



State Policy Review: New Educator Induction New Mexico

New Teacher Center's **2016 Review of State Policies on New Educator Induction** provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

State law requires all first-year teachers to participate in a formal mentorship program. In 2001 the School Personnel Act was amended to create the beginning teacher mentorship program. A 2010 law clarified that mentor support was required for only a single year. Additional support in the second and third year is available to teachers who are not successful in completing their first-year evaluation but who continue to be employed by the district. [New Mexico Statutes 22-10A-9]

The state does not require all new school administrators to receive induction support; however, the state has established the New Mexico Leadership Institute to provide "a comprehensive and cohesive framework for preparing, mentoring and providing professional development for principals." [NM Statutes 21-1-44]

Legislation (HB 2) passed in 2009 allows for a Provisional Level 3B Administrator's Licensure to be issued by the New Mexico Public Education Department (NMPED). If the request is approved by the NMPED, a district or charter school must submit for approval a Principal Mentorship Program Plan that ensures the provisionally licensed principal will be provided mentorship support as needed. [NM Statutes 22-10A-11.3]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State law stipulates that only veteran teachers (Level 2 and Level 3 teachers under the state's three-tiered licensure system) may serve as mentors. [NM Statutes 22-10A-9] State policy requires district mentorship programs to use "a structured process for selection of mentors that includes selection and evaluation criteria and details the person or persons responsible for implementing the selection and evaluation process." [NM Administrative Code 6.60.10.8]

State policy requires district mentorship programs to use "structured" and "research-based" mentor training, including a focus on "the developmental needs of beginning teachers, the

process of developing mentorship relationships, the process of documenting teacher growth, and best practices in working with novice teachers." [NM Statutes 22-10A-9 and NMAC 6.60.10.8]

State policy generally does not address mentor assignment or caseload; however, it does provide for "a process for addressing disputes or grievances between mentors and beginning teachers and for replacing mentors for good cause shown." [NMAC 6.60.10.8]

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address time for mentoring activities.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State law requires local teacher mentorship programs to provide: (1) individual support and assistance for each beginning teacher from a designated mentor; (2) an ongoing, formative evaluation that is used for the improvement of teaching practice; (3) procedures for a summative evaluation of beginning teachers' performance; and (4) support from local school boards, school administrators and other school district personnel. State administrative code provides additional detail, requiring program delivery that includes: collaborative curriculum alignment, design, and planning; classroom observations; student assessment; individual instructional conferences; and instructional resource development. [NM Statutes 22-10A-9 and NMAC 6.60.10.8]

State law requires the NMPED to provide technical assistance to programs that are in need of support, and it encourages collaboration with teacher preparation programs, educational organizations, regional service centers, and other stakeholders. [NM Statutes 22-10A-9]

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

State policy requires districts to follow a set of minimum standards in designing and implementing their mentorship programs. These standards focus on: (1) the type of activities new teachers and mentors should engage in; (2) mentor selection and training; (3) compensation for mentors; (4) formative and summative evaluation protocols; (5) process for mentor reassignment; (6) process for determining second and third years of support; (7) documentation of support from administrators; and (8) the role of the local school board and other school and district personnel. [NM Administrative Code 6.60.10.8]

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not currently provide dedicated funding for beginning teacher mentorship programs. During the 2014-2015 school year, the state had appropriated \$1.5 million for this purpose. State law requires the NMPED to provide annual funding for mentoring activities based on the number of new teachers in the district. Legislation [HB 71] passed in 2010 clarified that mentor support was required for only a single year, but that the state could fund local mentorship programs for up to three years if requested by the district and if sufficient funds were available. [NM Statutes 22-10A-9]

In the 2015-2016 school year, the state has appropriated \$2.5 million for the Teachers Pursuing Excellence Initiative. However, this program does not specifically assist beginning teachers. It partners high-performing teachers with struggling teachers for mentorship, the sharing of best practices and direct support.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State policy requires new teachers to participate in a one-year mentorship program to advance to a professional teaching license. When the state's three-tiered licensure system was enacted in 2003, participation in the mentorship program became a requirement for advancement from Level 1 to Level 2 licensure. [NM Statutes 22-10A-7 and NMAC 6.60.10.8]

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

State law requires that all local teacher mentorship programs be approved by the NMPED. The approval process includes submission of program frameworks and the provision of information about how programs will establish a "regular review and evaluation of the teacher mentorship program." Each mentorship program must be evaluated locally every three years to determine program effectiveness as measured by teacher retention. Annually, the NMPED must review and publish statewide and school district teacher retention rates. [NM Statutes 22-10A-7 and NMAC 6.60.10.8]

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

The state does not have formal standards for teaching and learning conditions. However, in 2014, the state worked with New Teacher Center to administer the first Teaching, Empowering, Leading, and Learning (TELL) New Mexico survey, a statewide online survey of school-based, licensed educators. The survey includes questions regarding: community engagement and support, teacher leadership, school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support.



Links

New Mexico Statutes, 22-10A-9: http://law.justia.com/codes/new-mexico/2006/nmrc/jd_22-10a-9-a4eb.html

New Mexico Administrative Code 6.60.10: <http://164.64.110.239/nmac/parts/title06/06.060.0010.htm>

New Mexico Public Education Department – Principals Pursuing Excellence & Teachers Pursuing Excellence: <http://ped.state.nm.us/ped/PrioritySchoolsCPMP.html>

Teach NM: The Principal Mentor Network of the New Mexico Leadership Institute: <http://teachnm.org/administrators/principal-mentorship2.html>

Teaching, Empowering, Leading, and Learning (TELL) New Mexico <http://www.tellnewmexico.org>

The New Mexico Public Education Department did not respond to our requests to review this state summary.

This information is accurate as of January 2016.

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