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## FISCAL IMPACT REPORT

ORIGINAL DATE 2/06/18  
 SPONSOR Little/Adkins LAST UPDATED 2/07/18 HB 177  
 SHORT TITLE Level 3 Teacher License & Salary SB \_\_\_\_\_  
 ANALYST Daly

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	Indeterminate	Indeterminate	Indeterminate	Indeterminate	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Conflicts with SB 116  
 Relates to HB 188, SB 119, SB 157

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 177 amends the School Personnel Code (SPC) to provide for an alternative pathway to Level 3-A licensure in Section 2. An applicant must have at least five years teaching experience at Level 2 and have received “highly effective” or “exemplary” ratings in at least three out of the last four most recent overall evaluations. Alternatively, an applicant must have at least 10 years teaching at Level 2 and have received “effective” or higher ratings in at least three out of the last four most recent overall evaluations and been rated “highly effective” or “exemplary” in domains 2 and 3 (teacher observation components of evaluations).

Section 4 amends the SPC to create a Level 4 license for master teachers primarily providing professional development to other teachers and educational assistants, as well as working with struggling students. To qualify, a teacher must have been a Level 3 teacher for five years; have demonstrated instructional leader competence at that level; have been a Level 3 for at least five years and have received “highly effective” or “exemplary” ratings in at least three out of the last four most recent overall evaluations and meet other PED license qualifications. HB 177

establishes a minimum salary of \$50 thousand multiplied by the applicable responsibility factor for assistant principals at the school employing the teacher.

## **FISCAL IMPLICATIONS**

It is unclear how many Level 3-A or 4 licensed teachers would be employed at each school. Additionally, costs associated with licensure advancement are funded by individual school districts and charter schools and not through a unique appropriation. PED notes that currently, the training and experience index is not aligned to the three-tiered licensure system.

## **SIGNIFICANT ISSUES**

PED explains that HB 177 allows a Level 2 teacher to apply for a Level 3-A license without earning a master's degree if the applicant meet the requirements set out in Section 2(C). PED reports there are many highly effective and exemplary teachers that are currently not advancing to Level 3 because of the MA requirement. PED reports twenty-five years of research indicates that advanced degrees have little to no correlation to improving teacher impact on student outcomes, and asserts that not enacting this bill will maintain an antiquated requirement that is an unnecessary barrier to teacher advancement in the Three Tier System.

As to the Level 4 license authorized in this bill, PED points to language in Section 3(A) that a Level 4 teacher annually must demonstrate essential competency in teaching, mentoring, and training teachers, developing standards and school-based curriculum. However, there is no language to outline how the success of the Level 4 teacher will be measured in each of these duties assigned outside the classroom. PED also asserts that creation of a Level 4 license is unnecessary as current language within the SPA provides that instructional leadership responsibilities are within the framework of the Level 3 license.

Similarly, in analyzing SB 116, a related bill that creates a Level 4 license with different qualifying criteria, CNM advises that in New Mexico, many of the duties identified for a Level 4 license (as identically described in Section 2(B) of SB 116 and Section 3(B) of HB 177) are already in place. New Mexico's secondary schools already have instructional coaches with Level 3-A licenses, in place throughout the state. These positions work with classroom teachers to improve teaching skills and currently have a base pay of \$53 thousand. Additionally, many senior teachers already serve in a mentorship capacity within New Mexican schools. These teachers must be at least a Level 2 teacher and receive a stipend of approximately \$2 thousand for taking on the additional duty of mentoring new or lower performing teachers. A mentor receives approximately \$45 thousand per year in pay. A key difference between these mentors and Level 4 licensees is that the current mentors are expected to primarily serve as teachers first. There are also teachers, known as interventionists, whose work solely focuses on working with struggling readers. Interventionists must be Level 2 teachers and receive no additional stipend. CNM believes there may be a greater need for mentors and interventionists, and warns that if these positions are elevated to a Level 4 status, many of the faculty currently in these positions would immediately be deemed ineligible to continue performing this necessary Level 2 service. In its analysis of these provisions in SB 116, UNM advises it is difficult to distinguish a Level 3 from a Level 4 license without identifying specific Level 4 competencies for each of the nine domains in the New Mexico teacher competencies, and suggests additional study regarding the need for this level of license.

**CONFLICT, RELATIONSHIP**

This bill conflicts with Senate Bill 116, which also creates a Level 4 teacher license with similar but not identical qualifications (but does not provide an alternative pathway to Level 3-A licensure); Senate Bill 119, which increases state minimum teacher salary levels for Levels 1, 2, and 3-A; House Bill 105 and House Bill 106, which both establish teacher incentive pay provisions; and House Bill 188 and Senate Bill 157, which both change the teacher cost index in the funding formula.

**TECHNICAL ISSUES**

It is suggested that on page 4, line 24, the word “ratings” should appear between “higher” and “in”.

Additionally, there is no language requiring an applicant for the new Level 3-A license authorized under Section 2(C) to meet other qualifications for the license, which language appears in existing law for Level 3-A licenses (see page 4, lines 14-15) and for the new Level 4 license (see page 7, lines 22-23).

MD/sb/jle