Policy Brief
Educator Career Continuum

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An educator career continuum provides multiple professional advancement pathways for educators. Educators may advance through roles in each pathway based on demonstrated skills, expanded responsibilities, and increased compensation. In New Mexico, the primary formal professional advancement pathway for educators is an administrative pathway, through which teachers become a school or district administrator. Although New Mexico formally recognizes principals as instructional leaders, few have capacity to spend substantial time in classrooms coaching teachers.

The imperative to improve instructional quality in New Mexico schools is evidenced by low percentages of students scoring proficient in reading or math on standardized assessments, proficiency gaps between at-risk students and their peers, and uneven growth among student groups, school districts, and schools.

Research shows the most beneficial teacher professional development is sustained, job-embedded, collaborative, and incorporates coaching and modeling. A recent New Mexico-based survey also found this type of training is the most valued by New Mexico teachers. However, many schools struggle to implement this type of training, often resorting to less effective, one-off trainings concentrated at the beginning of the school year. School district officials often cite funding constraints, insufficient teacher noninstructional time, staffing constraints, collective bargaining units (CBUs), and misalignment between school leadership and staff expectations as reasons for not providing more effective training.

An instructional leadership professional advancement pathway could allow the state to leverage highly effective teachers to improve schoolwide instructional quality while providing career advancement opportunities that don't require teachers to leave the classroom context. To better understand how such a model could be designed and implemented in New Mexico, LESC staff partnered with the Thornburg Foundation—a local philanthropic organization—and the Learning Policy Institute (LPI)—a national, nonpartisan research organization—to host an advisory group during the 2026 interim. Membership included the Public Education Department (PED), the Early Childhood Education and Care Department (ECECD), the Higher Education Department (HED), the Department of Workforce Solutions (DWS), school district and charter school leaders, principals, teachers, collective bargaining units (CBUs), educator preparation programs, LESC staff and lawmakers, Legislative Finance Committee (LFC) staff and lawmakers, and other state education partners. See **Appendix A: Advisory Group Membership** for a full list of group members and observers.

This brief will present: 1) research on instructional leadership models; 2) recommendations made by the advisory group on instructional leadership roles and responsibilities, endorsement qualifications, and compensation; 3) system conditions necessary for success; and 4) LESC staff policy considerations and recommendations.

Key Takeaways

- Few principals report having capacity to spend substantial time in classrooms supporting teachers (*Page 4*).
- An instructional leadership pathway could leverage highly effective teachers to improve schoolwide instructional quality while providing career advancement opportunities that don't require teachers to leave the classroom *(Pages 4-10).*
- Advisory group members coalesced around several key elements of an instructional leadership pathway *(Pages 10-13).*
- Several system conditions must be met for instructional leadership models to be successful *(Pages 14-15).*
- The legislature should consider developing the framework for a state instructional leadership pathway (*Page 16*).

Instructional Leadership

Throughout the advisory group, LPI staff shared research on instructional leadership, including existing models around the country and the world. Research consistently finds teachers, followed by principals, have the greatest impact on student outcomes of any school-related factor. To improve schoolwide instructional quality, teachers require high-quality professional development and strong instructional leadership.

High-performing education systems around the world rarely delegate instructional leadership solely to the head of the school. Instead, teachers are typically provided with professional advancement pathways that have opportunities to take on instructional leadership roles without moving into an administrative function and often to conduct research to contribute to the professional knowledge base. In some places these teachers continue to spend a portion of their time teaching their own class, while in other places, their role primarily focuses on coaching and supporting other teachers.

Creating an instructional leadership professional advancement pathway in New Mexico could allow the state to leverage highly effective teachers to improve schoolwide instructional quality while also providing career advancement opportunities that don't require teachers to leave the classroom context.

An Educator Career Continuum

In the book *Empowered Educators: How High-Performing Systems Shape Teaching and Learning*, Linda Darling-Hammond, president of LPI, and a team of researchers, describe how high-performing education systems around the world have created cohesive systems of teaching and learning. These systems treat teaching as a highly valued profession—one in which teachers can expect the same satisfaction and rewards that other professionals, such as lawyers and engineers, enjoy. These systems employ the following common underlying structures:

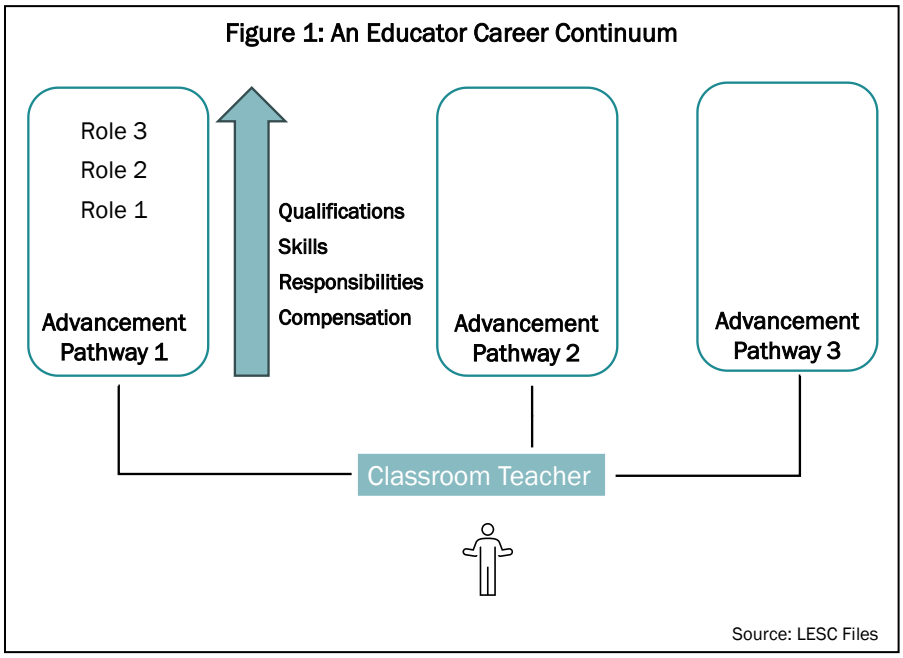
- **Professional advancement structures** that enable teachers to take on new responsibilities based on their interests and skills;
- Systems for **identifying promising leadership candidates** and supporting their growth; and
- Systems that **enable teachers to demonstrate their competencies**, so they can make a case for advancement.

In New Mexico, as in much of the United States, teacher professional advancement is typically limited to leaving the classroom setting for a school or district administrative role.

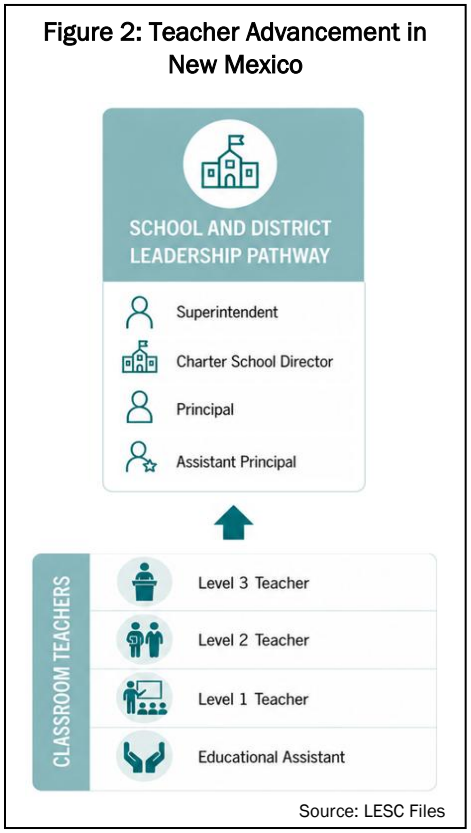
A recent report synthesizing input from state education stakeholders and partners recommends New Mexico continue to invest in the educator workforce by building an educator career continuum. The New Mexico Association of Colleges for Teacher Education (NMACTE) contracted Education Research and Development (EdRd), a national research organization, to prepare a policy framework for a cohesive and sustained education workforce ecosystem. EdRd interviewed educators, educator preparation program leaders, state representatives, association leaders, and other stakeholders in New Mexico to describe the current landscape of the state's educator ecosystem, identify successes and challenges, and make recommendations for coordinated action. The report's primary recommendation is to create an educator and leader career continuum framework, underscoring the timeliness of LESC's work plan to study teacher career advancement over the 2026 interim. The report specifically recommends the system should address all roles from educational assistants to superintendents and include:

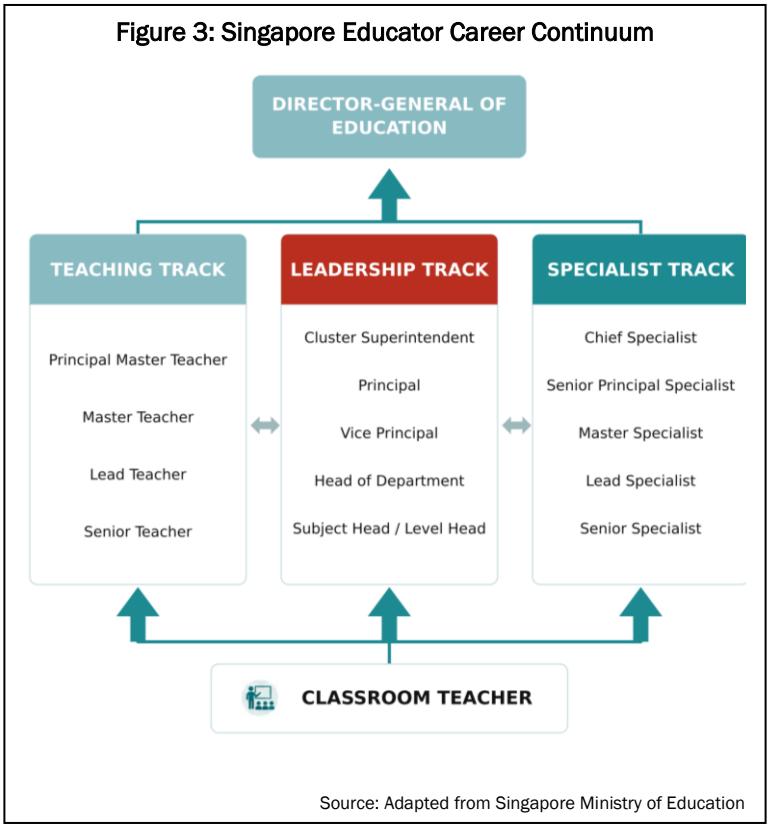
- Defined roles and responsibilities;
- Development of stackable credentials with portability across roles and settings;
- Strengthen preparation and job-embedded professional development; and
- Align compensation structures with responsibility and demonstrated competency.

An educator career continuum provides educators multiple professional advancement pathways. Educators may advance through roles in each pathway based on demonstrated skills and expanded responsibilities, typically with increased compensation. See **Figure 1: An Educator Career Continuum**. These systems are designed to support and leverage educator expertise, improve teacher retention, and ultimately improve student outcomes.



In New Mexico, formal advancement opportunities for teachers typically lead to becoming a school or school district administrator. In New Mexico, the primary formal professional advancement pathway for educators is an administrative pathway. See **Figure 2: Teacher Advancement in New Mexico**. In other places, teachers may progress through several pathways based on their own skills and interests. Singapore is often cited as a strong example of such a system, in which teachers may progress through a teaching track, leadership track, or





specialist track. The teaching track is designed to cultivate experts in content and pedagogy and mentor or coach new or struggling teachers. Some teachers are identified early for the leadership track and are prepared for school or district leadership positions. Teachers may also choose to pursue the specialist track, and become researchers, educator preparation faculty, or education ministry specialists. See **Figure 3: Singapore Career Continuum** on the prior page.

Although New Mexico formally recognizes principals as instructional leaders, few report having capacity to spend substantial time in classrooms supporting teachers. In New Mexico, progression through the administrative pathway largely represents a transition away from the classroom context to administrative duties. Principals in New Mexico and across the country report spending little time coaching and supporting teacher instruction, primarily due to competing priorities including handling student behavior, interactions with parents and the community, and completing administrative work.

Job-embedded coaching is strongly associated with improved student outcomes, while occasional walkthroughs and brief conversations centered on evaluative rubrics are not. A growing body of research suggests school leader-led instructional leadership is associated with improved instructional quality and student academic outcomes. The research base suggesting sustained, job-embedded, coaching for teachers improves student outcomes is even stronger. Increasingly, principals around the country report having limited time to support teachers, often limiting their instructional guidance to occasional walk-throughs and brief conversations focused on evaluative rubrics. Research suggests these interactions are unlikely to transform instructional practices.

An instructional leadership professional development pathway could leverage highly effective teachers to improve schoolwide instructional quality while providing career advancement opportunities that don't require teachers to leave the classroom context. In each high-performing education system studied in *Empowered Educators: How High-Performing Systems Shape Teaching and Learning*, teacher leaders are responsible for leading the professional learning of their colleagues. Through roles such as mentor, instructional coach, or team leader, highly effective teachers can model best practices, facilitate collaborative learning, and provide ongoing, job-embedded support tailored to the needs of their schools. Research suggests well-designed instructional leadership career pathways can strengthen teacher retention. Although causal research on comprehensive career pathways remains limited, evaluations of teacher-leadership programs and innovative staffing models have generally found higher retention among participating teachers, consistent with broader evidence that compensation, professional growth, collaboration, and decision-making authority influence teachers' decisions to remain in their schools.

In SY25, about 19 percent of the state's schools reported employing at least one instructional coach. PED does not define the qualifications or responsibilities of instructional coaches, though instructional coaches work in New Mexico schools. PED data includes staff coded as instructional coaches, but PED staff note LEAs inconsistently report instructional coaches, including sometimes coding interventionists—who primarily support students—as instructional coaches when instructional coaches primarily support teachers. However, these numbers are New Mexico's best estimate of how many instructional coaches are currently in New Mexico and where they work.

As noted above, 19 percent of the state's schools reported employing at least one instructional coach in SY25 (358 instructional coaches in 44 districts and charter schools). Schools with one or more instructional coach were more likely to have higher student enrollment and a higher percentage of economically disadvantaged students than schools without an instructional coach.

PED does not report how many teachers each instructional coach is assigned to support, but comparing the ratio of instructional coaches to students shows considerable differences across LEAs and schools. Most schools that reported employing an instructional coach employed no more than one instructional coach in a single school, with a few exceptions in large schools. The ratio of students to instructional coach in a school, ranged from 26:1 in Seboyeta Elementary (Grants Cibola County School District) to 1,930:1 in Atrisco Heritage Academy High School (Albuquerque Public Schools). See **Appendix B: New Mexico Instructional Coaches by School, SY25** for numbers of instructional coaches by school. Opportunity Culture recommends teacher leaders support teams of three to 12 teachers, depending on their role. Based on student enrollment numbers, it appears either many instructional coaches have very large loads, or they are not supporting all teachers in their school. These data suggest New Mexico teachers and students could benefit from additional instructional coaches.

Literacy Coaches

Building on New Mexico's structured literacy work beginning in 2019, the Legislature appropriated $2 million for literacy coaches, plus an additional $14.6 million to PED for literacy coaches at the schools in the lowest quartile of reading scores, beginning in SY28. Laws 2026, Chapter 54 specifies the literacy coaches will work with their assigned school for three consecutive school years, regardless of the school's improvements in reading proficiency. The literacy coaches are required to meet the following qualifications:

- Hold a valid level 2 or level 3 teaching license;
- Hold a bachelor's degree in education and advanced coursework or professional development in the science of reading, multisensory language instruction, or other advanced training approved by PED;
- A reading endorsement or certification or eligibility for a reading endorsement or certification;
- Additional qualifications required by PED rules; and
- For a department-designed school with a significant English language learner enrollment, training and experience in biliteracy or English language development.

PED recently developed a coaching framework for literacy coaches that includes a coaching model, peer coaching systems, walkthrough tools, and administrator conditions and responsibilities. PED is currently developing additional qualifications for literacy coaches.

Source: LESC and PED Files

Instructional Leadership Models

Instructional leadership models in education systems across the country and world vary in their structure and raise meaningful questions: Who should be allowed to provide instructional leadership? Should those individuals continue teaching in the classroom? How much should they be paid? The models below illustrate a variety of approaches to these questions. However, all the models seek to leverage the expertise of high-quality teachers to improve schoolwide instructional quality.

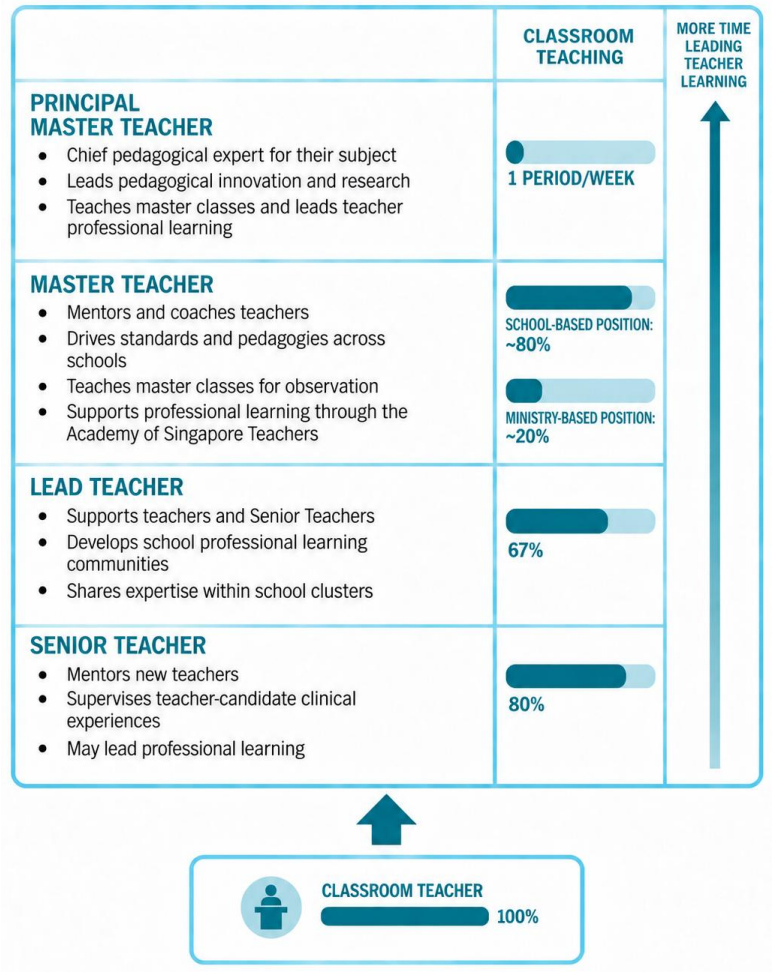
Teachers in Singapore may choose to progress through the country's teaching career track to support other teachers, retain close ties to the classroom, or support pedagogical research and implementation. As shown in **Figure 4: Singapore Teaching Career Track** on the next page, these teachers spend less time providing direct classroom instruction and more time supporting the development of other teachers as they progress through the career track.

Around 60 percent of teachers in Singapore fall within the initial classroom teacher level, where they typically remain for about five years. Although classroom teachers teach in their classroom full time, it should be noted they spend only about half of their time providing direct instruction, while the rest of their working time is spent preparing lessons, collaborating with peers, communicating with parents, and participating in professional learning. There are five salary levels within the initial classroom teacher category, with each salary increase amounting to about a 10 percent salary increase. Teachers are also eligible for annual performance-based bonuses. Once teachers feel ready to take on additional responsibilities, and receive support from their supervisor, they may move into one of the country's three career tracks.

Singapore teachers can expect a pay raise of 15 to 20 percent each time they progress to a new level of the teaching career track. About 15 percent of school teachers are in the teaching career track, which includes senior teachers, lead teachers, master teachers, and principal master teachers. Senior teachers and lead teachers teach their own classes, but their teaching loads are reduced by about 20 to 33 percent to allow time

for mentoring new teachers, supervising teacher candidate field experiences, developing school professional learning communities, and leading professional development.

Figure 4: Singapore Teaching Career Track



Source: Adapted from 2025 OECD Report: Teacher Professional Learning

Singapore's master teachers link the Ministry of Education and the classroom context. Master teachers are national teacher leaders who foster a teacher-led culture of professional excellence and support national policy and programmatic work. They primarily staff the Academy of Singapore Teachers—the country's professional development hub—but maintain ties to the classroom by teaching master classes in schools. However, in 2020, the Ministry of Education began posting some master teachers at schools to strengthen connections between the ministry and the classroom, provide more timely support to schools, and meet the aspirations of master teachers who prefer to continue teaching in the classroom. Fewer than 1 percent of teachers in Singapore are master teachers.

Principal master teachers form the leadership of the Academy of Singapore Teachers. These teachers teach master classes, lead professional development, and lead pedagogical research and innovation. To maintain classroom ties, they teach one class per week. There are about 20 principal master teachers in Singapore.

In the United States, Maryland began implementing a new educator career ladder in 2024 with the goal of transforming teaching into a high-status profession. In 2021, Maryland passed the Blueprint for Maryland's Future, a product of recommendations made by the Commission on Innovation and Excellence in Education, which met over three years (2017-2019) to address education funding and policy approaches needed to better prepare students for success in the modern workforce. Ensuring Maryland has high quality and diverse teachers and leaders is one pillar of the ensuing framework. To transform teaching into a high-status profession, the

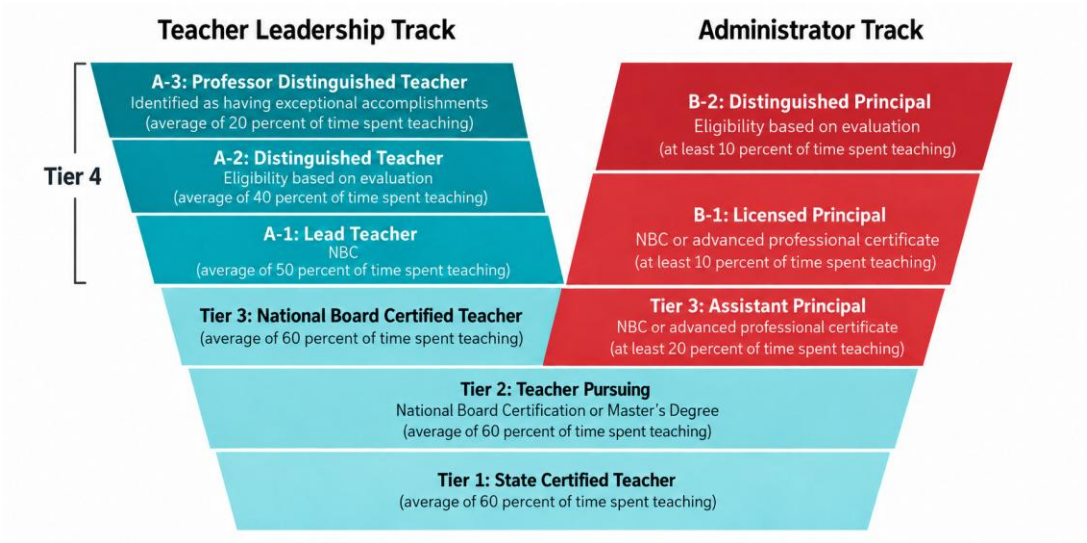
Blueprint includes a career ladder with a teacher leadership track and an administrator track (see **Figure 5: Maryland's Teacher Career Ladder** on the following page), competitive salaries, and increased expectations for teacher preparation, induction, and mentoring programs.

Through the teacher leadership track, Maryland intends to:

- Attract high-performing students to pursue teaching;
- Retain high-quality teachers who gain additional responsibility, authority, status, and compensation as they gain additional expertise;
- Allow accomplished teachers to advance without leaving teaching for administration;
- Extend expert teachers' influence through mentoring, coaching, team leadership, curriculum development, professional learning, and support for struggling students;
- Support the reorganization of schools to provide teachers with professional learning and peer collaboration time during the school day by having more teachers in each school; and
- Improve schoolwide instructional quality and student outcomes.

The first three tiers of Maryland's teacher leadership track mirror New Mexico's licensure system except teachers are provided substantial compensated noninstructional time to work collaboratively. Teachers progress through three levels of licensure as they primarily remain in their classroom providing direct instruction. In Maryland, teachers may only reach the third tier if they are a National Board-certified teacher (NBCT), while in New Mexico, teachers may either complete National Board certification or a master's degree. However, a greater difference in the systems is that Maryland expects teachers in the first three tiers of licensure to spend 60 percent of their working hours, on average, providing direct class instruction. During noninstructional time, teachers are expected to work collaboratively in teams to plan and continuously improve instruction, review individual student needs and create plans to address them, work with students who need additional help, and engage in professional learning.

Figure 5: Maryland's Teacher Career Ladder



Source: Adapted from Blueprint for Maryland's Future Accountability and Implementation Board and The Maryland State Education Association

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As Maryland teachers move through the teacher leadership track, they spend less time providing direct classroom instruction and more time supporting schoolwide instructional quality. The fourth tier of the teacher

leadership track is where Maryland's teacher career ladder differs the most from New Mexico. Maryland's fourth tier is broken into three levels: A-1 lead teacher, A-2 distinguished teacher, and A-3 professor distinguished teacher. Maryland state statute assigns tier 4 teachers the responsibilities of mentoring, coaching, providing instructional leadership, and conducting research. As teachers progress through these levels, their primary sphere of responsibility grows from their classroom (tiers 1-3), to their school (tier 4, A-1), to their district (tier 4, A-2), to higher education and statewide (Tier 4, A-3). See **Table 1: Maryland's Tier 4 Teacher Leader Positions** on the following page for a summary of each position's responsibilities. To allow teachers time to accomplish these leadership responsibilities, the state requires school districts to provide teachers release time from direct instruction, ranging from an average of 50 percent of work time for lead teachers to 80 percent of work time for professor distinguished teachers. Maryland state law caps the percentage of teachers who can be professor distinguished teachers or distinguished principals at 1 percent of the total number of teachers.

Table 1: Maryland's Tier 4 Teacher Leader Positions

	A-1: Lead Teacher	A-2: Distinguished Teacher	A-3: Professor Distinguished Teacher
Primary sphere of responsibility	School level	School and school district levels	District, higher education, and potentially statewide
Instructional leadership	Leads teams working on curriculum, instruction, assessment, interventions, or teaching techniques	Leads more advanced improvement work and is evaluated partly on the effectiveness of teams previously led	Develops teachers, programs, research, and professional learning across the K–12 and higher-education systems
Mentoring and professional learning	Mentors new teachers, struggling teachers, and teachers pursuing National Board Certification	Mentors teachers and Lead Teachers; may provide workshops or demonstrations at the school and district levels	May prepare teacher candidates, support new-teacher induction, develop upper-tier teacher leaders, and lead professional development statewide
Research	Uses research or action research to design and evaluate instructional improvements	May be judged on published work, including publication in refereed journals, and demand for professional counsel	May conduct or publish university-level research, serve as clinical faculty, or qualify to teach and lead in both K-12 and higher education
Statutory salary increase	$5,000 above applicable lower-tier compensation	$10,000 above applicable lower-tier compensation	$15,000 above applicable lower-tier compensation
Appointment	Principal and superintendent select from qualified candidates	Principal and superintendent select from qualified Lead Teachers	County board appoints in consultation with an appropriate institution of higher education

Note: Maryland state law directs school districts to prioritize candidates with experience in schools that either reflect the state's racial and ethnic diversity or participate in the Concentration of Poverty School Grant Program when appointing individuals to tier 4 positions.

Source: Maryland State Law

Maryland is piloting implementation of tier 4 teacher leader positions, balancing a statewide framework with local flexibility. In July 2025, Maryland state law required all local education agencies (LEAs) to submit a career ladder for approval, including tier 1 through tier 3 teacher leader positions. In SY26, four LEAs began piloting tier 4 teacher leader positions. The following year, 10 LEAs were approved to pilot tier 4 positions. Beginning SY28, all LEAs must either implement an approved tier 4 plan or pilot. LEA pilot proposals had to meet certain statutory requirements to be approved, but beyond those, LEAs had flexibility to meet local needs. **Table 2: Maryland's Balance of State Control and Local Flexibility,** on the following page, shows the state required LEAs to meet statutory qualification and compensation requirements, maintain teacher leaders' connection to the classroom, and comply with accountability requirements, while LEAs were permitted to determine teacher leader responsibilities, staffing models, and scale of implementation.

Maryland LEAs piloting tier 4 teacher leaders positions reported spending 50 percent of work time teaching left insufficient time for leadership responsibilities. According to a 2025 state review of tier 4 pilots, LEAs reported retaining a 50 percent teaching load left lead teachers with insufficient time to complete their leadership responsibilities. LEAs also reported not having sufficient NBCTs to fill desired lead teacher roles. A recent report

from Maryland's Howard County Public School System, which began piloting tier 4 teacher positions in SY26, found teachers widely supported the career ladder model and that teachers appreciated having coaches who continued to teach, helping them understand the current classroom context. However, the report also noted the primary implementation challenge was balancing direct student instruction responsibilities with coaching responsibilities.

Table 2: Maryland's Balance of State Control and Local Flexibility

Pilot Design Elements	State Requirements	Local Flexibility
Implementation Scale	Initially none	How many schools, grades or subjects, and teachers participate.
Collective Bargaining	Must meet minimal state requirements	Agreement with collective bargaining units
Teacher Leader Tiers	Implement tiers 1-3 of career ladder and pilot one or more tier 4 positions.	Whether to pilot Lead Teachers, Distinguished Teachers, or both.
Teacher Leader Qualifications and Appointments	Meet statutory qualification requirements.	Establish selection procedures.
Teacher Leader Responsibilities	Meet statutorily established responsibilities.	How noninstructional time is allocated to approved activities. Whether leadership work is school-based or districtwide.
Connection to Classroom	Teacher leaders must be the teacher or co-teacher of record for at least one course or subject. Lead teachers cannot teach more than 50 percent of their work time.	Which students or courses a tier 4 teacher teaches and the exact teaching percentage (subject to state limits).
Compensation	Qualifying teachers must be compensated at statutory amount.	LEAs may compensate teachers above statutory minimums.
Accountability	LEAs engage in end-of-year reporting process.	To some degree, LEAs identify intended outcomes and determine how to measure them.

Source: Maryland State Law, Blueprint for Maryland's Future Accountability and Implementation Board, and Maryland State Department of Education

Maryland's experience illustrates the importance of ensuring necessary system conditions are established prior to implementation. Maryland's Blueprint legislation, passed in 2020, initially established a 12-year implementation timeline for a combination of teacher salary increases, teacher career ladder development, and increased teacher collaboration time. Some associated deadlines have since been delayed due to the Covid-19 pandemic, teacher vacancy concerns, and efforts to avoid constricting the principal pipeline. The original legislation required phasing-in collaborative release time for teachers over eight years, beginning in SY26. However, the state delayed implementation to SY29, primarily due to implementation concerns that existing teacher shortages would worsen teacher vacancies. The delayed timeline was intended to allow for improved teacher recruitment and retention and to allow pilot programs to develop workable scheduling models.

Opportunity Culture is a national innovative staffing model designed to extend the reach of excellent teachers to promote student growth. In Opportunity Culture—an initiative of Public Impact, a North Carolina-based LLC—highly effective teachers with proven student growth results are selected to take on the role of multi-classroom leader (MCL) and lead a small teaching team in their school. MCLs co-plan, co-teach, model excellent instruction, coach, and provide small-group instruction. MCLs are accountable for the results of all students on the team and earn a sizable stipend for this work on top of their regular teaching salary. Schools also redesign schedules to provide additional school-day time for teacher planning, coaching, and collaboration. The MCL position provides teachers an opportunity for professional advancement that utilizes their expertise, compensates them accordingly, and does not require them to enter school administration.

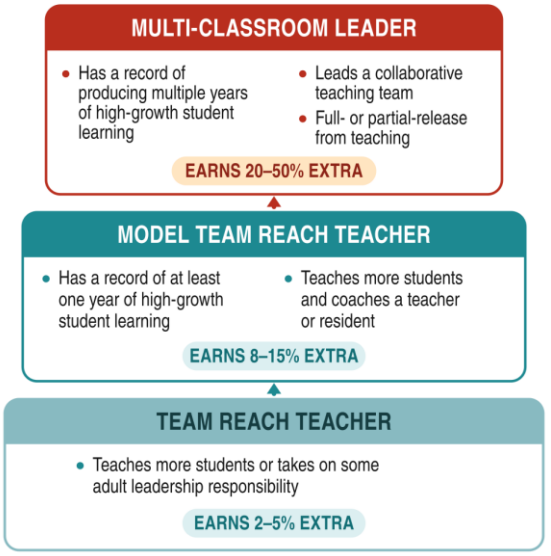
The Opportunity Culture model includes additional leadership roles that are primarily built on the assumption that LEAs fund positions through vacancy savings, resulting in larger class sizes for effective teachers. Model team reach teachers also have demonstrated high student growth and agree to teach a larger class size than normal, while also coaching another teacher or teacher resident, with suggested additional compensation of 8 to 15 percent of an average teaching salary. A team reach teacher either teaches a larger class than normal or takes on some level of leadership responsibility with suggested additional compensation of 2 to 5 percent of an average teaching salary. See **Figure 6: Opportunity Culture Roles** on the following page**.** In New Mexico, Carlsbad

Municipal Schools began piloting Opportunity Culture in SY24. See **Table 3: Carlsbad Teacher Leader Stipends** for SY27 stipend amounts.

A growing body of research suggests Opportunity Culture may improve student achievement, but estimated effects vary. A Texas Tech University evaluation of Ector County Independent School District's SY21 implementation of Opportunity Culture reported a medium effect size of 0.2 standard deviations for reading growth and a small effect size of 0.07 standard deviations for math growth, both statistically significant. For reading, the model demonstrated a larger effect size for English learner students than for other students, with research finding an effect size of 0.32 standard deviations—an estimated 1.3 years' worth of additional learning compared with other English learner students.

In 2024, four Tennessee school districts reported initial outcomes from several years of implementation of Opportunity Culture. The school districts reported notable increases in the number of schools whose students exceed academic growth expectations; teachers in participating schools outperform other teachers in the school district in terms of student growth; and vacancies and teacher attrition have fallen.

Figure 6: Opportunity Culture Roles



Source: Opportunity Culture

Table 3: Carlsbad Teacher Leader Stipends

Role	Coaching Load	Stipend Amount
MCL Level III	6-8 Teachers	$20 thousand
MCL Level II	4-5 Teachers	$16 thousand
MCL Level I	2-3 Teachers	$12 thousand
MTRT I	1 Team teacher	$6 thousand
Reach associate	Supports teams	$5 thousand

Note: In Opportunity Culture, a reach associate is an advanced educational assistant who supports teaching teams under the guidance of MCLs.

Source: Carlsbad Municipal Schools

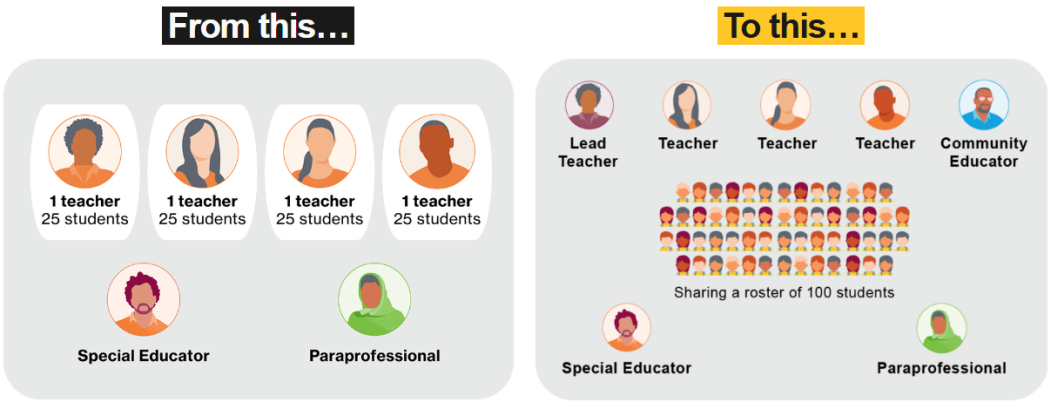
Following a $7.8 million legislative appropriation in 2025, seven districts and charter schools are now piloting Opportunity Culture across the state. During the 2025 legislative session, legislators appropriated $7.8 million from the public education reform fund (PERF) to PED for implementation of innovative staffing strategies from FY26 through FY28. PED allowed LEAs to apply for a grant using one of two innovative staffing models—Opportunity Culture and Next Education Workforce. All seven of the LEAs chose to implement Opportunity Culture. LEAs began planning implementation with Opportunity Culture in spring of 2026 and began implementing the model in SY27. Awardees include Carlsbad Municipal Schools, East Mountain High School, Española Public Schools, House Municipal Schools, Monte del Sol Charter School, Moreno Valley Prep, and Mountain Mahogany Community School. Laws 2025, Chapter 72 requires PERF-funded initiatives to be evaluated for impacts on student and/or teacher outcomes. PED will provide an update to the legislature on the innovative staffing initiatives in November of each year and provide a formal evaluation in September 2027.

Next Education Workforce offers a co-teaching model that leverages the skills and expertise of a team of teachers to support students. Arizona State University developed Next Education Workforce, a staffing model that replaces the "one teacher, one classroom" structure with teams of educators who share responsibility for a larger group of students and contribute different areas of expertise.

Next Education Workforce provides a flexible framework that schools adapt to meet their needs. Team members may include multiple teachers with deep but different content knowledge, special educators, educational assistants, teacher residents, or community educators. Team members jointly plan instruction, review student needs, and provide whole-group, small-group, and individualized learning experiences. The model is intended to give students greater access to educators' combined strengths while reducing professional isolation, creating supported pathways into teaching, and making educators' workloads more sustainable. While the model provides opportunities to pair new or struggling teachers with the highly effective teachers, that is not the explicit goal of the model. Notably, implementation may require schools to renovate learning spaces to allow for combining classes in more flexible learning spaces.

The Next Education Workforce model is now being implemented in 45 school systems across 17 states, including in New Mexico**.** Albuquerque Public Schools (APS) embraced the Next Education Workforce model as its central middle school redesign strategy. In SY26, APS piloted the model in six middle schools before expanding the initiative to an additional nine middle schools in SY27.

Figure 7: Next Education Workforce Team Teaching Model



Source: Next Education Workforce

A 2026 study of schools implementing the Next Education Workforce model found positive effects on middle school math achievement, null or negative effects on elementary student achievement, and positive effects on teacher turnover and evaluation ratings. The report, published by the National Center for Analysis of Longitudinal Data in Education Research—a nonpartisan research arm of the American Institutes for Research—studied the impacts of the team-teaching model in one large Arizona school district over several years. The researchers utilized a difference-in-differences research design to analyze eight years of third-through eighth-grade student achievement data in math, reading, and science. Overall, the study found null impacts on student learning. At the elementary level, implementation of the Next Education Workforce model had null or negative effects. However, at the middle school level, researchers reported the Next Education Workforce model had a moderately large and meaningful impact on middle school math achievement. Across grades and subject levels, the report found teachers working in the Next Education Workforce model have significantly lower turnover rates and higher evaluation ratings.

Advisory Group Recommendations

During the 2026 interim, LESC staff partnered with the Thornburg Foundation and LPI to host an advisory group with membership from PED, ECECD, HED, DWS, school district leaders, principals, teachers, CBUs, educator preparation programs, LESC staff and lawmakers, LFC staff and lawmakers, and other state education partners. The advisory group met five times over the 2026 interim with the goal of arriving at a field-informed consensus for how educator career pathways should be built in New Mexico and potential design principles of an instructional leadership pathway. While New Mexico could benefit from a more holistic educator career continuum inclusive of additional pathways and roles, the advisory group focused its work on adult-facing instructional leadership roles.

Roles and Responsibilities

The advisory group's discussion of instructional leadership roles and responsibilities demonstrated widespread agreement that New Mexico would benefit from creating formal structures to leverage teacher expertise to improve schoolwide instructional quality and to provide highly effective teachers a professional advancement pathway that allows them to remain in the classroom setting. Areas of disagreement reflected real implementation challenges other instructional leadership models have faced. These include how to ensure

teacher leaders remain connected to the classroom while ensuring sufficient time to engage in leadership responsibilities, and how schools can be adequately staffed to make such release time possible.

Advisory group members support development of a simple instructional leadership pathway that prioritizes local flexibility. Advisory group members agreed with the need to develop an instructional leadership pathway that provides career advancement opportunities for teachers and leverages highly effective teachers to improve schoolwide instructional quality. Many group members favor a simple structure without multiple roles and tiers. Support for local flexibility was also strong, though several members cautioned a clear state framework should be developed to ensure consistency, quality, and equitable access across districts.

Teacher leaders should coach new and struggling teachers, facilitate job-embedded professional development, and support co-teaching. The advisory group cited these tasks as the ideal primary work of teacher leaders. Group members noted while these teacher leaders may also mentor new teachers or supervise teacher candidate clinical experiences, teachers should not be required to be a teacher leader to do this work.

Advisory group members believe teacher leaders should remain connected to the classroom but disagree on how much teaching time should be required. In many of the models discussed above, teacher leaders are released from teaching some or all the time to focus on leadership responsibilities—commonly referred to as "release time." Group members agreed instructional leaders benefit from maintaining ties with the classroom, but there was some disagreement over what is required to maintain these ties. Some members feel teacher leaders must continue to spend a portion of their time providing direct instruction to understand the current teaching landscape and to maintain credibility with the teachers they support. Others suggest spending time in others' classrooms is a sufficient connection.

Some group members expressed concern that full-release positions could exacerbate teacher vacancies and rural LEAs cited concerns they may struggle to operationalize even partial-release positions.

Many advisory group members support limiting how long an instructional leader may stay in their role, either through limiting their employment in the position to two to four years, creating a rotational system—or requiring an individual to reapply for their position every two to four years, thereby ensuring they are still the best candidate to be in the position.

There is wide agreement release time should be calibrated to the specific duties of the teacher leader position, rather than a single release time percentage applied uniformly. Advisory group members noted some instructional leadership responsibilities are greater than others and release time should reflect the specific duties of one's position. Additionally, some responsibilities are primarily classroom-embedded, such as supervising teacher candidate clinical experiences or serving as department chair, while others are further reaching and require greater release time, such as coaching other teachers or serving as a literacy, intervention or data lead for a school.

Advisory Group Recommendations: Roles and Responsibilities

- Create a simple state framework with local flexibility for implementation
- Determine release time based on the position's responsibilities
- Require teacher leaders use release time primarily to coach new and struggling teachers, facilitate job-embedded professional development, lead collaborative learning communities, and support co-teaching
- Require teacher leaders remain connected to the classroom

Source: LESC Files

Endorsement Qualifications

The advisory group considered potential licensure and qualification requirements for teacher leaders in the context of New Mexico's current three tier licensure system. Specifically, the level 3 license was initially intended to designate teacher leaders. One statutory requirement for attainting a level 3 teaching license is annually demonstrating instructional leader competencies (Section 22-10A-11 NMSA 1978). While some group members

suggested some level 3 teachers do engage in instructional leadership activities, others suggested many do not due to inadequate time to perform those activities, administrators not requesting they engage in leadership activities, or an unwillingness to take on those responsibilities. Increased compensation for a level 3 teaching license is tied to holding the license, not explicitly to performing duties beyond those of a level 1 or 2 classroom teacher. The advisory group considered whether a new license or endorsement is necessary, whether qualifications should be different from a level 3 license, and how to ensure any increased compensation is directly tied to increased responsibility.

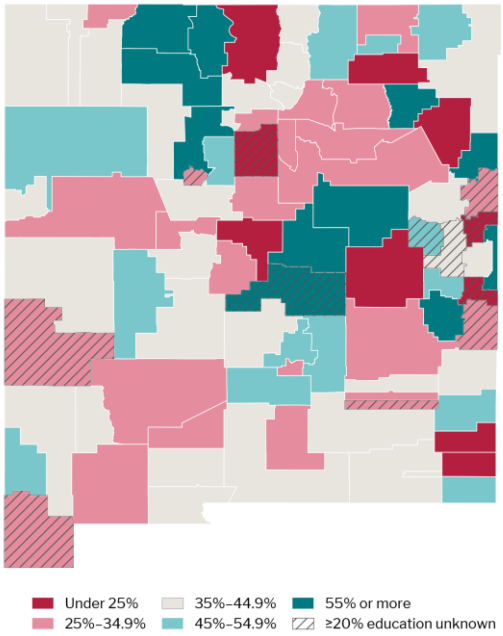
Level 2 and 3 teachers should be permitted to apply for a teacher leader endorsement. Advisory group members widely support creating a new endorsement for teacher leaders rather than a new license. Most group members recommend permitting both level 2 and level 3 teachers to apply for the endorsement, both recognizing level 2 teachers may be highly effective and that limiting the teacher leader pool to level 3 teachers may constrain small and rural districts' ability to implement a teacher leader model. An endorsement could be attached to either a level 2 or 3 license and would prevent teacher leaders from needing to maintain multiple licenses. Some group members would prefer level 2 teachers who otherwise meet the requirements of the endorsement be awarded a provisional endorsement.

Most advisory group members believe teacher leaders should hold a master's degree or be National Board certified, but opinions are divided on how many years of teaching experience they should have. To be eligible for level 3 licensure, teachers must hold either a master's degree or be National Board-certified. While all group members agree teacher leaders should have teaching experience, members are nearly evenly split on whether teachers should have three to five years of experience, five to six years of experience, or seven to eight years of experience. Several note that other metrics, such as performance data or principal recommendations, are more indicative of instructional quality than years of experience. Others suggest awarding a provisional endorsement for lesser years of experience. To attain a level 2 license, teachers must have taught for at least three years; to attain a level 3 license, teachers must have taught for at least six years.

In SY25, most of the state's instructional coaches held a level 3 license and more than half held an advanced degree. Of the 358 instructional leaders working in New Mexico schools in SY25, 76 percent held a level 3 license, 22 percent held a level 2 license, and 1 percent held a level 1 license. Most held a master's degree (68 percent), some held a bachelor's degree (32 percent), and a few held a doctorate degree (2 percent).

In SY26, 40 percent of all New Mexico teachers had an advanced degree or were National Board-certified, with the majority of those holding an advanced degree. These data indicate that while some districts are better positioned to fill teacher leader positions than others, requiring teacher leaders to hold either an advanced degree or to be National Board-certified is unlikely to be a significant barrier in most districts. See **Figure 8: Percent of Teachers with an Advanced Degree or NBCT** on the following page.

Figure 8: Percent of Teachers with an Advanced Degree or NBCT
SY26



District Statewide

39%

Most Teachers

District	Percent of Teachers Meeting Criteria
Logan	81%
Texico	67%
Roy	64%
Elida	62%
Jemez Valley	59%

Fewest Teachers

District	Percent of Teachers Meeting Criteria
Springer	0%
Hobbs	2%
Eunice	14%
Mesa Vista	17%
Mosquero	18%

Source: PED Data

Advisory group members agree teacher leaders should demonstrate coaching competence but disagree as to whether additional competencies should be uniformly required or locally determined. All group members agree teacher leaders should demonstrate competencies related to adult learning and coaching. Some group members recommend teacher leaders also be required to demonstrate competency in certain core areas, such as data literacy, bilingual instruction, special education, trauma-informed practices, and change management. A majority of group members agree these additional competencies are important but suggested a system of stackable endorsements or microcredentials could be developed, which schools could require as necessary to meet their needs. The group prefers a flexible menu of options to demonstrate competencies, including microcredentials, higher education coursework, prior experience, performance artifacts, observations, and performance assessments. Advisory group members also support a supervised leadership practicum for teacher leaders, though several members note such a requirement could be burdensome for principals.

Requiring teacher leaders to demonstrate instructional expertise through principal recommendations, evaluations, and student growth measures, is largely supported by group members. Advisory group members discussed the importance of ensuring teacher leaders, who would widely influence other teachers' practices, have demonstrated mastery of high-quality instruction. Members strongly agree peer recommendations, supervisor recommendations, and strong evaluations should be required for a teacher leader endorsement. Most members also support utilizing demonstrated student growth on standardized assessments as a required metric. A few group members do not consider demonstrated student growth as measured by assessments to be a holistic understanding of a teacher's instructional quality.

Advisory Group Recommendations: Endorsement Qualifications

- Create an endorsement rather than a new license
- Permit both level 2 and level 3 teachers to be eligible
- Require a master's degree or National Board certification
- Require prior teaching experience
- Require demonstration of adult learning and coaching competencies
- Require a supervised practicum
- Require peer and/or principal recommendations
- Require demonstrated instructional expertise

Source: LESC Files

Compensation

Advisory group members determined teacher leaders should receive additional compensation only when hired to work in a teacher leader position to ensure expanded compensation reflects expanded responsibility. The group considered the amount of compensation that would make the role feel worth pursuing, whether compaction with school administrators is a concern, whether different teacher leader roles should be compensated differently, and what pay mechanism would be most effective.

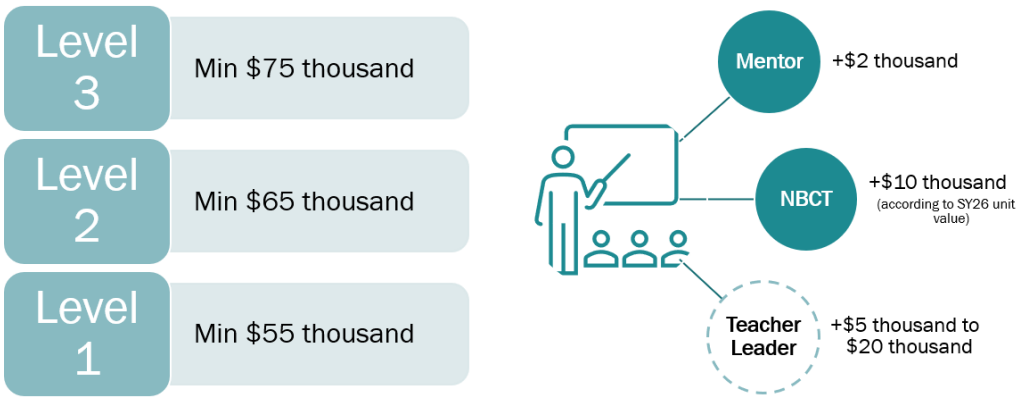
Teacher leader compensation should reflect the scope of a position's responsibilities. To avoid repeating the state's experience with the level 3 teaching license, where additional compensation is not explicitly tied to expanded responsibilities, advisory group members agree teachers holding a teacher leader endorsement should only receive additional compensation when working in a teacher leader position.

The group discussed whether teacher leaders with different amounts of release time should be compensated differently. Some group members suggest full-release teachers should be paid more because they likely have greater leadership responsibilities, while others suggest partial-release teachers should be paid more because they must balance both classroom and leadership responsibilities. One solution could be to align compensation with the scope of a position's responsibilities, regardless of release time. Alternatively, the state could develop a ladder of roles that align responsibility with compensation, much as Maryland or Opportunity Culture employ.

Advisory group members recommend paying teacher leaders with a broad scope of responsibility around $10 thousand annually. Most group members recommend an annual compensation amount near $10 thousand to ensure highly-effective teachers are motivated to take on the additional work and accountability of a teacher leader position, perhaps with lesser compensation for roles with less responsibility and more compensation for roles with greater responsibility. Group members voiced concern that setting teacher leader compensation too high could create compaction with school administrator roles and exacerbate current principal shortages. One group member suggested a teacher leader who takes on the responsibility of schoolwide instructional leadership would take on a significant portion of a principal's job, perhaps making salary compaction less problematic. Other group members suggest teacher leaders should be paid less than principals because they likely work fewer contract days and are not required to interface with parents and community members to the same extent.

LEAs reported paying instructional coaches $85 thousand, on average, in SY25. This amount is $10 thousand higher than the state's minimum salary for level 3 teachers ($75 thousand). Teachers who attain National Board certification are also eligible for a stipend. In SY25, National Board-certified teachers earned about $10 thousand on top of their base salary, meaning the average instructional coach salary was equivalent to the minimum salary of a National Board-certified level 3 teacher. If the state developed an instructional leadership pathway that compensated teacher leaders at a rate of $5 thousand to $20 thousand above their base pay, level 3, National Board-certified teacher leaders would be paid at least $90 to $105 thousand, depending on the scope of their position's responsibilities. See **Figure 9: Teacher Instructional Leadership Compensation** on the following page.

Figure 9: Teacher Instructional Leadership Compensation



Source: LESC Files

Some advisory group members recommend the state set uniform compensation rates for roles, while others prefer to let LEAs determine compensation amounts. The advisory group recommends the state utilize a funding mechanism for teacher leader compensation that increases over time without requiring dedicated legislative changes. Some suggest indexing a dollar amount to teacher or principal state salary minimums, similar to how teacher residency stipends are funded. Others suggest establishing a factor in the student equalization guarantee (SEG), the state's public school funding formula, similar to how National Board certification stipends are funded. A few suggest a grant program would allow for easier data tracking and implementation monitoring.

The group is divided, however, as to whether it would be more beneficial for the state to set uniform compensation rates for teacher leader roles or to provide LEAs a certain amount of funding based on student enrollment and allow LEAs to set their own teacher leader compensation schedules. Setting uniform rates could reduce staffing competition between neighboring districts. Allowing LEAs to determine compensation rates locally could allow them to determine how best to utilize and compensate the staff available to them.

To ensure LEAs compensate at a rate research finds adequate to influence teacher behavior, and to ensure teacher leaders have adequate release time to complete their leadership responsibilities, the state should consider setting clear parameters for LEA implementation.

Advisory Group Recommendations: Compensation

- Compensation should reflect the scope of a position's responsibilities
- Annual stipends of around $10 thousand, with lesser amounts for less work and greater amounts for more work
- Consider potential for salary compaction with principals

Source: LESC Files

System Conditions

Studying implementation of instructional leadership models and professional learning around the country and the world illustrates system conditions must be in place for the models to be successful. Both teacher leaders and the teachers they support require significant noninstructional work hours to engage in collaborative planning, data analysis, and coaching. To provide noninstructional work time, schools must be well-staffed with educational assistants, specials teachers, and substitute teachers. To ensure teacher leaders are highly effective, PED must be able to quickly ascertain a teacher's students' academic growth when teachers apply for

a teacher leader endorsement. Ensuring these system conditions are met will be important as the state considers building an instructional leadership pipeline.

Both teacher leaders and the teachers they support must have significant noninstructional contract hours to engage in collaborative planning, data analysis, and coaching. Engaging in noninstructional activities that research shows impact student success takes time. Nationally, expectations for teaching have shifted from primarily delivering content to providing engaging, responsive, and individualized instruction. As a result, while teachers may once have been able to grade papers at their desk while students worked independently, teachers now spend every moment of instructional time providing whole group instruction, small group instruction, and individual student supports. In high-performing education systems, teachers spend far more time engaging in collaborative work with their peers and less of their day providing direct instruction to students.

Opportunity Culture emphasizes the importance of ensuring teacher leaders have protected noninstructional time dedicated to their leadership responsibilities and suggests longer, regular, and less fragmented blocks of time may be more valuable. LEA feedback on early implementation of Maryland's teacher career ladder suggests 40 percent release time for teacher leaders may not be enough to allow for instructional leadership work. Maryland also recognizes the importance of noninstructional time for all teachers and plans to begin phasing-in 40 percent release time for all teachers beginning SY29. Late implementation of this policy is due to concerns Maryland must address teacher vacancies prior to implementation.

The Legislature allows a portion of extended learning time instructional hours to be used for collaborative teacher noninstructional duties. In 2023, the Legislature increased the minimum number of annual student instructional hours to 1,140 and provided for school districts to count up to 60 hours of professional work time for elementary teachers, and up to 30 hours of professional work time for secondary teachers, as instructional time. The professional work must be aligned to challenging academic content and performance standards and may include home visiting; parent-teacher conferences; educator training or professional development, mentoring, coaching, and collaboration between school employees (Section 22–2-8.1 NMSA 1978).

A 2026 LFC evaluation found one-third of LEAs who qualified for K-12 Plus funding would not have qualified for extended learning time funding had they not relied on non-student professional work days to cross the threshold required for fundings, suggesting many LEAs may be prioritizing one-off trainings, often at the end or beginning of the school year, rather than the job embedded professional development research shows is most beneficial and teachers say they most value.

For schools to provide adequate noninstructional hours, schools must be adequately staffed, including access to educational assistants, specials teachers, and substitute teachers. One of the primary ways schools provide teachers noninstructional time during the school day is by providing students elective courses or non-core classes, such as music, art, physical education, library, and computer literacy. Schools typically utilize these times to provide teachers planning time and time to work collaboratively in professional learning communities.

While PED does not collect data on how many noninstructional hours teachers in each district are contracted for, LESC staff recently surveyed seven districts and charter schools across the state to better understand how teacher time is allocated. Of the LEAs studied, which included a mix of large, medium, and rural LEAs, the amount of noninstructional contract hours teachers are given range from 140 minutes to 500 minutes per week. The average weekly allotment for elementary teachers and secondary teachers is 258 minutes and 280 minutes, respectively. Five of the seven LEAs require teachers to dedicate a portion of this time to collaborative work, ranging from 8 percent to 25 percent of their noninstructional time. Many of the LEA staff interviewed expressed an interest in providing teachers additional noninstructional time to engage in collaborative work and job-embedded professional development, but most cited staff and budget constraints as barriers to implementation.

Site administrators need training on how to implement instructional leadership models, including how to strategically schedule the school day. Research shows school turnaround requires an effective school principal and efforts to transform schoolwide professional learning communities suggest the same. Implementing an effective instructional leadership pathway will require district and school leaders to make intentional staffing decisions, strategically design school schedules, and engage in change management. Early research on numerous innovative staffing models suggests implementation is most effective when school leaders are able to organize school staff around a shared vision and share decision-making with teachers.

To ensure only highly effective teachers earn a teacher leader credential, PED must address student data system deficiencies and may require additional licensure bureau staff. Because teacher leaders have an

outsized influence on a school's instructional practices, it is critical the state ensures their own instructional expertise produces strong student growth. The most objective way to determine this is through measuring their students' growth on standardized assessments. However, should the state wish to establish a benchmark teachers must meet to qualify for a teacher leader endorsement, PED would need both the data system and staff capacities to evaluate the student growth of an applicant's students. PED staff expect the department to have those data system capabilities beginning around SY29.

Necessary System Conditions

- Noninstructional contract hours for teacher leaders and teachers they support
- Adequate support staff, including educational assistants, non-core class teachers, and substitute teachers
- Training for district and school leaders
- Adequate student data and PED licensure bureau capacities

Source: LESC Files

Policy Considerations and Recommendations

Research suggests when schools prioritize collaborative work time and sustained, job-embedded professional development, and ensure the necessary system supports are in place, teachers are well positioned to improve schoolwide instructional quality and student outcomes are likely to improve. Education partners and stakeholders in New Mexico are in strong support of developing an instructional leadership model in our state that leverages the expertise of highly effective teachers, while providing them a professional advancement pathway that doesn't require them to enter administration.

While numerous instructional leadership models exist in the country and around the world, research on the efficacy of their specific components is still developing. LESC staff recommend legislators consider developing legislation that considers elements with the strongest research base, responds to advisory group recommendations, and meets the needs of New Mexico's local context.

The Legislature should…

- Consider directing PED to create an instructional leadership endorsement with the minimum following qualifications:
    - Possession of an active level 2 or level 3 teaching license;
    - Attainment of a master's degree or National Board certification;
    - A minimum of 3 years of teaching experience;
    - A principal's recommendation;
    - A highly effective or exemplary evaluation in their most recent teaching year;
    - Demonstration of adult-teaching and coaching competency; and
    - Demonstrated student growth.
- Consider developing the framework for a state instructional leadership pathway that establishes guidelines for the following elements:
    - The scope of instructional leadership roles and responsibilities;
    - Recommended ratios of teacher leaders to supported teachers;
    - Parameters for teacher leader release-time from teaching; and

    - Minimum compensation for teacher leader roles based on the associated scope of responsibilities.
- Consider funding teacher leaders through an add-on unit in the SEG;
- Consider a three-year roll-out in which PED develops the teacher leader endorsement in 2027, SY28 is dedicated to LEA planning and design, and in SY29 endorsed teacher leaders earn endorsement and work in schools; and
- Consider funding additional noninstructional contract hours for all teachers to engage in collaborative work and coaching.

The Public Education Department should…

- Ensure data system capabilities allow PED staff to quickly ascertain a teacher's student growth and their evaluations;
- Ask LEAs to report how many instructional leader roles they anticipate needing for each school year;
- Develop a teacher leader endorsement that meets minimum requirements established by the legislature; and
- Develop microcredentials or a comparable system to allow teachers to gain and demonstrate adult-learning and coaching skills.
- Provide LEAs technical assistance to develop school schedules that prioritize teacher mentorship, collaboration, and coaching.

School Districts and Charter Schools should…

- Report to PED their anticipated teacher leader staffing needs;
- Proactively identify highly effective teachers to develop a pipeline of potential teacher leaders;
- Consider partnering with neighboring districts if they would benefit from a teacher leader but do not have an eligible teacher;
- Strategically arrange school schedules to prioritize teacher mentorship, collaboration, and coaching; and
- Prioritize utilizing the 30 or 60 extended learning time instructional hours that may be used for collaborative professional work for sustained, job-embedded professional development.

Appendix A: Advisory Group Membership

Members		Observers	
Organization	**Individuals**	**Organization**	**Individuals**
PED	Mariana Padilla, Secretary	DWS	Sarita Nair, Secretary
	Amanda DeBell, Deputy Secretary		Scott Groginsky
	Denise Beutel, Manager, Educator Pathways	LESC	John Sena, Director
	Candice Flint, Manager, Educator Quality		Jessica Hathaway, Deputy Director
ECECD	Elizabeth Groginsky, Secretary	LFC	Charles Sallee, Director
	Hailey Heinz, Director, Policy		Sunny Liu, Principal Analyst
HED	Stephanie Rodriguez, Secretary	State Legislators	Senator Bill Soules, SEC Chair
CNM	Jesse Chenven, Associate Dean, School of Education		Senator Natalie Figueroa
UNM	Kris Goodrich, UNM, Dean, College of Education		Representative Andrés Romero, HEC Chair
NMSU	Susana Ibarra Johnson, Associate Professor, College of Health, Education and Social Transformation		Representative Brian Baca
Albuquerque Public Schools	Gabriella Blakey, Superintendent		Representative Joy Garratt
Carlsbad Municipal Schools	LaVern Shan, Assistant Superintendent	NMCEL	Stan Rounds, Executive Director
Moreno Valley High School	Tammy Dunn, Director	PCSNM	Jamie Gonzales, Executive Director
UNM IAIE	Glenabah Martinez, Director	AFT NM	Ellen Bernstein/Sarah Hager, President
Kha'p'o Community School	Porter Swentzell, Educator	NEA-NM	Bethany Jarrell, President
Santa Fe Public Schools	Daniel Pastrana, Bilingual Program Director	TeachPlus NM	Hope Morales, Executive Director
Lovington Municipal Schools	Roger Hein, Special Education Director	DLENM	Michael Rodriguez, Executive Director
Peñasco ISD	Mary Bissell, Teacher	Transform Education NM	Loretta Trujillo, Executive Director
NM International School	Alisa Cooper De Uribe, Teacher	New Mexico CoC	Alison Riley, Vice President of Policy
		LANL Foundation	Gwen Perea Warniment, CEO
			Mike Dabrieo, Vice President of Program and Learning
		WK Kellogg Foundation	Jennifer Duran-Sallee, Senior Program Officer
			Victoria Tafoya, Program Officer
		JF Maddox Foundation	TJ Parks, CEO
			Mayra Lovas, Program Officer
		LANL	Monica Martinez-Archuleta, Director of Partnerships

Appendix B: New Mexico Instructional Coaches by School, SY25

School	District	Reported Instructional Coaches	Student Enrollment	Coach to Student Ratio
ABQ CHARTER ACADEMY	ALBUQUERQUE	1	353	**353 : 1**
ABQ SCHOOL OF EXCELLENCE	State Charter	1	1,005	**1005 : 1**
ACADEMY FOR TECHNOLOGY & CLASSICS	SANTA FE	1	398	**398 : 1**
ALAMEDA ELEMENTARY	ALBUQUERQUE	1	212	**212 : 1**
ALBUQUERQUE HIGH	ALBUQUERQUE	1	1,568	**1568 : 1**
ALGODONES ELEMENTARY	BERNALILLO	1	184	**184 : 1**
AMY BIEHL CHARTER HIGH SCHOOL	State Charter	1	196	**196 : 1**
AMY BIEHL COMMUNITY SCHOOL AT RANCHO VIEJO	SANTA FE	1	354	**354 : 1**
ANANSI CHARTER SCHOOL	TAOS	1	198	**198 : 1**
ANTHONY ELEMENTARY	GADSDEN	1	163	**163 : 1**
ANTON CHICO MIDDLE	SANTA ROSA	1	31	**31 : 1**
APACHE ELEMENTARY	ALBUQUERQUE	3	341	**114 : 1**
ARMIJO ELEMENTARY	ALBUQUERQUE	2	260	**130 : 1**
ASPEN COMMUNITY SCHOOL	SANTA FE	1	285	**285 : 1**
ATRISCO HERITAGE ACADEMY HS	ALBUQUERQUE	1	1,930	**1930 : 1**
AZTEC HIGH	AZTEC	1	696	**696 : 1**
BARCELONA ELEMENTARY	ALBUQUERQUE	1	202	**202 : 1**
BAYARD ELEMENTARY	COBRE	2	156	**78 : 1**
BEN ALEXANDER ELEMENTARY	LOVINGTON	1	238	**238 : 1**
BERINO ELEMENTARY	GADSDEN	1	300	**300 : 1**
BERRENDO ELEMENTARY	ROSWELL	1	327	**327 : 1**
BLUEWATER ELEMENTARY	GRANTS	1	63	**63 : 1**
BOOKER T. WASHINGTON	LAS CRUCES	1	361	**361 : 1**
C.V. KOOGLER MIDDLE	AZTEC	1	522	**522 : 1**
CARLOS REY ELEMENTARY	ALBUQUERQUE	1	446	**446 : 1**
CARLSBAD INTERMEDIATE SCHOOL - PR LEYVA CAMPUS	CARLSBAD	2	908	**454 : 1**
CARRIZOZO ELEMENTARY	CARRIZOZO	1	72	**72 : 1**
CATON MIDDLE	EUNICE	1	170	**170 : 1**
CENTENNIAL HIGH SCHOOL	LAS CRUCES	2	1,713	**857 : 1**

CENTRAL PRIMARY	BLOOMFIELD	1	433	**433 : 1**
CENTURY ALT HIGH	LOS LUNAS	1	353	**353 : 1**
CESAR CHAVEZ ELEMENTARY	LAS CRUCES	1	492	**492 : 1**
CHAPARRAL ELEMENTARY	ALBUQUERQUE	1	523	**523 : 1**
CHAPARRAL HIGH	GADSDEN	1	1,067	**1067 : 1**
CHAPARRAL MIDDLE	ALAMOGORDO	1	513	**513 : 1**
CHIEF MANUELITO MIDDLE	GALLUP	1	634	**634 : 1**
CHRISTINE DUNCAN HERITAGE ACADEMY	ALBUQUERQUE	3	535	**178 : 1**
CIBOLA HIGH	ALBUQUERQUE	1	1,517	**1517 : 1**
CLEVELAND MIDDLE	ALBUQUERQUE	1	474	**474 : 1**
CLOVIS HIGH	CLOVIS	1	1,506	**1506 : 1**
COLINAS DEL NORTE ELEMENTARY	RIO RANCHO	1	540	**540 : 1**
CONLEE ELEMENTARY	LAS CRUCES	1	417	**417 : 1**
CORRALES ELEMENTARY	ALBUQUERQUE	1	378	**378 : 1**
CUBERO ELEMENTARY	GRANTS	1	197	**197 : 1**
DEL NORTE HIGH	ALBUQUERQUE	1	1,079	**1079 : 1**
DEMING HIGH	DEMING	1	1,174	**1174 : 1**
DESERT HILLS ELEMENTARY	LAS CRUCES	1	502	**502 : 1**
DESERT TRAIL ELEMENTARY	GADSDEN	1	479	**479 : 1**
DESERT VIEW ELEMENTARY	GADSDEN	1	524	**524 : 1**
EDMUND G ROSS ELEMENTARY	ALBUQUERQUE	1	343	**343 : 1**
ELDORADO HIGH	ALBUQUERQUE	1	1,579	**1579 : 1**
ENCHANTED HILLS ELEMENTARY	RIO RANCHO	1	675	**675 : 1**
ERNEST STAPLETON ELEMENTARY	RIO RANCHO	1	798	**798 : 1**
EUNICE HIGH	EUNICE	1	221	**221 : 1**
EXPLORE ACADEMY - RIO RANCHO	State Charter	1	430	**430 : 1**
EXPLORE ACADEMY LAS CRUCES	State Charter	2	599	**300 : 1**
GADSDEN ELEMENTARY	GADSDEN	1	379	**379 : 1**
GADSDEN HIGH	GADSDEN	1	1,219	**1219 : 1**
GRADY HIGH	GRADY	1	52	**52 : 1**
GRIEGOS ELEMENTARY	ALBUQUERQUE	1	229	**229 : 1**
HIGHLAND ELEMENTARY	CLOVIS	1	268	**268 : 1**

HIGHLAND HIGH	ALBUQUERQUE	1	1,144	**1144 : 1**
HILLRISE ELEMENTARY	LAS CRUCES	3	421	**140 : 1**
J PAUL TAYLOR ACADEMY	State Charter	2	200	**100 : 1**
JAMES MONROE MIDDLE	ALBUQUERQUE	1	630	**630 : 1**
JOE HARRIS ELEMENTARY	RIO RANCHO	1	574	**574 : 1**
LA MESA ELEMENTARY	ALBUQUERQUE	1	415	**415 : 1**
LA UNION ELEMENTARY	GADSDEN	1	340	**340 : 1**
LAGUNA-ACOMA HIGH	GRANTS	1	193	**193 : 1**
LAGUNA-ACOMA MIDDLE	GRANTS	1	33	**33 : 1**
LAS CRUCES HIGH	LAS CRUCES	1	1,704	**1704 : 1**
LOMA HEIGHTS ELEMENTARY	LAS CRUCES	2	450	**225 : 1**
LOMA LINDA ELEMENTARY	GADSDEN	1	398	**398 : 1**
LOS ALAMITOS MIDDLE	GRANTS	1	416	**416 : 1**
LOS NINOS ELEMENTARY	ESPANOLA	1	71	**71 : 1**
LOS PADILLAS ELEMENTARY	ALBUQUERQUE	2	202	**101 : 1**
LOS PUENTES CHARTER	ALBUQUERQUE	1	142	**142 : 1**
LOS RANCHOS ELEMENTARY	ALBUQUERQUE	1	194	**194 : 1**
MAC ARTHUR ELEMENTARY	LAS CRUCES	1	335	**335 : 1**
MAGDALENA ELEMENTARY	MAGDALENA	1	128	**128 : 1**
MATHESON PARK ELEMENTARY	ALBUQUERQUE	1	159	**159 : 1**
MAYFIELD HIGH	LAS CRUCES	1	1,327	**1327 : 1**
MCCOLLUM ELEMENTARY	ALBUQUERQUE	1	302	**302 : 1**
MESA VIEW ELEMENTARY	GRANTS	1	465	**465 : 1**
MESILLA ELEMENTARY	LAS CRUCES	1	324	**324 : 1**
MESILLA PARK ELEMENTARY	LAS CRUCES	1	311	**311 : 1**
METTIE JORDAN ELEMENTARY	EUNICE	1	357	**357 : 1**
MILAN ELEMENTARY	GRANTS	1	410	**410 : 1**
MIMBRES VALLEY HIGH SCHOOL	DEMING	1	66	**66 : 1**
MISSION ACHIEVEMENT AND SUCCESS 2.0	State Charter	1	1,041	**1041 : 1**
MISSION AVENUE ELEMENTARY	ALBUQUERQUE	1	336	**336 : 1**
MISSOURI AVE ELEMENTARY	ROSWELL	1	322	**322 : 1**
MONTE VISTA ELEMENTARY	ALBUQUERQUE	1	379	**379 : 1**
MONTEZUMA ELEMENTARY	ALBUQUERQUE	1	330	**330 : 1**

MORIARTY ELEMENTARY	MORIARTY-EDGEWOOD	3	464	**155 : 1**
MOUNT TAYLOR ELEMENTARY	GRANTS	1	347	**347 : 1**
MOUNTAIN VIEW ELEMENTARY	ALBUQUERQUE	1	233	**233 : 1**
NANCY LOPEZ ELEMENTARY	ROSWELL	1	190	**190 : 1**
NEW MEXICO CONNECTIONS ACADEMY	State Charter	2	1,487	**744 : 1**
NORTH VALLEY ACADEMY	State Charter	1	280	**280 : 1**
NORTH VALLEY ELEMENTARY	GADSDEN	1	338	**338 : 1**
NORTHEAST ELEMENTARY	FARMINGTON	1	502	**502 : 1**
OSUNA ELEMENTARY	ALBUQUERQUE	1	438	**438 : 1**
PAJARITO ELEMENTARY	ALBUQUERQUE	1	301	**301 : 1**
PARKVIEW ELEMENTARY	CLOVIS	1	389	**389 : 1**
PICACHO MIDDLE	LAS CRUCES	1	698	**698 : 1**
PUBLIC ACADEMY FOR PERFORMING ARTS	ALBUQUERQUE	1	468	**468 : 1**
RAICES DEL SABER XINACHTLI COMMUNITY	State Charter	1	122	**122 : 1**
RIO GRANDE HIGH	ALBUQUERQUE	2	1,475	**738 : 1**
RITA A. MARQUEZ ELEMENTARY	SANTA ROSA	1	51	**51 : 1**
RIVERSIDE ELEMENTARY	CARLSBAD	1	234	**234 : 1**
ROBERTSON HIGH	LAS VEGAS CITY	1	331	**331 : 1**
SAN RAFAEL ELEMENTARY	GRANTS	1	49	**49 : 1**
SANDIA HIGH	ALBUQUERQUE	1	1,618	**1618 : 1**
SANDIA VISTA ELEMENTARY	RIO RANCHO	1	713	**713 : 1**
SANTA ROSA ELEMENTARY	SANTA ROSA	1	203	**203 : 1**
SANTA ROSA HIGH	SANTA ROSA	1	193	**193 : 1**
SANTA ROSA MIDDLE	SANTA ROSA	1	94	**94 : 1**
SANTA TERESA ELEMENTARY	GADSDEN	1	484	**484 : 1**
SANTA TERESA HIGH	GADSDEN	1	1,154	**1154 : 1**
SANTA TERESA MIDDLE	GADSDEN	1	528	**528 : 1**
SEBOYETA ELEMENTARY	GRANTS	1	26	**26 : 1**
SEVEN BAR ELEMENTARY	ALBUQUERQUE	3	455	**152 : 1**
SHIWI TS'ANA ELEMENTARY	ZUNI	1	447	**447 : 1**
SIERRA MIDDLE	LAS CRUCES	2	698	**349 : 1**
SIERRA VISTA ELEMENTARY	ALBUQUERQUE	3	402	**134 : 1**
SNELL MIDDLE	COBRE	1	201	**201 : 1**

SOCORRO HIGH	SOCORRO	2	378	**189 : 1**
SOMBRA DEL MONTE ELEMENTARY	ALBUQUERQUE	1	202	**202 : 1**
SONOMA ELEMENTARY	LAS CRUCES	1	660	**660 : 1**
SOUTH VALLEY ACADEMY	ALBUQUERQUE	1	709	**709 : 1**
SUNRISE ELEMENTARY	GADSDEN	1	406	**406 : 1**
SUNSET ELEMENTARY	CARLSBAD	1	438	**438 : 1**
THE ASK ACADEMY	State Charter	1	558	**558 : 1**
THE INTERNATIONAL SCHOOL AT MESA DEL SOL	ALBUQUERQUE	1	278	**278 : 1**
TOHATCHI MIDDLE	GALLUP	1	298	**298 : 1**
TOMBAUGH ELEMENTARY	LAS CRUCES	1	565	**565 : 1**
TOME ELEMENTARY	LOS LUNAS	2	340	**170 : 1**
TWIN BUTTES CYBER ACADEMY	ZUNI	1	70	**70 : 1**
UNIVERSITY HILLS ELEMENTARY	LAS CRUCES	1	363	**363 : 1**
VALENCIA ELEMENTARY	LOS LUNAS	1	370	**370 : 1**
VALLEY HIGH	ALBUQUERQUE	1	962	**962 : 1**
VALLEY VIEW ELEMENTARY	LAS CRUCES	1	343	**343 : 1**
VISTA GRANDE ELEMENTARY	RIO RANCHO	1	786	**786 : 1**
WASHINGTON MIDDLE	ALBUQUERQUE	2	248	**124 : 1**
WEST MESA HIGH	ALBUQUERQUE	3	1,565	**522 : 1**
YUCCA HEIGHTS ELEMENTARY	GADSDEN	1	439	**439 : 1**
ZUNI HIGH	ZUNI	1	295	**295 : 1**
ZUNI MIDDLE	ZUNI	1	240	**240 : 1**
State Total		**177**	**74,026**	**418 : 1**