Teacher Policy Priorities for New Mexico

AREA 1: Delivering Well Prepared Teachers

■ Require that teacher preparation programs screen candidates prior to admission by using a common test normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	**Goal 1-A**
■ Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas.	**Goal 1-B**
■ Require a rigorous stand-alone math test for all elementary teacher candidates.	**Goal 1-D**
■ Eliminate the generalist K-8 license, and require all middle school teacher candidates to pass a content test in every core area they are licensed to teach.	**Goal 1-E**
■ Specifically require secondary social studies and science teachers to pass a content test for each discipline they are licensed to teach.	**Goal 1-F** **Goal 1-G**
■ Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.	**Goal 1-H**
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning, and require teacher candidates to spend at least 10 weeks student teaching.	**Goal 1-J**
■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.	**Goal 1-K**

AREA 2: Expanding the Teaching Pool

■ Articulate admission requirements for alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.	**Goal 2-A**
■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.	**Goal 2-B**
■ Allow a diversity of providers for alternate route programs.	**Goal 2-C**
■ Require out-of-state teachers to meet the state's own testing requirements.	**Goal 2-E**

AREA 3: Identifying Effective Teachers

- Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.　**Goal 3-D**

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.　**Goal 3-E**

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.　**Goal 3-F**

AREA 4: Retaining Effective Teachers

- Require effective induction for all new teachers, including reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.　**Goal 4-A**

- Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.　**Goal 4-C**

- Support performance pay to recognize teachers for their effectiveness.　**Goal 4-F**

AREA 5: Exiting Ineffective Teachers

- Make ineffective classroom performance grounds for dismissal.　**Goal 5-B**

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.　**Goal 5-C**