

New Mexico Male Teacher Residency Program: A Grow-Your-Own Policy Proposal

Objective: To design, fund, and implement a rigorous alternative teacher residency program dedicated to recruiting, training, and licensing male educators in New Mexico, with the explicit goal of improving behavioral and academic outcomes for boys.

Proposed New Mexico Residency Model The Male Teacher Residency Program operates as a rigorous, paid guided apprenticeship designed to transition men into the teaching profession.

- **Recruitment & Sourcing:** The program draws from varied backgrounds, including military, tech, and existing teacher assistant pipelines.
- **Cohort Model:** Teaching residents are grouped in cohorts to facilitate professional collaboration and peer networking.
- **Apprenticeship Structure:** Residents complete rigorous department-approved coursework while concurrently undertaking a full academic year of guided apprenticeship in the classroom.

Proposed New Mexico Residency Model

Drawing from successful national models like the Dallas ISD Grow Your Own program and the Male Educator Network's goal to have men make up 30% of new teachers by 2030, we propose an apprenticeship-style residency tailored to New Mexico's unique landscape.

Recruitment & Sourcing

- Launch targeted marketing across radio and digital platforms to reach diverse male demographics.
- Establish direct pipeline partnerships with the New Mexico Department of Workforce Solutions, local colleges, and community-based organizations.
- Recruit from varied professional backgrounds, including military veterans, technical fields, and existing educational assistants.

Training & Certification Framework

- Implement a 6-month initial intervention and development plan for all incoming residents.
- Provide robust, individualized tutoring and structured programming to assist residents in passing New Mexico's alternative licensure exams.
- Ground the pedagogical training deeply in the Multi-Layered System of Supports (MLSS) framework to ensure residents are equipped to handle complex classroom dynamics.
- Integrate modern behavioral health models into the training curriculum, empowering these men to serve as trauma-informed mentors.

Support & Mentorship Ecosystem

- Assign a minimum of two male residents per school campus to prevent isolation and build immediate peer networks.
- Require weekly cohort meetings to foster connection, troubleshoot classroom challenges, and build a localized professional learning community.
- Pair each resident with a highly effective mentor teacher, prioritizing former Teacher of the Year candidates.

Alignment to Residency Standards and Educator Preparation Program (EPP) Standards

To ensure high-quality preparation and compliance with statutory frameworks, the program is deeply aligned with the Teacher Residency Act and the New Mexico Administrative Code (NMAC) for EPP Accountability.

Alignment to Teacher Residency Standards (Section 22-10B-4 NMSA 1978)

- **Co-Teaching Apprenticeship:** Residents are placed in a co-teaching model for a full academic year in the classroom of a Level 2 or Level 3 teacher. This exposes teaching residents to a variety of teaching methods, philosophies, and classroom environments.
- **Mentor Selection & Support:** Level 2 and Level 3 mentor teachers are selected based on measures of teacher effectiveness and subject area knowledge. These mentors receive ongoing evidence-based training in coaching and mentoring.
- **Post-Completion Commitment:** Teaching residents make a post-completion commitment to serve a minimum of three years at schools in the sponsoring school district.
- **Ongoing Resident Support:** The program provides mentoring, professional development, and networking opportunities for not less than one year following the resident's completion of the program.

Alignment to EPP Standards (6.65.3 NMAC & Quality Review Rubric)

- **Curriculum Design:** The program's curriculum and assessments are comprehensively and rigorously aligned to the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the state's priority areas, including Culturally and Linguistically Diverse Pedagogy.
- **Clinical Experience & Observations:** Residents undergo a minimum of three formally documented observations that include verbal and written feedback. These observations are aligned with the four domains of the Educator Evaluation System (EES): planning and preparation, creating an environment for learning, teaching for learning, and professionalism.
- **Clinical Placements:** Clinical experiences begin upon the candidate's entrance into the program and are aligned with the category of license being sought. Experiences include working in diverse settings where indigenous students, students with disabilities, bilingual students, and English language learners attend school.

- **Cooperating Teacher Qualifications:** Mentor educators are mutually selected by the LEA and EPP, have at least three years of experience under the appropriate license, and are the primary evaluators of the candidate during their clinical experience.
- **Continuous Improvement:** The program sets explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity, utilizing data analysis and SMART criteria to continuously evaluate and improve outcomes.

Budget & Compensation Estimate (Aligned with 2026 Amendments)

Following the 2026 legislative amendments to the Teacher Residency Act, the program's financial framework removes the previous fixed \$35,000 stipend and replaces it with a formula tied to the statutory minimum salary for a Level 1 teacher (\$55,000).

- **Undergraduate Resident Stipends:** Teaching residents in an undergraduate program receive a stipend of no less than 65% of the statutory minimum salary for a Level 1 teacher, amounting to a minimum of \$35,750 per year.
- **Post-Baccalaureate Resident Stipends:** Teaching residents who hold a bachelor's degree receive a stipend of no less than 80% of the statutory minimum salary for a Level 1 teacher, amounting to a minimum of \$44,000 per year.
- **Mentor Teacher Compensation:** Level 2 and Level 3 teachers participating in the program receive a stipend of no less than \$2,000 per year.
- **School Leadership Compensation:** Principals or head administrators at the partner school district or charter school receive a stipend of no less than \$2,000 per year.
- **Program Infrastructure:** The department-approved EPP receives funding of no less than \$50,000 per year for teacher residency program coordinators.