

# Teacher Preparation: Strategies and Funding Proposals

October 5, 2021

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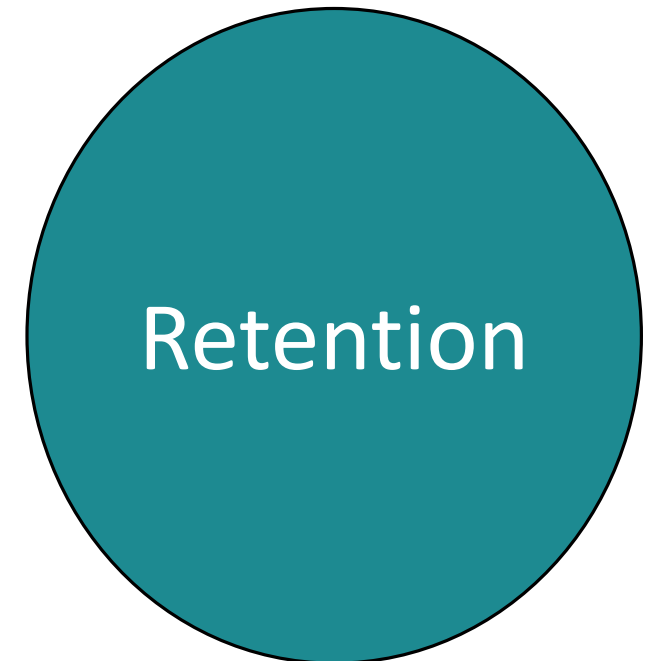
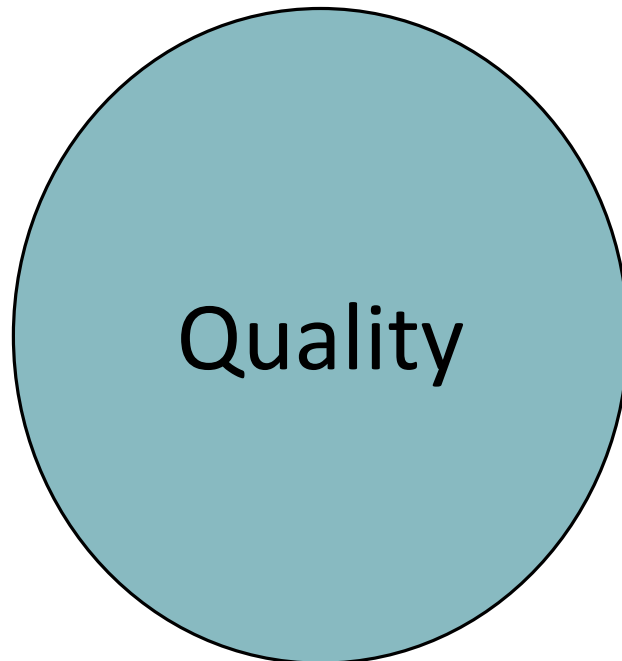


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# Why Teacher Preparation?

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# 12 Legislative Strategies

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- 1) Student teaching
- 2) Teacher residencies
- 3) Strong school district partnerships
- 4) Mentorship
- 5) Alternative licensure
- 6) Licensure tests
- 7) Program capacity and additional support
- 8) Financial assistance for teacher-candidates
- 9) “Grow Your Own” strategies
- 10) National Board Certification
- 11) Professional development
- 12) Data availability



# 1) Student Teaching

- Typically, student teaching experiences in high-performing countries are longer than those in the U.S.
- State law requires teacher-candidates to complete 16 weeks of student teaching; PED rule stipulates student teaching should be at school sites with indigenous students, special education students, bilingual students, and English-language learners.

| <b>Policy or funding consideration:</b> |  |
|---|--|
| Short-term:                             | Pay student teachers, increase funding to residencies which have longer student teaching experiences           |
| Long-term:                              | Mandate longer student teaching experiences, programmatic changes to embed longer student teaching experiences |



## 2) Teacher Residency

- The Legislature has funded residency preparation models since FY20.

| Fiscal Year | Amount      | # of Schools Funded |
|-------------|-------------|---------------------|
| FY20        | \$1 million | 4                   |
| FY21        | \$1 million | 3                   |
| FY22        | \$1 million | 2                   |

- Implementation challenges have impacted sustainable residency models.

| Policy or funding consideration: |  |
|----------------------------------|--|
| Short-term:                      | Continue to fund and/or increase funding   |
| Long-term:                       | Study NM teacher residencies against growing residency research base to identify statutory barriers, explore adding a teacher residency to an undergraduate teacher degree and/or a teacher residency as an additional licensure pathway |



### 3) Strong District Partnerships

- Strong school district partnerships with educator preparation programs help address specific school district hiring needs and allow teacher-candidates to become familiar with their local school community before becoming the teacher of record.
- Stakeholders and education researchers have shared that partnerships can help with recruitment needs and more formal partnerships are needed.

| <b>Policy or funding consideration:</b> |  |
|---|--|
| Short-term:                             | Provide funding support for educator preparation programs and/or school districts partnerships   |
| Long-term:                              | Require school districts and educator preparation programs to formalize partnerships, which may require undergoing a needs-assessment process between partners and require annual reporting to PED or HED on partnership inputs, outputs, and outcomes |



## 4) Mentorship

- Mentorship programs for beginning teachers is a requirement of the three-tiered licensure system outlined in state law. The Legislature has invested \$22 million into the public school funding formula (SEG) in FY21 and FY22 for public schools to implement high-quality programs. Recent mentorship plans illustrate little PED oversight of programmatic requirements and programs vary widely across the state.
- High-quality mentorship and support affect retention of teachers. Stakeholders and education researchers agree ongoing support is necessary for teachers, especially when they first enter the profession.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Continue to fund state-wide mentorship programs through the SEG, provide funding to PED for technical assistance to develop and oversee a state-wide mentorship program, provide funding to educator preparation programs to provide mentor support for alternatively licensed teachers |
| Long-term:                              | Explore statutory and long-term funding changes to mentorship models, including requiring mentorship funding contingent on a high-quality mentorship plan   |



## 5) Alternative Licensure

- New teachers are increasingly entering the educator workforce in New Mexico through alternative licensure pathways.
- Stakeholders and educational researchers report because of the lack of support for these new teachers, they tend to leave the profession at higher and faster rates and they impact the quality of instruction. Alternatively licensed teachers bring unique skills and qualifications, often with a subject-matter expertise to the subject they are teaching.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Provide funding to alternative licensure educator preparation programs for mentors  |
| Long-term:                              | Restructure alternative licensure programs; such as, including a longer student teaching experience requirement or completion of behavior management and pedagogy coursework completion before becoming the teacher of record |





## 6) Licensure Tests

- Passage of state licensure exams are a requirement to become a teacher in New Mexico.
- Educator preparation programs report difficulty with teacher-candidates passing the exams. Recently, PED changed testing vendors to one which provides free preparation support to test takers.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Provide funding to educator preparation programs for tutoring support   |
| Long-term:                              | Hear from educator preparation programs and the PED on the work and recommendations that come out of American's Association of Colleges for Teacher Education Consortium for Research-based and Equitable Assessments |

# 7) Program Capacity & Additional Support



- Educator preparation program stakeholders have reported faculty capacity has been a barrier to program offerings and recruitment efforts, including a lack of bilingual faculty needed to train bilingual teachers. Educator preparation programs are currently working on articulation agreements to align educator preparation programs across the state.
- Learning Policy Institute suggests effective support for educator preparation programs can be within the areas of: advising, counseling, licensure exam tutoring, and programmatic cohort structures for teacher-candidates.

| <b>Policy or funding consideration:</b> |  |
|---|--|
| Short-term:                             | Provide pilot funding to educator preparation programs for additional programmatic support to demonstrate need and effectiveness over time             |
| Long-term:                              | Have PED and stakeholders conduct a needs assessment on an overall statewide educator preparation program catalog and identify systemic capacity needs |

# 8) Financial Assistance for Teacher-Candidates



- In the Learning Policy Institute's Diversifying the Teacher Profession, the report states that service scholarships and loan forgiveness programs can help support diverse candidates to pursue a teaching license.
- The Legislature has funded scholarships and loan forgiveness for teachers.
  - Teacher Preparation Affordability Scholarship fund created during the 2019 legislative session.
  - Teacher loan repayments, beginning in 2013, has supported 400 teacher through the 2020-2021 school year.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Continue and or/increase legislative investments in these programs  |
| Long-term:                              | Work with PED and HED on program design and requirements to ensure current data tracking can demonstrate the effect the programs have on the educator workforce |



## 9) Grow Your Own

- New Mexico’s state-funded “Grow Your Own” program was created in 2019 to support scholarships and work release-time for teacher-candidates to complete teacher licensure requirements. Program requirements expanded from only educational assistants being eligible for the program to all school personnel.
- During the 2021 interim, school districts reported supporting similar strategies through federal funds, such as Title II, instead of using support from the state-program.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Continue and or/increase legislative investments in these programs, require HED to track and report program outcomes, provide funding for statewide teacher recruitment campaign that highlights teacher support                              |
| Long-term:                              | Gather feedback from school districts and other stakeholders to see if statutory requirements are a barrier to participation, review program design to see if administering funding to educator preparation programs through HED is effective |



# 10) National Board Certification

- Research shows National Board certified-teachers are more effective and have a positive impact on student outcomes.
- Previously, the Legislature added additional funding to the public school funding formula to provide pay differentials for teachers who receive this certification. Recently, the Legislature created a scholarship program to support more teachers to go through this process.

| <b>Policy or funding consideration:</b> |   |
|---|---|
| Short-term:                             | Continue and or/increase legislative investments in this scholarship program  |
| Long-term:                              | Explore how to utilize National Board certified teachers in supporting new teachers and professional development opportunities, study the outcomes of the scholarship program on the educator workforce |



# 11) Professional Development

- Professional development opportunities and access vary across the state. In New Mexico, professional development programs are provided through state and federal funds and grant programs.
- The Legislature continues to support PED-administered professional development. For example, in FY22 the Legislature appropriated \$11 million for PED-administered professional development for different professionals, over half of the \$19.9 million in total special appropriations to PED.

| <b>Policy or funding consideration:</b> |  |
|---|--|
| Short-term:                             | Continue and or/increase legislative investments in these programs   |
| Long-term:                              | Incentivize educator preparation programs to partner with school districts on professional development for beginning teachers, study the effectiveness of PED-administered professional development and explore ways to provide consistent offerings statewide |



## 12) Data Availability

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- An accurate understanding of the current educator workforce is challenged by data availability.
- LESG heard from education researchers and PED over the interim on how important data is for coordination and decision making.

| <b>Policy or funding consideration:</b> |  |
|---|--|
| Short-term:                             |  |
| Long-term:                              | Work with PED and education stakeholders on amending the educator accountability report, Require PED and stakeholders to provide a educator workforce update that highlights retention figures and other missing data points |



# Other opportunities?

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- Partner with PED to understand and evaluate recent policy and funding decisions in this area such as teacher residencies and PED-administered professional development to determine effectiveness and how to expand programs into statewide offerings.
- Coordinate and collaborate with PED on upcoming educator workforce task forces to explore policy and funding decisions and recommendations to improve teacher preparation.





# Discussion

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Are there areas of consensus among subcommittee members in funding priorities?

Are there other areas the committee should focus on?



# Discussion

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Are there areas of consensus among subcommittee members in policy priorities that should be visited during next interim?

**Are there other areas the committee should focus on?**



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Questions or additional comments?