

LFC Requester:	Jorgensen
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**AGENCY BILL ANALYSIS
2024 REGULAR SESSION**

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SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:

Original **Amendment**
Correction **Substitute**

Date January 30, 2024

Bill No: HB256

Sponsor: Jaramillo, Madrid
Short Title: Higher Ed Teacher Preparation

Agency Name and Code NMICC – 994
Number: _____
Person Writing Vanessa K. Hawker
Phone: _____ **Email** vhawker@hawkerhynson.com

SECTION II: FISCAL IMPACT

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY24	FY25	FY26	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		Indeterminate			R	Institution operating budgets
		Indeterminate but significant			R	Teacher Residency Budgets

(Parenthesis () Indicate Expenditure Decreases)

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

House Bill 256 (HB 256) establishes new requirements for teacher preparation programs.

Section 1. Requires that no later than the 2028-2029 school year all teacher preparations programs, including alternative licensure programs, will ensure all teacher preparation undergraduate students in their final year of preparation are placed in either a teacher residency program or another year-long paid classroom experience.

The teacher residency program into which the student is placed must align with the teacher preparation program in which the student is enrolled.

This section also sets requirements:

- for the selection of the teacher who will be supervising the resident teacher.
- detailing the program must provide culturally and linguistically responsive curricula that is evidence-based, and best practice, including:
 - structured literacy and evidence-based reading intervention,
 - evidence-based best practice for mathematics and science instruction and intervention,
 - instruction 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 student with disabilities, including special education laws and supports,
 - culturally relevant social-emotional learning,
 - trauma-informed teaching
 - developmental psychology,
 - assessment literacy, and
 - classroom management strategies including practices to engage students, maximize instruction time, facilitate family engagement, provide culturally relevant learning environments, and empowering students to learn collaboratively across differences.
- Teacher preparation program curricula development and updates will be made 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.
- All teacher preparation program faculty must complete a program in anti-racism, racial awareness and sensitivity training consistent with the training required for school personnel.
- Receive national accreditation from the council for the accreditation of teacher preparation or equivalent national body no later than the 2028-2029 year.
- By the 2024-2025 academic year, all teacher preparation programs will collaborate to ensure the foundational content and course requirements are the same across all higher education institutions and develop a common course numbering system so that all teacher preparation courses are fully transferrable within all institutions.

Section 2 amends Section 22-2-2 NMSA 1978, requiring the public education department align its schedule and approval processes for teacher preparation programs with the national accrediting body that is accrediting the program. The department shall coordinate with the national accrediting body to avoid duplication.

The provisions in HB 259 become effective July 1, 2024.

FISCAL IMPLICATIONS

HB 259 does not carry an appropriation. There would be significant costs associated with providing paid teacher residency programs to all teacher preparation program students in

addition to post-secondary institution costs associated with implementing the requirements in this bill, for example residency programs add an additional semester of faculty supervising students and the associated travel costs.

SIGNIFICANT ISSUES

Public post-secondary teacher preparation programs are unique in New Mexico in while the higher education department has oversight of the institutions, the public education department has significant input in the teacher preparation programs. The higher education department has been working with New Mexico's public post-secondary institution faculty on common course numbering and transferability of courses between institutions – this work now includes teacher preparation programs.

While K-12 education is spelled out in statute, post-secondary educational programs are designed to meet the needs of their students, communities and the state while ensuring high quality programs via accreditation. HB 259 would control teacher preparation programs through regulation.

The implementation of paid teacher residencies has been a great addition to New Mexico's teacher preparation programs. Currently the compensation provided for teacher residents is less than the compensation for a Level I teacher. Some teacher preparation programs have noted students are opting to not do a residency and go directly into the classroom due to compensation.

Stipulating in statute that post-secondary teacher preparation is to include in-depth coverage of structured literacy could limit teacher preparation programs in how teacher preparation students are educated in how to teach reading.

TECHNICAL ISSUES

It is unclear when the requirements detailed in Section 1.E. items (1) – (3) must be in place.

The bill refers to school years and academic years. It is unclear if these are the same.

While most teacher preparation programs occur within post-secondary institutions, K-12 teacher licensure is controlled by the public education department. The public education department does license K-12 teachers who have been educated in programs that *do not reside* in a post-secondary education institutions, such as the LEAP program offered by the Cooperative Extension Services. It is unclear whether these programs are included in the teacher preparation program requirements of HB 259.

AMENDMENTS

Recommend Section 1.E.(1)(a) read “in-depth coverage of research- and evidence-based reading intervention;