



N/A	N/A	N/A	N/A	N/A

(Parenthesis ( ) Indicate Expenditure Decreases)

**ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	N/A	N/A	N/A	N/A	N/A	N/A

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:

Duplicates/Relates to Appropriation in the General Appropriation Act:

**SECTION III: NARRATIVE**

**BILL SUMMARY**

HB256 requires that all teacher preparation programs, also known as educator preparation programs (EPPs), at four-year higher education institutions (HEIs) include teacher residencies; sets requirements for recruiting and selecting cooperating teachers in teacher residencies; creates requirements for topics included in EPP curricula offered at four-year HEIs and required trainings for faculty in those EPPs; requires articulation among EPPs at HEIs; and directs the New Mexico Public Education Department (NMPED) to align state accreditation of colleges of education with national accreditation.

The New Mexico Higher Education Department's analysis of this bill focuses on the higher education implications of the proposed legislation. Additional insight may be obtained from other agencies' analyses.

**FISCAL IMPLICATIONS**

HB256 does not have an appropriation. There would likely be additional costs to New Mexico Public Education Department and to higher education institutions as the provisions in this bill are implemented, but at this time no specific estimate of those costs is available.

**SIGNIFICANT ISSUES**

HB256 requires that all teacher preparation programs, also known as educator preparation programs (EPPs), at four-year higher education institutions (HEIs) include teacher residencies; sets requirements for recruiting and selecting cooperating teachers in teacher residencies; creates requirements for topics included in EPP curricula offered at four-year HEIs and required trainings for faculty in those EPPs; requires articulation among EPPs at HEIs; and directs the New Mexico Public Education Department (NMPED) to align state accreditation of colleges of education with national accreditation.

HB256 adds a new section to Chapter 21 NMSA 1978 which enacts EPP requirements at four-year HEIs.

Regarding EPPs and teacher residencies:

- No later than the 2028-29 academic year, both traditional and alternative EPPs must ensure that every student is placed in a teacher residency program pursuant to the Teacher Residency Act or another year-long paid classroom clinical experience
- Students must be placed in a residency that aligns with the type of licensure the student is pursuing through their EPP
- In selecting cooperating teachers who supervise resident teachers at a school site, EPPs must:
  - Have recommendations for the cooperating teacher from both a school principal and peer teacher
  - Develop a system to recruit cooperating teachers who reflect New Mexico's student population
  - Develop a system to match resident teachers with appropriate coordinating teachers with considerations to each resident teacher's interests and background
  - Ensure that the cooperating teachers receive training in research- and evidence-based best practices established by NMPED
- The bill does not address the increased cost to the state related to residencies and the year-long clinical experience which is currently paid through one-time funds. The bill also does not address the additional pay for cooperating teachers, as well as paying for their training and involvement as part of this work. In addition, residencies currently require a three-year work commitment to the school district, this could be problematic for some students, such as military families that are often required by the federal government to move with little notice.
- The additional burden on traditional teacher training programs may increase the flow of students into alternative training programs. To date, there hasn't been a comprehensive study of the differences in outcomes between teachers trained in traditional programs versus alternative programs.
- The requirement for a year-long clinical experience or residency program could also result in some students taking a longer time to complete their program. Many students take their methods courses prior to beginning their clinical experience so that they are better prepared to enter the classroom. It is possible that students would have to continue taking course work in the evenings during their clinical experience or extend the total length of time needed to complete their degree.

Regarding EPP curricula, faculty, and accreditation, each EPP offered at an HEI must:

- Provide culturally and linguistically responsive curricula that reflect current research- and evidence-based best practices for instruction in K-12 schools including:
  - In-depth coverage of structured literacy and research- and evidence-based reading intervention
  - Research- and evidence-based best practices for mathematics and science instruction and intervention
  - Instruction of students in the provisions of the Indian Education Act, Hispanic Education Act, Black Education Act, and any laws governing the education of Asian American students
  - Instruction of students with disabilities, including federal and state special education laws and supports
  - Culturally-relevant social-emotional learning
  - Trauma-informed teaching practices
  - Developmental psychology
  - Assessment literacy
  - Classroom management, lesson planning, and teaching strategies, skills, and practices that:
    - Engage students
    - Maximize instruction time
    - Facilitate family engagement in a way that recognizes and acknowledges the cultural identities of students and families, including racial, ethnic, national, religious, and urban or rural backgrounds
    - Provide culturally relevant learning environments
    - Empower students to learn collaboratively with those from different backgrounds
- Develop and regularly update its curricula in consultation with licensed New Mexico level two and level three teachers, public school and school district leaders, tribal representatives, the Indian Education Advisory Council, the Hispanic Education Advisory Council, and the Black Education Advisory Council
- Require that each faculty member in the program complete anti-racism, racial awareness, and sensitivity training consistent with what is required for all school personnel pursuant to Section 22-10A-19.3 NMSA 1978
- Receive national accreditation from the Council for the Accreditation of Educator Preparation (CAEP) or equivalent national accrediting body no later than the 2028-29 academic year.

State and tribal HEIs in New Mexico participate in common course numbering for lower division academic courses. If a student completes a commonly numbered course at one New Mexico state or tribal HEI and transfers to another New Mexico state or tribal HEI, the receiving HEI shall accept the course as equivalent to the course with the same number that is offered at the receiving HEI. Currently, there are 230 commonly numbered courses in education across state and tribal HEIs. HB256 requires that all teacher education courses be common numbered, including those at the upper division level, by the 2024-25 academic year. HB256 states that all institutions of higher learning offering EPPs shall collaborate to 1) require that they are offering

the same foundational content and course requirements and 2) develop a unified course numbering system for all courses within those programs so that any course taken at one EPP shall be fully transferable to any other. The process of common numbering courses requires faculty from each EPP teacher discipline to meet and agree on common course descriptions and student learning outcomes. This can be an extensive process and is likely to take at least two years to be done well. It would be hard to complete this task in the 2024-25 academic year; however, NMPED is already working in collaboration with the New Mexico Higher Education Department to accomplish this task.

HB256 also amends Section 22-2-2 NMSA 1978 (being Laws 1967, Chapter 16, Section 5, as amended). The amendment states that NMPED must align the schedule and timeline of its approval processes for EPPs with the schedule and timeline for the national accrediting body that is accrediting each program. Whenever reasonable, NMPED shall coordinate with the national accrediting body to avoid duplication of effort.

Teachers can be trained through both traditional and alternative EPPs in New Mexico. NMPED oversees these programs.

The following four-year HEIs offer traditional EPPs: Eastern New Mexico University, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College, the University of New Mexico, University of the Southwest, and Western New Mexico University.

The following four-year HEIs offer alternative EPPs: New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College, the University of New Mexico, University of the Southwest, and Western New Mexico University. Some two-year HEIs and one private organization also offer alternative EPPs.

Teacher residencies are rigorous paid guided apprenticeships where qualified residents work alongside a mentor educator while simultaneously completing rigorous coursework at an approved EPP. Teacher residents receive a stipend of no less than thirty-five thousand dollars (\$35,000) yearly which is distributed by the EPP.

According to an NMPED presentation from October 2022, there were eight EPPs with teacher residency programs with 359 residents, 371 mentor teachers, and 224 supporting principals. Of these programs, six were at four-year HEIs (Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, Northern New Mexico College, the University of New Mexico, and Western New Mexico University).

Teacher residencies have shown promise in improving teacher recruitment. A January 2023 KRQE article states that, according to NMPED, "80% to 90% of teachers who complete the program remain in the same district [after] three years and 70-80% remain in the same district after five years.

Source: <https://www.krqe.com/news/education/nmped-receives-8-million-grant-for-teacher-residency-program/>

Based on recent data from the New Mexico State University College of Health, Education, and Social Transformation's Southwest Outreach Academic Research (SOAR) Evaluation Policy Center's 2023 New Mexico Educator Vacancy Report, 1,158 students completed EPPs in 2022-23, an increase of 131 students over the prior year. If the number of students completing EPPs remains relatively constant, EPPs would need to find placements for approximately this many students each year. Furthermore, these placements would need to have level two and three teachers in place who meet the requirements for cooperating teachers laid out by HB256.

Currently, six of eight EPPs in New Mexico at four-year HEIs are nationally accredited (Eastern New Mexico University and the University of the Southwest do not hold national accreditation), all by CAEP. CAEP's standards cover:

- Content and pedagogical knowledge
- Clinical partnerships and practice
- Candidate recruitment, progression, and support
- Program impact
- Quality assurance systems and continuous improvement
- Fiscal and administrative capacity
- Record of compliance with Title IV of the Higher Education Act.

## PERFORMANCE IMPLICATIONS

HB256 does not include any performance implications.

If enacted, the New Mexico Higher Education Department (NMHED) could develop performance measures for the proposed changes.

## ADMINISTRATIVE IMPLICATIONS

The New Mexico Public Education Department (NMPED) would administer these changes in its role overseeing educator preparation programs (EPPs) in the state. The New Mexico Higher Education Department (NMHED) would provide support and coordination as necessary.

## CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Related to 2023 HB460.

## TECHNICAL ISSUES

Section 1-A of HB256 requires that all educator preparation programs (EPPs) at Higher Education Institutions (HEIs) ensure that every student is placed in a teacher residency program. This line should specify traditional EPPs as Section 1-B of HB256 makes the same requirement for alternative EPPs which are almost entirely offered at HEIs as well.

Section 1-B of HB256 requires changes to alternative licensure programs. However, alternative licensure programs exist at both two- and four-year HEIs in New Mexico. It is unclear how alternative programs at two-year HEIs would be impacted, if at all.

HB256 refers to the Council for the Accreditation of Teacher Preparation as an example of a national EPP accrediting body. The correct name of this organization is the Council for the Accreditation of Educator Preparation (CAEP).

#### OTHER SUBSTANTIVE ISSUES

N/A

#### ALTERNATIVES

N/A

#### WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

If this bill is not enacted, no changes would likely be made to the existing statutes regarding educator preparation programs (EPPs). The EPPs are currently working with NMPED and NMHED to common number teacher education courses, and this work would continue.

#### AMENDMENTS

N/A