



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT  
BILL ANALYSIS  
2026 REGULAR SESSION**

**SECTION I: GENERAL INFORMATION**

Check all that apply:

Original  Amendment   
Correction  Substitute

Date Prepared: February 9 2026

Bill No: HM53

Committee Referrals: HEC

Sponsor: Lujan / Gurrola / Romero /  
Sariñana

Agency Name and Code: PED - 924

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Short Title: STUDY "GIFTED-IN-FIELD"  
TEACHER ENDORSEMENT

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**SECTION II: FISCAL IMPACT**

(Parenthesis ( ) Indicate Expenditure Decreases)

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY27	FY28		
None	None	N/A	NFA

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY27	FY28	FY29		
None	None	None	N/A	NFA

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

	FY27	FY28	FY29	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	None	None	None	None	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: None as of 2/11/26.

## **SECTION III: NARRATIVE**

### **BILL SUMMARY**

Synopsis: House Memorial 53 (HM53) requests the Public Education Department (PED), in partnership with public higher education institutions and gifted education organizations, evaluate the creation of a “gifted-in-field” endorsement for secondary teachers.

HM43 also requests the PED to review available coursework and establish criteria to demonstrate advanced subject area expertise and determine the level of content knowledge necessary to build a teacher workforce capable of delivering advanced instruction and addressing the needs of secondary gifted students.

### **FISCAL IMPLICATIONS**

This memorial does not contain an appropriation.

### **SIGNIFICANT ISSUES**

Because the federal Individuals with Disabilities Education Act does not apply to gifted education, responsibility for these services is determined at the state level. [State statute](#) directs the PED to establish standards for gifted education and requires school districts and charter schools to evaluate students for gifted identification. As of the 2025-26 school year, there are approximately 15,670 students designated as gifted in New Mexico. Under rule [6.31.3 NMAC, Gifted and Talented Students](#), all school districts and charter schools are required to identify and serve gifted students. School districts and charter schools must submit a gifted education program plan to the PED for approval, implement equitable identification procedures, develop and annually review Gifted Individualized Education Programs, and provide differentiated services aligned to students’ strengths and needs at each grade level. As of 2026, 81 percent of school districts and charters have completed their gifted program plan.

Rule [6.64.18 NMAC, Competencies for Teaching Gifted Students](#) establishes licensure requirements and entry level competencies for teachers of gifted students for grades kindergarten through 12, including required coursework, passage of a licensure assessment, and demonstrated knowledge of gifted pedagogy, assessment practices, curriculum differentiation, and delivery of appropriate instruction. Under 6.64.18 NMAC, the current gifted endorsement applies across grades K-12 and emphasizes specialized preparation in gifted education but does not differentiate endorsement requirements by grade band or subject area or require additional subject-specific qualification.

The proposed “gifted in-field” endorsement study is requested to examine whether additional content specific preparation could better equip teachers to support secondary gifted services. As part of that analysis, the study could consider whether a more specialized endorsement would provide clearer alignment between teacher qualifications and the content specific requirements of those services, as well as how any additional endorsement requirements might impact the number of teachers eligible to provide gifted instruction.

## **PERFORMANCE IMPLICATIONS**

Findings from a study of the potential creation of a “gifted-in-field” endorsement could inform future policy and programmatic decisions related to educator preparation and gifted education services. Any potential impacts on student outcomes would depend on subsequent statutory or regulatory action.

## **ADMINISTRATIVE IMPLICATIONS**

HM43 requests the PED to collaborate with public postsecondary educational institutions and gifted education organizations to study the potential creation of a “gifted in-field” endorsement for secondary teachers. This work may include engaging stakeholders, reviewing current licensure and endorsement requirements, analyzing available coursework and preparation pathways, and developing findings and recommendations.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

None.

## **TECHNICAL ISSUES**

None.

## **OTHER SUBSTANTIVE ISSUES**

None.

## **ALTERNATIVES**

None.

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

None.

## **AMENDMENTS**

None.