

## SPARC Resolutions – Passed by SCC Fall SCC Meeting October 7, 2017

### 1. Resolution Title: End Class Size Overload Waiver

**Author/Submitting Organization: Jeremy Sment**

WHEREAS the student teacher class size ratio is required to have no more than 20 for kindergarten; 22 for grades 1-3; 24 for grades 4-6; 27 for grades 7,8; and 30 for grades 9-12 students by law.

**Source:** Section 22-10A-20NMSA 1978; Section 25-5-15NMSA 1978;  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

WHEREAS the drastic measure of approving waivers on class size limits across the state was only supposed to be a temporary emergency waiver to fill an unexpected budget shortfall due to plunging commodity prices and revenues in 2009, but these waivers were renewed consecutively and risk becoming the new norm.

**Source:**

<https://www.nmlegis.gov/sessions/13%20Regular/LESCAnalysis/SJR02.PDF>  
<https://www.abqjournal.com/982687/aps-oks-plan-to-cut-budget.html>

WHEREAS the funding basis that includes overloaded classrooms was the assumed baseline in the FY18 budget as there has been no funding earmarked for restoring class sizes to statute.

**Source:**

<https://www.nmlegis.gov/handouts/ALESC%20061417%20Item%202%20LESC%202017%20Post-Session%20Memo.pdf>

<http://www.ladaily.com/content/governor-introduces-fy-2017-646-billion-budget>

WHEREAS overloaded classrooms dilute the time and attention the teacher can afford to deliver to each student and toward grading and evaluating each assignment.

**Source:**

National Bureau of Economic Research - "Getting Beneath the Veil of Effective Schools: Evidence from New York City" <http://www.nber.org/papers/w17632>

**BE IT RESOLVED we support funding earmarked for restoring class sizes to their pre-shortfall levels.**

### 2. Resolution Title: Increasing wages for all pre-k – 12 education professionals

**Author/Submitting Organization: Santa Fe County Platform and Resolutions Committee**

WHEREAS New Mexico has failed to mirror the median pay scales in the United States for Pre-K through 12 educators.

**Source:** [http://www.santafenewmexican.com/news/education/governor-proposes-pay-hike-for-beginning-teachers/article\\_251f2f06-aebe-5083-812e-dd4a8e2a86a0.html](http://www.santafenewmexican.com/news/education/governor-proposes-pay-hike-for-beginning-teachers/article_251f2f06-aebe-5083-812e-dd4a8e2a86a0.html)

WHEREAS: The current pay scales have resulted in high attrition and low retention rates.

Source: <http://www.edweek.org/ew/qc/2017/state-highlights/2017/01/04/new-mexico-state-highlights-report-page.html>

**BE IT RESOLVED: New Mexico meet or exceed the nationwide average salary for educational professionals**

**3. Resolution Title: End Test-Based Teacher Evaluations**

**Author/Submitting Organization: Moss Templeton**

WHEREAS states are not required to have a teacher evaluation system under the federal Every Student Succeeds Act (ESSA) and if a state chooses have such a system, there is no requirement to include student test scores; and

Source: <https://www.ed.gov/essa?src=ft>

WHEREAS test-based teacher evaluation methods are very often indicators of the life circumstances of the students a teacher has, not of the teacher's skill as an educator; and

Sources: Darling-Hammond, L., et al. 2012. "Evaluating Teacher Evaluation." Phi Delta Kappan. March. <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1208&context=colleagues>

Baker, B. 2013. "The Value Added & Growth Score Train Wreck is Here." Oct 13.

<https://schoolfinance101.wordpress.com/2013/10/16/the-value-added-growth-score-train-wreck-is-here/>

WHEREAS test-based teacher evaluation methods incentivize teachers moving away from students and communities with the greatest need because teachers' evaluation results are put at risk as a result of their students' background characteristics; and

Working Group on Teacher Evaluation.

Source: 2012. Flawed Massachusetts Teacher Evaluation Proposal Risks Further Damage to Teaching and Learning. <http://fairtest.org/flawed-ma-teacher-evaluation-proposal-report-home>

WHEREAS measuring educator quality by students' scores on a narrow range of tested subject matter incentives teachers to narrow the curriculum and teach to the test; and

Sources: Guisbond, L., Neill, M., and Schaeffer, B. 2012. NCLB's Lost Decade for Educational Progress: What Can We Learn from this Policy Failure? FairTest.

<http://fairtest.org/NCLB-lost-decade-report-home>

David, J, 2011. Research Says.../High-Stakes Testing Narrows the Curriculum. What Students Need to Learn, 68 (6).

[http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/High-Stakes\\_Testing\\_Narrows\\_the\\_Curriculum.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/High-Stakes_Testing_Narrows_the_Curriculum.aspx)

WHEREAS erratic and unreliable results, the norm in current VAM (value-added model) systems, lead to many teachers being inaccurately labeled "minimally effective" or "ineffective"; and

Source: Darling-Hammond, L., et al. 2012. "Evaluating Teacher Evaluation." Phi Delta Kappan. March. <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1208&context=colleagues>

WHEREAS evidence from districts in other states shows that teacher evaluation systems based on peer review and focusing mainly on professional learning can be fair, can be accepted by educators, can improve the quality of teaching and can effectively counsel out educators who should seek a different profession:

Sources: Winerip, M. 2011. "Helping Teachers Help Themselves." The New York Times. June 6.

<http://www.nytimes.com/2011/06/06/education/06oneducation.html>

SRI International. 2011. The Search for Teacher Effectiveness: A Study of Exemplary Peer Review Programs. <http://policyweb.sri.com/cep/projects/displayProject.jsp?Nick=PARPeer>

**BE IT RESOLVED that the Democratic Party of New Mexico supports the development of a teacher evaluation model that utilizes multiple indicators based on classroom and school evidence and that does not include student test results as a measure.**