

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
BILL ANALYSIS**

**Bill Number:** FL/SB 153 & 126

**52nd Legislature, 1st Session, 2015**

**Tracking Number:** .201450.3

**Short Title:** Streamline Teacher Administrative Licensure

**Sponsor(s):** Senators Sue Wilson Beffort, Mimi Stewart, and Bill B. O’Neill

**Analyst:** Heidi L. Macdonald

**Date:** March 31, 2015

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**SENATE FLOOR SUBSTITUTE FOR SENATE BILLS 153 & 126**

**Original Bill Summary:**

FL/SB 153 & 126 amends one section of the *School Personnel Act* and adds another to streamline teacher access to administrative licensure.

Among its provisions, FL/SB 153 & 126 defines the term “level three-B administrator’s license” as a five-year license granted to an applicant who meets the qualifications pursuant to the bill and Public Education Department (PED) rules.

Further, FL/SB 153 & 126:

- strikes the outdated phase-in of minimum salaries for level three-A teachers from school year 2003-2004 through school year 2007-2008;
- strikes the outdated requirement that PED adopt a highly objective uniform statewide standard of evaluation (HOUSSE) by school year 2008-2009;
- strikes current level three-B licensure requirements, which include a nine-year licensure period, and creates a new section with the current level three-B requirements;
- requires PED to grant a level three-B license to an applicant who:
  - has completed a PED-approved administrator preparation program;
  - holds a current level two or three teacher’s license; and
  - holds a post-baccalaureate degree or National Board for Professional Teaching Standards certification;
- sets the minimum annual salary for a licensed school principal or assistant principal at \$50,000, multiplied by the applicable responsibility factor; and
- requires PED to adopt HOUSSE, including:
  - data sources linked to student achievement;
  - an educational plan for student success progress for 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.

If enacted, FL/SB 153 & 126 will become effective on July 1, 2015.

**Fiscal Impact:**

FL/SB 153 & 126 does not contain an appropriation.

Based on the fiscal impact report from the Legislative Finance Committee on the original SB 153, if license renewal fees remain the same – \$95 – PED could collect up to \$26,000 in additional fees annually. If fees are pro-rated for the shorter license period of five years, the department will not see increased license renewal revenues.

**Substantive Issues:**

As noted under “Bill Summary,” above, one of the major provisions in FL/SB 153 & 126 is to change the name or designation of administrator licensure level. In that case, multiple sections throughout the *School Personnel Act* may also need to be amended, including:

- 22-10A-11.1, Alternative level two or three license; and
- Section 22-10A-11.3, Level three-B provisional licensure for school principals, NMSA1978.

Multiple sections of PED rule would also need to be amended.

FL/SB 153 & 126 requires administrators to renew their licenses more frequently because licenses that are now valid for nine years are valid for only five years under FL/SB 153 & 126. Therefore, administrators will be subject to licensure renewal fees on a more frequent basis than they are now.

According to PED, New Mexico has the longest experiential requirement in the country, with six years to become eligible for administrator licensure. New Mexico’s current requirements to become a principal result in the state losing potential school leaders to surrounding states and other careers with faster advancement tracks because bordering states require only two or three years.

**Background:**

In the general provisions of the *Public School Code*, “school administrator” means a person licensed to administer in a school district and includes school principals and central district administrators.

Under PED rule, candidates for administrative licensure must:

- hold a level two teaching license and have meet of the requirements for a level three-A teaching license; or
- hold a level two teaching license and, for at least four years, have held a level three school counselor license while working as a teacher or school counselor;
- hold a bachelor’s degree and a post-baccalaureate degree from a regionally accredited college or university or hold current certification by the National Board for Professional Teaching Standards;
- have completed a PED-approved administration apprenticeship program:

- at a college or university through an educational administration program consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; a passing grade on the apprenticeship will verify completion of this requirement; or
  - under the supervision of a local school superintendent, private school official, charter school licensed administrator, or state agency educational administrator consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; the superintendent, school official, or administrator will verify that the apprenticeship has met the PED's adopted competencies for educational administration; such verification will be considered completion of this requirement;
- have completed a minimum of 18 semester hours of graduate credit in an educational administration program approved by PED that addresses PED's approved functional areas and related competencies in educational administration; colleges and universities may offer these hours through their educational administration, educational leadership, public administration, business administration, or other appropriate departments; and
  - take and pass the licensure test in administration as stated in 6.60.5 NMAC, School Personnel – General Provisions, Competency Testing for Licensure, prior to the issuance of the license.

Under PED rule, there are separate requirements for candidates applying for provisional and alternative licenses for the Educational Administration Pre-K to 12 license.

### ***Competency Testing for Licensure***

The November 15, 2011 issue of the *New Mexico Register* included the final adoption of the amended rule, 6.60.5 NMAC, which:

- establishes the New Mexico Teacher Assessments (NMTA) as the primary acceptable examination for educator licensure in New Mexico; and
- provides exceptions to the general requirement that all teaching candidates seeking licensure must pass the NMTA with a score of at least 240, including exceptions which address individuals seeking an alternative testing arrangement because they are deaf or hard of hearing.

The NMTA for the Educational Administration Pre-K to 12 license is the Content Knowledge Assessment for Educational Administrator test, which consists of 100 selected-response questions divided into four sub-areas with 12 competencies:

- foundations of educational leadership;
- promoting continuous school improvement;
- instructional leadership; and
- managing the school organization, operations, and resources.

### **Committee Referrals:**

SEC/SFC/HEC

**Related Bills:**

HB 71aa *Streamline Teacher & Administrator Licensure*

FL/HB 76a *Teacher Licensure Levels & Advancement*

SB 91 *Teacher Licensure Levels & Advancement*

SB 223 *Phased Minimum Teacher Salary Increase*

SB 329aa *School Licensure Reciprocity Requirements*

SB 378 *Teacher & Admin Differential Performance*