Background:

- The total number of teachers in New Mexico has remained constant while the number of teachers on waivers has declined over the past five years according to the Office of Education Accountability (OEA). In school year 2000-2001 there were 21,563 teachers, with 1,806 teachers on waivers (8.4 percent). By 2004-2005 there were 21,469 teachers with 404 on waivers (1.9 percent). This decline in waivers is probably due to the three-tier licensure system and NCLB according to OEA.
- Teaching fields with the most waivers in school year 2000-2001 were elementary (258), bilingual/TESOL (393), and special education (546). Those numbers had dropped by school year 2004-2005 to elementary (26), Bilingual/TESOL (210), special education (58) according to OEA.
- The US Department of Education (USDE) announced in August that New Mexico is one of only nine states that submitted a State Highly Qualified Teacher Plan that was considered acceptable by the USDE after undergoing a rigorous peer review process. A plan is required of each state to meet the NCLB requirement of having every student on grade level in reading and mathematics by 2014.
- The 2005 Title II Report to Congress cites New Mexico as an example of a state that is working to improve its teacher standards according to the OEA report in December 2005.
- A study of five urban districts (EdWeek, Sept 13, 2006, commentary), found that spending on professional development – including teacher time, coaching, materials, facilities, tuition and fees – ranged from 2.0 percent to more than 5.0 percent of total district expenditures, averaging more than \$4,000 per teacher. Extrapolated to the nation as a whole, these figures suggest that the United States spends \$5.0 billion to \$12.0 billion on professional development each year.

Presenters:

Dr. Robert D. Moulton, Dean, College of Education (COE), NMSU; Dr. Jerry Harmon, Dean, COE, ENMU; Ms. Sharman Russell, Chair, Teacher Education Council, WNMU; Dr. Waded Cruzado-Salas, Dean, College of Arts and Sciences, NMSU; Dr. Virginia Padilla, Director, Teacher Education, Santa Fe Community College, will discuss preparation of pre-service teachers.

Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability, PED, and Dr. Viola E. Florez, Dean, COE, UNM, will discuss accreditation and teacher preparation programs.

Mr. Tito Rivera, teacher, Chama Middle School, Chama Valley Independent Schools; Mr. Carlos Atencio, Executive Director, Northern New Mexico Network; Ms. Sheryl White, Director, Professional Development Center, Las Cruces Public Schools; Dr. Linda J. Coy, Director, Educator Support Center; Ms. Cathe North, Director, Southwest REC #10, Truth or Consequences, will discuss in-service programs for teachers.

Dr. Beth Everitt, Superintendent, Albuquerque Public Schools, Dr. Ellen Bernstein, President, Albuquerque Teachers Federation; Ms. Tya Taylor, Instructional Leader/Mentor, Deming High School, Deming Public Schools, Ms. Debbie Evans, Teacher, Northeast Elementary School, Farmington Municipal Schools, will discuss teacher mentorship programs.

Dr. Mary Rose CdeBaca, Assistant Secretary, Educator Quality Division, PED, will discuss statewide professional development programs.

Questions the committee may wish to consider:

1. What evidence is there that professional development schools in colleges and schools of education produce more highly qualified teachers?
2. What are some of the “Best Practices” being used by New Mexico public schools for mentorship programs?
3. What evidence is there that the in-service grant programs are addressing New Mexico educational challenges?
4. What evidence is there that professional development activities, including mentorships, are enhancing student achievement? How does PED monitor these programs?
5. What evidence is there that the accreditation collaboration of NCATE and PED is working to improve schools/colleges of education?
6. What evidence is there that the alternative licensure programs at schools and colleges are producing equally qualified teachers?
7. How long do teachers that have gone through the alternative licensure route remain in teaching as opposed to those who follow the standard route?

<p>(2) completed a master's degree at an accredited institution of higher education, including completion of a minimum of twelve graduate credit hours in the subject area of instruction for which he is applying for a license; or</p> <p>(3) completed a doctoral or law degree at an accredited institution of higher education; and</p> <p>(4) passed the New Mexico teacher assessments examination; and</p> <p>(5) completed a minimum of twelve semester hours of instruction in teaching principles in a program approved by the department; or</p> <p>(6) demonstrated to the department, in conjunction with the school district or state agency, that he has met the state board-approved competencies for level one teachers that correspond to the grade level that will be taught.</p> <p>B. A degree referred to in Subsection A of this section shall correspond to the subject area of instruction and the particular grade level that will enable the applicant to teach in a competent manner as determined by the department.</p> <p>C. An alternative level one teacher shall participate in the same mentorship, evaluation and other professional development requirements as other level one teachers.</p> <p>D. A school district or state agency shall not discriminate against a teacher on the basis that he holds an alternative level one license.</p>	
<p>History: 1978 Comp., § 22-10A-8, enacted by Laws 2003, ch. 153, § 39.</p> <p>Cross references. — For the public education department, see 0-24-4 NMSA-1978.</p>	<p>Emergency clauses. — Laws 2003, ch. 153, § 7, makes the act effective immediately. Approved April 4, 2003.</p>

22-10A-9. Teacher mentorship program for level one teachers; purpose; department duties.

A. The purpose of the teacher mentorship program is to provide beginning teachers with an effective transition into the teaching field, to build on their initial preparation and to ensure their success in teaching; to improve the achievement of students; and to retain capable teachers in the classroom and to remove teachers who show little promise of success.

B. The department shall develop a framework for a teacher mentorship program for all level one teachers. The department shall work with licensed school employees, representatives from teacher preparation programs and the commission on higher education [higher education department] to establish the framework.

C. The framework shall include:

- (1) individual support and assistance for each beginning teacher from a designated mentor;
- (2) structured training for mentors;
- (3) an ongoing, formative evaluation that is used for the improvement of teaching practice;
- (4) procedures for a summative evaluation of beginning teachers' performance during at least the first three years of teaching, including annual assessment of suitability for license renewal, and for final assessment of beginning teachers seeking level two licensure;
- (5) support from local school boards, school administrators and other school district personnel; and
- (6) regular review and evaluation of the teacher mentorship program.

D. The department shall:

- (1) require submission and approval of each school district's teacher mentorship program;
- (2) provide technical assistance to school districts that do not have a well-developed teacher mentorship program in place; and
- (3) encourage school districts to collaborate with teacher preparation program administrators at institutions of higher education, career educators, educational organizations, regional service centers and other state and community leaders in the teacher mentorship program.

History: 1978 Comp., § 22-10A-9, enacted by Laws 2003, ch. 153, § 40; 2005, ch. 315, § 6; 2005, ch. 316, § 3.

Cross references. — For references to the former commission on higher education, see 9-25-4.1 NMSA 1978.

For the public education department, see 9-24-4 NMSA 1978.

2005 amendments. — Laws 2005, ch. 315, § 6 and Laws 2005, ch. 316, § 3 enact identical amendments, effective April 7, 2005, that provide in Subsection C(4) that the framework shall include evaluation during at least the first three years of teaching.

22-10A-10. Level two licensure.

A. A level two license is a nine-year license granted to a teacher who meets the qualifications for that level and who annually demonstrates essential competency to teach. If a level two teacher does not demonstrate essential competency in a given school year, the school district shall provide the teacher with additional professional development and peer intervention during the following school year. If by the end of that school year the teacher fails to demonstrate essential competency, a school district may choose not to contract with the teacher to teach in the classroom.

B. The department shall issue a level two license to an applicant who successfully completes the level one license or is granted reciprocity as provided by department rules; demonstrates essential competency required by the department as verified by the local superintendent through the highly objective uniform statewide standard of evaluation; and meets other qualifications as required by the department.

C. The department shall provide for qualifications for specific grade levels, types and subject areas of level two licensure, including early childhood, elementary, middle secondary, special education and vocational education.

D. With the adoption by the department of the statewide objective performance evaluation for level two teachers, the minimum salary for a level two teacher for a standard nine and one-half month contract shall be as follows:

- (1) for the 2003-2004 school year, thirty thousand dollars (\$30,000);
- (2) for the 2004-2005 school year, thirty-five thousand dollars (\$35,000); and
- (3) for the 2005-2006 school year, forty thousand dollars (\$40,000).

History: 1978 Comp., § 22-10A-10, enacted by Laws 2003, ch. 153, § 41; 2005, ch. 315, § 7; 2005, ch. 316, § 4.

2005 amendments. — Laws 2005, ch. 315, § 7 and Laws 2005, ch. 316, § 4 enact identical amendments,

effective April 7, 2005, that delete the former provision that an applicant complete the three year level one license.

22-10A-11. Level three licensure; tracks for teachers and school administrators.

A. A level three-A license is a nine-year license granted to a teacher who meets the qualifications for that level and who annually demonstrates instructional leader competencies. If a level three-A teacher does not demonstrate essential competency in a given school year, the school district shall provide the teacher with additional professional development and peer intervention during the following school year. If by the end of that school year the teacher fails to demonstrate essential competency, a school district may choose not to contract with the teacher to teach in the classroom.

B. The department shall grant a level three-A license to an applicant who has been a level two teacher for at least three years and holds a post-baccalaureate degree or national board for professional teaching standards certification; demonstrates instructional leader competence as required by the department and verified by the local superintendent through the highly objective uniform statewide standard of evaluation; and meets other qualifications for the license.

C. With the adoption by the department of a highly objective uniform statewide standard of evaluation for level three-A teachers, the minimum salary for a level three-A teacher for a standard nine and one-half month contract shall be as follows:

- (1) for the 2003-2004 school year, thirty thousand dollars (\$30,000);