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September 8, 2008

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner 

RE: STAFF REPORT: MENTORSHIP MODEL FOR BEGINNING HIGH SCHOOL TEACHERS

The 2008 interim workplan of the Legislative Education Study Committee (LESC) includes a presentation on the mentorship model for beginning high school teachers, as required in a 2007 amendment to the beginning teacher mentorship law.

During the 2007 interim, the LESL heard a report on the implementation of beginning teacher mentorship programs in New Mexico, including the progress toward creating the mentorship model. That report provided background on New Mexico's teacher mentorship program and identified several issues with the development and implementation of the program. This report will address the mentorship model, the issues that arose during the work group discussions on the model, and the mentorship law. In addition, it will address the issues raised in the 2007 interim report.

The Mentorship Model

In 2006, two of the findings of the 60-member LESL 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.

Subsequently, the LESL endorsed legislation in 2007 that was enacted to amend the mentorship law to require that the Public Education Department (PED) require teacher preparation programs

to work with colleges of arts and sciences and high schools to develop a model to provide mentorship services to each of their graduates teaching in New Mexico public high schools and report their recommendations to the LESC by November 1, 2007.¹ (See section E in Attachment 1.)

In response to the mandate to create a model, in June 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, including conducting a survey of new teachers and others to obtain feedback on the current beginning teacher mentorship program (see “Findings of the Surveys” below).

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 and study of the current beginning teacher mentorship program were important. A final report to the LESC was scheduled for the 2008 interim. In 2008, the LESC, PED, HED, and the Office of Education Accountability (OEA) formed the 2008 LESC Mentorship Model Work Group with increased participation from colleges of arts and sciences, school districts, charter schools, and regional education cooperatives (RECs). Attachment 2 includes the work group’s recommendations for the mentorship model. Dr. Mary Rose CdeBaca, Assistant Secretary of the Educator Quality Division at PED, will present the mentorship model.

In brief, the mentorship model for beginning high school teachers contains the following components, which can be implemented in two phases:

- Online Resources;
- Regional Support;
- Three-Year Teacher Induction Framework; and
- Annual Reporting.

Phase I addresses those parts of the components that could be implemented immediately without additional costs, including certain online resources, regional support, and annual reports. Phase II addresses the components that need further research and would involve additional costs, including expanded online resources; expanded regional support; development of a three-year teacher induction framework for all new teachers; and expanded annual reporting. The model proposes that further recommendations regarding the implementation of Phase II be presented to the LESC during the 2009 interim, including specific cost estimates.

Findings of the Surveys

As a result of the recommendations presented to the LESC in 2007, PED collaborated with members of the Mentorship Task Force to design three teacher mentorship surveys: one each for

¹ This amendment also requires that mentorship funds be distributed based on the number of beginning teachers on the 40th day of the current school year instead of the prior year.

new teachers, mentor teachers, and mentorship program administrators. A total of 548 new teachers, 481 mentors, and 106 mentorship program administrators responded to the surveys. Because of their length and detail, the surveys yielded extensive feedback on mentorship programs throughout the state; therefore, these results were selected as they relate to the topics in this report and do not represent all of the survey responses. Also, because the administrator survey results do not directly relate to the topics in this report, the results presented here were selected from the new teacher and mentor surveys only. However, as a note of caution, although new teachers and mentor teachers were asked similar questions, the questions were not identical. As a consequence, the responses may not be totally comparable.

New Teacher Respondents

According to PED data, the 548 new teachers who replied to the survey represent 12 percent of all teachers currently holding a Level 1 license in the three-tiered licensure system or an Internship license pursuant to PED rule (see “Internship Licenses,” below). In particular, teachers on Internship licenses make up approximately one-sixth of all new teachers responding to the survey:

- 457 (83 percent) reported that they had a Level 1 teaching license; and
- 91 (17 percent) reported that they had an Internship license.

New teachers were asked to indicate their license type and grade level teaching assignment as shown in Table 1, *New Teacher License Type and Grade Levels*.

Table 1. New Teacher License Type and Grade Levels

Select the one that best describes your license:	Total Pre-K	Total K-5	Total 6-8	Total 9-12	Total	Percent
Elementary	8	225	53	1	287	52%
Secondary	0	2	46	69	117	21%
Special Education	3	29	16	14	62	11%
K-12	0	24	16	21	61	11%
Early Childhood	10	7	2	0	19	3%
Secondary Vocational Technical	0	0	1	1	2	0%
Grand Total	21	287	134	106	548	100%
Percent	4%	52%	24%	19%	100%	

SOURCE: PED; percentages calculated by LESC staff

When asked if they had “the individual support of a mentor or mentoring support provider” during their first year of teaching,

- 522 (95 percent) indicated “Yes”;
- 24 (4.0 percent) indicated “No”; and
- two (zero percent, due to rounding) indicated they did not know.

New teachers were asked to indicate whether their mentor had the same endorsement as they did. Although the law specified that the model be developed for high school teachers, work group

members recommended that middle school teachers be included in the mentorship model because they also teach specific content areas. Therefore, responses from new teachers of grades 6 through 12 are shown in Table 2, *Endorsement Alignment Between New Teachers and Mentors*.

Table 2. Endorsement Alignment Between New Teachers and Mentors

<i>Your mentor is teaching in the same subject/endorsement area as you? (For Secondary Teachers Only)</i>	Grades 6 – 8 (middle school)	Percent	Grades 9 – 12 (high school)	Percent	Total (middle and high school)	Total Percent (middle and high school)
Not Applicable	17	13%	11	10%	28	12%
Yes	41	31%	44	42%	85	35%
No	69	51%	45	42%	114	48%
Don't Know	7	5%	6	6%	13	5%
Grand Total	134 (24% of respondents)	100%	106 (19% of respondents)	100%	240 (44% of respondents)	100%

SOURCE: PED; percentages calculated by LESC staff

As can be seen in Table 2, 69 (51 percent) of new teachers teaching grades 6 through 8 and 45 (42 percent) of new teachers teaching grades 9 through 12 replied that their mentor did not have the same endorsement as they did. The mentorship model is predicated on the assumption that having a mentor with the same endorsement provides new teachers with better support. The responses in the table above appear to confirm that new high school teachers and new middle school teachers alike are not receiving increased access to content area support.

The new teacher survey results also provided insight into who is providing mentoring services as respondents were asked to indicate if their mentors were level 1, 2, or 3 teachers, or “other.” The results, enumerated below, indicate that nearly half of mentors could be individuals other than Level 3 teachers.

- 277 (51 percent) indicated their mentor was a Level 3 teacher;
- 172 (32 percent) indicated their mentor was a Level 2 teacher;
- 11 (2.0 percent) indicated their mentor was a Level 1 teacher; and
- 86 (16 percent) either indicated their mentor was other than a Level 1, 2, or 3 teacher (47, or 9.0 percent), or did not answer the question (39, or 7.0 percent).

Mentor Respondents

The mentor teachers who responded to the mentor survey were also asked to indicate their licensure levels. Taken with the results of the new teacher survey, it appears that Level 2 teachers often serve as mentors to new teachers, constituting approximately one-third to just under one-half of the mentors in the state. Of the 481 mentors who replied,

- 268 (56 percent) were Level 3 teachers, and
- 213 (44 percent) were Level 2 teachers.

The mentors also indicated that they mentored both Level 1 and Internship licensed teachers; but the numbers reported do not match the numbers reported by the new teachers:

- 434 (90 percent) of mentors indicated they mentored Level 1 teachers, and
- 47 (10 percent) indicated they mentored Internship teachers.

Mentors were asked whether they had the same endorsement as the teachers they mentored. Of the 481 mentors responding:

- 328 (68 percent) indicated they had the same endorsement as the teachers they mentored, and
- 153 (32 percent) indicated that they did not.

The survey results presented here support some of the findings of the work group. Overall, these findings indicate that:

- both Internship and Level 1 teachers receive mentorship services;
- Level 2 teachers also serve as mentors, and may make up a significant portion of mentors; and
- many middle school teachers do not have the same endorsement as their mentors, and possibly could benefit from being included in the mentorship model.

Findings of the Work Group

The work group recommended that the following changes to the mentorship law be considered, which are supported by the findings of the survey and the work group.

- Data presented to the work group by OEA and PED indicated that a large portion of high school teachers are prepared outside of New Mexico. Therefore, it may be necessary to amend the law to include all beginning high school teachers in the mentorship model, not only those prepared at New Mexico teacher preparation programs but also those prepared out of state. OEA and PED identified a total of 533 high school teachers currently teaching in New Mexico; of those teachers, 128 (24 percent) were prepared at an institution out of state and it was unknown where 94 (18 percent) had been prepared. Together, these individuals make up 222 (42 percent) of current high school teachers.
- Statute should be amended to include middle school teachers in the model, since they teach content areas and, therefore, may also need expanded access to content area mentoring support. The survey results appear to support this recommendation: of the new teacher respondents who taught middle school, 51 percent indicated they did not have the same endorsement as their mentor, compared to 42 percent of high school teachers.
- The mentorship law requires PED to develop a framework for mentorship (from the original 2001 law) and requires recommendations for a model enacted in 2007. The work group suggested streamlining the law by rewriting the requirements into one description of the statewide beginning teacher mentorship program and including the Three-Year Induction Framework proposal described in the mentorship model.

- In light of the survey finding that Level 2 teachers often serve as mentors, the law may need to be amended to reflect this practice.
- Whereas the law currently requires mentorship only for Level 1 teachers specifically, the surveys found that a significant portion (17 percent) of the new teachers receiving mentorship held Internship licenses, not Level 1 licenses. Therefore, the law should be amended to extend the mentorship requirements to teachers with Internship licenses.
- Finally, the work group raised two issues regarding the required annual reports from teacher preparation programs to PED:
 - Currently, the law requires teacher preparation programs to report the number of students who graduate from their programs in the spring and summer semesters and go on to teach in high schools, but there is no requirement to report graduates in the fall semester. Because the deans of teacher preparation programs indicated that fall graduates make up a significant portion of all graduates, the law should be amended to include all graduates completing their teacher preparation programs in all semesters, including the fall semester.
 - Because PED currently maintains in the Student Teacher Accountability Reporting System (STARS) most of the data required in the annual reports, the institutions where teachers completed their teacher preparation programs should be collected in STARS, as well.

Internship Licenses

As noted in “Findings of the Surveys,” above, new teachers receiving mentoring services include not only Level 1 teachers (as defined in the three-tiered teacher licensure system in state law), but also teachers with Internship licenses (as provided by PED rule). According to PED rule (see Attachment 3), the Internship license is “a three-year non-renewable certificate or license issued by the PED authorizing a candidate to teach . . . [or] to work as an administrator” in cases in which the candidate has not met the requirements for an alternative Level 1 or alternative Level 3-B license but is participating in an alternative route to licensure.

To apply for an Internship license, a candidate must:

- present proof of registration for a New Mexico teacher assessment at the next available testing date; and
- present proof of enrollment in the required coursework for the teaching of reading or proof of having completed the required coursework.

In addition, a candidate for an Internship license must be “a highly qualified teacher candidate for Level 1 alternative licensure, as defined in this rule.” Among other requirements, such a candidate must have at least a baccalaureate degree and 30 semester hours in a field that corresponds to the candidate’s instructional area; and the candidate must assume “duties as a teacher of record for a period of at least one full school year under the internship license not to exceed three years.” This same PED rule defines a teacher of record as “the person named in the

standard teaching contract who will be covering the class and teaching the students in that classroom the majority of the time. This is the contracted individual who will plan the lessons, assign grades, meet with parents and other duties [sic] of the regular class room [sic] teacher according to the standard teaching contract.”

In order to distinguish the regulatory Internship license from the statutory levels 1, 2, and 3 licenses, PED codes the Internship license as a “Level 0” in the licensure records at the department. A further distinction is the provision in PED rule that the time spent as an intern teacher does not count toward licensure advancement to Level 2 or Level 3.

Table 3, *New Mexico Teaching Licenses*, shows the total number of teaching licenses currently issued at each level – from 0 to 3. According to PED, 897 individuals currently hold Internship licenses and 3,821 hold Level 1 licenses, for a total of 4,718 new teachers. While intern teachers represent 4.0 percent of all licensed teachers, they represent 19 percent — nearly one-fifth — of all beginning teachers.

Table 3. New Mexico Teaching Licenses

License	Total Licenses	Percent of All Licenses
Level 0 Internship Teacher	897	4.0 percent
Level 1 Provisional Teacher	3,821	16 percent
Level 2 Professional Teacher	11,705	50 percent
Level 3 Master Teacher	7,082	30 percent
TOTALS	23,505	100 percent

SOURCE: PED; percentages calculated by LESC staff

Issues

The Internship license raises several issues:

- Given the “teacher of record” requirement noted above, it would seem that a teacher who holds an Internship license as a route to an alternative Level 1 license is tantamount to a fully certified classroom teacher, despite lacking the minimum credential in the statutory three-tiered licensure system.
- A related question is whether the Internship license satisfies the requirements for a “highly qualified” teacher in the federal *No Child Left Behind Act of 2001* (NCLB). According to PED, the Internship license is a full teaching license because candidates are required to have at least a bachelor’s degree and 30 credit hours of coursework in their teaching area. For this reason, in its annual report required under NCLB, PED does not include interns in the percentage of teachers “teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers”; nor do school districts include interns in their notification to parents about the qualifications of their child’s teachers. According to NCLB, however, teachers are considered “highly qualified” only if

they possess “full State certification” or pass the state’s teacher exam and have not had licensure requirements waived “on an emergency, temporary, or provisional basis.” Because the internship license is not recognized in the state’s three-tiered licensure and salary system, it might be argued that it does not constitute full state certification.

- The use of the three-year non-renewable Internship license as a route to the five-year non-renewable alternative Level 1 license effectively extends the probationary period for new teachers from five years to as many as eight.
- The *School Personnel Act* allows PED to issue certificates of teaching waiver or assignment waiver under certain limited conditions but prohibits a teacher holding a teaching or assignment waiver from being “assigned to a school that has not made adequate yearly progress for two consecutive years.” In the absence of a similar prohibition in the PED rule on the Internship license, it would seem possible that a teacher with an Internship license may be assigned to a school in need of improvement.

Mentorship Funding

Since 2000, the Legislature has appropriated approximately \$10.1 million for beginning teacher mentorship, including \$2.0 million each for FY 08 and FY 09. Since 2001, these legislative appropriations have provided for per-teacher allocations to districts that ranged from a minimum of \$365 per teacher in FY 06 to a maximum of \$929 per teacher in FY 08. In FY 08, the \$2.0 million in mentorship funding appropriated by the Legislature funded mentorship for a total of 2,152 beginning teachers. According to PED, these beginning teachers included both internship and Level 1 teachers. Table 4, *Summary of Appropriations for the Beginning Teacher Mentorship Program*, provides a summary of funding for and participation in the mentorship program since 2000.

Table 4. 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	2001	\$500.0	Not available	\$1,141	Pilot year
2001	2002	\$1,000.0	2,109*	\$490.50	Beginning Teacher Mentorship Program for all new teachers enacted
2002	2003	\$998.0	2,543*	\$396	
2003	2004	\$900.0	2,284*	\$394	
2004	2005	\$900.0	2,050*	\$439	
2005	2006	\$900.0	2,342	\$365	
2006	2007	\$899.1	2,431	\$368	
2007	2008	\$2,000.0	2,152	\$929	
2008	2009	\$2,000.0	to be determined	to be determined	Current school year – to be determined after 40 th day
	Total	\$10,097.1			

SOURCE: PED; 2007 LESC report 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.

Prior to FY 08, 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. As mentioned earlier, the law was amended in 2007 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.

Issues

- The mentorship law requires mentorship for “all level one teachers,” and 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 2 license.” PED reports that the department distributes funding to districts for all first-year teachers 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.
- Although the mentorship law requires mentorship for all Level 1 teachers specifically, PED reports that mentorship funds are distributed to districts for both Internship and Level 1 teachers.
- Both PED and school districts report 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.

PED's Response to Issues Raised in the 2007 Report on Teacher Mentorship

The 2007 interim report to the LESC on New Mexico's teacher mentorship program identified the following issues in the implementation of the mentorship law. The responses from PED on steps taken to remedy them are included in italics:

- Since 2002, PED had not updated department rules to align with changes made to the mentorship law.
 - *PED has modified the department rule to add the requirement that mentorship funding be based upon the number of beginning teachers on the 40th day. The department reports that the rule will be further revised in 2009 to align with the mentorship law, including any changes in the law that may be enacted during the 2009 legislative session.*
- PED reviewed and approved district mentorship programs early in the implementation of the mentorship program (most in 2002); however, the department had not reviewed or evaluated the programs since that time, nor had PED required charter schools to submit mentorship program descriptions.
 - *At the end of school year 2007-2008, PED required charter schools to submit district mentorship program plans; and the department is requiring districts to submit updated mentorship program plans in order to be eligible to receive FY 09 mentorship funding. The department has designed a form that districts must use to describe their mentorship plans (see Attachment 4) and a corresponding rubric to evaluate each district's plan (see Attachment 5).*
- According to the LESC review of the 2002 district mentorship plans, the annual evaluations vary among districts in scope and specificity and it is unclear if they are conducted regularly.
 - *While PED still requires districts to evaluate their own mentorship programs locally every three years, the department will be annually conducting surveys similar to the 2008 mentorship surveys in order to obtain feedback from new teachers, mentors, and mentorship program administrators (see "Findings of the Surveys" above).*
- PED did not have accurate numbers of teachers who received mentoring each year and did not maintain documentation on which teachers completed a mentorship program.
 - *PED has also added a field in STARS to verify that first-year teachers completed a mentorship program, or to document that additional years of mentorship are necessary for the new teacher. Districts are responsible for inputting this verification into STARS at the end of each school year. This measure will allow the department to track more accurately the number of teachers participating in mentorship programs each year, and it will also provide documentation to the department that each first-year teacher has participated in a mentoring program.*

Policy Options

The issues raised in this staff report suggest that policy options might focus on the provisions and applicability of the mentorship law and on the circumstances of the Internship license.

- The committee may wish to amend the mentorship provisions in law to:
 - specify the required number of years that a teacher must participate in a mentorship program;
 - require mentorship of middle school teachers, teachers who completed preparation programs in other states, and teachers who hold internship licenses;
 - include fall semester graduates in the required annual reports;
 - require PED to track in STARS the institutions where teachers completed their teacher preparation programs; and
 - specify which teachers or other individuals may serve as mentors, with particular attention to endorsement areas and conditions under which Level 2 teachers may serve as mentors.
- In addition, the committee may wish to request that OEA study the requirements and provisions of the Internship license, considering these questions in particular: whether a teacher with an Internship license is “highly qualified” in terms of NCLB; whether a teacher with an Internship license should serve as the “teacher of record”; whether restrictions like those applied to waivers should be applied to the Internship license; and whether the Internship license should be incorporated into the three-tiered licensure, salary, and evaluation system. This request should include a report to the LESC with findings and recommendations, if any.

~~D. A school district or state agency shall not discriminate against a teacher on the basis that the teacher holds an alternative level one license.~~

~~E. The department shall provide by rule for training and other requirements to support the use of unlicensed content area experts as resources in classrooms, team teaching, on-line instruction, curriculum development and other purposes.~~

~~History: 1978 Comp., § 22-10A-8, enacted by Laws 2003, ch. 153, § 39; 2007, ch. 264, § 1.~~

~~The 2007 amendment, effective June 15, 2007, adds Sub-section F.~~

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 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;
- (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; and
- (4) distribute available funds for mentorship programs to school districts annually on a per-teacher basis according to the number of beginning teachers on the fortieth day of the school year.

E. The department shall require that teacher preparation programs collaborate with colleges of arts and sciences and high schools to develop a model to provide mentorship services with structured supervision and feedback to each of their graduates who have obtained a teaching position in a public high school, including charter schools; develop cost estimates; and provide recommendations to the legislative education study committee by November 1, 2007. The model shall provide for the following:

- (1) mentorship services for the first year as a level one teacher to each of their graduates who has obtained a teaching position in any New Mexico public high school, including charter schools; provided that teacher preparation programs may enter into contracts or memoranda of agreement with each other or with level three teachers in providing services to their students;
- (2) an annual report to the department of the number of teachers that have completed each of their programs the previous spring or summer and have been hired by public high schools, including charter schools, for the following school year; and
- (3) 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 and district where the teacher has been hired.

History: 1978 Comp., § 22-10A-9, enacted by Laws 2003, ch. 153, § 40; 2005, ch. 315, § 6; 2005, ch. 316, § 3; 2007, ch. 264, § 3.

The 2007 amendment, effective June 15, 2007, adds Paragraph (4) of Subsection D and Subsection E.

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);
- (2) for the 2004-2005 school year, thirty-five thousand dollars (\$35,000);
- (3) for the 2005-2006 school year, forty thousand dollars (\$40,000);
- (4) for the 2006-2007 school year, forty-five thousand dollars (\$45,000); and
- (5) for the 2007-2008 school year, fifty thousand dollars (\$50,000).

D. A level three-B license is a nine-year license granted to a school administrator who meets the qualifications for that level. Licenses may be renewed upon satisfactory annual demonstration of instructional leader and administrative competency.

E. The department shall grant a level three-B license to an applicant who has been a level three-A teacher for at least one year, has satisfactorily completed department-approved courses in administration and a department-approved administration apprenticeship program and demonstrates instructional leader competence required by the department and verified by the local superintendent through the highly objective uniform statewide standard of evaluation.

F. Beginning with the 2007-2008 school year, the minimum annual salary for a level three-B school principal or assistant school principal shall be fifty thousand dollars (\$50,000) multiplied by the applicable responsibility factor.

G. By the beginning of the 2008-2009 school year, the department shall adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement and educational plan for student success progress, for level three-B school principals and assistant school principals and rules for the implementation of that evaluation system linked to the level of responsibility at each school level.

History: 1978 Comp., § 22-10A-11, enacted by Laws 2003, ch. 153, § 42; 2005, ch. 315, § 8; Laws 2005, ch. 316, § 5; 2007, ch. 303, § 1; 2007, ch. 304, § 2.

2007 amendments. — Laws 2007, ch. 303, § 1 and Laws 2007, ch. 304, § 2 enacted amendments to this section. Laws 2007, ch. 303, § 1 provided for the issuance of a level three-B license to an applicant who has been a level three-teacher for at least one year, who holds a current level 2 teacher's license and who for at least four years has held the highest-ranked counselor license, who has completed department-approved courses in administration and an administration apprenticeship program and who demonstrates instructional leader competence. Because Laws 2007, ch. 304 was signed after Laws 2007, ch. 303, this section is set out as amended by Laws 2007, ch. 304, § 2. See 12-1-8 NMSA 1978.

Laws 2007, ch. 304, § 2, effective June 15, 2007, amends Subsections F and G to implement the 2007 amendment of 22-10A-2 NMSA 1978.

Laws 2007, ch. 303, § 1 provides:

"22-10A-11. Level three licensure; tracks for teachers counselors 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.

Mentorship Model for Beginning High School Teachers

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, 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 LESL regarding beginning teacher mentorship in New Mexico. The LESL 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 LESL, the Office of Education Accountability (OEA), PED, and HED staff coordinated meetings of the 2008 LESL 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 mentorship model for beginning high school teachers presented in this document represents the recommendations from the meetings of the 2007 task force and the 2008

work group. Reviewed by the work group members, this model contains the following components, which can be implemented in two phases:

- Online Resources;
- Regional Support;
- Three-Year Teacher Induction Framework; and
- Annual Reporting.

Phase I addresses issues that could be implemented immediately without additional costs, and Phase II addresses issues that need further research and would involve additional costs.

PHASE I

It is anticipated that the activities in Phase I can be implemented immediately. Initial cost estimates indicate that the cost for many of the recommended activities may be absorbed by PED and the Innovative Digital and Learning New Mexico initiative (IDEAL-NM). Phase I activities include three of the major components of the model:

- Online Resources;
- Regional Support; and
- Annual Reporting.

Online Resources

Online resources include web chats, bulletin boards, and other types of interactive web-based support for new teachers, mentors, and mentor program administrators. New Mexico currently has two online resources that could easily be adapted to support beginning high school teachers — the IDEAL-NM and the Teach New Mexico website (www.teachnm.org).

Currently, IDEAL-NM has the capability of hosting bulletin board discussions and live chats; and soon it will be able to provide web-conferencing services. The Legislature has already funded the infrastructure and other costs for IDEAL-NM, and, according to IDEAL-NM, all electronic services proposed by the work group can be offered free of cost. Further, IDEAL-NM has an Academic Services Director who could administer the web support for new teachers.

The Teach New Mexico website, sponsored by the PED Educator Quality Division, is the portal for the New Mexico Online Licensure System. The website includes the online submission of the professional development dossier for licensure advancement and a professional development calendar feature that allows professional development providers to post their events.

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

(Idea “04 and Research for Inclusive Settings) 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 teachers 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-NM, PED, and other entities to develop and identify 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, 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 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

Because some school districts already have sufficient content support and mentoring services available, the task force agreed that any support from teacher preparation or arts and sciences faculty should be supplemental and available on a needs-only basis. The regional support component of the model would require institutions of higher education (IHEs) to offer supplemental support to new teachers in their geographical regions, rather than each institution providing support to each of its graduates throughout New Mexico as mandated in statute. The following activities will lay the groundwork for regional support networks between IHEs and surrounding districts:

- Arts and science departments and teacher preparation programs will initiate conversations with surrounding districts to determine how best to support beginning high school teachers and their mentors.
- RECs will meet with IHEs and surrounding districts to determine how RECs might facilitate providing support to beginning high school teachers.
- HED, PED, OEA, and school districts will convene a “Mentorship Summit 2009” to share the following:
 - (a) district and charter school mentorship plans submitted to PED for FY 09;
 - (b) updates from IHEs on the district partnerships being established and areas of support requested by districts for beginning high school teachers; and
 - (c) updates from RECs on district partnerships being established and areas of support requested by districts for beginning high school teachers.

Annual Reporting

Legislation enacted in 2007 requires PED to collaborate with public teacher preparation programs and HED to create a uniform statewide teacher education accountability reporting system (TEARS). The statute specifies that colleges of education provide the TEARS report by November 2008.

Teacher preparation programs indicated that most of the information required for the annual reports in the mentorship law is being collected in order to compile the TEARS report, and that the information on beginning high school teachers could be extracted and reported to PED separately from the TEARS report.

In Phase I, teacher preparation programs will report to PED the number of teachers who have completed their teacher preparation program the previous spring or summer and have been hired by public high schools, including charter schools, for the following year. These reports will include the name of each teacher, the grade level the teacher has been hired to teach, and the name of the school district where the teacher has been hired.

PHASE II

Phase II consists activities that will need further research and funding prior to implementation. Phase II of the model includes four major components:

- Expanded Online Resources;
- Expanded Regional Support;
- Development of a Three-Year Teacher Induction Framework for all new teachers; and
- Expanded Annual Reporting.

Expanded Online Resources

Expanded online resources would include increased faculty involvement in the mentoring of new teachers, such as modules developed by faculty members and bulletin boards or chats facilitated by faculty members. Faculty members involved in the LESC work group

pointed out that the time that faculty members spend on these activities would need to be compensated in some way. There was concern about the workload for faculty and that any mentoring duties a faculty member assumes be part of that faculty's workload, not in addition to it.

An issue that was raised regarding faculty compensation in the mentoring process is that the current higher education funding formula generates funding only for faculty members teaching courses in degree-granting programs. Because this issue also has an impact on IHEs that offer non-degree granting programs, it will need to be investigated by HED's Formula Enhancement Task Force.

Other recommended activities in the area of online resources in Phase II are as follows:

- Work with faculty to expand online interactive resources for beginning high school teachers that support the development of their content knowledge base and effective delivery of instruction.
- Develop faculty-moderated chat rooms focused on issues that new teachers face and on content-specific issues.
- Develop web-based modules for content, strategy, and classroom management support.

Expanded Regional Support

Faculty as Content Coaches

A long-term goal in regional support is for teacher preparation and arts and sciences faculty members to serve as content coaches in order to provide different levels of support based upon the needs of school districts in an IHE's regional area. Like mentoring, content coaching requires training in coaching techniques; therefore faculty would need some degree of preparation to serve as content coaches. Also, a process for connecting new teachers and/or mentors with content coaches would need to be developed, possibly through a relationship with RECs.

Regional Events

Another option for regional support is conducting regional events coordinated by districts and postsecondary institutions. Probably taking different forms depending upon the needs of school districts, these events could include such activities as:

- monthly meetings between faculty and new teachers and/or mentor teachers;
- summer content workshops taught by faculty for new teachers; and
- fall and spring conferences.

Three-Year Teacher Induction Framework

In order to ensure that all new teachers are receiving consistent mentoring support, the work group recommended developing a three-year induction framework, which would include mentoring, content coaching, and professional development dossier (PDD)

preparation. National research also supports the effectiveness of a two- to three-year mentorship model. This model would provide new teachers with consistent support that aligns with the three-tiered licensure system and that would lead to the development of each teacher's PDD as follows:

- year one would provide general induction activities and one-on-one mentorship support;
- year two would provide a combination of mentorship and content coaching support; and
- year three would provide a combination of mentorship, content coaching, and PDD preparation for licensure advancement.

Activities that need to be considered in the development of the three-year induction framework include:

- using district mentorship plans and mentorship survey data to inform the design of a three-year framework;
- ensuring that the nine teaching competencies and differentiated indicators establish the fundamental underpinnings of the framework;
- establishing strong connections to the Performance Evaluation System for Teachers (6.69.4 NMAC);
- ensuring that mentor training is emphasized, both for mentor teachers and faculty members, if they serve as content coaches;
- selecting and evaluating models from school districts that already offer mentorship for three years as prototypes for a statewide framework;
- collaborating with IHEs to offer mentoring and coaching preparation courses classes for graduate credit; and
- developing a policy and estimating costs for the three-year teacher induction framework.

Some school districts, such as Las Cruces Public Schools, have had three-year induction programs in place for some time. Notably, this district and other districts with extended mentorship programs have some of the highest licensure advancement percentages from Level 1 to Level 2.

Expanded Annual Reporting

The annual reports required in statute may need to be amended to address several issues:

- 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.

Further, the work group recommended that other methods of annual reporting and accountability should be part of the model in order to provide accountability for and assessment of districts’ mentorship programs. In particular, the work group determined that annual reporting or accountability requirements should, at a minimum, include:

- tracking retention rates of mentored teachers;
- allocating mentorship funding to districts contingent upon districts’ submitting any required reports to PED;
- evaluating the quality of online resources, including their impact on student achievement and their alignment with the New Mexico Professional Development Framework (6.65.2 NMAC); and
- providing IHEs with feedback on the effectiveness of teacher preparation programs, based upon data tracked through STARS.

HED, OEA, LESC, and PED staff will need to work together to ensure that the proposals for data collection and reporting can be accomplished as presented in this model. PED will need first to identify modifications in STARS to address the data collection and reporting proposals presented in this model and then inform districts about any new STARS reporting requirements approximately one year in advance of implementing them. Finally, a report containing further recommendations for the implementation of Phase II and specific cost estimates could be presented to the LESC during the 2009 interim.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 3 ALTERNATIVE LICENSURE

6.60.3.1 ISSUING AGENCY: Public Education Department (PED)
 [6.60.3.1 NMAC - Rp, 6.60.3.1 NMAC, 10-31-07]

6.60.3.2 SCOPE: This rule establishes a path to teacher licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education for persons who have earned at least a baccalaureate degree from a regionally accredited college or university and for persons who hold a post-baccalaureate degree and have teaching experience at the post-secondary level but in neither case have ever completed an educator preparation program. This rule also establishes a path for alternative licensure in administration for persons who hold a post-baccalaureate degree and have administration experience at the post-secondary level but have never completed an administrator preparation program. The procedures in this rule may also be used by teachers employed in New Mexico public schools, charter schools, accredited or private schools who hold standard teaching licensure, to obtain additional licensure at the same level as their existing license or licenses.
 [6.60.3.2 NMAC - Rp, 6.60.3.2 NMAC, 10-31-07]

6.60.3.3 STATUTORY AUTHORITY: 22-2-1, 22-2-2, 22-10A-6, and 22-10A-8, NMSA 1978.
 [6.60.3.3 NMAC - Rp, 6.60.3.3 NMAC, 10-31-07]

6.60.3.4 DURATION: Permanent
 [6.60.3.4 NMAC - Rp, 6.60.3.4 NMAC, 10-31-07]

6.60.3.5 EFFECTIVE DATE: October 31, 2007, unless a later date is cited in the history note at the end of a section.
 [6.60.3.5 NMAC - Rp, 6.60.3.5 NMAC, 10-31-07]

6.60.3.6 OBJECTIVE: Through this rule the PED implements a state law that provides alternative routes to New Mexico teacher licensure for persons who hold at least a baccalaureate degree from a regionally accredited college or university but have not completed a traditional educator preparation program.
 [6.60.3.6 NMAC - Rp, 6.60.3.6 NMAC, 10-31-07]

6.60.3.7 DEFINITIONS:

- A. "Particular field" means the license and/or endorsement area being sought.
- B. "Appertains and corresponds to the subject area of instruction and level of instruction" means:
 - (1) that for early childhood licensure, the degree, including the credit hours, shall be related to early childhood education, birth through grade 3;
 - (2) that for elementary licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language;
 - (3) that for middle level, secondary, and pre K-12 specialty area licensure the degree, including the credit hours, shall be in the license and/or endorsement area being sought; and,
 - (4) that for special education licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language, or shall be related to special education (such as general elementary or secondary education, special education, psychology, child development, reading education).
- C. "A program approved by the PED" means that the same program approval standards and procedures used by the PED for approving university preparatory programs shall be applied to alternative programs in New Mexico.
- D. "Core academic subjects" means English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except for the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.
- E. "A highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12 specialty area" teacher, under this rule, means a teacher who is fully qualified to teach the core academic subjects, who is new to the profession, who has pursued an alternative route to licensure and who:
 - (1) meets the requirements for alternative licensure in 6.60.3.8 NMAC; and
 - (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
 - (3) has passed all applicable teacher testing requirements for the level of licensure under 6.60.5.8 NMAC.
- F. "A highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure", under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or

junior high school, and who is new to the profession and has pursued an alternative route to licensure, and who:

- (1) meets the requirements for alternative elementary K-8 licensure in 6.60.3.8 NMAC; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for elementary K-8 licensure in 6.60.5.8 NMAC; and
- (4) if the teacher is new to the profession after June 30, 2006, or if the teacher was hired after the first day of

school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide program:

(a) has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each subject area the teacher teaches; or

(b) has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree, in each core academic subject the teacher teaches.

G. "A highly qualified beginning pre K-12 special education teacher," under this rule, means a teacher who is new to the profession and who has pursued an alternative route to licensure and who is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, by being fully qualified to teach each core academic subject the special education teacher teaches, or by being fully qualified to teach either language arts or mathematics or science and becoming fully qualified to teach any other core academic subjects which the teacher teaches within two years after the date of initial employment and who:

- (1) meets the requirements for pre K-12 special education licensure in Subsections A or B in 6.61.6.8 NMAC;

and

- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

H. "A highly qualified teacher candidate for level 1 alternative licensure" means a person participating in an alternative route to licensure, who meets all of the following requirements:

- (1) has fulfilled the degree requirements set forth in Subsection A of 6.60.3.8 NMAC; and

(2) receives high-quality professional development that is sustained, intensive, and classroom-focused, and includes classroom management and lesson planning for teaching New Mexico's diverse student population, both before and while teaching; and

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

- (4) assumes duties as a teacher of record for a period of at least one full school year under the internship

license not to exceed three years, and

(5) demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in an alternative licensure program or successfully demonstrating competency by way of portfolio assessment or by way of local evaluations for two full school years in an approved school district alternative program.

I. "Internship license" means a three-year non-renewable certificate or license issued by the PED authorizing a candidate to teach where the candidate does not yet meet the requirements for a level 1 alternative license but is satisfactorily participating in an alternative route to licensure under 6.60.3 NMAC, or a three-year non-renewable administrator certificate or license authorizing the candidate to work as an administrator where the person does not yet meet the requirements for a level 3B alternative administrator license but is participating in an alternative route to licensure under Subsection D of 6.60.3.8 NMAC.

J. "Undergraduate academic major", under this rule, means thirty (30) semester hours in a subject area.

K. "Full school year" means a minimum of 160 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record in at least one class each school year while holding a standard teaching license. Instructional days may include teaching in summer school or similar educational setting.

L. "Teacher of record" is the person named in the standard teaching contract who will be covering the class and teaching the students in that classroom the majority of the time. This is the contracted individual who will plan the lessons, assign grades, meet with parents and other duties of the regular class room teacher according to the standard teaching contract.

[6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 10-31-07]

6.60.3.8 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE: To receive a level 1, five-year alternative teaching license, an applicant must meet the following requirements:

A. Degree requirements - An applicant for alternative licensure must meet the provisions of Subsection A, Paragraphs (1), (2) or (3).

(1) must possess a bachelor of arts or science degree from a regionally accredited college or university including completion of a minimum of thirty semester hours of graduate or undergraduate credit in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

- (2) must possess a master of arts or science degree from a regionally accredited college or university including

completion of a minimum of twelve graduate credit hours in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(3) must possess a doctor's degree from a regionally accredited college or university; the degree shall correspond to the subject area of instruction and particular grade level that will enable the applicant to teach in a competent manner as determined by the PED.

B. Professional teacher education requirements - An applicant for alternative licensure who has earned at least a baccalaureate degree from a regionally accredited college or university but has never completed an educator preparation program must meet the provisions of Paragraphs (1), (2), or (3) or (4) of this subsection.

(1) Persons seeking either early childhood birth-grade 3, elementary K-8, or special education pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than twenty-one (21) semester hours of credit and meeting the following criteria:

(a) the credits must include six (6) semester hours of coursework in the teaching of reading; and
 (b) the credits must include the PED competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and
 (d) the program must include a student teaching or field-based component.

(2) Persons seeking either middle level 5-9, secondary 7-12 or specialty area pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than eighteen (18) semester hours of credit and meeting the following criteria:

(a) the credits must include three (3) semester hours of coursework in the teaching of reading; and
 (b) the credits must include the PED's competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and
 (d) the program must include a student teaching or field-based component.

(3) Beginning February 1, 2007, successfully demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by presenting for assessment by trained reviewers an internet web-based online portfolio which contains all of the components and fulfills all of the requirements described in Paragraph (3) of Subsection B of 6.60.3.8 NMAC. Such applicants shall also complete the reading coursework as set forth at Paragraphs (1) or (2) of this subsection and serve as the teacher of record for a full school year prior to being granted a portfolio review. Under no circumstance shall an individual be granted a portfolio review unless that person has passed all sections of the current PED required New Mexico teacher licensure tests in 6.60.5 NMAC, completed all required reading coursework and submitted verification from administration of the public school, charter school, accredited private school that the individual has been the teacher of record for at least one full school year. Teachers employed in New Mexico public schools, charter schools, accredited private schools who already hold standard teaching licensure at levels 1, 2, or 3-A, may obtain additional licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education by submitting an alternative licensure portfolio as long as they demonstrate the teaching competencies in 6.69.14 NMAC for the new license at the same level as their existing license or licenses.

(a) The portfolio shall include evidence of teaching competence that is collected from actual teaching experience as the teacher of record with pre K-12 students while the candidate is employed or works as the teacher of record in a New Mexico public, charter, private school or other early childhood, elementary, middle level or secondary educational setting. The portfolio shall be organized in the following five strands, with strands a, b and c presented together for review:

(i) an instruction strand that demonstrates knowledge of academic content, curriculum development, instructional planning, student assessment and appropriate use of technology and which includes specific evidence of: student achievement; and assessment techniques and procedures; and instructional plans and materials; and examples of student work and performance; and evidence of effective classroom management strategies and procedures; and evidence of implementation of state curriculum standards; and

(ii) a student learning stand that demonstrates knowledge of child or adolescent growth and development, classroom management techniques, communication skills and addressing the needs of diverse student needs and inclusion and which includes specific evidence of: adaptations/modifications for diverse learners; and classroom observation reports; and evidence of communication with students and parents;

(iii) a professional learning strand that demonstrates knowledge of professional growth and development and how the candidate works productively with parents, community and colleagues and which includes specific evidence of: collaboration with professional community; or research undertaken to improve classroom practice; and

(iv) verification by the superintendent of a public school district or other education employer or supervisor, that the work product in the portfolio is that of the candidate and that the data submitted is reasonable and accurate, that the candidate has served as the teacher of record for one full school year by the time of submission of the portfolio; and

(v) the recommendation of a public school superintendent or other education employer or

supervisor, that based on local evaluations that the candidate be granted a level 1 alternative license.

(b) Unless special accommodations are requested in writing to PED 30 days in advance of portfolio submission, the portfolio and associated fees in Subsection E of 6.60.7.8 NMAC shall be submitted electronically through the online portfolio submission system following procedures established by the PED.

(c) The portfolio shall be assessed for authenticity by the superintendent of the candidate's school district, (superintendent designee) or equivalent administrative officer of a school and shall be reviewed for demonstration of entry level teacher competencies by three independent reviewers, as follows:

(i) The superintendent or equivalent school administrator shall complete the verification and recommendation strands in items (iv) and (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC and the independent reviewers will rate the three competency strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC as "meets" or "does not meet" the competencies.

(ii) The three competency strands of a candidate's portfolio must be rated as "meets" by at least two reviewers and the verification and recommendation strands completed by the superintendent (superintendent designee) or equivalent administrative officer or a school must indicate verification authenticity, recommendation for licensure and verification of full school year experience in order for a candidate to be granted a level 1 alternative license.

(iii) If one of the independent reviewers rates any of the three competency strands as "meets" and the other reviewer rates the same strand as "does not meet," the rating will remain as "does not meet"; if two of the reviewers rate any of the three competency strands as "meets" and the third reviewer rates a strand as "does not meet", the strand will remain as "meets" for that strand.

(iv) The director of professional licensure at the PED will evaluate the ratings of the superintendent or equivalent school administrator of a school along with the ratings of the independent reviewers and shall approve or deny the candidate's application for level 1 alternative licensure.

(v) A candidate who does not successfully demonstrate the competencies in all three strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC may submit any failed strand one time as long as the resubmission is completed within one calendar year of the date of the original submission.

(vi) A candidate's employing school or school district must act on strands in item (iv) - (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC within 45 calendar days of the date of the portfolio submission or resubmission of any failed strands. Failure of an administrator to complete the process could cause the portfolio to become null and void.

(4) Demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by way of evaluations conducted by a local school district over a period of at least two full school years as the teacher of record as part of a PED-approved school-based or statewide teacher preparation program that provides the professional development that is required to support a highly qualified teacher candidate for level 1 alternative licensure as defined in this rule. The professional development program shall be developed in collaboration with a college, university, or other professional development provider. Such applicants shall also complete the reading courses set forth at Paragraphs (1) or (2) of this subsection prior to being recommended for licensure by a local school district. Under no circumstance shall an individual be recommended for licensure by a local school district unless that person has passed all sections of the current PED-required New Mexico teacher test and serve as the teacher of record for at least one full school year.

C. Professional teacher education requirements - An applicant for alternative teaching licensure who has earned a post-baccalaureate degree and has at least five years of teaching experience at the post-secondary level but has never completed a teacher preparation program must meet the provisions of Paragraphs (1) or (2) and (3) of this subsection.

(1) Persons seeking either early childhood B-3, elementary K-8, or special education pre K-12 licensure, must complete six (6) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(2) Persons seeking either middle level 5-9, or secondary 7-12 licensure, must complete three (3) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(3) Complete an internship of at least one full school year while holding an internship license and working as a teacher in a school district, charter school, private school or state agency education program.

(4) Upon completion of the requirements in Subsections A, D, and E; and Paragraphs (1) - (3) of Subsection C of 6.60.3.8 the candidate for alternative teaching licensure who has met PED-approved competencies as verified to the PED by the candidate's employer will be issued an alternative license as follows:

(a) level 2 for the teacher who has at least five years post-secondary teaching experience;

(b) level 3-A for the teacher who has at least six years post-secondary teaching experience.

D. Testing requirements: An applicant for alternative licensure must pass all of the New Mexico teacher assessments, including any applicable content knowledge assessment required by 6.60.5 NMAC, prior to receiving alternative licensure at any level.

E. An applicant for alternative teaching licensure must be a highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12, or special education teacher, or be a highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure.

[6.60.3.8 NMAC - Rp, 6.60.3.8 NMAC, 10-31-07]

6.60.3.9 REQUIREMENTS FOR ALTERNATIVE ADMINISTRATOR LICENSURE: Professional administrator education requirements - An applicant for alternative administrator licensure who has earned a post-baccalaureate degree and has at least six years administrator experience at the post-secondary level but has never completed an administrator preparation program must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon completion of the internship the candidate for alternative administrator licensure who has met PED-approved administrator competencies as verified to the PED by the candidate's employer will be issued an alternative level 3-B administrator license
[6.60.3.9 NMAC - N, 10-31-07]

6.60.3.10 REQUIREMENTS FOR INTERNSHIP TEACHER LICENSURE:

A. A candidate for alternative licensure may be permitted to assume the functions of a teacher prior to completion of licensure requirements and be issued a three-year non-renewable internship license, if the candidate is a highly qualified teacher candidate for level 1 alternative licensure, as defined in this rule.

(1) Such a candidate may be issued a three-year non-renewable internship license to allow time to complete the teacher testing requirements of 6.60.5.8 NMAC, the reading coursework requirement set forth in Paragraphs (1) or (2) of Subsection B of 6.60.3.8, NMAC, the requirement to be the teacher of record for at least one full school year and to pass portfolio submission process or be evaluated for competency by a local school district.

(2) At the time of internship licensure application, the candidate must:

(a) present proof of registration for a New Mexico teacher assessment at the next available testing date,

and

(b) present proof of enrollment in the required coursework for the teaching of reading or proof of having completed the required coursework.

(3) If a candidate for this licensure is not successful in demonstrating competency by way of portfolio assessment or by way of local public school district evaluations, the candidate may still proceed by way of the alternative route set forth in this subsection although the three-year non-renewable license issued under Paragraph (1) of Subsection B of 6.60.3.10 NMAC shall not be extended or renewed in order to provide additional time to complete an alternative licensure program.

B. A candidate enrolled in a PED approved post-baccalaureate teacher preparation program or advanced degree program with a teacher preparation component may be considered to be participating in an alternative route to licensure and be issued an internship license under Subsection A of 6.60.3.10 NMAC. Upon the completion of the approved teacher traditional preparation program requirements, and the testing requirements the candidate may be issued a standard level 1 alternative license if, in addition, the candidate meets the requirements for standard licensure within the three-year period allowed to complete an alternative route to licensure.

C. After June 30, 2003, the time that a person provides services under an internship license shall not be counted toward or considered for advancement to level 2 or level 3 licensure.

[6.60.3.10 NMAC - Rp, 6.60.3.9 NMAC, 10-31-07]

6.60.3.11 REQUIREMENTS FOR ADMINISTRATOR INTERNSHIP LICENSURE: A three-year, non-renewable internship license in educational administration may be issued to any candidate who holds at least a master's degree and has at least six full school years of experience in administration at the post-secondary level.

[6.60.3.11 NMAC - N, 10-31-07]

6.60.3.12 ALTERNATIVE LEVEL 2 OR LEVEL 3 LICENSE:

A. A one-year internship license shall be issued to an applicant who meets the following requirements:

(1) is at least eighteen years of age; and

(2) provides an official transcript for a bachelor's degree from a regionally accredited college; and

(3) provides an official transcript for a post-baccalaureate degree from a regionally accredited college; and

(4) provides verification of experience on official letterhead and signed by a post secondary institution official

for a minimum of five years experience teaching at the post-secondary level.

B. A level 2 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2), (3) and (4) of Subsection A of 6.60.3.12, NMAC;

(2) verification from the superintendent of a public school district or administrator at a state agency, charter school or private school that the candidate has met the level 2 competencies for the grade level and subject area the person is teaching; and

(3) verification that the candidate has completed one full school year as the teacher of record under the internship license.

C. A level 3 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2) and (3) of Subsection A of this section;

(2) verification as in Paragraph (2) of Subsection B of this of this section;

(3) same as in Paragraph (3) of Subsection B of this section;

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of six years experience teaching at the post-secondary level.
[6.60.3.12 NMAC - N, 10-31-07]

HISTORY OF 6.60.3 NMAC:

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with State Records Center and Archives under:

SBE Regulation No. 86-6, Alternative Licensure, filed July 14, 1986; and

SBE Regulation No. 86-6, Amendment No. 1, Alternative Licensure filed December 4, 1990.

HISTORY OF REPEALED MATERIAL:

6 NMAC 4.2.2.1, Alternative Licensure, was repealed by the State Board of Education effective July 1, 2000 and repromulgated effective July 1, 2000.

6.60.3 NMAC, Alternative Licensure, filed June 1, 2001 - repealed effective 10-31-2007.



Mentorship Program for Beginning Teachers - District Plan

District Name:

District Program Coordinator Information:

Name:

Title:

Mailing Address:

Phone Number:

Fax Number:

E-mail Address:

The following template was created in alignment with the NMAC regulation 6.60.10

INSTRUCTIONS

STEP 1: First, save a copy of this document (with your District's name) to your computer in case you do not complete it in one sitting. Provide a response for each section of the Mentorship Program Template. The box will automatically adjust for the text you are entering. If program forms are used, describe the form and its function, but do not copy and paste it into the response box.

STEP 2: Indicate the approximate percentage amount of funding for each category selected in Lines 38-43. Under the column labeled "% of Award Amount," do not put anything but estimated percentage amounts. The amount should only appear once, and only for the categories that require funding.

STEP 3: Review General Assurances. Submit the electronic version of the Mentorship Program Template for your District or Charter by November 26, 2008. The Superintendent or authorized person for the district or charter will print this form, sign it and mail it to the Public Education Department at the address at the end of this template, postmarked no later than November 26, 2008.

MENTORSHIP PLAN COMPONENTS	RESPONSE BOX
<p>1. Describe how your district mentorship plan aligns with and supports the public school district's, charter school's, or state agency's long range plan for student success, and (Educational Plan for Student Success or EPSS). Identify evidence of success for number 1 in the response box.</p>	
<p>2. Describe how your district mentorship plan aligns with the PED's nine essential teacher competencies and Level 1 differentiated indicators contained in 6.69.4 NMAC (also applies to internship licensed (Level O) teachers; Section 22-10A-8 NMSA). Identify evidence of success for number 2 in the response box.</p>	
<p>3. Describe how your district mentorship plan addresses the following aspects of parts A-J of the rule NMAC 6.60.10 in the comment boxes following each plan component:</p>	
<p>[6.60.10.8.A] Provides individual support for beginning teachers from designated mentors or support providers; Describe the processes and procedures that document the mentor/ new teacher support activities throughout the year.</p>	
<p>The support activities must include collaborative curriculum alignment, design, and planning; Describe how your staff collaborates to address this component.</p>	
<p>Classroom observations of beginning teacher by mentor, and observation of veteran teacher by beginning teacher; Describe how the site administrator facilitates the process to ensure that such non-evaluative observations are occurring between the mentor and new teacher.</p>	
<p>Student Assessment using various types of authentic assessment; Describe how your mentor/new teacher collaborate to address this component.</p>	

<p>Individual mentor/new teacher instructional conferences such as classroom management, differentiated instruction, lesson planning, use of standards-based rubrics, and instructional resource development; Describe how your mentor/new teacher collaborate to address this component.</p>	
<p>[6.60.10.8.B] Mentor Program is mandatory for all beginning teachers. Describe the process by which you ensure that new teachers receiving mentorship services are entered during the 40th Day reporting period in STARS.</p>	
<p>Describe the process by which you document the completion of mentorship services by each new teacher reported on the 40th Day in conjunction with the End of Year report.</p>	
<p>[6.60.10.8.C] Mentor Program includes structured and research-based training activities for mentors; the training must include the development and needs of beginning teachers, the process of developing mentorship relationships, the process of documenting teacher growth, and best practices in working with novice teachers. Describe how the training program/activities used by your district/charter meets the requirements above. Identify the evidence of success.</p>	
<p>[6.60.10.8.D] Mentor Program uses a structured process for selection of mentors that includes selection and evaluation criteria and details the person or persons responsible for implementing the selection and evaluation process; Describe how this process happens in your district/charter.</p>	
<p>[6.60.10.8.E] Mentor Program provides compensation for mentors; This may include a stipend, and/or professional development or other appropriate compensation. Explain how compensation will be provided.</p>	
<p>[6.60.10.8.F] Mentor Program uses an ongoing, formative evaluation of beginning teachers for the improvement of teaching practice; Note: Mentors work with new teachers in non-evaluative formative assessment.; mentors should be provided training to accomplish this requirement. It is the role and responsibility of site administrators to conduct formal formative and summative evaluation of the new teacher. Describe how your district addresses this component.</p>	
<p>[6.60.10.8.G] Uses an ongoing summative evaluation of beginning teacher performance during the first 1 to 3 years of teaching, including an annual assessment of competence for continuing licensure and a final assessment of competence for teachers seeking level 2 licensure; evaluation of beginning teacher performance shall include annual review and progress reports during the mentorship program, collection of documented evidence of teacher growth and development, and summative assessment of level 1 teacher competencies. It is the role and responsibility of site administrators to provide formal formative and summative evaluation of the new teacher (6.69.4 NMAC).</p>	<p>No district response required to [6.60.10.8.G]. These responsibilities are addressed in the Performance Evaluation System Requirements for Teachers Rule (6.69.4 NMAC).</p>
<p>[6.60.10.8.H] Has a process for addressing disputes or grievances between mentors and beginning teachers and for replacing mentors for good cause shown; Describe how your district addresses this component.</p>	

<p>[6.60.10.8.I] Establishes a program that is at least one year in length but includes provisions whereby support for an additional 2 or 3 years can be provided to teachers who do not successfully complete the first year and continue to be employed in the public school district, charter school, or state agency; In addition to the legislative mentorship award for first year teachers, alternative funds may be used to provide additional second or third year of mentor program following successful first year of mentorship. Describe the procedure used by your district to determine criteria for successful completion or need for additional years of mentor support.</p>	
<p>[6.60.10.8.J] Has documentation that describes how support was sought and obtained from the local school board, administrators, and other district and school personnel; Submit evidence of this support base. This evidence could include meeting dates, names and positions of stakeholders.</p>	
<p>[6.60.10.10] PROGRAM EVALUATION AND FUNDING: All mentorship programs shall be evaluated locally every three years to determine the effectiveness of the program based on teacher retention. Annually the PED shall review and make public teacher retention rates statewide and by district. Annual state funding of local district mentorship programs shall be based primarily on the number of beginning [first year Level I or Internship licensed] teachers who received mentorship services in the current school year, if funds are appropriated for that purpose by the legislature. Effectiveness of the Mentorship Program may also be based upon successful licensure advancement to Level 2.</p>	<p>No district response required to [6.60.10.10].</p>
<p>Estimate the % of your mentorship award to be allocated for each of the following categories</p>	<p>Assign an estimated percentage below</p>
<p>1. Training for Mentors (i.e trainer cost,travel related expenses for mentors)</p>	
<p>2. Materials for mentor / new teacher partnership (forms, duplication costs, other supplies)</p>	
<p>3. Mentor Stipends including benefits or other mentor compensation</p>	
<p>4. Substitutes to cover classrooms during observation sessions or training</p>	
<p>5. Other uses of funds (Please describe)</p>	
	<p>Step A: Mentorship Plan to be submitted electronically no later than November 26, 2008. Email to: carol.carpenter@state.nm.us Step B: The signed hardcopy of this form should be mailed and postmarked no later than November 26, 2008 to: Carol Carpenter Public Education Department Professional Development Bureau 444 Galisteo, Suite A Santa Fe, NM 87501</p>

General Assurances -

1. The Local Education Agency (LEA) will administer their Mentorship Program for Beginning Teachers as presented in this document in accordance with all applicable statutes and regulations.
2. The district will participate in the PED-administered annual mentorship survey for Administrators, Mentors and New Teachers.

Name of School District or Charter School:

Signature of Superintendent or Authorized Representative:

Title:
Date:

District Mentorship Plan Rubric



The purpose of the District-level Mentorship Plan is to increase student academic achievement through comprehensive support for new teachers and increasing the number of qualified mentors in the districts to help support these new teachers.

The State Requirement:

- Beginning teachers will receive at least one year of mentoring from a trained mentor in an approved District-level Mentorship Program.
- Mentorship Program criteria is specified in NMAC 6.60.10.

MONITORING INDICATORS FOR DISTRICT-LEVEL MENTORSHIP PROGRAM

<p>Plan Component 1. The District-level Mentorship Plan is aligned with EPPS, and resulting in appropriate activities for the mentor/new teacher that are sustained, connected, and founded on scientifically-based research.</p>	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
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Possible evidence includes:
(PED staff will check if evidence was seen)

Documentation:

Statement verifying that the District-level Mentorship Plan is in alignment with the District EPSS Plan.

Description of District-level mentor training. Who provides training? How does training align with required components in the District EPSS Plan?

Other:

<p>Plan Component 2. District policies and procedures ensure that the nine teacher competencies and Level I differentiated indicators serve as a foundation for the district's mentorship program; and the beginning teacher's Professional Development Plan (PDP) includes their mentorship program participation.</p>	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
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District Mentorship Plan Rubric

Possible evidence includes:
(PED staff will check if evidence was seen)

Documentation:

- Description of documents/resources (examples available in Resource Packet) used by mentors/new teachers/administrators which focus conversations and/or activities on the nine teaching competencies and Level I indicators.
- Other:

<p>Plan Component 3.A District provides individual support for new teachers (NT) from designated mentors that includes the following activities and/or services:</p> <ul style="list-style-type: none"> • Collaborative curriculum alignment, design, and planning • Classroom observations of new teacher by mentor and of mentor by new teacher. Addition recommendation: Together the NT and Mentor observe a master teacher. • Student Assessment is reviewed by Mentor/NT and evidenced by a supporting document. Reference to the document is sufficient; do not include actual document or log. • Conferences between Mentor/NT cover classroom management, differentiated instruction, use of standards-based rubrics, lesson planning and instructional resource development. 	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
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District Mentorship Plan Rubric

Possible evidence includes:
(PED staff will check if evidence was seen)

Documentation:

- Describe method of documentation (i.e., logs, anecdotal, Palm Pilot data, checklists, etc.) of the district's monitoring of mentor/new teacher support activities as specified in NMAC 6.60.10.8.A.
- Describe process of verification that collaborative planning meetings between the mentor and NT have been scheduled and take place on a regular basis (frequency to be determined by district).
- Describe documentation that verifies that required non-evaluative classroom observations (between mentor and new teacher) are taking place (frequency to be determined by the district).
- Describe documentation to identify the trained mentors and a formal application process in which to select qualified mentors.
- District provides dates of mentor training, names of participants, and schedule of post-training activities such as peer group meetings.
- Other:

Plan Component 3.B

District ensures that mentorship is mandatory for all NTs.

Acceptable

Incomplete

Possible evidence includes:
(PED staff will check if evidence was seen)

Documentation:

- Describe system/process used to assign a trained mentor to each new teacher ideally upon hiring of that new teacher, but no later than 30 days from hiring date.
- Verification is provided that an authorized district representative enters the names of all first year Level I or Internship teachers into the 40th day report for STARS.
- A document is used to identify specific information regarding the Mentor and NT partnership.
- District has processes and procedures to ensure a good match of the mentor and new teacher. This process includes a document or communication tool that verifies compatibility of the mentor and new teacher.
- District has a process in place for reassignment of mentor if there is a compatibility issue.
- District documents the new teacher's completion of one year of mentorship in the End of Year Report.
- Other:

Plan Component 3.C

Researched-based training for mentors is provided by district.
Mentor training includes:

Acceptable

Incomplete

District Mentorship Plan Rubric

<ul style="list-style-type: none"> Understanding the development and needs of the new teacher; The process of developing mentor relationships; The process of documenting teacher growth; Best practices for working with new teachers. 		
<p>Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> Verification of scientifically-based research supporting mentor training content.</p> <p><input type="checkbox"/> District provides a description of mentor training that aligns with all aspects of this element.</p> <p><input type="checkbox"/> Description of mentor training activities is provided.</p> <p><input type="checkbox"/> Collects evidence that mentor training activities are successful (survey of new teachers and mentors, retention of teachers, successful summative evaluations, etc.) and describes that evidence.</p> <p><input type="checkbox"/> Other:</p>		

<p>Plan Component 3.D District has a structured procedure for the selection of mentors.</p>	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
<p>Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> Describe the criteria for selection of a mentor. Does the mentor complete a self-survey of their traits and skills? Is the potential mentor interviewed? If so, by whom?</p> <p><input type="checkbox"/> Is there a process in place to evaluate the success of the mentor? Does district ask for feedback from the new teachers?</p> <p><input type="checkbox"/> Other:</p>		

<p>Plan Component 3.E Mentors receive compensation</p>	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
<p>Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> Are stipends paid to mentors?</p> <p><input type="checkbox"/> Are mentors given compensation in the form of college credit tuition</p>		

District Mentorship Plan Rubric

reimbursement? Conferences?

Other:

Plan Component 3.F Mentors work with NTs providing ongoing formative assessment of their practice. This is not an evaluative assessment of the teacher, as that is the role of the site administrator	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
<p style="text-align: center;">Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> How does district document that mentors provide feedback to NTs regarding best practices and observations of NT's practice?</p> <p><input type="checkbox"/> What's the evidence that mentors and NTs collaborate, plan, and address strengths and weaknesses? They identify needs and resources for enhancing practice.</p> <p><input type="checkbox"/> Other:</p>		

Plan Component 3.G The administrator is responsible for the Summative Assessment of the New Teacher	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
<p style="text-align: center;">Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> What's the evidence that site administrators conduct annual summative evaluations of NTs? Do not include actual teacher evaluations in report. Note: Mentors are not responsible for evaluating the new teacher, and confidentiality between the mentor and new teacher partnership is honored by the site administrator, mentor and new teacher.</p> <p><input type="checkbox"/> Other</p>		

Plan Component 3.H The district has a process in place to address disputes or grievances between mentors and new teachers, reassigning mentors when necessary.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Incomplete
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District Mentorship Plan Rubric

<p>Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> How does the district address disputes or grievances between NT and mentor in a timely manner?</p> <p><input type="checkbox"/> Other</p>		

<p>Plan Component 3.I The district has a process for identifying NT's successful completion of one year of mentorship and includes provisions whereby support for an additional 2 or 3 years can be provided to the NT who does not successfully complete the first year.</p>	<p><input type="checkbox"/> Acceptable</p>	<p><input type="checkbox"/> Incomplete</p>
<p>Possible evidence includes: (PED staff will check if evidence was seen)</p> <p><u>Documentation:</u></p> <p><input type="checkbox"/> District has a form or certificate to identify NT's successful completion of one year of mentoring; a copy of the form or certificate is given to teacher, and a copy is kept in their personnel file at the district. PED does not keep these documents.</p> <p><input type="checkbox"/> The state receives notification through STARS of the successful completion of the mentorship year in the district's End of Year Report; district plan acknowledges this requirement.</p> <p><input type="checkbox"/> The teacher's formal evaluation process is used to determine the need for an additional year 2 or 3 of mentorship support.</p> <p><input type="checkbox"/> Other</p>		

<p>Plan Component 3.J The district has a process for including local school board, administrators, and other district and school personnel in the design, implementation, and evaluation of the District-level Mentorship Program.</p>	<p><input type="checkbox"/> Acceptable</p>	<p><input type="checkbox"/> Incomplete</p>
<p>Possible evidence includes: (PED staff will check if evidence was seen)</p>		

District Mentorship Plan Rubric

Documentation:

- Evidence of meeting with stakeholders (refer to agendas, sign-in sheets, dates of meetings; do not include actual documents in template)
- There is evidence of collaboration between district business office and the Mentorship Program facilitators in planning the use of funds for program activities.
- Identify names and positions of stakeholders who are involved in program creation, implementation, and evaluation.
- Other

**Final Plan Component:
Evaluation and Funding**

Acceptable

Incomplete

Possible evidence includes:

(PED staff will check if evidence was seen)

Documentation:

- District submits District-level Mentorship Plan by deadline (November 26, 2008).
- Funding estimates are included at the end of the district plan.
- District describes the processes and procedures used to evaluate their mentorship program no less than every three years.

Optional follow-up comments: