

SB 29 Educator Preparation Implementation Update



Presenters



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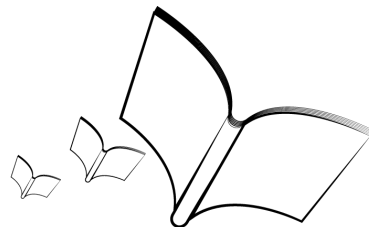
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Association of Colleges for
Teacher Education (NMACTE)
“Deans and Directors”



Jesse Chenven, PhD

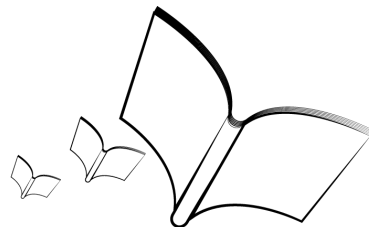
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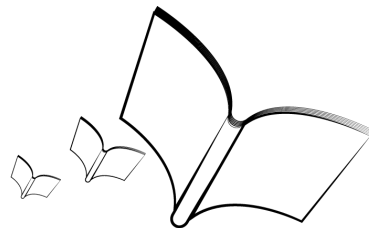
Supporting the Goals of SB 29

- Educator Preparation Programs (EPPs) believe that strong mathematics preparation is essential for all teachers.
 - Coherence and alignment across programs and pathways
 - Support for math content and pedagogy (methods)
 - Preparation aligned to the grades and contexts where candidates will teach.
 - Cohesive statewide approach that addresses evidence-based research and best practice



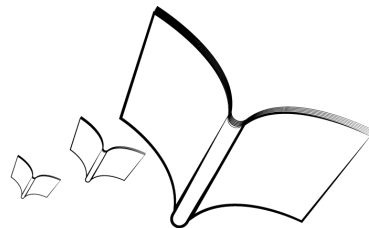
Current EPP Efforts

- Reviewing current math content and methods coursework
- Mapping impacts across licensure areas (Elementary vs. Special Education) and pathways (Undergraduate vs. Post-Baccalaureate)
- Working with PED for competencies and curriculum development
- Coordinating with IHE mathematics departments
- Working within institutional timelines and processes



Content vs. Methods

- SB29 broadly addresses methods coursework but does not look holistically at the connection with content. Missing alignment to national models on best practice.
- Content courses sit in colleges of arts and sciences and methods in colleges of education.
- National recommendations generally identify specific, recommended content (algebra, statistics, etc.) and between different licensure areas.
- Methods coursework only works with assurance of content knowledge. Ideally need comprehensive (re)design.



Potential Impacts

Program Design:

Revising sequences, pre-reqs, and program requirements

Coursework Tradeoffs:

Replacing other courses to remain within degree limits

Transfer and Articulation:

Need to revise transfer and articulation agreements.

Candidate Time and Cost:

Additional credits across pathways

Lack of Licensure-Specific Prep:

Early Childhood and Special Ed. have unique needs

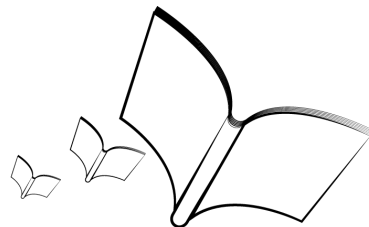
Implementation Timelines:

Curriculum, catalog, program approval, overlapping cohorts



Timeline Considerations

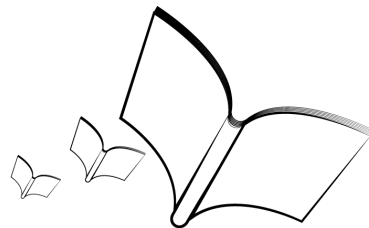
- IHE curriculum and catalog processes can take 12-18 months from start to end.
- NM PED organizing a Task Force in fall 2026 to develop standards and course frameworks (completion Dec.)
- Changes may not be in IHE catalogs until 2028-2029
- For candidates beginning 2026 or 2027, their program requirements won't reflect regulations
- Regulations won't be reflected in catalog requirements at first; will need to rely on workarounds



Core Challenge: Strengthen Math Without Weakening Preparation

Redesign for six hours of mathematics methods can affect:

- Existing course offerings (loss of TESOL, bilingual, etc.)
- Program credit limits and time to completion
- Mathematics and mathematics-education faculty capacity
- Articulation and transfer agreements
- Connections between content and methods coursework



Supporting Strong Implementation

EPPs will continue to:

- Participate in common learning-outcome and competency development
- Review and redesign programs across pathways
- Coordinate with mathematics faculty and transfer partners
- Share implementation lessons across institutions

EPPs need:

- Early, clear guidance on qualifying mathematics-methods coursework
- Attention to candidate-transition
- Statewide coordination on transfer, articulation, and course availability
- Continued review of impact of state coursework requirements
- Commitment to include EPPs in discussion and decision-making

