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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**57th Legislature, 2nd Session, 2026**

<b>Bill Number</b>	<u>HM47</u>	<b>Sponsor</b>	<u>Romero, GA/Sanchez, JL</u>
<b>Tracking Number</b>	<u>.233535.2</u>	<b>Committee Referrals</b>	<u>HEC</u>
<b>Short Title</b>	<u>Study Teacher Workloads</u>		
<b>Analyst</b>	<u>Hathaway</u>	<b>Original Date</b>	<u>2/7/2026</u>
		<b>Last Updated</b>	<u></u>

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**BILL SUMMARY**

Synopsis of Memorial

House Memorial 47 (HM47) requests LESC to conduct a study examining statutory requirements and current practices related to teacher workload and the structure of the instructional day in New Mexico’s public schools. The memorial requests LESC to develop recommendations to support high-quality instruction and teacher effectiveness to benefit and serve New Mexico’s student population.

In conducting this study and developing recommendations, the memorial further requests LESC to work with educational leaders; educators representing numerous grade levels, areas of instructional expertise, and communities in New Mexico; school personnel; teacher unions; the Legislative Finance Committee (LFC); and the Public Education Department (PED).

A final report, including both its research and recommendations, is requested to be published by December 31, 2026.

**FISCAL IMPACT**

Legislative memorials do not carry appropriations.

**SUBSTANTIVE ISSUES**

**Teacher Workload.** Longstanding educational research consistently identifies teachers as the most significant in-school factor influencing student learning outcomes. At the same time, national and in-state research indicates teachers spend a substantial amount of their working hours on non-instructional duties, also often called “professional work” in the education field.

Non-instructional duties include tasks such as lesson preparation, engaging in professional learning requirements, administering and analyzing student assessments, developing and monitoring the use of Individualized Education Programs (IEPs) for students with disabilities, compliance activities, data reporting, and other responsibilities. While integral to the profession

and teachers' abilities to support students, teachers also report these duties frequently necessitate work time beyond their contracted work hours as their contracted work hours often only cover their instructional responsibilities.

A 2023 LESC policy brief, [Leveraging Learning Time in New Mexico](#), identified that protecting and effectively structuring educators' professional work time is a key condition for improving instructional quality and student outcomes. The report noted educators who have time for professional work time during the course of the school day are more prepared and make more effective use of the time they spend with students.

**Teacher Professional Work Time.** HM47 cites international research referenced by the National Conference of State Legislatures (NCSL), including findings from the [No Time to Lose](#) report, which examined teacher workload in high-performing education systems such as Finland, Singapore, and Japan. NCSL reports these systems typically feature balanced teaching loads and embed professional collaboration, mentoring, and continuous improvement activities into the regular school day. Research indicates these practices may support teacher effectiveness without increasing overall workload. According to NCSL, teachers in high-performing countries:

*“Are given a lighter teaching load and more time for their own—and their colleagues’—development. In some of these countries, 30 percent to 35 percent of a teacher’s time is spent teaching students, while the rest is spent on activities such as working in teams with other teachers to develop and improve lessons, observing and critiquing classes, and working with struggling students.”*

In 2023, the Legislature passed, and the governor signed, Laws 2023, Chapter 19 (House Bill 130) establishing the K-12 Plus program. This law increased the minimum hours students were required to spend at school, from 990 hours in elementary school and 1,080 hours in secondary school to 1,140 hours in every school. The law also recognized the importance of professional work time by establishing that up to 60 of the minimum hours in elementary school, and up to 30 of the minimum hours in secondary school, may be used for professional work.

**Teacher Workforce.** According to the 2025 New Mexico Educator Vacancy [Report](#) by New Mexico State University’s Southwest Outreach Academic Research and Evaluation Policy Center (SOAR), New Mexico had 1,115 vacancies across instructional and support positions, including 604 teacher vacancies. The report found vacancies are particularly persistent in rural communities and in specialized instructional areas, such as special education teachers disabilities.

While indicators—such as the number of individuals entering educator preparation programs, which increased to 2,014 students in 2024, an increase of 188 students from 2023—show interest in the teaching profession may be growing in New Mexico, a growing body of national and international research also links teacher workload and job demands to levels of stress and burnout, which are associated with higher attrition rates and challenges in maintaining instructional continuity.

**Memorial Study Parameters.** HM47 requests a study focused on understanding how teacher time is allocated during the instructional day and how statutory requirements, professional learning expectations, and available teacher time and resources influence teacher workload and instructional capacity.

**ADMINISTRATIVE IMPLICATIONS**

HM47 requests LESC to conduct a comprehensive study, which would necessitate LESC staff time and resources. The impact is expected to be minimal as this request aligns with LESC's statutory role to conduct an ongoing study of education in New Mexico.

Should additional individuals and entities participate in the study, as requested, this would also necessitates staff time and resources from individuals working in New Mexico's schools, LFC, and PED.

**SOURCES OF INFORMATION**

- LESC Files

**JKH/mca**