

LESC bill analyses are available on the New Mexico Legislature website ([www.nmlegis.gov](http://www.nmlegis.gov)). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 2nd Session, 2020**

<b>Bill Number</b>	<u>HB92/aHEC/aSEC/ aSFI</u>	<b>Sponsor</b>	<u>Sariñana/Garratt</u>
<b>Tracking Number</b>	<u>.216213.2</u>	<b>Committee Referrals</b>	<u>HEC/HAFC;SEC</u>
<b>Short Title</b>	<u>Teacher Residency Act</u>		
<b>Analyst</b>	<u>Canada</u>	<b>Original Date</b>	<u>2/3/2020</u>
		<b>Last Updated</b>	<u>2/19/2020</u>

---

---

**FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

**BILL SUMMARY**

Synopsis of Senate Floor Amendment

The Senate Floor Amendment to House Bill 92 as amended by the Senate Education Committee and the House Education Committee (HB92/aHEC/aSEC/aSFI) makes technical changes to the amendments made in the Senate Education Committee.

Synopsis of SEC Amendment

The Senate Education Committee Amendment to House Bill 92 as amended by the House Education Committee (HB92/aHEC/aSEC) makes technical changes to clarify eligibility for program participants. The amendment outlines that public post-secondary institutions with department-approved teacher preparation programs are eligible to apply to the Public Education Department (PED) for grants to establish a state supported teacher residency program. The amendment further clarifies teacher residents can qualify if they have a bachelor's degree, but cannot have a level 1, level 2, or level 3-A teaching license. The language that was struck tried to target individuals who had a bachelor's degree and had education experience through other ways such as substitute teachers and educational assistants, but was written technically incorrect preventing this. The SEC amendment clarifies the original intent.

Synopsis of HEC Amendment

The House Education Committee Amendment to House Bill 92 (HB92/aHEC) strikes a \$5 million appropriation, amends teacher residency program requirements to use consistent language throughout the bill, and clarify responsibilities from each entity in a teacher residency program partnership. The amendment requires teacher residents to be prepared for a teaching license issued by the PED following the teacher residency program. Additionally, the HEC amendment clarifies a livable stipend for teaching residents should be no less than \$20 thousand.

Synopsis of Original Bill

House Bill 92 (HB92) would allow teacher preparation programs at New Mexico institutions of higher education and tribal colleges to apply for funding under a PED-administered grant program created to establish teacher residency programs in partnership with a school district.

**FISCAL IMPACT**

HB92/aHEC/aSEC/aSFI would add a new section of the Public School Code creating the teacher residency fund as a nonreverting fund in the state treasury. The bill authorizes PED to use the fund to award grants to eligible teacher preparation programs at New Mexico institutions of higher education and tribal colleges. The costs associated with running a teacher residency program include upfront recruiting costs, educational tuition and fees for student teachers, induction costs for teacher residents, faculty compensation and benefits, and other indirect costs associated with administering the program.

The Senate Finance Committee Amendment to the House Appropriations and Finance Committee Substitute for House Bills 2 and 3 (HB2/HAFCS/aSFC) includes a nonrecurring appropriation from the public education reform fund of \$2 million to PED for a teacher residency pilot program contingent on legislation. HB92/aHEC/aSEC/aSFI would establish a framework teacher residency pilot program consistent with the language in HB2/HAFCS/aSFC, making PED eligible to receive the appropriation.

Successful teacher residency programs are operated in other states with differing cost-sharing agreements between partnering school districts, institutions of higher education, non-profit entities, and federal and state governments. HB92/aHEC/aSEC/aSFI provides flexibility for teacher residency program grant recipients to determine cost-sharing responsibilities between the school district, the public-post secondary education institution or tribal colleges, and other funding sources available to administer the program. HB92/aHEC/aSEC/aSFI requires teaching residents receive a stipend of no less than \$20 thousand while participating in a residency program. On the national level, only a few residency programs receive direct state funding and support. Without the state as a primary funding source, teacher residencies are funded through a mix of private philanthropy, school district discretionary funds, federal funds such as Teacher Quality Partnership grants (under Title II of the Higher Education Act), and funding from AmeriCorps. Some states allow the use of federal or state scholarships to offset teacher residents' tuition costs.

**SUBSTANTIVE ISSUES**

**New Mexico Teacher Pipeline.** New Mexico, like many states, is struggling to consistently recruit and retain high-quality teachers. Teacher quality is the number one school-based factor impacting student success, and the judge in the consolidated *Martinez* and *Yazzie* lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers. Research shows that teachers with alternative teaching licenses are more likely than teachers with an education degree to leave the profession within three years. Notably, teachers with alternative licenses make up 11 percent of New Mexico's teacher workforce, about a 400 percent increase since 2007.

Given the district court's findings in the *Martinez* and *Yazzie* lawsuit, HB92/aHEC/aSEC/aSFI aligns with the Legislature's focus on evidence-based programs to recruit and train effective teachers. During the 2019 legislative session, the Legislature appropriated \$1 million to PED to

fund a teacher residency pilot, but lacked specific statutory guidelines vital to producing successful teacher residency programs. For example, not all PED-funded programs included a requirement for a year-long apprenticeship in the classroom of an expert-mentor teacher. In some instances, programs were funded that supported alternative licensed teachers as “teachers of record,” a practice in conflict with national studies.

Some public postsecondary institutions expressed concerns that their residency programs funded through the teacher residency pilot last year will no longer meet the requirements laid out in HB92/aHEC/aSEC/aSFI. In FY20, PED awarded four educator preparation programs teacher resident pilot grants: Western New Mexico University, Central New Mexico Community College, Northern New Mexico College, and San Juan College. Institutions of higher education will be required to update their programs to maintain eligibility for teacher residency funding from PED.

**Successful Teacher Residency Program Design.** HB92/aHEC/aSEC/aSFI is aligned with national research on effective teacher residency programs. Research shows successful teacher residencies are designed to assist in recruiting and retaining high-quality candidates with diverse backgrounds and experiences. Teacher residency programs are teacher preparation programs that bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the classroom. These programs focus on training teachers to fill specific needs of school districts and provide professional development and mentorship in the classroom before candidates become the teacher of record. Some studies of the teacher residency program model have shown teacher residencies have been successful in reducing turnover and improving retention of new teachers.

Research has identified the following program characteristics for teacher residency programs to be successful:

- ***Strong district/university partnerships.*** At a minimum, a partnership between a school district and a university is required in successful program design. HB92/aHEC/aSEC/aSFI includes this requirement to place residents in classrooms and provide post-employment following program completion.
- ***Coursework about teaching and learning tightly integrated with clinical practice.*** HB92/aHEC/aSEC/aSFI requires teacher residents to undertake rigorous coursework from a department-approved teacher preparation program while participating in a full year of guided apprenticeship, a key characteristic of strong teacher residency programs. HB92/aHEC/aSEC/aSFI also requires the coursework to lead to a department-issued teaching license.
- ***Full-year teaching alongside an expert teacher.*** High-quality, research-based teacher residencies require that teacher residents teach alongside a carefully-selected teacher for a full academic year. The expert teacher is the teacher of record, as this characteristic distinguishes teacher residency programs from other types of alternative licensure programs. HB92/aHEC/aSEC/aSFI includes criteria the expert teacher must meet in approved residency programs to ensure quality instruction is provided for the teacher resident. Expert teachers are selected based on teacher effectiveness and will compensate them for the extra time and responsibility required of them. Expert teachers will also receive ongoing evidence-based training in coaching and mentoring teacher residents.

- ***High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields where there are shortages.*** Successful teacher residencies require residency programs to select high-ability candidates. HB92/aHEC/aSEC/aSFI includes criteria the host residency site must meet when selecting teacher resident participants. Participants must already acquire a bachelor degree before being eligible for the program. Selected teacher residents must be chosen with consideration given to the participant’s ability to increase the racial, ethnic, or linguistic diversity of the teacher workforce, among other factors.
- ***Financial support for residents in exchange for a three-to-five year teaching commitment.*** HB92/aHEC/aSEC/aSFI follows teacher residency best practices that require teacher residency programs to compensate participating teacher residents with at least a \$20 thousand stipend and would be expected to teach in the sponsoring school district for three years. Research shows that this type of financial support is key to teacher recruitment and retention, particularly in high-need subjects and schools.
- ***Cohorts of residents placed in teaching schools that model good practices with diverse learners and are designed to help novices learn to teach.*** Successful teacher residencies ensure residents receive training in an environment that is supportive and collaborative. HB92/aHEC/aSEC/aSFI requires teacher residents to be placed in cohorts with other teacher residents to collaborate and participate in professional development opportunities, which may extend beyond the one-year program.
- ***Ongoing mentoring and support for graduates.*** Best practices for teacher residencies require programs provide early career mentoring and support for graduates to ensure a smooth transition to independent classroom teaching. HB92/aHEC/aSEC/aSFI requires the program to support teacher residents for at least one year following program completion through mentoring, professional development and networking opportunities.

## ADMINISTRATIVE IMPLICATIONS

PED would be required to adopt rules in order to implement the Teacher Residency Act.

PED would be required to compile data submitted by the host resident site, specifically the public-post secondary education institutions and tribal colleges in collaboration with their partner school district or charter school, to create an annual report to be submitted to the Legislature by November of each year.

To demonstrate the teacher residency program success, the annual report must include the program standards and program completion data. To measure outcomes, programs will be required to report the type of teaching licenses awarded to participants, the teacher evaluations for the participants, performance on state teaching assessment, retention of teacher residents in partner school districts, the diversity of candidates, student academic performance and perceptions from students and principals. HB92/aHEC/aSEC/aSFI includes flexibility for PED to include any other data measures they believe is necessary to report performance outcomes each year.

## OTHER SIGNIFICANT ISSUES

**Measuring the Impact of Teacher Residencies.** The National Center for Teacher Residencies (NCTR), a non-profit organization responsible for developing, launching, and supporting the

impact of teacher residency programs, has created a framework used by programs across the nation to measure impact. HB92/aHEC/aSEC/aSFI includes data required for teacher residency program grant recipients in the annual report based off of this framework.

**How Teacher Residency Programs Measure Impact**

<b>Residency Impact</b>	<b>Measurement Metrics</b>
Increase Student Achievement	Student performance on state, district, and local measures of academic progress
	Performance of students in classes taught by teacher residency graduates in comparison to students in classes taught by other-trained teachers
Improve Teacher Performance	District and/or state evaluations of teacher effectiveness, including classroom observations i.e.; Danielson's Framework for Professional Practice, edIPA
	Performance of teacher residency graduates and mentors in comparison to non-residency graduates and mentors
Impact School and Community	Principal perception surveys of residency and graduate effectiveness, other measures of impact on students, school and community
	Teacher residency graduates taking on leadership roles
Increase Student Engagement	State student perception surveys e.g. Tripod, Youth Truth
Engage Effective Mentors	Teacher-mentor performance evaluation
	Surveys of mentor perception of resident performance and program impact

Source: NCTR

**TECHNICAL ISSUES**

HB92/aHEC/aSEC/aSFI fixes a technical issue in the original bill by allowing PED to provide grants to public post-secondary educational institution or tribal colleges with department-approved teacher preparation programs, addressing concerns that alternative teacher licensure programs offered through two-year institutions may not qualify to participate in the program. The original bill required a full year of rigorous master’s or bachelor’s level coursework provided by the public post-secondary educational institution or tribal college.

**RELATED BILLS**

Relates to SB36, Creating the Teacher Preparation Task Force, which creates a task force to focus on improving the quality of and increasing accountability measures for teacher preparation programs.

Relates to HB177, Regional Partnership School Demo Project, which appropriates \$3.3 million to develop a five-year regional partnership school demonstration project, including a teacher residency program.

**SOURCES OF INFORMATION**

- LESC Files

**CEC/tb/mc/sgs**