

LESC bill analyses are available on the New Mexico Legislature website (www.nmlegis.gov). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number	<u>HB240</u>	Sponsor	<u>Romero, G. Andres</u>
Tracking Number	<u>.211481.2</u>	Committee Referrals	<u>HEC;SEC/SPAC</u>
Short Title	<u>Alternative Level 1 Teacher Path to Level 2</u>		
Analyst	<u>Sena</u>	Original Date	<u>1/24/19</u>
		Last Updated	<u></u>

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

BILL SUMMARY

Synopsis of Bill

House Bill 240 (HB240) would amend Section 22-10A-10 NMSA 1978 of the School Personnel Act to allow years of teaching service on an alternative level 1 license to count toward advancement to a level 2 license.

The bill would require an applicant for a level 2 license to have successfully taught at least three, but no more than five, years as a level 1 teacher or an alternative level 1 teacher, or a combination of the two. The bill would not change reciprocity provisions of the section.

FISCAL IMPACT

The bill does not contain an appropriation.

SUBSTANTIVE ISSUES

Current statute does not count years of service on an alternative level 1 teaching license toward advancement to a level 2 license. However, the Public Education Department (PED) has given teachers credit for years of service on an alternative license toward advancement for at least five years. According to PED, the practice is an extension of Section 22-10A-8 NMSA 1978, which indicates that “an alternative level 1 teacher shall participate in the same mentorship, evaluation and other professional development requirements as other level 1 teachers.” HB240 would codify the practice, ensuring its continued use.

There are three pathways to holding an alternative level 1 license. All three require candidates to hold at least a bachelor’s of art degree or a bachelor’s of science degree. The educator preparation pathway requires candidates to pass the New Mexico Teacher Assessment (NMTA) essential academic skills tests, participate in a PED-approved educator preparation program with an alternative licensure program, serve as the teacher of record for two full school years, and complete

no fewer than six semester hours, including coursework in the teaching of reading. The NMTeach pathway requires candidates to pass the NMTA essential academic skills tests, serve as a teacher of record for two full school years, receive two consecutive ratings of effective or higher on the NMTeach summative evaluation, and complete required coursework in the teaching of reading. Lastly, the post-secondary experience pathway requires candidates to provide proof of at least five full years teaching at an accredited college or university, complete at least one full school year as the teacher of record, and complete coursework in the teaching of reading.

Under HB240, teachers in the educator preparation or NMTeach pathways would receive two years' credit, while those in the post-secondary experience pathway would earn one year's credit.

OTHER SIGNIFICANT ISSUES

According to the PED, there are currently 2,605 teachers with alternative level 1 licenses, nearly 12 percent of all teachers.

Research has found that nearly one in five new teachers nationwide is entering the field through an alternative licensure program. Additional research has found elementary teachers from alternative licensure programs to be neither more or less effective than teachers from traditional teacher preparation programs. The efficacy of secondary teachers with an alternative license varied depending on content.

SOURCES OF INFORMATION

- LESC Files
- PED

JDS/