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SENATE BILL

**57TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2026**

INTRODUCED BY

William P. Soules and Debra M. Sariñana

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

AN ACT

RELATING TO PUBLIC EDUCATION; INCREASING MATHEMATICS  
REQUIREMENTS FOR TEACHING LICENSURE OR ENDORSEMENT; PROVIDING  
FOR A MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK,  
PROFESSIONAL LEARNING PLANS, SCREENING ASSESSMENTS, SUPPORT  
PLANS, MULTILEVEL SUPPORTS AND OTHER MEANS TO IMPROVE STUDENT  
SUCCESS IN MATHEMATICS; PROVIDING POWERS AND DUTIES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-10A-6 NMSA 1978 (being Laws 1986,  
Chapter 33, Section 8, as amended) is amended to read:

"22-10A-6. EDUCATIONAL REQUIREMENTS FOR LICENSURE.--

A. The department shall require a person seeking  
licensure or reciprocity in elementary, special, early  
childhood or secondary education to have completed the  
following minimum requirements in the college of arts and

1 sciences:

- 2 (1) nine semester hours in communication;  
3 (2) six semester hours in mathematics;  
4 (3) eight semester hours in laboratory  
5 science;  
6 (4) nine semester hours in social and  
7 behavioral science; and  
8 (5) nine semester hours in humanities and fine  
9 arts.

10 B. In addition to the requirements specified in  
11 Subsections A and C of this section, the department shall  
12 require that a person seeking standard or alternative  
13 elementary licensure shall have completed six hours of reading  
14 courses and six hours of mathematics methods courses. A person  
15 seeking standard or alternative secondary licensure shall have  
16 completed three hours of reading courses in subject matter  
17 content ~~[The department shall establish requirements that~~  
18 ~~provide a reasonable period of time to comply with the~~  
19 ~~provisions of this subsection]~~ and, if seeking a mathematics  
20 endorsement, six hours of mathematics methods courses. The  
21 hours of mathematics methods required by this 2026 act shall  
22 apply to licenses issued on or after July 1, 2027.

23 C. Except for licensure by reciprocity, the  
24 department shall require, prior to initial licensure, no less  
25 than sixteen weeks of student teaching, a portion of which

1 shall occur in the first thirty credit hours taken in the  
2 college of education and shall be under the direct supervision  
3 of a teacher and a portion of which shall occur in the  
4 student's senior year with the student teacher being directly  
5 responsible for the classroom.

6 D. Nothing in this section shall preclude the  
7 department from establishing or accepting equivalent  
8 requirements for purposes of reciprocal licensure or minimum  
9 requirements for alternative licensure.

10 E. Vocational teacher preparatory programs may be  
11 exempt from Subsections A through C of this section upon a  
12 determination by the department that other licensure  
13 requirements are more appropriate for vocational teacher  
14 preparatory programs.

15 F. Before December 31, 2021, the department shall  
16 create a license endorsement in secondary computer science  
17 available to all teachers who hold a valid license and  
18 demonstrate sufficient content knowledge in computer science as  
19 determined by the department. The department shall consult  
20 with computer science education experts with experience in  
21 creating or supporting computer science endorsement pathways  
22 when developing computer science endorsement requirements."

23 SECTION 2. Section 22-15E-1 NMSA 1978 (being Laws 2007,  
24 Chapter 44, Section 1 and Laws 2007, Chapter 239, Section 1) is  
25 amended to read:

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1 "22-15E-1. SHORT TITLE.--~~[This act]~~ Chapter 22, Article  
2 15E NMSA 1978 may be cited as the "Mathematics and Science  
3 Education Act".

4 SECTION 3. Section 22-15E-2 NMSA 1978 (being Laws 2007,  
5 Chapter 44, Section 2 and Laws 2007, Chapter 239, Section 2) is  
6 amended to read:

7 "22-15E-2. DEFINITIONS.--As used in the Mathematics and  
8 Science Education Act:

9 A. "bureau" means the mathematics and science  
10 bureau;

11 B. "chief" means the chief of the bureau; ~~[and]~~

12 C. "council" means the mathematics and science  
13 advisory council;

14 D. "mathematics difficulty" means a student's  
15 inability to perform at grade level when learning or applying  
16 mathematical concepts, as determined by screening or other  
17 assessments;

18 E. "mathematics instructional leadership framework"  
19 means a structured, evidence-based model developed by the  
20 department to strengthen mathematics teaching and learning;

21 F. "mathematics professional learning plan" means a  
22 plan developed by a school district or charter school on a  
23 department-provided template that is aligned with the  
24 department's mathematics instructional leadership framework;

25 G. "mathematics screening assessment" means a

1 department-approved, grade-specific and nondiagnostic  
2 assessment administered at the beginning of the school year to  
3 assess a student's performance in mathematics; and

4 H. "mathematics support plan" means a written plan  
5 developed for a student on a department-provided template that  
6 identifies individualized and differentiated areas of  
7 mathematics learning needs and that describes specific  
8 intervention strategies that will be provided at school and  
9 strategies that can be used by parents to support student  
10 learning."

11 **SECTION 4.** Section 22-15E-3 NMSA 1978 (being Laws 2007,  
12 Chapter 44, Section 3 and Laws 2007, Chapter 239, Section 3) is  
13 amended to read:

14 "22-15E-3. BUREAU CREATED--DUTIES.--

15 A. The "mathematics and science bureau" is created  
16 in the department. The secretary shall appoint the chief as  
17 provided in the Public Education Department Act.

18 B. The bureau shall:

19 (1) administer the provisions of the  
20 Mathematics and Science Education Act;

21 (2) provide staff support for and coordinate  
22 the activities of the council;

23 (3) work with the council to develop a  
24 statewide strategic plan for mathematics and science education  
25 in the public schools and coordinate education activities with

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1 other state agencies, the federal government, business  
2 consortia and public or private organizations or other persons;

3 (4) ensure that school districts' plans  
4 include goals for improving mathematics and science education  
5 aligned to the department's strategic plan;

6 (5) recommend funding mechanisms that support  
7 the improvement of mathematics and science education in the  
8 state, including web-based mathematics and science curricula,  
9 mentoring and web-based homework assistance;

10 (6) promote partnerships among public schools,  
11 higher education institutions, government, business and  
12 educational and community organizations to improve the  
13 mathematics and science education in the state;

14 (7) ~~[develop and evaluate curricula]~~ monitor  
15 the use of instructional materials and evaluate instructional  
16 programs and professional ~~[development]~~ learning programs in  
17 mathematics and science ~~[aligned]~~ to ensure alignment with  
18 state academic content and performance standards; ~~[and]~~

19 (8) assess the outcomes of efforts to improve  
20 mathematics and science education using existing data;

21 (9) in collaboration with the council, develop  
22 guidelines for school districts and charter schools to use when  
23 developing mathematics professional learning plans, mathematics  
24 screening assessments in kindergarten through third grade,  
25 mathematics support plans and mathematics intervention

1 services; and

2 (10) provide training and technical assistance  
3 to school districts and charter schools on developing  
4 mathematics professional learning plans, implementing  
5 mathematics screening assessments, developing mathematics  
6 support plans and mathematics interventions, including  
7 selecting evidence-based instructional materials, monitoring  
8 student progress and involving parents."

9 SECTION 5. A new section of the Mathematics and Science  
10 Education Act is enacted to read:

11 "[NEW MATERIAL] MATHEMATICS INSTRUCTIONAL LEADERSHIP  
12 FRAMEWORK--MATHEMATICS PROFESSIONAL LEARNING PLANS.--

13 A. By December 31, 2026, the department and bureau,  
14 in consultation with the council, shall develop and publish a  
15 mathematics instructional leadership framework that includes  
16 the following:

17 (1) defined roles and responsibilities of  
18 instructional leaders, including principals, instructional  
19 coaches and teacher leaders, in supporting mathematics  
20 instruction;

21 (2) standards for high-quality mathematics  
22 instruction and professional learning aligned with state  
23 academic content and performance standards and evidence-based  
24 research;

25 (3) core competencies for teachers and

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1 instructional leaders in mathematics pedagogy, data use and  
2 student engagement;

3 (4) guidance for implementing mathematics  
4 coaching, mentoring and collaborative planning structures to  
5 improve classroom practice;

6 (5) procedures for monitoring, evaluating,  
7 supporting and continuously improving mathematics teaching and  
8 learning at the public school, school district and state  
9 levels; and

10 (6) a description of technical assistance that  
11 may be provided to school districts and charter schools to  
12 support mathematics instruction.

13 B. Beginning in the 2027-2028 school year, each  
14 school district and charter school shall develop and implement  
15 elementary and secondary mathematics professional learning plans  
16 that include:

17 (1) goals for teacher content knowledge and  
18 instructional practices in mathematics;

19 (2) a description of professional learning  
20 activities and instructional supports; and

21 (3) a plan to monitor and evaluate  
22 professional learning in mathematics over time.

23 C. Mathematics professional learning plans shall be  
24 aligned to the department's mathematics instructional leadership  
25 framework and shall be developed in cooperation with teachers



1 and public school administrators and shall be updated at least  
2 once every two years."

3 SECTION 6. A new section of the Mathematics and Science  
4 Education Act is enacted to read:

5 "[NEW MATERIAL] KINDERGARTEN THROUGH THIRD GRADE  
6 MATHEMATICS SCREENING AND EVALUATIONS--INTERVENTIONS--SUPPORT.--

7 A. Beginning in the 2027-2028 school year, each  
8 school district and charter school shall administer a  
9 mathematics screening assessment within thirty calendar days of  
10 the start of the school year to every student in kindergarten  
11 through third grade.

12 B. If a school determines that a student in  
13 kindergarten through third grade displays characteristics of a  
14 mathematics difficulty or is at risk of not achieving grade-  
15 level proficiency in mathematics as determined by an analysis of  
16 the student's mathematics screening assessment, the public  
17 school shall, within thirty calendar days of the determination,  
18 notify the student's parent of the results of the mathematics  
19 screening assessment and provide a mathematics support plan that  
20 includes:

21 (1) a description of the student's mathematics  
22 screening assessment results and specific areas of need;

23 (2) mathematics interventions that will be  
24 provided to the student;

25 (3) goals and a time line for monitoring

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1 student progress; and

2 (4) strategies that can be used by parents to  
3 support student learning.

4 C. Mathematics interventions provided to students  
5 shall be aligned to the department's mathematics instructional  
6 leadership framework and the school's mathematics professional  
7 learning plan and shall:

8 (1) include a multilayered system of support  
9 that progresses from less intensive to more intensive based on  
10 the student's needs;

11 (2) be aligned to core instruction;

12 (3) be targeted, differentiated and  
13 supplemental to core instruction; and

14 (4) be aligned with evidence-based  
15 instructional strategies.

16 D. The department shall provide guidance on the  
17 interventions and multilayered system of support that a public  
18 school is required to provide pursuant to Subsection C of this  
19 section."

20 SECTION 7. A new section of the Mathematics and Science  
21 Education Act is enacted to read:

22 "[NEW MATERIAL] ADMINISTRATION--REPORTING.--

23 A. By December 31, 2026, the department, in  
24 consultation with the council, shall promulgate rules to  
25 implement the provisions of the Mathematics and Science

1 Education Act. Rules shall include criteria for approved  
2 mathematics screening assessments, standards for the mathematics  
3 instructional leadership framework and mathematics professional  
4 learning plans and identified mathematics interventions.

5 B. No later than July 1, 2028 and no later than July  
6 1 of each year thereafter, the department shall prepare and  
7 submit to the governor and the legislative education study  
8 committee a report that includes the following:

9 (1) the number of students by grade level  
10 identified with mathematics difficulty and served through  
11 mathematics support plans;

12 (2) the types and effectiveness of  
13 interventions implemented;

14 (3) implementation status of the mathematics  
15 instructional leadership framework and mathematics professional  
16 learning plans across school districts and charter schools; and

17 (4) recommendations for legislative or  
18 budgetary action to improve mathematics instruction and student  
19 outcomes."