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HOUSE MEMORIAL 18

55TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2021

INTRODUCED BY

Natalie Figueroa

A MEMORIAL

REQUESTING THE SECRETARY OF HIGHER EDUCATION AND THE SECRETARY OF PUBLIC EDUCATION TO CONVENE A TEACHER WORKFORCE TASK FORCE TO STUDY INCREASING THE NUMBER AND TYPE OF TEACHERS AND TO CREATE A DIVERSE, QUALIFIED AND EFFECTIVE TEACHER WORKFORCE TO MEET THE NEEDS OF NATIVE AMERICAN STUDENTS, ENGLISH LANGUAGE LEARNER STUDENTS, STUDENTS WITH DISABILITIES AND LOW-INCOME STUDENTS, AS IDENTIFIED IN *MARTINEZ AND YAZZIE v. STATE OF NEW MEXICO*.

WHEREAS, New Mexico's public education system is facing tough challenges as it grapples with school closures and remote learning disruption caused by the coronavirus disease 2019 pandemic; and

WHEREAS, the challenges facing New Mexico's public education system were daunting even before the onset of the

1 coronavirus disease 2019 pandemic in March 2020; and

2 WHEREAS, public education department statistics reveal
3 that nearly three out of every four public school students come
4 from low-income families, one in seven students are English
5 language learners and the same percentage are disabled; and

6 WHEREAS, the creation of a teacher workforce task force to
7 study and better understand the needs of Native American
8 students, English language learner students, students with
9 disabilities and low-income students, as identified in *Martinez*
10 *and Yazzie v. State of New Mexico*, is urgently needed;

11 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF
12 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the secretaries
13 of higher education and public education be requested to
14 convene a teacher workforce task force composed of:

15 A. the secretaries of higher education and public
16 education, who shall co-chair the task force;

17 B. the assistant secretary of Indian education and
18 the Hispanic education liaison of the public education
19 department;

20 C. two deans of the colleges of education at the
21 four-year public post-secondary educational institutions
22 appointed by the secretary of higher education;

23 D. one faculty member from a four-year public post-
24 secondary educational institution, who represents expertise in
25 the education of Native American students, appointed by the

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1 secretary of higher education, to be selected from a list of
2 candidates submitted by the dean of the college of education;

3 E. one faculty member from a four-year public post-
4 secondary educational institution, who represents expertise in
5 the education of English language learners, appointed by the
6 secretary of higher education, to be selected from a list of
7 candidates submitted by the dean of the college of education;

8 F. one faculty member from a four-year public post-
9 secondary educational institution, who represents expertise in
10 the education of low-income students, appointed by the
11 secretary of higher education, to be selected from a list of
12 candidates submitted by the dean of the college of education;

13 G. one faculty member from a four-year public post-
14 secondary educational institution, who represents expertise in
15 the education of students with disabilities, appointed by the
16 secretary of higher education, to be selected from a list of
17 candidates submitted by the dean of the college of education;

18 H. two faculty members of teacher preparation
19 programs at the two-year public post-secondary educational
20 institutions, at least one of whom is involved in alternative
21 licensure preparation programs, appointed by the secretary of
22 higher education;

23 I. one representative of teacher preparation
24 programs at Native American colleges in New Mexico, appointed
25 by the secretary of higher education;

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1 J. three members appointed or designated by the
2 Indian nations, tribes and pueblos they represent;

3 K. one representative appointed by the secretary of
4 public education on the recommendation of the national
5 education association;

6 L. one representative appointed by the secretary of
7 public education on the recommendation of the American
8 federation of teachers New Mexico;

9 M. two teachers appointed by the secretary of
10 public education on the recommendation of New Mexico education
11 partners, who are representative of the geographical,
12 linguistic, cultural, ethnic and racial diversity of the state,
13 to include bilingual, teaching English as a second language,
14 special education and Native language certified teachers;

15 N. one school superintendent from a rural school
16 district and one school superintendent from an urban school
17 district appointed by the secretary of public education on the
18 recommendation of the New Mexico school superintendents
19 association; and

20 O. two members of the legislative education study
21 committee appointed by the chair of the legislative education
22 study committee; and

23 BE IT FURTHER RESOLVED that the task force be requested to
24 create subcommittees to include non-task-force members with
25 state, tribal and local technical knowledge and expertise in

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1 the education of Native American students, English language
2 learners, students with disabilities and students from low-
3 income families; and

4 BE IT FURTHER RESOLVED that the subcommittees be requested
5 to study:

6 A. teacher pipeline, including educators rising and
7 similar programs, and scholarship and loan programs;

8 B. faculty capacity within the departments of
9 education at public post-secondary educational institutions
10 regarding teacher pipeline and the recruitment and retention of
11 teachers;

12 C. teacher recruitment and retention strategies,
13 including teacher residencies, mentorship, induction and
14 support;

15 D. teacher credentials and licensing, including
16 bilingual and teaching English as a second language
17 endorsement, five hundred twenty certification and special
18 education;

19 E. teacher preparation programs for general
20 education teachers, including instruction that incorporates
21 effective strategies to teach the state's diverse student
22 population in culturally and linguistically responsive pedagogy
23 and practices, and that meet the educational needs of Native
24 American students, English language learners, students with
25 disabilities and low-income students;

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1 F. teacher preparation programs for Native language
2 and Spanish-English bilingual teachers that build on the work
3 conducted by the faculty of the departments of education
4 bilingual and teaching English as a second language teacher
5 preparation workgroup;

6 G. teacher preparation programs for special
7 education teachers;

8 H. teacher compensation, including yearly salary
9 and salary differentials; and

10 I. professional development and training for
11 general education teachers in culturally and linguistically
12 relevant pedagogy and professional development and training
13 that is specific for Native language, bilingual education and
14 special education teachers; and

15 BE IT FURTHER RESOLVED that the task force and
16 subcommittees be requested to collect, analyze and evaluate the
17 gaps and barriers to creating a diverse, qualified and
18 effective teacher workforce that meets the needs of Native
19 American students, English language learners, students with
20 disabilities and low-income students, including:

21 A. the current and future need for teachers in the
22 state, including mapping of teacher shortages by license level
23 and license endorsement, short- and long-range needs for
24 teachers by license level and each license endorsement and
25 mapping of teacher diversity at the school district level in

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1 relation to student population served;

2 B. teacher pipeline;

3 C. faculty capacity within departments of education
4 at state post-secondary educational institutions;

5 D. teacher recruitment and retention;

6 E. teacher credentials and licensing, including
7 alternative pathways;

8 F. teacher preparation programs, including
9 alternative pathways;

10 G. mentorship programs;

11 H. compensation; and

12 I. professional development opportunities available
13 to new and returning teachers; and

14 BE IT FURTHER RESOLVED that the teacher workforce task
15 force be requested to develop a comprehensive teacher workforce
16 strategic plan that includes one- to two-year goals, five- to
17 ten-year goals and short-term and long-term action steps to
18 achieve those goals; that identifies whether action is required
19 by the legislature, the public education department, the higher
20 education department, institutions of higher education or any
21 combination of those; and that includes funding requirements to
22 fully implement the teacher workforce strategic plan; and

23 BE IT FURTHER RESOLVED that vacancies on the task force
24 may be filled by the original appointing authority, and the
25 co-chairs of the task force may request the appointing

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1 authority to replace a task force member or replace a
2 subcommittee member if needed; and

3 BE IT FURTHER RESOLVED that the task force be requested to
4 provide an interim report on its analyses, evaluations and
5 initial recommendations to the governor, the legislative
6 education study committee, the legislative finance committee,
7 the boards of regents and governing boards of public post-
8 secondary educational institutions, the council of university
9 presidents, the public education department and the higher
10 education department by September 1, 2022; and

11 BE IT FURTHER RESOLVED that the task force be requested to
12 operate from its appointment to September 1, 2023; and

13 BE IT FURTHER RESOLVED that the task force be requested to
14 provide a final report with its findings and recommendations,
15 including the teacher workforce strategic plan, to the
16 governor; the legislative education study committee, the
17 legislative finance committee and the legislature by filing the
18 report with the legislative council service library; the boards
19 of regents or governing bodies of the public post-secondary
20 educational institutions; and the council of university
21 presidents, the public education department and the higher
22 education department by September 1, 2023 for publication on
23 the departments' websites; and

24 BE IT FURTHER RESOLVED that copies of this memorial be
25 transmitted to the governor, the chair of the legislative

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1 education study committee, the chair of the legislative finance
2 committee, the secretary of higher education, the secretary of
3 public education and the boards of regents and governing boards
4 of public post-secondary educational institutions.

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