

Elements of Teacher Preparation

	Strategy	Research	Recent Legislative Funding, Policy or Regulatory Changes	Implementation Progress	Feedback/What LESC Heard Recently	Funding or policy consideration?	
1	<u>Student Teaching</u>	Successful school systems in top performing countries prepare teachers in prestigious research universities that are more selective and rigorous, and typically have longer student teaching experiences than those in the United States.	In 2021, PED added to rule student teaching experiences must take place where indigenous students, special education students, bilingual students, and English language learners attend school.	State statute stipulates prior to licensure, teacher candidates must participate in 16 weeks of student teaching during preparation.	Some stakeholders have given feedback that student teaching experiences should be paid. Other stakeholders, including teacher unions, advocated for more student teaching.	Funding & policy	1
2	<u>Teacher Residency</u>	Teacher residency programs are intended to recruit and retain high-quality candidates with diverse backgrounds. In New Mexico, state-supported teacher residencies support candidates who already have a bachelor's degree to pursue coursework towards a teaching license, while undertaking a full-year apprenticeship in the classroom of a master teacher.	The Legislature appropriated \$1 million to the Public Education Department annually in FY20, FY21, and FY22 for state-funded teacher residency programs for teacher-candidates to co-teach in the classroom of an expert teacher for an entire year prior to becoming the teacher of record. In 2020, the Legislature created teacher residency requirements in statute that an educator preparation program and school district partnership must meet in line with best practices. The LESC worked with the Learning Policy Institute to learn about evidence-based models residency programs and incorporated this research into program requirements.	Since the creation of the program, most grantees have not met statutorily program requirements. Most grants have been used to fund mentorship programs for alternatively licensed teachers, an area of need identified by many educator preparation programs. Residency grant funding has helped support special education teacher preparation,	One of the main challenges of program implementation has been designing programs where two co-teachers are teaching in one classroom together for an entire school year. Teacher residency models are costly and school district and charter schools have an opportunity to use the recent influx of federal funds to invest in teacher residency models. Educator preparation programs have advocated for expanding residency models to include undergraduate preparation. Teacher unions have supported preparing new teachers through a residency model.	Funding & policy	2
3	<u>Strong District Partnerships</u>	Strong partnerships between school districts and institutions of higher education are a key common characteristic of high-quality residencies. This allows teacher-candidates to address specific school districts hiring needs. Students are able to get familiar with local instructional protocols, students, staff, and parents in the local school community.		According to PED, educator preparation programs are required to create partnerships with stakeholder groups to develop clinical experiences that meet the needs of surrounding school districts and charter schools.	In Learning Policy Institute's <i>Improving Education the New Mexico Way</i> , researchers recommend that PED and HED partner with school districts to pilot teacher pathways that begin earlier in student's trajectory. LANL's research on the Northern New Mexico teacher workforce recommends teacher preparation programs and schools and school districts partner to prepare, mentor, and support teachers from the community. Since 2018, teacher unions have advocated for strong formal partnerships between educator preparation programs and school districts.	Funding & policy	3

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4Mentorship	Mentoring and induction activities support new teachers by facilitating their transition from pre-service to practice. Studies have demonstrated that mentoring and induction can have positive effects on retention, teacher's practice, and student reading and student math achievement. Twenty-nine states require mentoring and induction programs for new teachers. The LANL Foundation conducted focus groups in Northern New Mexico with students and teachers which found that mentorship is an element that would encourage students to become teachers in their communities.	New Mexico has robust mentorship requirements, but PED has not enforced them. Beginning teachers are required to participate in a mentorship programs under a level 2 or level 3 teacher and PED is required to approve annual mentorship plans. Currently, successful completion of a mentorship program is a prerequisite for applying for a level 2 teaching license. In FY21 and FY22, the Legislature appropriated \$11 million through the state equalization guarantee for beginning mentorship programs.	For the second year in a row, the General Appropriation Act (GAA) included requirements for PED to evaluate how school districts, charter schools, and individual schools are using teacher mentorship funding in the public school funding formula. The governor vetoed language that required PED to report findings and recommendations from this work to LESC and LFC. For FY21, mentorship plans submitted by school districts and charter schools show different approaches to program implementation across the state. Additionally, school districts and charter schools reported varying funding sources for mentorship stipends and varying stipend amounts for mentors. PED managers indicated they do not know if school districts and charter schools are spending the \$11 million allocated through the funding formula for mentorship programs. Last year, PED staff indicated a plan to revisit mentorship regulations in 2021 to determine how to measure outcomes.	Stakeholders from teacher unions, teacher advocacy groups, and educator preparation programs support statewide mentoring opportunities for beginning teachers, including funding and implementing high-quality programs. Starting in 2018, teacher unions have emphasized collaboration for teacher induction and mentorship between educator preparation programs and public schools. Educator preparation programs have advocated for funding for mentors for alternatively licensed teachers. School board and superintendent stakeholders shared PED should give them the tools to manage mentorship programs. During the 2021 interim, stakeholders reported funding and oversight is a challenge.	Funding & policy

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5 <u>Alternative Licensure</u>	<p>In successful school systems in top performing countries, there are no alternative pathways to licensure . Although in some of these countries, teachers attain a four-year degree in a subject-area and receive additional training for pedagogy and instructional strategies that lead to an equivalent of a master's degree. In New Mexico, individuals can become alternatively licensed if have a four-year degree and take additional educational courses while they are the teacher of record in their own classroom. The Learning Policy Institute reported in 2018's Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession that teachers with alternative licensure are more likely than teachers with an education degree to leave the profession within three years. The court found in the Martinez-Yazzie lawsuit too many New Mexico classrooms are taught by inexperienced teachers. For the first time since teacher alternative licensure was allowed in the state, the majority of teacher preparation completers during the 2019-2020 school year at 60 percent were alternatively licensed .</p>	<p>Laws 2021, Chapter 129 (House Bill 266) adds an additional 15-week student teaching requirement for candidates participating in an alternative license program for special education. PED has until July 1, 2022, to implement this new licensure requirement.</p>		<p>Educator preparation programs have advocated for additional funding to support mentors for alternatively licensed teachers. Some programs report success in hiring high-quality retired teachers because of the lack of school personnel at school sites, but need additional funding to do so. The LANL Foundation's focus groups with Northern New Mexico teachers confirmed that alternatively prepared teachers felt under-prepared.</p>	<p>Funding & policy</p>
6 <u>Licensure Tests</u>	<p>LPI's report, Diversifying the Teaching Profession, suggests states can adjust teacher licensure requirements to allow candidates to demonstrate competency through rigorous, but more authentic performance assessments that do not generate the racial disparity in pass rates of traditional multiple-choice exams.</p>	<p>PED has changed the vendor who provides states licensure tests from the National Evaluation Series to Praxis. PED notes Praxis provides teacher preparation candidates with support and targeted tutoring for test preparation at no additional cost to the teacher preparation candidate.</p>	<p>According to statute, traditional and alternative teacher candidates are required to pass teacher licensure exams to receive a license. PED requires the passage of licensure exams, including testing of subject area specialization, as a requirement for the 10 licenses and 18 endorsement areas PED issues.</p>	<p>Educator preparation programs report additional support is needed for their programs to assist teacher candidates passing licensure exams. Some deans of colleges of education have suggested PED needs to look into other ways for candidates to demonstrate competency. Some programs spend a significant time tutoring teacher-candidates for this exam and has been suggested to fund this support.</p>	<p>Funding & policy</p>

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7 <u>Program Capacity & Additional Support</u>	Research suggests that an effective strategy to recruit, prepare, and retain teacher candidates—and especially candidates of color—is to focus on strengthening course articulation agreements, as well as transfer and support programs, for candidates at both 2- and 4-year institutions.		Educator preparation programs are working on aligning educator preparation program coursework among 2- and 4-year institutions.	Staff in educator preparation programs report not having enough faculty in educator preparation programs in higher education institutions, including a lack of bilingual faculty needed to train bilingual teachers. In Learning Policy Institute's <i>Improving Education the New Mexico Way</i> , effective supports can include advising, counseling, support in preparing teacher licensure exams, tutoring, and a co-hort based structure. Educator preparation programs report difficulty recruiting students because of program capacity.	Funding
8 <u>Financial Assistance For Teacher-Candidates</u>		Enacted in 2019, the Legislature created the Teacher Preparation Affordability Act for teacher-candidates to pursue their teaching degree. Awards can be offered for up to five years and the awards are supposed to be prioritized for English language learners, minority students, or students who have indicated an intent to work in high-need teaching positions. In FY20 and FY21, the Higher Education Department (HED) made annual awards of \$5 million to institutions of higher education. For FY22, the Legislature invested \$20 million for awards in coming years and allows for another \$5 million distribution in FY22. These scholarships do not require a service requirement.	Teacher Preparation Affordability scholarships are awarded through individual institutions of higher education financial aid offices. HED staff have indicated they do not receive information on the students supported, including whether they are English language learners, minority students, or students who intend to work in high-need teaching positions. LESC staff received incomplete information from institutions when polled because data collection is currently not required. According to HED, 677 students received scholarships in FY20.	For both programs, HED does not publicly report on scholarships and loans repaid through these efforts, however, HED is required to report annually on teacher loan repayments. LESC staff has requested data from HED on how many teacher-candidates and licensed teachers have been supported since the programs were created and if candidates are targeted as intended through state law. Educator preparation programs have advocated for ongoing and	Funding & policy

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9	In the Learning Policy Institute's <i>Diversifying the Teacher Profession</i> , the report states that service scholarships and loan forgiveness programs can help support diverse candidates to pursue a teaching license.	Enacted in 2013, the Legislature created the Teacher Loan Repayment Act to repay teacher education student loans for teachers who have taught for at least three years in New Mexico. According to state law, high priority should be given to candidates teaching in designated high-need teacher positions in the state. For FY22, HED received a \$2 million appropriation for awards.	Teacher loan repayments have in total supported 400 teachers through the 2020-2021 school year. The bulk of the awards were awarded in the last few years, with 184 teachers receiving support in FY20 and 167 teachers supported in FY21.	increased support for these programs, recognizing some candidates make take over 4 years to receive their teaching license.	Funding & policy
10	<u>Grow Your Own</u> Research shows " Grow Your Own " programs are a high-retention pathway into teaching. Some states have used it to recruit diverse school employees who aren't licensed and support them in becoming licensed teachers.	Enacted during the 2019 legislative session, the Grow Your Own Teachers Act created a scholarship program for educational assistants who may receive up to \$6 thousand per year for up to five years for education expenses related to obtaining a teaching license. Public schools that employ educational assistants are required to grant scholarship recipients professional leave for classes, exams, and student teaching. Since the program was created in 2019, the Legislature has appropriated \$1 million to support this scholarship program and authorized another \$500 thousand to be distributed in FY22. Recent amendments to program requirements allow school personnel who have worked with students for two years to be eligible for the scholarship and other adjustments based on implementation feedback from educator preparation programs.	Since the program was created, it has faced a few challenges. For example, in FY21 the appropriation for these awards was to PED instead of HED, impacting awards for students. Additionally, educator preparation programs highlighted other challenges such as school sites not allowing the candidate to take leave for classes and not being able to find enough candidates who meet the requirements. For FY20, 37 students were supported with these scholarships. Currently, HED is not required to report outcome data on this program to the Legislature.	During staff travel in the 2021 interim, school districts have highlighted how they have started their own “grow your own” programs by supporting school personnel in attaining more education for teacher credentials through the use of federal funds, such as Title II.	Funding & policy

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<u>National Board Certification</u>	National research shows on average teachers certified by the National Board for Professional Standards during their career are more effective, on average, than other teachers and have a positive impact on student outcomes.	Laws 2020, Chapter 26 (House Bill 102) created a PED-administered scholarship program for level 2 and level 3A teachers to cover the cost of the certification process and the FY21 General Appropriation Act included a public education reform fund appropriation of \$500 thousand for this purpose and the Legislature appropriated \$500 thousand for FY22 awards. The FY22 GAA also included a nonrecurring general fund transfer of \$5 million to support scholarships in future years.	In New Mexico, teachers who are National Board-certified receive a pay differential through the public school funding formula.	The LANL Foundation, LPI, and teacher unions support increasing the amount of nationally certified school personnel.	Funding & policy

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<div>12</div> <div><u>Professional Development</u></div>	<div>Top-performing countries provide their teachers with ongoing opportunities for professional development and collaboration. Oftentimes, teachers receive job-embedded professional development that directly ties to their work in the classroom. Schedules and calendars in top-performing countries are developed to strategically support ample time for professional development and teacher collaboration.</div>	<div>For FY22, the Legislature appropriated \$11 million for PED-administered professional development programs for different professionals, over half of the \$19.9 million in total special appropriations to PED. PED received a recurring \$1.7 million general fund appropriation for early literacy and reading support. PED indicated this funding will continue to support training additional teachers in structured literacy. The GAA also includes a recurring \$2.5 million appropriation to PED for professional development for principals. In the department’s budget request, PED said the funding will support 150 school leaders through RISE, previously named Principals Pursuing Excellence, to implement strategies around data-driven instruction, school culture of learning, observation, and feedback. PED intends to use a \$2.9 million appropriation for teacher professional development to support early career and alternative licensure teachers to improve classroom instruction.</div>	<div>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 appropriate funding to PED to support professional development in different content areas.</div>	<div>Professional development was especially important during the Covid-19 pandemic.</div>	<div>Funding & policy</div>

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13 <u>Data Availability</u>	LPI's report, <i>Diversifying the Teaching Profession</i> , suggests that state data systems should monitor the racial diversity of enrollees in educator preparation programs and for those who complete programs, creating an incentive for programs to prioritize recruiting diverse candidates. New Mexico's statutorily required Educator Accountability Reporting system requires teacher and administrator preparation programs report on demographic characteristics of the students in their programs. NCSL's No Time to Lose work highlighted that countries with high-performing systems have highly effective instruction. These countries are very intentional about the rigor and the number of teachers they need to prepare. They have a thorough understanding of where the shortages are and ensure that the number of teacher candidates is matched with the need, so they do not under or over produce educators. In most cases, this is possible because they have fewer educator preparation programs.		The most recent Educator Accountability Report, published in December 2020, for the 2017-2018 school year, only included demographic information for students enrolled in teacher licensure programs. There was no information in the report that showed demographic data for individuals who completed programs.	During the 2021 interim, PED staff indicated interest in working together to amend the educator accountability report. Discussion during this panel acknowledged that current reports are not timely and lack important data points. Educator preparation programs indicated they would hope that PED could start providing them data on their program graduates once they enter the K-12 workforce.	Funding & policy