

1 SENATE BILL 378

2 **52ND LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2015**

3 INTRODUCED BY

4 John M. Sapien

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10 AN ACT

11 RELATING TO PUBLIC SCHOOLS; AMENDING AND ENACTING SECTIONS OF  
12 THE PUBLIC SCHOOL CODE TO ESTABLISH A TEACHER AND ADMINISTRATOR  
13 EVALUATION SYSTEM TO INCLUDE DIFFERENTIAL PERFORMANCE LEVELS,  
14 TO ESTABLISH AN EDUCATOR PREPARATION AND EFFECTIVENESS COUNCIL  
15 TO ADVISE AND OVERSEE PROMULGATION OF RULES FOR THE NEW SYSTEM  
16 AND TO ESTABLISH AN EFFECTIVE TEACHING PORTFOLIO WITHIN THE  
17 THREE-TIERED LICENSURE SYSTEM.

18  
19 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

20 SECTION 1. Section 22-10A-4 NMSA 1978 (being Laws 2003,  
21 Chapter 153, Section 35, as amended by Laws 2005, Chapter 315,  
22 Section 4 and by Laws 2005, Chapter 316, Section 1) is amended  
23 to read:

24 "22-10A-4. TEACHERS AND SCHOOL ADMINISTRATORS--  
25 PROFESSIONAL STATUS--LICENSURE LEVELS--SALARY ALIGNMENT.--

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1           A. Teaching and school administration are  
2 recognized as professions, with all the rights,  
3 responsibilities and privileges accorded professions, having  
4 their first responsibility to the public they serve. The  
5 primary responsibilities of the teaching and school  
6 administration professions are to educate the children of this  
7 state and to improve the professional practices and ethical  
8 conduct of their members.

9           B. The New Mexico licensure framework for teachers  
10 and school administrators is a progressive career system in  
11 which licensees are required to demonstrate increased  
12 competencies and undertake increased duties as they progress  
13 through the licensure levels. ~~[The minimum salary provided as~~  
14 ~~part of the career system shall not take effect until the~~  
15 ~~department has adopted increased competencies for the~~  
16 ~~particular level of licensure and a highly objective uniform~~  
17 ~~statewide standard of evaluation.]~~

18           C. A level one license is a provisional license  
19 that gives a beginning teacher the opportunity, through a  
20 formal mentorship program, for additional preparation to be a  
21 quality teacher. A level two license is given to a teacher who  
22 is a fully qualified professional who is primarily responsible  
23 for ensuring that students meet and exceed department-adopted  
24 academic content and performance standards; a teacher may  
25 choose to remain at level two for the remainder of the

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1 teacher's career. A level three-A license is the highest level  
2 of teaching licensure for those teachers who choose to advance  
3 as instructional leaders in the teaching profession and  
4 undertake greater responsibilities such as curriculum  
5 development, peer intervention and mentoring. A level three-B  
6 license is for teachers who commence a new career path in  
7 school administration by becoming school administrators.

8 D. All teacher and school administrator salary  
9 systems shall be aligned with the licensure framework in a  
10 professional educator licensing and salary system.

11 ~~[E. All teachers and school administrators who hold~~  
12 ~~teaching or administrator certificates on the effective date of~~  
13 ~~the 2003 act shall meet the requirements for their level of~~  
14 ~~licensure by September 1, 2006 and shall be issued licenses.]"~~

15 SECTION 2. A new section of the School Personnel Act is  
16 enacted to read:

17 "[NEW MATERIAL] EDUCATOR PREPARATION AND EFFECTIVENESS  
18 COUNCIL--STUDENT LEARNING GROWTH SYSTEM.--

19 A. By July 1, 2015, the department shall establish  
20 and convene an educator preparation and effectiveness council  
21 to provide recommendations to the department for its rulemaking  
22 process for teacher and administrator competencies and shall  
23 annually review the department's rules regulating teacher and  
24 administrator licensure and evaluation and make additional  
25 recommendations as necessary.

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1           B. Council members shall include geographically  
2 diverse members appointed by the secretary as follows:

3                   (1) two licensed teacher members from those  
4 nominated by the American federation of teachers New Mexico;

5                   (2) two licensed teacher members from those  
6 nominated by the national education association New Mexico;

7                   (3) two licensed teacher members selected by  
8 the secretary;

9                   (4) two licensed administrator members from  
10 those nominated by the New Mexico education partners without  
11 regard to organization affiliation;

12                   (5) one licensed administrator member from  
13 those nominated by the New Mexico coalition for charter  
14 schools;

15                   (6) two deans of colleges of education from  
16 those nominated by the New Mexico American association of  
17 colleges for teacher education deans/directors group; and

18                   (7) two members selected by the secretary.

19           C. If the department has sufficient funds in its  
20 budget, the members of the council and any work groups of the  
21 council may be reimbursed for travel expenses pursuant to the  
22 Per Diem and Mileage Act. The members of the council and any  
23 work groups for the council shall receive no other  
24 compensation, perquisite or allowance.

25           D. The council may convene work groups, including

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1 noncouncil members with appropriate expertise, and consult with  
2 state, regional and national experts.

3 E. By July 1, 2016, the council shall complete the  
4 teacher and administrator evaluation system and provide its  
5 recommendations to the department, the legislative education  
6 study committee and the legislative finance committee.

7 F. On November 1, 2016, all prior department rules  
8 pertaining to teacher and administrator evaluation and teacher  
9 and administrator licensure levels are void.

10 G. As part of the establishment and implementation  
11 of a system of evaluating teacher and administrator  
12 effectiveness, the department shall:

13 (1) develop, as one component of evaluating  
14 teacher and administrator effectiveness, a system using data  
15 and indicators of student learning growth on approved  
16 assessments;

17 (2) annually calculate student learning growth  
18 scores for teachers and administrators using student  
19 performance data collected over at least three years and a  
20 composite of simple and complex statistical models;

21 (3) publish annually a technical manual  
22 describing the process used to compute student learning growth  
23 scores;

24 (4) use student learning growth scores for  
25 teachers to determine percentile rankings annually; and

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1 (5) provide student learning growth scores to  
2 teachers and administrators and their school districts and  
3 charter schools for inclusion in a teacher's or administrator's  
4 personnel file.

5 H. The department shall promulgate rules to measure  
6 teacher and administrator qualifications related to expected  
7 student performance growth targets, assessments for annual  
8 performance evaluation and student learning growth models for  
9 licensure advancement.

10 I. The department shall, upon request, provide to  
11 the staffs of the legislative education study committee and the  
12 legislative finance committee student learning growth scores  
13 for teachers for evaluation purposes and to validate accuracy  
14 of computations; provided that individual teacher and  
15 administrator student learning growth scores shall remain  
16 confidential."

17 SECTION 3. Section 22-10A-6 NMSA 1978 (being Laws 1986,  
18 Chapter 33, Section 8, as amended) is amended to read:

19 "22-10A-6. EDUCATIONAL REQUIREMENTS FOR LICENSURE.--

20 A. The department shall promulgate rules regarding  
21 teacher and administrator preparation program approval,  
22 including national accreditation or a state-level approval  
23 process, including but not limited to the following criteria:

24 (1) demonstration of content and pedagogical  
25 knowledge;

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- 1                   (2) clinical partnerships and practice;  
2                   (3) candidate quality, recruitment and  
3 selectivity;  
4                   (4) program impact based upon outcome data  
5 such as student performance, satisfaction of employers and  
6 satisfaction of graduates; and  
7                   (5) preparation program quality assurance and  
8 continuous improvement.

9                   B. The department shall promulgate rules regarding  
10 regular program reauthorization.

11                   C. The department shall promulgate rules regarding  
12 minimum licensure examination requirements, including:

13                   (1) identifying required licensure exams for  
14 each licensure type;

15                   (2) establishing minimum passing scores for  
16 each licensure exam; and

17                   (3) requiring demonstration of equivalent  
18 licensure standards for candidates seeking reciprocity.

19                   ~~[A.]~~ D. The department shall require a person  
20 seeking licensure or reciprocity in elementary or secondary  
21 education to have completed the following minimum requirements  
22 in the college of arts and sciences:

23                   (1) twelve hours in English;

24                   (2) twelve hours in history, including

25 American history and western civilization;

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1 (3) nine hours in mathematics for elementary  
2 education and six hours in mathematics for secondary education;

3 (4) six hours in government, economics or  
4 sociology;

5 (5) twelve hours in science, including  
6 biology, chemistry, physics, geology, zoology and botany; and

7 (6) six hours in fine arts.

8 [~~B-~~] E. In addition to the requirements specified  
9 in Subsections [~~A~~] D and [~~G~~] F of this section, the department  
10 shall require that a person seeking standard or alternative  
11 elementary licensure shall have completed six hours of reading  
12 courses, and a person seeking standard or alternative secondary  
13 licensure shall have completed three hours of reading courses  
14 in subject matter content. The department shall establish  
15 requirements that provide a reasonable period of time to comply  
16 with the provisions of this subsection.

17 [~~G-~~] F. Except for licensure by reciprocity, the  
18 department shall require, prior to initial licensure, no less  
19 than fourteen weeks of student teaching, a portion of which  
20 shall occur in the first thirty credit hours taken in the  
21 college of education and shall be under the direct supervision  
22 of a teacher and a portion of which shall occur in the  
23 student's senior year with the student teacher being directly  
24 responsible for the classroom.

25 [~~D-~~] G. Nothing in this section shall preclude the

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1 department from establishing or accepting equivalent  
2 requirements for purposes of reciprocal licensure or minimum  
3 requirements for alternative licensure.

4 ~~[E-]~~ H. Vocational teacher preparatory programs may  
5 be exempt from Subsections ~~[A]~~ D through ~~[G]~~ F of this section  
6 upon a determination by the department that other licensure  
7 requirements are more appropriate for vocational teacher  
8 preparatory programs."

9 SECTION 4. Section 22-10A-7 NMSA 1978 (being Laws 2003,  
10 Chapter 153, Section 38, as amended) is amended to read:

11 "22-10A-7. LEVEL ONE LICENSURE.--

12 A. A level one license is a provisional five-year  
13 license for beginning teachers that requires as a condition of  
14 licensure that the licensee undergo a formal mentorship program  
15 for at least one full school year and an annual intensive  
16 performance evaluation by a school administrator for at least  
17 three full school years before applying for a level two  
18 license.

19 B. Each school district, in accordance with  
20 department rules, shall provide for the mentorship and  
21 evaluation of level one teachers. At the end of each year and  
22 at the end of the license period, the level one teacher shall  
23 be evaluated for competency and effectiveness. If the teacher  
24 fails to demonstrate satisfactory progress, effectiveness and  
25 competence annually, the teacher may be terminated as provided

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1 in Section 22-10A-24 NMSA 1978. If the teacher has not  
2 demonstrated satisfactory progress, effectiveness and  
3 competence by the end of the five-year period, the teacher  
4 shall not be granted a level two license.

5 C. Except in exigent circumstances defined by  
6 department rule, a level one license shall not be extended  
7 beyond the initial period.

8 D. The department shall issue a standard level one  
9 license to an applicant who is at least eighteen years of age  
10 who:

11 (1) holds a baccalaureate degree from an  
12 accredited educational institution;

13 (2) has successfully completed a department-  
14 approved teacher preparation program from a nationally  
15 accredited or state-approved educational institution as  
16 provided for in Section 22-10A-6 NMSA 1978;

17 (3) has passed the New Mexico teacher  
18 assessments examination, including for elementary licensure  
19 beginning January 1, 2013, a rigorous assessment of the  
20 candidate's knowledge of the science of teaching reading; and

21 (4) meets other qualifications for level one  
22 licensure, including clearance of the required background  
23 check.

24 E. The department shall issue an alternative level  
25 one license to an applicant who meets the requirements of

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1 Section 22-10A-8 NMSA 1978.

2 F. The department shall establish competencies and  
3 qualifications for specific grade levels, types and subject  
4 areas of level one licensure, including early childhood,  
5 elementary, middle school, secondary, special ~~[education]~~ and  
6 vocational education.

7 G. ~~[Beginning with the 2003-2004 school year, with~~  
8 ~~the adoption by the department of a highly objective uniform~~  
9 ~~statewide standard of evaluation for level one teachers]~~ The  
10 minimum salary for a level one teacher shall be [~~thirty~~  
11 ~~thousand dollars (\$30,000)] thirty-seven thousand dollars  
12 (\$37,000) for the 2015-2016 school year and forty thousand  
13 dollars (\$40,000) for the 2016-2017 and subsequent school years  
14 for a standard nine and one-half month contract.~~

15 ~~[H. Teachers who hold level one licenses on the~~  
16 ~~effective date of the 2003 act must be evaluated by the end of~~  
17 ~~the 2006-2007 school year.]"~~

18 SECTION 5. Section 22-10A-10 NMSA 1978 (being Laws 2003,  
19 Chapter 153, Section 41, as amended by Laws 2005, Chapter 315,  
20 Section 7 and by Laws 2005, Chapter 316, Section 4) is amended  
21 to read:

22 "22-10A-10. LEVEL TWO LICENSURE.--

23 A. A level two license is a nine-year license  
24 granted to a teacher who meets the qualifications for that  
25 level and who [~~annually~~] demonstrates essential competency and

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1 effectiveness to teach. If a level two [~~teacher does not~~  
2 ~~demonstrate essential competency in a given school year~~]  
3 teacher's performance evaluation indicates a level below  
4 "effective", the school district shall provide the teacher with  
5 [~~additional professional development and peer intervention~~] a  
6 performance improvement plan during the following school year.  
7 If, by the end of that school year, the [~~teacher fails to~~  
8 ~~demonstrate essential competency~~] teacher's performance  
9 evaluation indicates a level below "effective", a school  
10 district may choose not to [~~contract with the teacher to teach~~  
11 ~~in the classroom~~] renew the teacher's contract, may take other  
12 personnel action in accordance with existing due process law or  
13 may terminate employment as provided in Section 22-10A-24 NMSA  
14 1978.

15 B. The department shall issue a level two license  
16 to an applicant who:

17 (1) successfully completes the level one  
18 license or is granted reciprocity as provided by department  
19 rules, demonstrates essential competency and effectiveness  
20 required by the [~~department~~] department's effective teaching  
21 portfolio as verified by the local superintendent [~~through the~~  
22 ~~highly objective uniform statewide standard of evaluation~~] and  
23 meets other qualifications as required by the department; or

24 (2) has been a level one teacher for at least  
25 three years and has achieved a student learning growth score

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1 for the most recent school year in the top one-half of all  
2 level two licensed teachers in the state, in lieu of an  
3 effective teaching portfolio.

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

8 D. [~~With the adoption by the department of the~~  
9 ~~statewide objective performance evaluation for level two~~  
10 ~~teachers]~~ The minimum salary for a level two teacher for a  
11 standard nine and one-half month contract shall be [~~as follows:~~

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

14 ~~(2) for the 2004-2005 school year,~~  
15 ~~thirty-five thousand dollars (\$35,000); and~~

16 ~~(3) for the 2005-2006 school year, forty~~  
17 ~~thousand dollars (\$40,000)] forty-five thousand dollars  
18 (\$45,000), and for teachers advancing to a level two license or  
19 renewing a level two license after the 2017-2018 school year,  
20 fifty thousand dollars (\$50,000).~~

21 E. The department shall base renewal of a level two  
22 license upon satisfactory annual teacher performance  
23 evaluations for the most recent three-year period."

24 SECTION 6. Section 22-10A-11 NMSA 1978 (being Laws 2003,  
25 Chapter 153, Section 42, as amended) is amended to read:

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1 "22-10A-11. LEVEL THREE LICENSURE--TRACKS FOR TEACHERS,  
2 COUNSELORS AND SCHOOL ADMINISTRATORS.--

3 A. A level three-A license is a nine-year license  
4 granted to a teacher who meets the qualifications for that  
5 level and who annually demonstrates instructional leader  
6 competencies. If a level three-A [~~teacher does not demonstrate~~  
7 ~~essential competency in a given school year~~] teacher's  
8 performance evaluation indicates a level below "effective", the  
9 school district shall provide the teacher with [~~additional~~  
10 ~~professional development and peer intervention~~] a performance  
11 improvement plan during the following school year. If by the  
12 end of that school year the [~~teacher fails to demonstrate~~  
13 ~~essential competency~~] teacher's performance evaluation  
14 indicates a level below "effective", a school district may  
15 choose not to [~~contract with the teacher to teach in the~~  
16 ~~classroom~~] renew the teacher's contract, may take other  
17 personnel action in accordance with existing due process law or  
18 may terminate employment as provided in Section 22-10A-24 NMSA  
19 1978.

20 B. The department shall grant a level three-A  
21 license to an applicant who:

22 (1) has been a level two teacher for at least  
23 three years, [~~and~~] holds a post-baccalaureate degree or  
24 national board for professional teaching standards  
25 certification and demonstrates instructional leader competence

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1 as required by the department and verified by the local  
2 superintendent through the [~~highly objective uniform statewide~~  
3 ~~standard of evaluation; and meets other qualifications for the~~  
4 ~~license.~~

5 ~~C. With the adoption by the department of a highly~~  
6 ~~objective uniform statewide standard of evaluation for level~~  
7 ~~three-A teachers] department's effective teaching portfolio; or~~

8 (2) has been a level two teacher for at least  
9 three years and has achieved a student learning growth score  
10 for the most recent school year in the top one-half of all  
11 level three-A licensed teachers in the state in lieu of an  
12 effective teaching portfolio.

13 C. The department shall base renewal of a level  
14 three-A license upon satisfactory annual teacher performance  
15 evaluations for the most recent three-year period.

16 D. The minimum salary for a level three-A teacher  
17 for a standard nine and one-half month contract shall be [as  
18 follows:

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

21 ~~(2) for the 2004-2005 school year, thirty-five~~  
22 ~~thousand dollars (\$35,000);~~

23 ~~(3) for the 2005-2006 school year, forty~~  
24 ~~thousand dollars (\$40,000);~~

25 ~~(4) for the 2006-2007 school year, forty-five~~

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1 ~~thousand dollars (\$45,000); and~~

2 ~~(5) for the 2007-2008 school year fifty~~  
3 ~~thousand dollars (\$50,000),] fifty-five thousand dollars~~  
4 ~~(\$55,000), and for teachers advancing to a level three-A~~  
5 ~~license or renewing a level three-A license after the 2017-2018~~  
6 ~~school year, sixty thousand dollars (\$60,000).~~

7 E. The department shall base renewal of a level  
8 three-A license upon satisfactory annual teacher performance  
9 evaluations for the most recent three-year period.

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

15 ~~E.]~~ G. The department shall grant a level three-B  
16 license to an applicant who:

17 (1) holds a level two license and meets the  
18 requirements for a level three-A license or who holds a current  
19 level two teacher's license and, for at least four years, has  
20 held the highest-ranked counselor license as provided in  
21 ~~[Chapter 22, Article 10A NMSA 1978]~~ the School Personnel Act  
22 and rules promulgated by the department;

23 (2) holds a post-baccalaureate degree or  
24 national board for professional teaching standards  
25 certification;

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1 (3) has satisfactorily completed department-  
2 approved graduate-level courses in administration and a  
3 department-approved administration apprenticeship program; and

4 (4) demonstrates instructional leader  
5 competence required by the department and verified by the local  
6 superintendent. [~~through the highly objective uniform~~  
7 ~~statewide standard of evaluation.~~

8 ~~F. Beginning with the 2007-2008 school year]~~

9 H. The minimum annual salary for a level three-B  
10 school principal or assistant school principal shall be [~~fifty~~  
11 ~~thousand dollars (\$50,000)] fifty-five thousand dollars  
12 (\$55,000) multiplied by the applicable responsibility factor,  
13 and for school principals and assistant school principals  
14 advancing to a level three-B license or renewing a level three-  
15 B license after the 2017-2018 school year, sixty thousand  
16 dollars (\$60,000) multiplied by the applicable responsibility  
17 factor.~~

18 I. The department shall base renewal of a level  
19 three-B license upon satisfactory annual performance  
20 evaluations for the most recent three-year period.

21 [~~G. By the beginning of the 2008-2009 school year]~~

22 J. The department shall adopt [~~a highly objective~~  
23 ~~uniform statewide standard of evaluation, which includes]~~  
24 criteria for the annual performance evaluation of  
25 administrators that include data sources linked to student

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1 achievement and educational plan for student success progress,  
2 for level three-B school principals and assistant school  
3 principals and rules for the implementation of that evaluation  
4 system linked to the level of responsibility at each school  
5 level."

6 SECTION 7. Section 22-10A-19 NMSA 1978 (being Laws 2003,  
7 Chapter 153, Section 50, as amended) is amended to read:

8 "22-10A-19. TEACHERS AND SCHOOL PRINCIPALS--  
9 ACCOUNTABILITY--EVALUATIONS--EFFECTIVE TEACHING PORTFOLIO--  
10 PROFESSIONAL DEVELOPMENT--PEER INTERVENTION--MENTORING.--

11 A. The department shall adopt criteria [~~and minimum~~  
12 ~~highly objective uniform statewide standards of evaluation~~] for  
13 the annual performance evaluation of licensed school employees.  
14 The department shall establish the following differential  
15 performance levels for annual teacher performance evaluations:

- 16 (1) exemplary;
- 17 (2) highly effective;
- 18 (3) effective;
- 19 (4) minimally effective; and
- 20 (5) ineffective.

21 B. The department shall establish basic competency  
22 and effective teaching indicators in the following areas:

- 23 (1) instruction, which shall include, at a  
24 minimum:
  - 25 (a) evidence of instructional plans;

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1                   (b) assessment techniques;  
2                   (c) use of data to inform practice;  
3                   (d) adaptation of teaching for diverse  
4                   learners;

5                   (e) classroom management; and  
6                   (f) implementation of state content  
7                   standards;

8                   (2) professional development, which shall  
9                   include:

10                   (a) evidence of meeting professional  
11                   development goals;

12                   (b) collaboration with other educators;  
13                   (c) parent involvement; and  
14                   (d) research and publication; and

15                   (3) student learning, which shall include  
16                   evidence of improved student achievement on department-approved  
17                   assessments. Evidence of improved student achievement shall  
18                   count for no more than thirty-five percent of the annual  
19                   teaching performance evaluation overall score; provided that a  
20                   local school board or charter school governing board, by local  
21                   policy, may count student learning for a maximum of fifty  
22                   percent of the annual teacher performance evaluation overall  
23                   score.

24                   C. The department shall establish an annual  
25                   teaching performance evaluation aligned to the basic teaching

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1 competencies and effectiveness indicators based on evidence  
2 that the teacher:

3 (1) meets or exceeds expectations on basic  
4 competency and effectiveness indicators;

5 (2) demonstrates satisfactory progress on  
6 professional development goals; and

7 (3) receives satisfactory ratings from  
8 students.

9 D. The department shall establish an effective  
10 teaching portfolio for licensure advancement aligned to the  
11 basic competency and effectiveness indicators. The portfolio  
12 shall consist of additional evidence to demonstrate effective  
13 teaching practices, professional development and student  
14 learning and shall include the most recent three years of  
15 annual teaching performance evaluations and certification by  
16 the local superintendent that the portfolio was completed by  
17 the applicant. Evidence of improved student achievement shall  
18 count for no more than thirty-five percent of the overall  
19 score. The portfolio shall be evaluated by at least two  
20 external reviewers, one of whom shall hold the same grade level  
21 license and subject area endorsement as the applicant. The  
22 department shall establish the process for independent  
23 reviewers to assess the portfolio and provide ratings  
24 reflecting whether the applicant exceeds, meets or does not  
25 meet the standards.

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1           E. The professional development plan for teachers  
2 shall include documentation on [~~how~~] the manner in which a  
3 teacher who receives professional development that has been  
4 required or offered by the state or a school district or  
5 charter school incorporates the results of that professional  
6 development in the classroom.

7           ~~[B. The local superintendent shall adopt policies,~~  
8 ~~guidelines and procedures for the performance evaluation~~  
9 ~~process. Evaluation by other school employees shall be one~~  
10 ~~component of the evaluation tool for school administrators.~~

11           ~~G.]~~ F. As part of [~~the highly objective uniform~~  
12 ~~statewide standard of evaluation for teachers~~] a teacher's  
13 demonstration of competency and effectiveness, the school  
14 principal shall observe each teacher's classroom practice [~~to~~  
15 ~~determine the teacher's ability to demonstrate state-adopted~~  
16 ~~competencies~~]. Input from school employees and students may be  
17 components of the annual teaching performance evaluation.

18           ~~[D. At the beginning]~~ G. By the first reporting  
19 date of each school year, teachers and school principals shall  
20 devise professional development plans [~~for the coming year, and~~  
21 ~~performance~~] that use student achievement data from department-  
22 approved assessments to establish performance goals for the  
23 current year. Annual performance evaluations shall be based in  
24 part on how well the professional development plan was carried  
25 out.

