

The Importance Of Alternative Licensure Teachers To New Mexico

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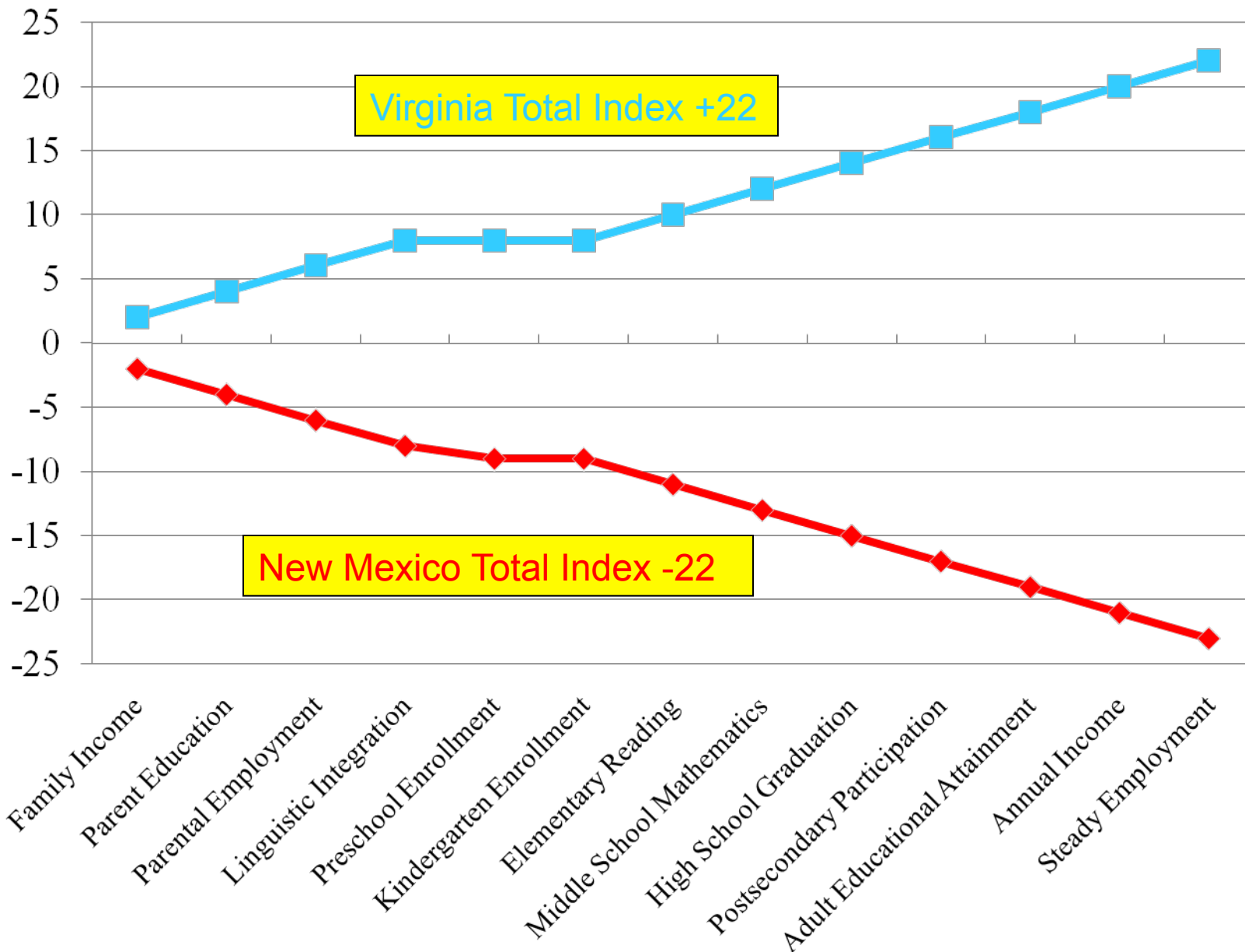
Prepared For The Voices of T2T Teachers Of New Mexico Research
Conference

Tamaya Resort, New Mexico, September 17, 2009

Overview

- What Kinds Of Challenges Is New Mexico Facing?
- How Is New Mexico Responding To Those Challenges?
- Why Alternative Licensure Is Important.
- The Challenges and Opportunities Ahead.
- What Lessons Have We Learned?

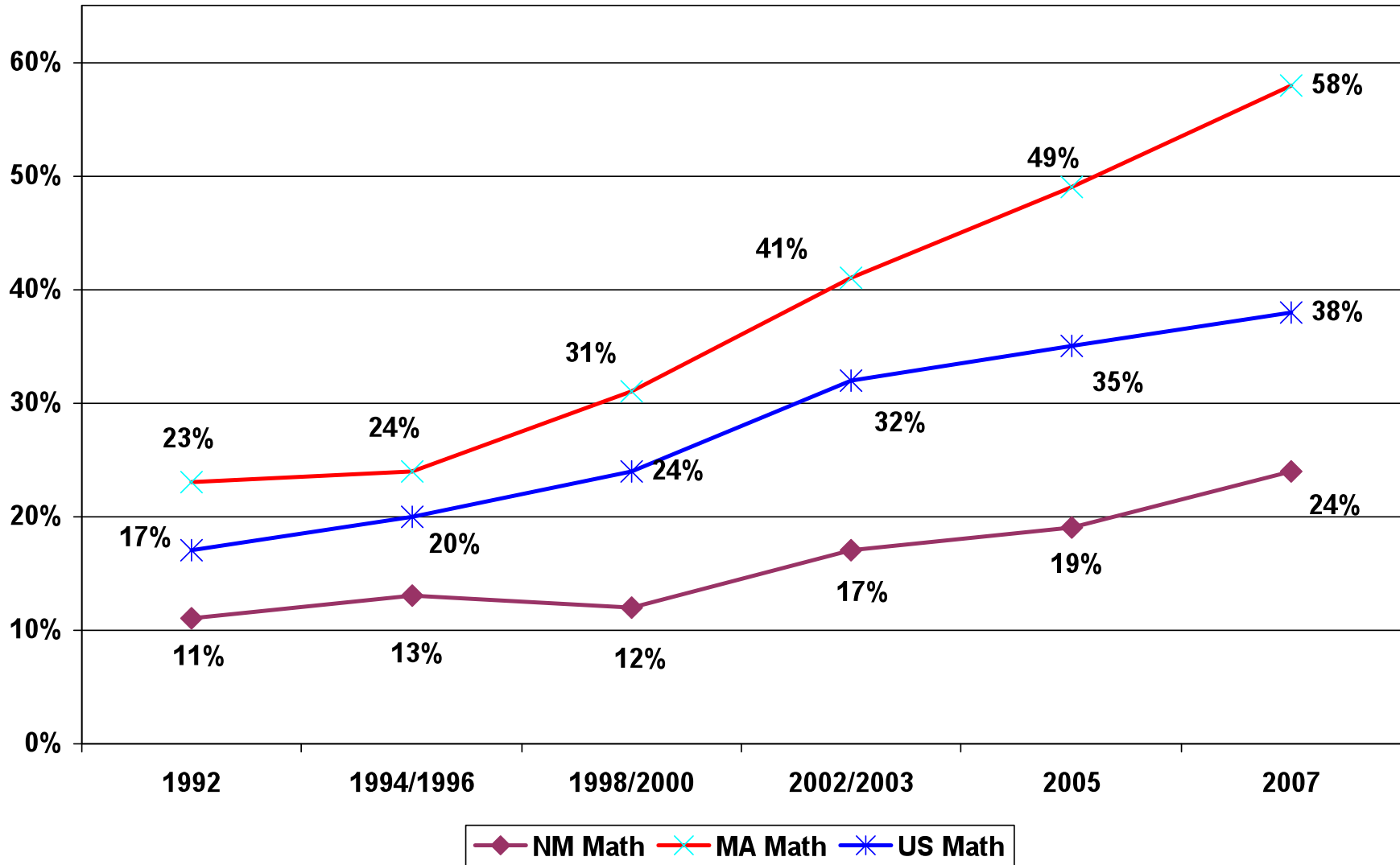
Quality Counts: 2007 Chance For Success



Grades From Quality Counts 1997-2009

Measure	1997	2000	2003	2006	2008	2009
Overall Grade				B	C	C+
Chances For Success					D+	D+
K-12 Achievement					D-	D-
Standards, Assessment, and Accountability	A	A	B	A	A-	A-
The Teaching Profession	C-	D	C-	B	C+	C+
Transitions and Alignment					B-	A
School Finance					C	C
School Climate	D+	D+	C	C		
Resources: Adequacy of Funding	B	C	C			
Resources: Allocation of Funding	B-	D-				
Resources: Equity of Funding	C-	C	B	B+		

New Mexico's 4th Grade Students Scoring
 At Or Above Proficient In Math
 Compared To The Top State & Nation (NAEP 1992 To 2007)



The National Picture: 2008 Snapshot Preparation

Preparation

High School Completion

High School Credential

K-12 Coursetaking

Math Course Taking
Science Course Taking
Algebra in 8th Grade

K-12 Student Achievement

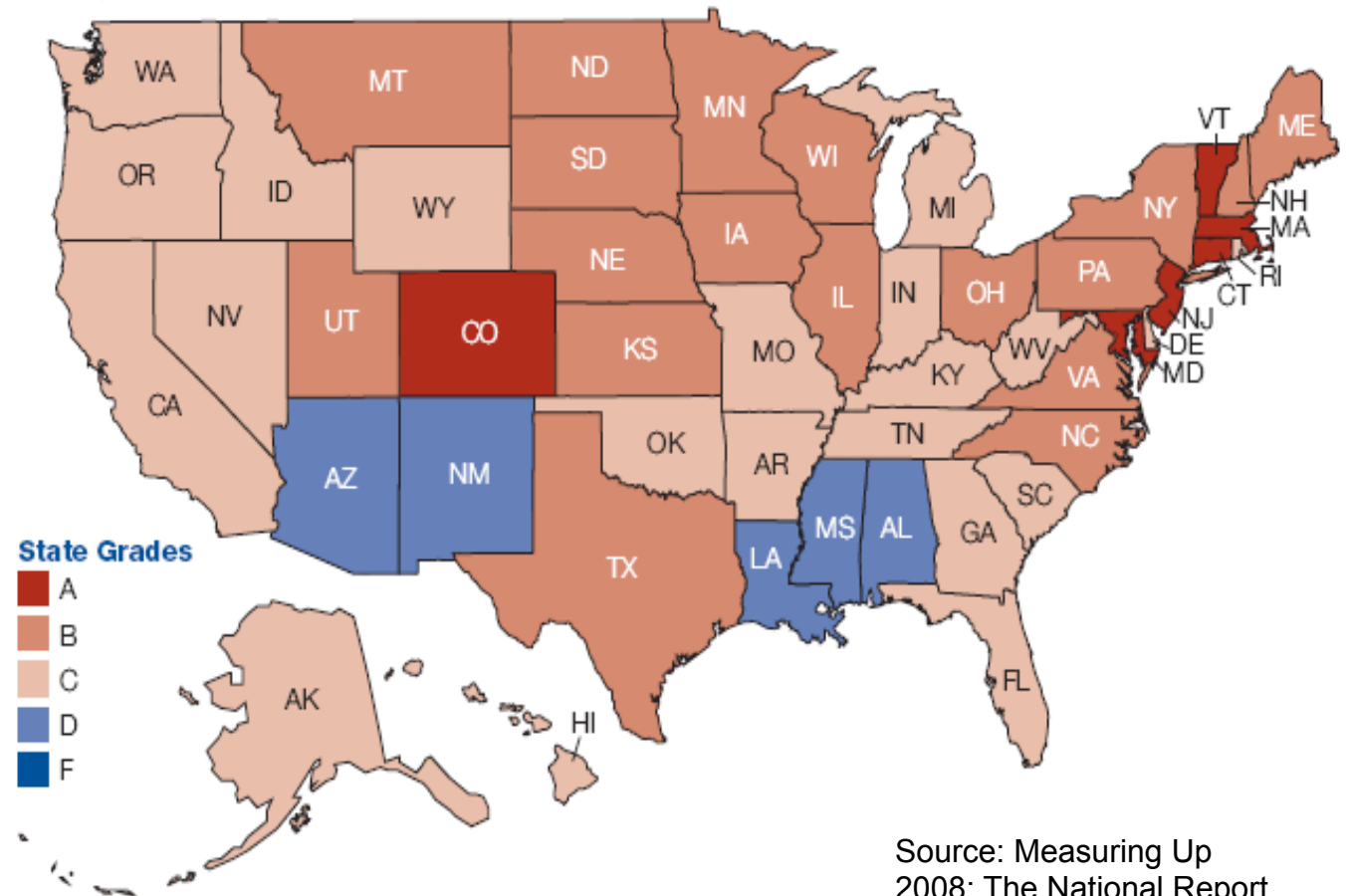
Math Proficiency
Reading Proficiency
Science Proficiency
Writing Proficiency

Math Proficiency among
Low-Income

College Entrance Exams
Advanced Placement Exams

Teacher Quality

Students Taught by Qualified
Teachers



Source: Measuring Up
2008: The National Report
Card on Higher Education

Participation

Participation

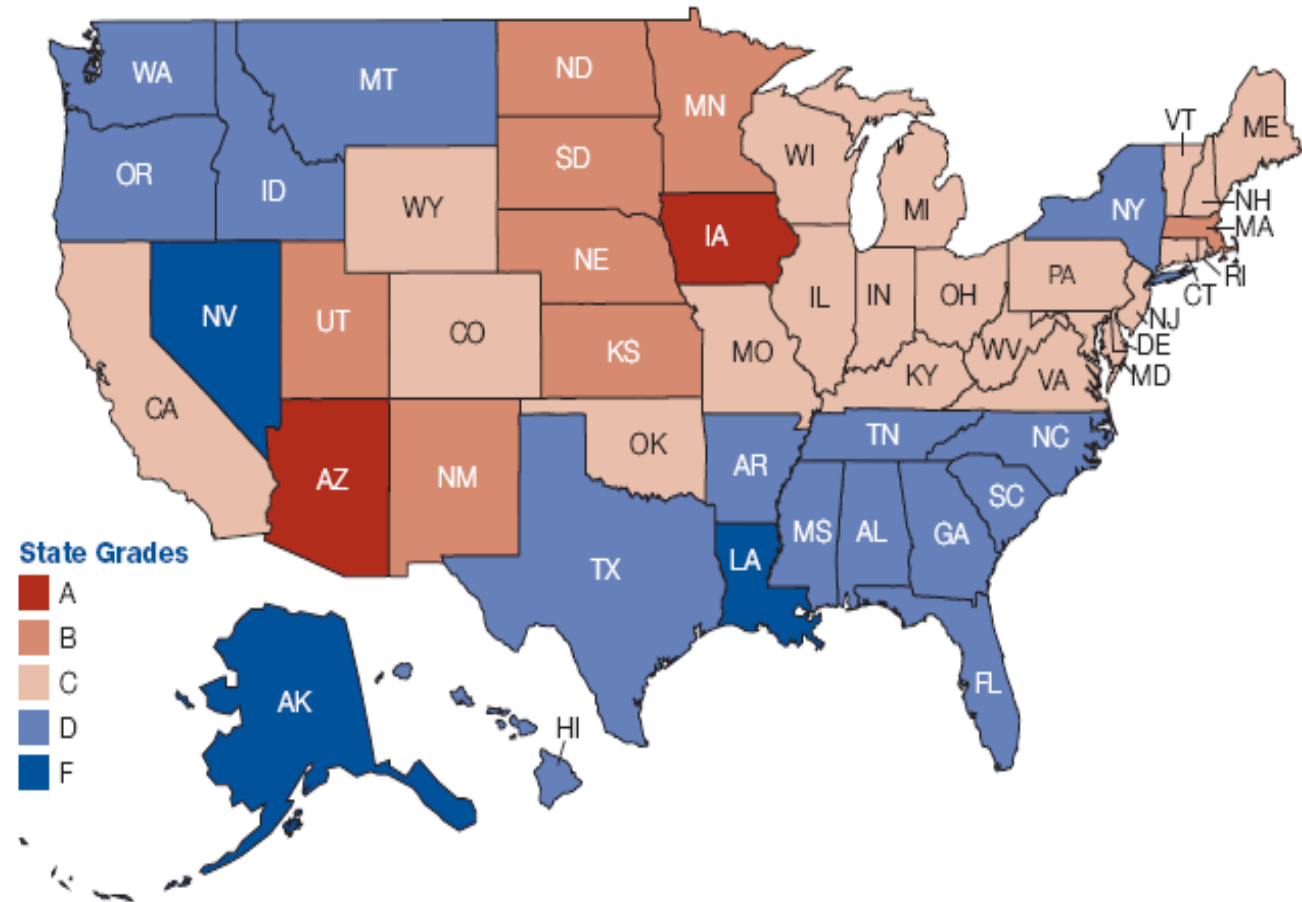
Young Adults

Chance for College

Young Adult Enrollment

Working-Age Adults

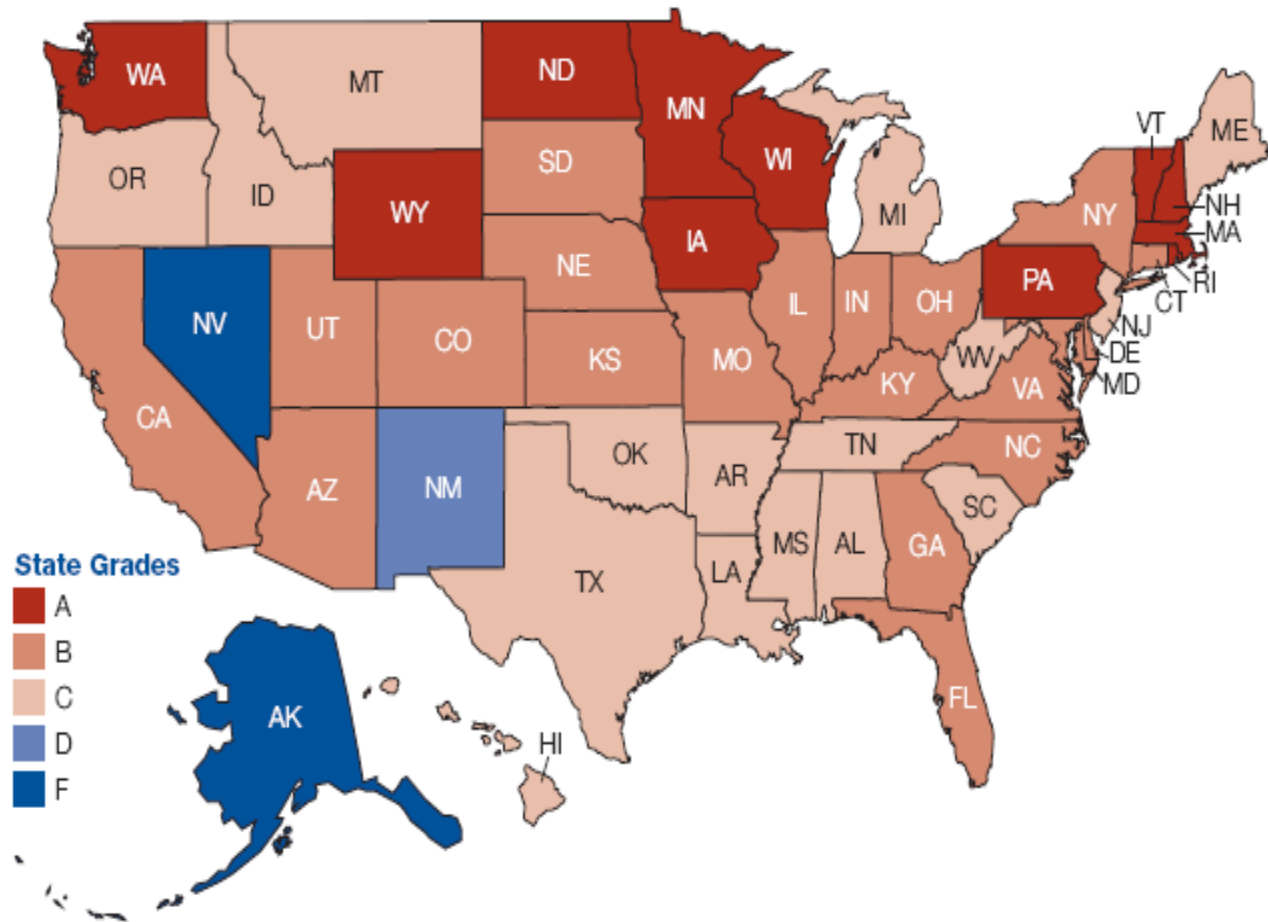
Working-Age Adult Enrollment



Source: Measuring Up
2008: The National Report
Card on Higher Education

MEASURING UP 2008

Completion

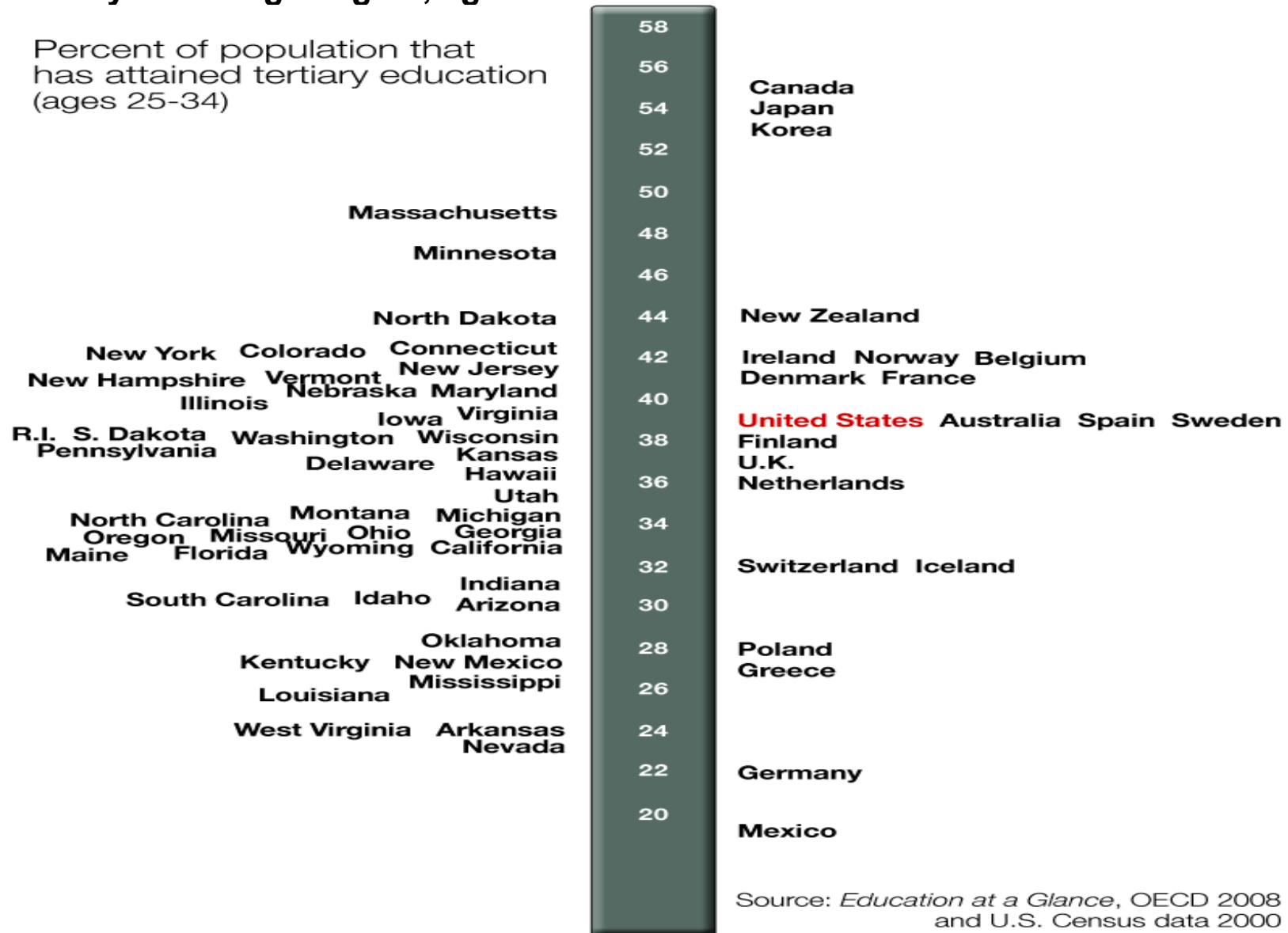


Completion
Persistence
Students Returning at 2-Year
Colleges
Students Returning at 4-Year
Colleges
Completion
Bachelor's Degree Completion
in 6 Years
All Degree Completions
per 100 Students
All Degree Completions per
1,000 Adults with No Degree

Source: Measuring Up
2008: The National Report
Card on Higher Education

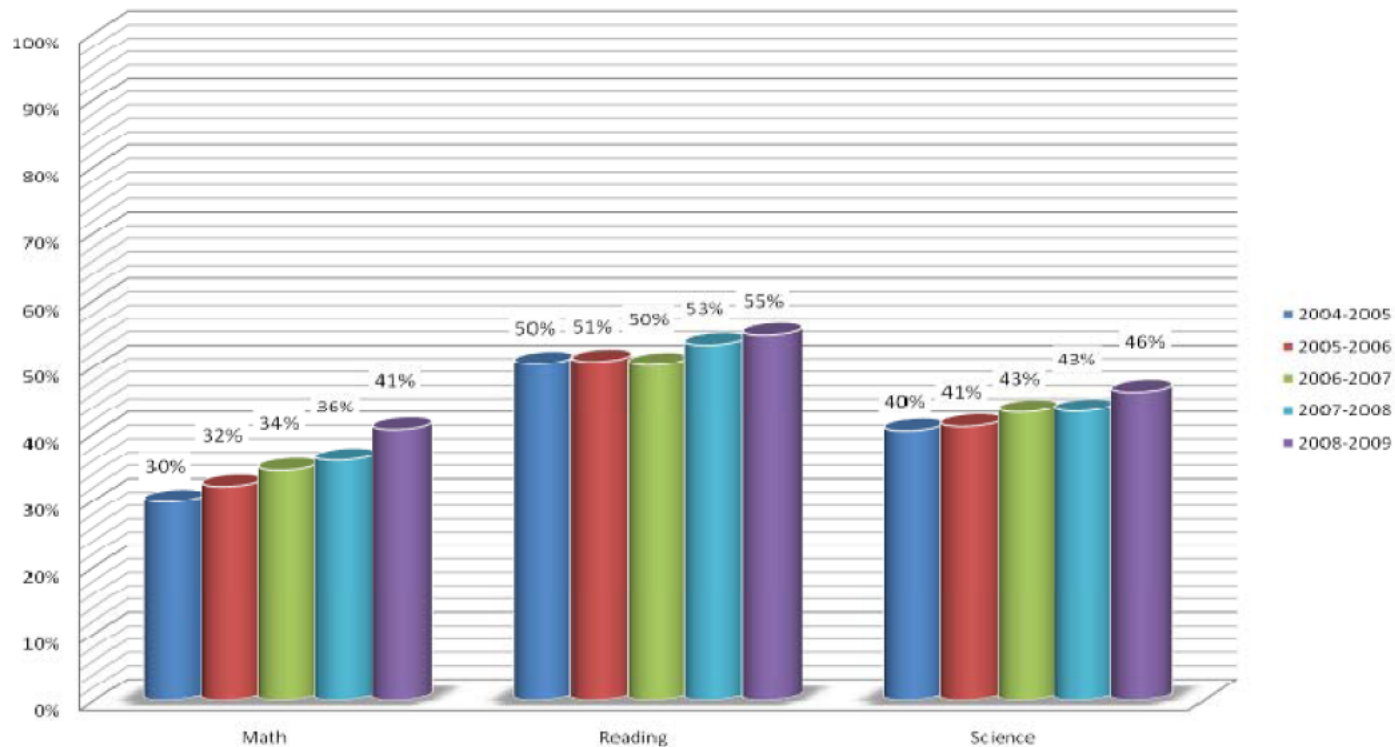
Percent of the population with a two-year or four-year college degree, ages 25-34

Percent of population that has attained tertiary education (ages 25-34)



Source: *Education at a Glance*, OECD 2008 and U.S. Census data 2000

All Students Proficiencies over 5 Years



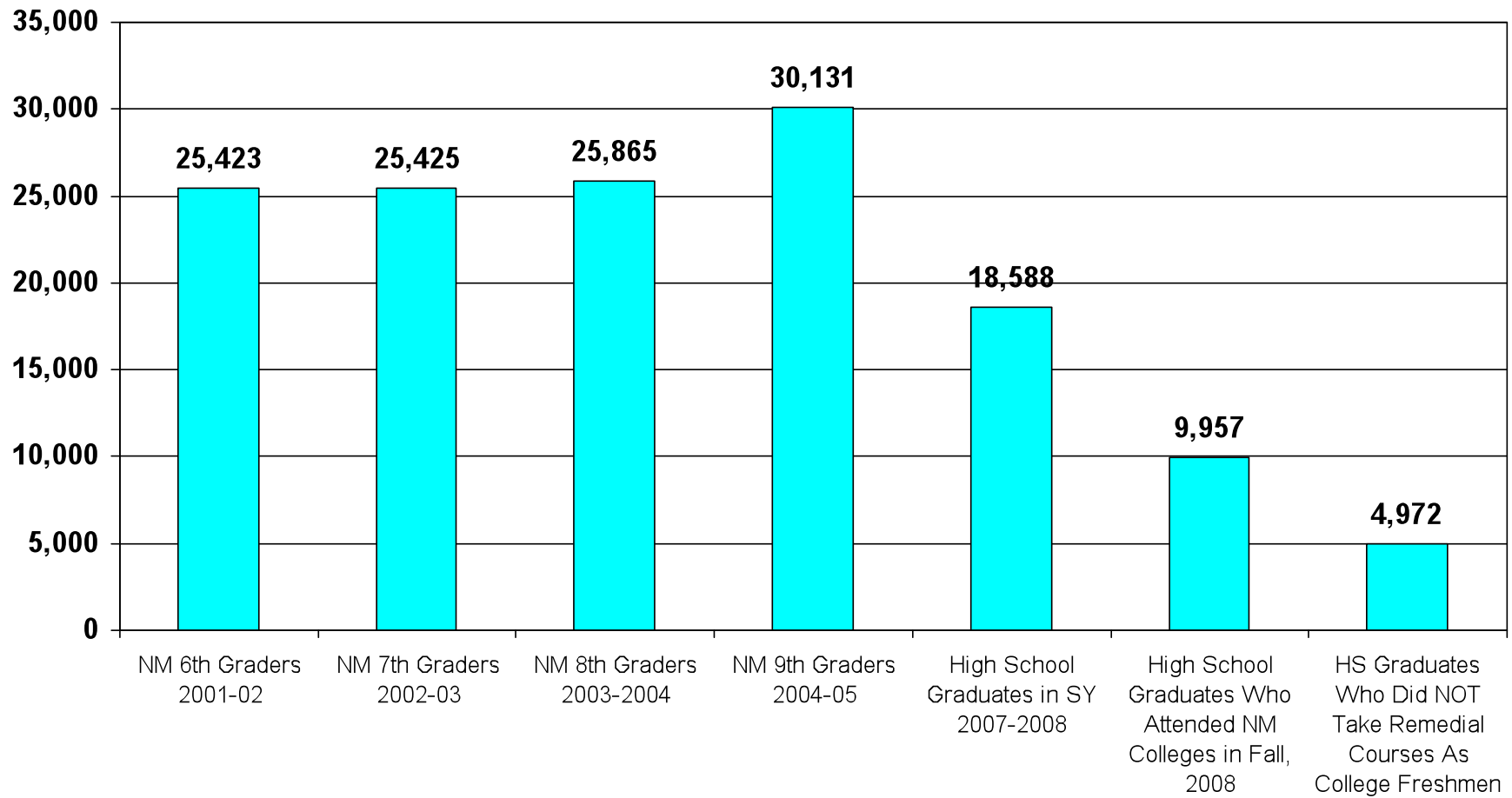
New Mexico students show an upward trend in Math, Reading, and Science achievement. Over the last five years, the percent of students proficient or above has increased 11% overall in Math, 5% overall in Reading, and 6% overall in Science. Another trend of note is 3rd grade improvement. Implementation of Full Day Kindergarten began in 2005-2006. Those students were in 3rd grade in 2008-2009.

New Mexico

Cohort Graduation Rate 2008

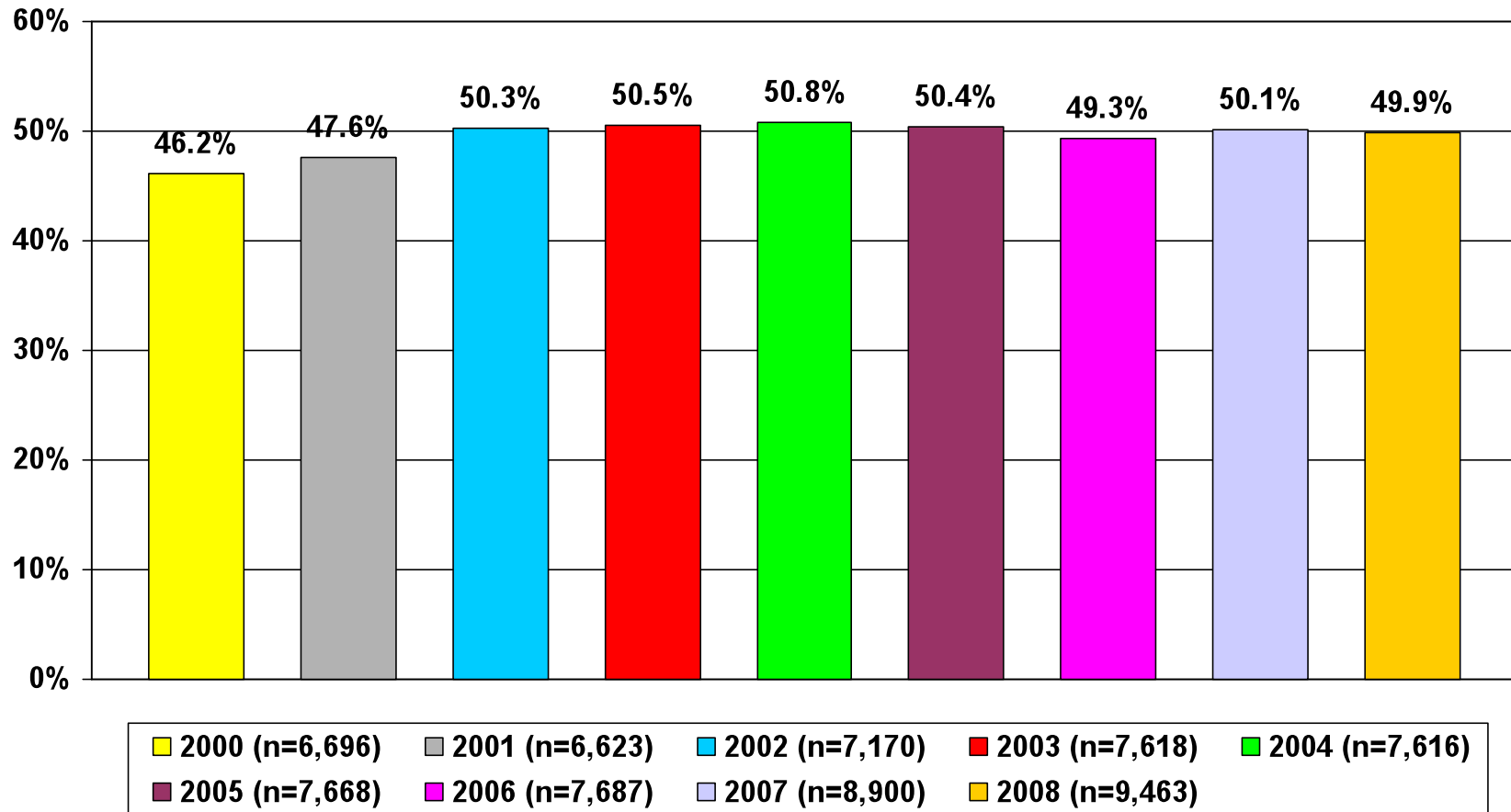
- Statewide cohort graduation rate is 54% compared with the national average of 70%.
 - Caucasian 64.1%
 - African American 52.0%
 - Hispanic 50.2%
 - Native American 45.4%
 - Economically disadvantaged 60.5%
 - English Language Learners 55.6%
 - And Students with disabilities 46.8%

How Many Students Who Enter Public High School As Sixth-Graders End Up Seven Years Later Ready For College? (Numbers of students who entered 6th grade in 2001-02 and entered college in fall of 2008)



Note: Data includes charter schools and alternative schools

Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2008



How Is New Mexico Responding To Those Challenges?

The Governor and Legislature Have Developed A PreK-20 Education System Focusing On Student Support & Success

Ensure That Young Children Are Ready For School

Ensure That Children Are Healthy And Families Are Supported

Support Parental And Community Involvement In Schools

Increase The Academic Achievement Level Of All Students

Close The Achievement Gap By Helping The Students and Schools That Need The Most Support

New Mexico's PreK-20 Education System For Student Support & Success (continued)

Ensure That All Students Are Taught By Competent Teachers In Schools Led By Effective Principals

Ensure That All Students Graduate From High School Ready For College and Careers

Ensure That All Students Have The Opportunity And Financial Support To Attend Higher Education

Increase Higher Education Program Completion and Graduation

Ensure That Sustainable Career Opportunities And Viable Communities Exist For Graduates From The P-20 System

New Mexico's PreK-20 Educational System Also Focuses On Essential Conditions

Ensure That Public School Systems Are Governed Fairly And Effectively

Ensure That Schools Are Funded Equitably And Adequately

Ensure That All Students Attend Schools That Are Safe, Adequate, Well Maintained And Equipped With Current Technology

Develop An Effective Accountability System To Monitor Student Progress From Pre-school To Higher Education And Careers

Why Alternative Licensure Is Important

1. Policy Lever To Change Our Thinking And Our Practice
2. One Way To Address The Teacher Shortage
3. Enables New Mexico To Make Changes In The Future

Alternative Licensure Candidates

- ▶ A candidate enrolled in an alternative licensure program may begin teaching under an internship license if he/she holds a bachelor's degree in a content area that is taught in elementary or secondary schools.
- ▶ Interns in these programs are considered "highly qualified" under NCLB.
- ▶ Approximately 900 new teachers are enrolled annually in alternative licensure paths.

ALTERNATIVE LICENSURE

- ▶ In 2000 there were **seven** “standard” teacher preparation programs in New Mexico:
 - ▶ Eastern New Mexico University
 - ▶ New Mexico Highlands University
 - ▶ New Mexico State University
 - ▶ University of New Mexico
 - ▶ Western New Mexico University
 - ▶ College of Santa Fe
 - ▶ College of the Southwest

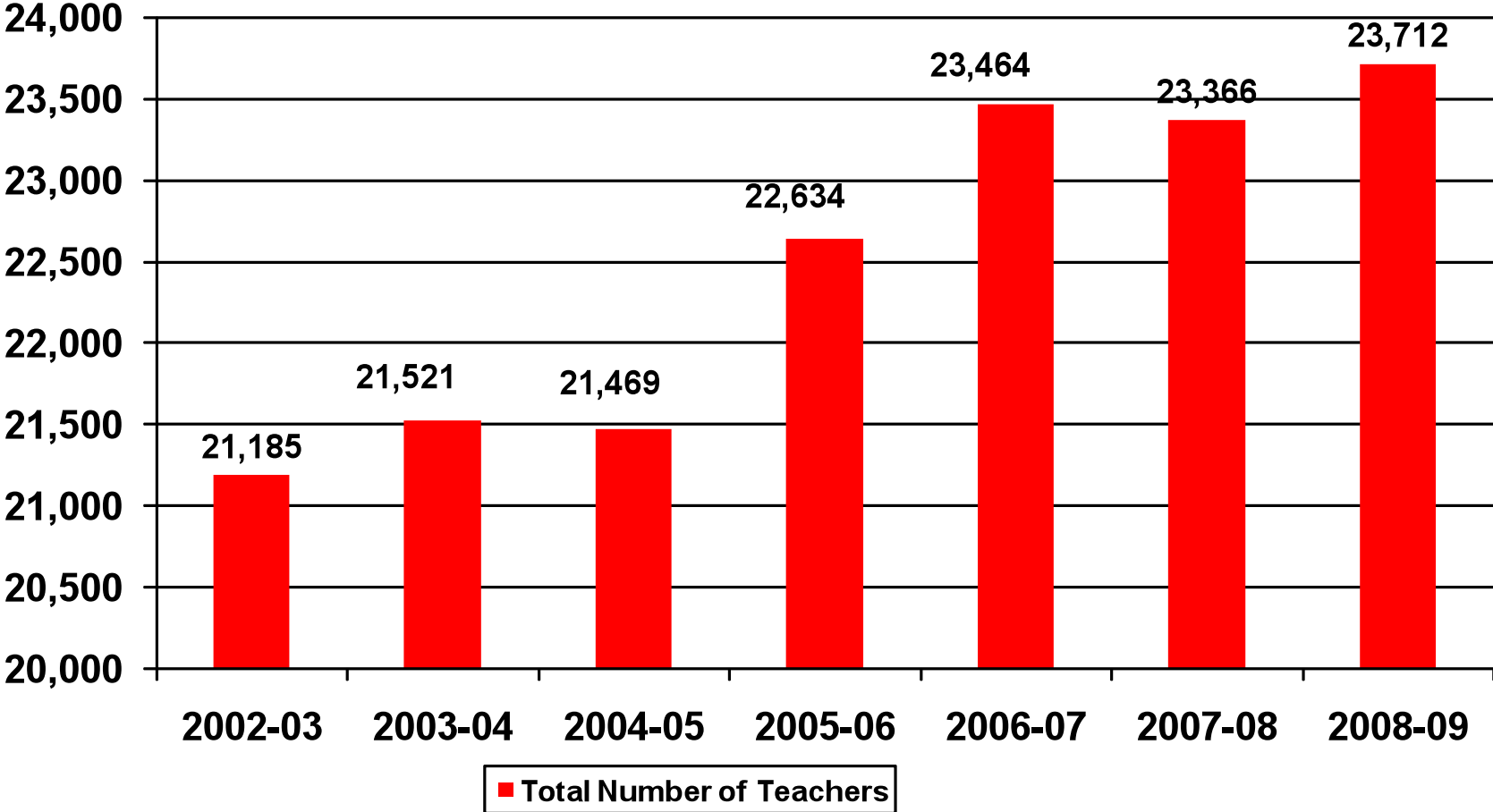
Alternative Teacher Licensure Programs

- ▶ In 2009 there are **sixteen** teacher preparation programs in New Mexico. The new ones are:
 - ▶ Central New Mexico College (TVI)
 - ▶ Clovis Community College
 - ▶ New Mexico Tech
 - ▶ Northern New Mexico College
 - ▶ Santa Fe Community College
 - ▶ San Juan College
 - ▶ University of Phoenix
 - ▶ Wayland Baptist University
 - ▶ Transition to Teaching

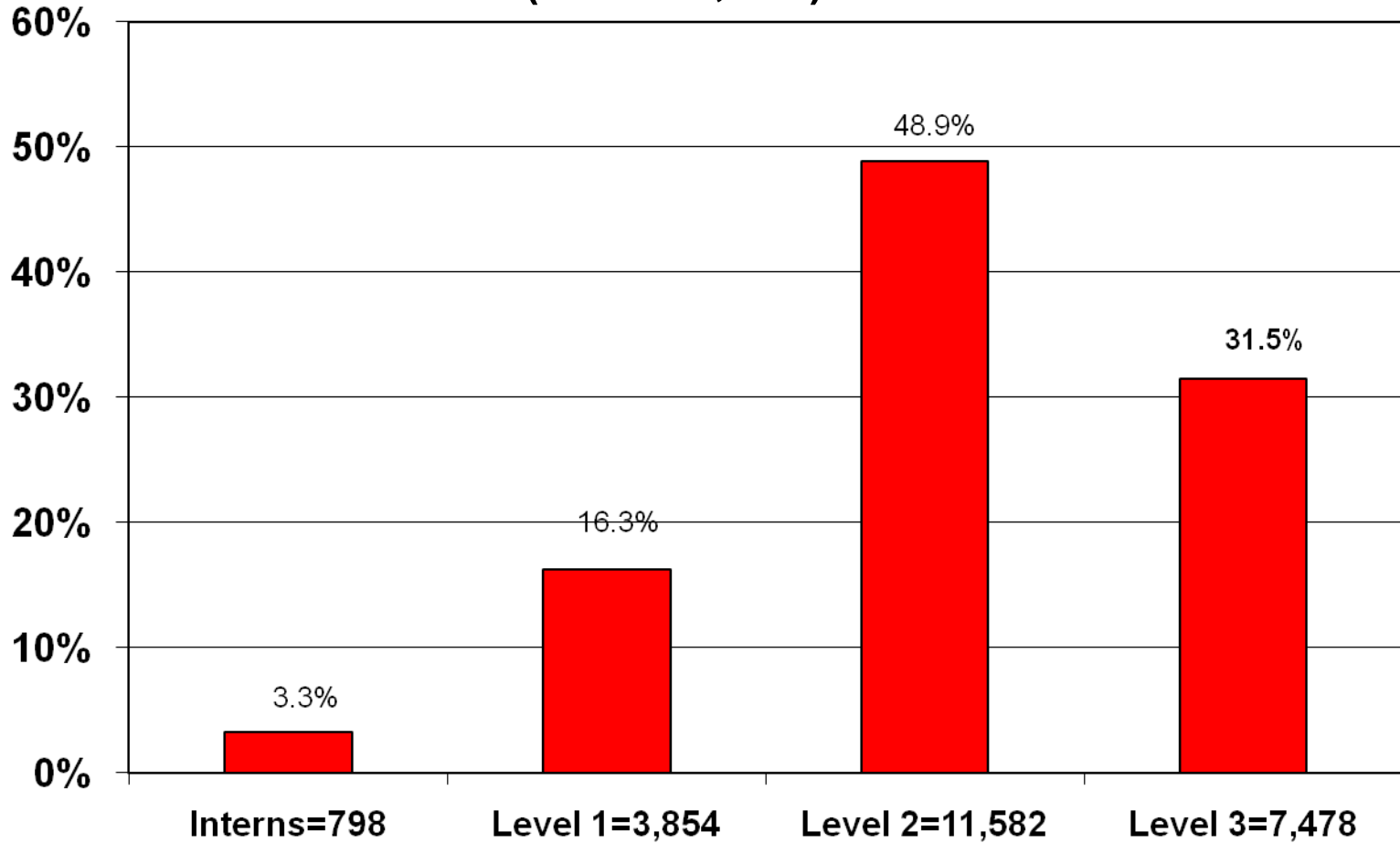
New Mexico Has Increased the Number of Teachers

Note: Legal definition of “teacher” changed in 2005

Actual growth from 04-05 to 05-06 was about 350 teachers statewide.



The Percentage of Teachers At Levels Intern, 1, 2, and 3-A Statewide 08-09 (FTE=23,712)

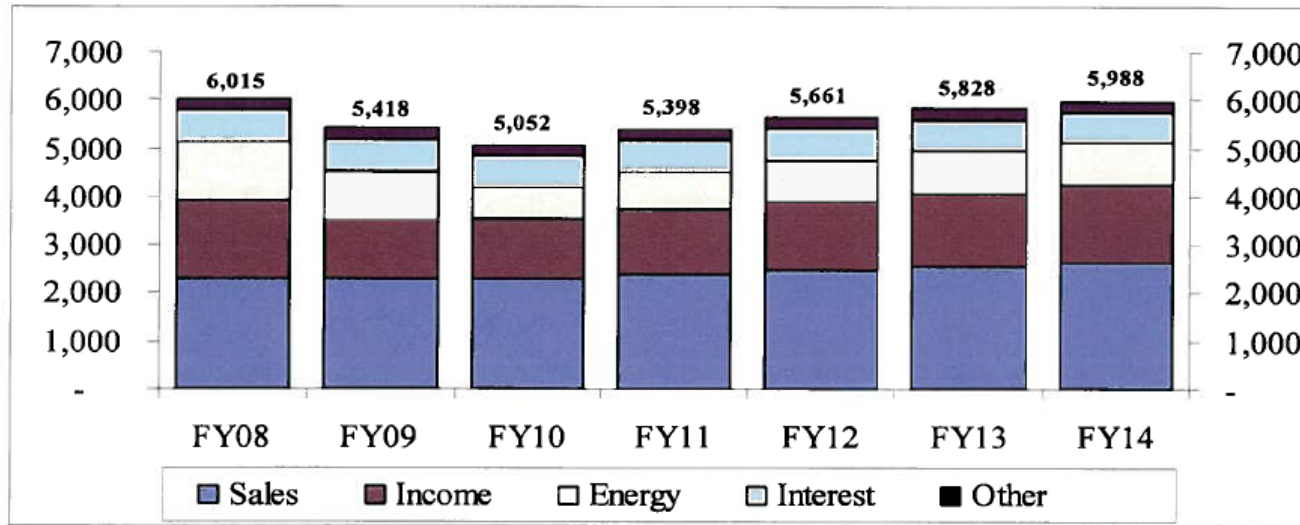


The Challenges And Opportunities Ahead

AUGUST 2009 CONSENSUS REVENUE ESTIMATE

Tom Clifford, Chief Economist; Becky Gutierrez, Economist; Dan White, Economist

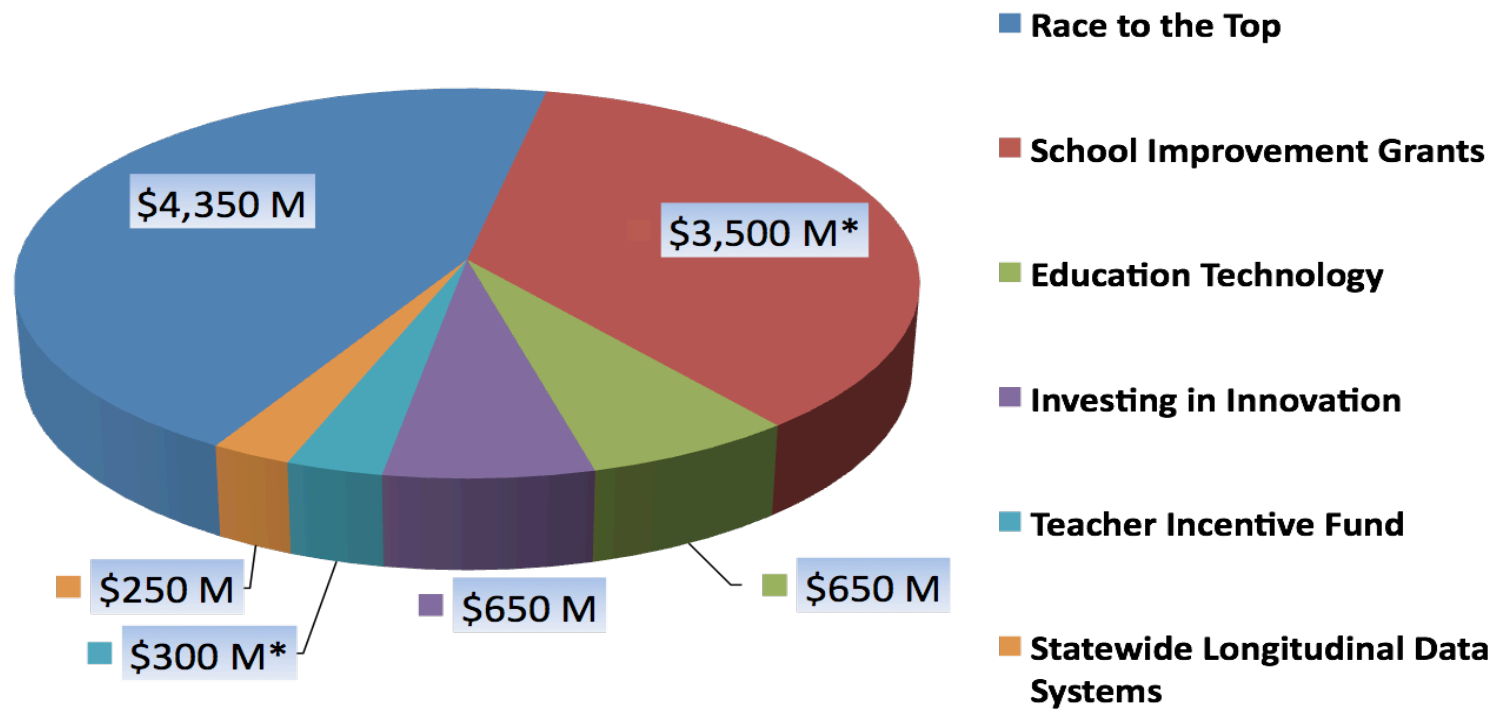
GENERAL FUND RECURRING REVENUE FORECAST (\$ in millions)



BOTTOM LINE:

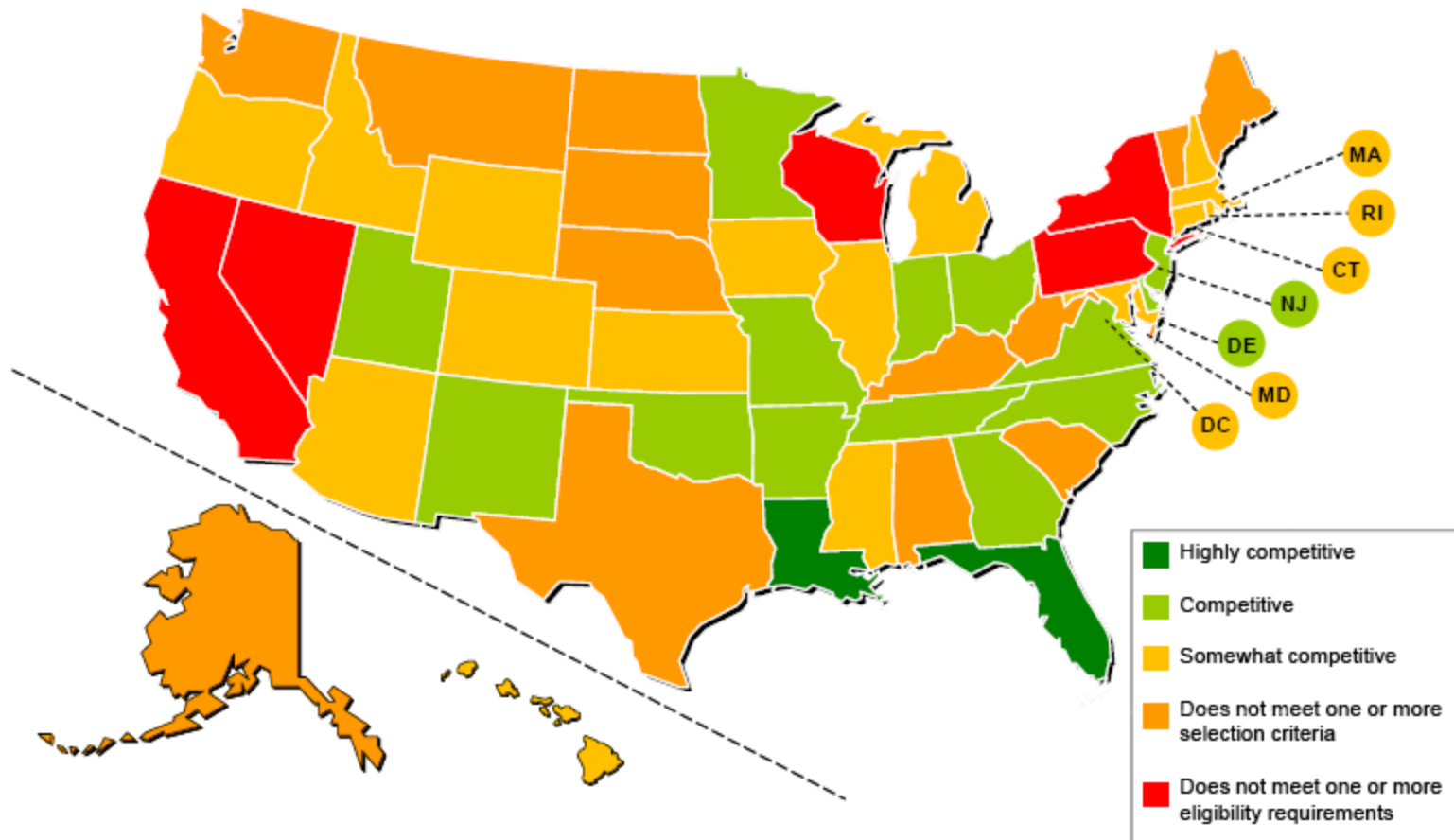
- **FY09 recurring revenue fell \$309 million short of forecast. As FY10 begins, reserves are 8.4 percent of FY10 recurring appropriations.**
- **After fund transfers from HB 920 Medicaid FMAP Fund, FY09 revenue fell \$133 million short of appropriations. No authority was provided to cover this shortfall.**
- **FY10 will decline by another \$433 million. Compared to FY09 appropriations before the solvency package, revenues are down \$1 billion or 17 percent.**
- **FY11 will grow but FY08 levels will not be regained until after FY14.**
- **FY10's ending General Fund balances will be -\$34 million, a cumulative \$675 million reduction from prior estimates.**
- **Lack of timely and accurate revenue reports has become a serious risk to the revenue forecast.**

ARRA Race to the Top and Other Grants \$9.7 Billion





TNTP Analysis of Current State Competitiveness for R2T Funding



- State rankings reflect TNTP's initial analysis of eligibility and competitiveness based on data available as of August 2009, and are not intended to be predictive of ultimate funding outcomes.
- See Appendix for complete state scorecard and source information.

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Assurance Area Criteria for R2T Funding

Race to the Top applications will be scored in part on each applicant's response to criteria in four assurance areas:



Standards and assessments

Participation in national efforts to adopt common standards and assessments of student performance, and a plan for instituting them.



Data systems to support instruction

Statewide longitudinal data system that links student and teacher data and makes data available to researchers and the public.



Great teachers and leaders

Differentiation of teachers and principals according to effectiveness, and incorporation of effectiveness data in human capital policies and decisions.



Turning around struggling schools

Authority to intervene with struggling schools and a policy framework that supports high-quality charter schools.

The Critical Role Of Alternative Licensure

Assurances	Standards & Assessments	Data Systems	Great Teachers & Great Leaders	Struggling Schools
State Reform Conditions (What Has The State Done?)	Work with states to develop rigorous college and career ready standards	Development of a longitudinal data system that informs instruction and policy	There are alternative routes to teacher and principal certification	Legal authority to intervene in low-performing schools
State Reform Plans (What Will The State Do?)	High-quality plan to implement standards and assessments	Make data available to key stakeholders and use data to improve instruction	Use student achievement data to identify and support effective teachers, principals and programs	Effective plans to intervene in struggling schools

Race To The Top Priorities

C. Great Teachers and Leaders

State Reform Conditions Criteria

(C)(1) Providing alternative pathways for aspiring teachers and principals:

- The extent to which the State has in place legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use.

Reform Plan Criteria

(C)(2) Differentiating teacher and principal effectiveness based on performance:

- The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to (a) determine an approach to measuring student growth; (b) employ rigorous, transparent, and equitable processes for differentiating the effectiveness of teachers and principals using multiple rating categories that take into account data on student growth as a significant factor; (c) provide to each teacher and principal his or her own data and rating; and (d) use this information when making decisions regarding:
 - Evaluating annually and developing teachers and principals, including by providing timely and constructive feedback and targeted professional development;
 - Compensating and promoting teachers and principals, including by providing opportunities for teachers and principals who are highly effective to obtain additional compensation and responsibilities; and

Race To The Top Priorities

- Granting tenure to and dismissing teachers and principals based on rigorous and transparent procedures for awarding tenure (where applicable) and for removing tenured and untenured teachers and principals after they have had ample opportunities to improve but have not done so.

(C)(3) Ensuring equitable distribution of effective teachers and principals:

- The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to increase the number and percentage of highly effective teachers and principals in high-poverty schools, and to increase the number and percentage of effective teachers teaching hard-to-staff subjects including mathematics, science, special education, English language proficiency, and other hard-to-staff subjects identified by the State or LEA. Plans may include, but are not limited to, the implementation of incentives and strategies in areas such as recruitment, compensation, career development, and human resources practices and processes.

(C)(4) Reporting the effectiveness of teacher and principal preparation programs:

- The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to link a student's achievement data to the student's teachers and principals, to link this information to the programs where each of those teachers and principals was prepared for credentialing, and to publicly report the findings for each credentialing program that has twenty or more graduates annually.

(C)(5) Providing effective support to teachers and principals:

- The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to use rapid-time student data to inform and guide the support provided to teachers and principals (*e.g.*, professional development, time for common planning and collaboration) in order to improve the overall effectiveness of instruction; and to continuously measure and improve both the effectiveness and efficiency of those supports.

Race To The Top Priorities

PROPOSED PRIORITIES

Under a competitive preference priority, we would give competitive preference to an application by awarding additional points, depending on the extent to which the application meets the priority or selecting an application that meets the priority over an application of comparable merit that does not. With an invitational priority, we signal our interest in receiving applications that meet the priority; however, we would not give an application that meets an invitational priority preference over other applications.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM) – Competitive Preference Priority

- To meet this priority, the State’s application must describe plans to address the need to:
 - Offer a rigorous course of study in mathematics, sciences, technology, and engineering;
 - Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
 - Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering and mathematics.

What Lessons Have We Learned?

In Summary,
We Need All The Help We Can Get In
Addressing The Challenges And Taking
Advantage Of The Opportunities We Face In
2009.

The Work You Are Doing Is Critical To Our
Efforts