SENATE BILL 29

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

INTRODUCED BY

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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

sciences:

(1) nine semester hours in communication;

(2) six semester hours in mathematics;

(3) eight semester hours in laboratory science;

(4) nine semester hours in social and behavioral science; and

(5) nine semester hours in humanities and fine arts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

G. "mathematics screening assessment" means a

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

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

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

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

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

B. The bureau shall:

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

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

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

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

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

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

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

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

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

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

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services; and

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

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

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

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

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

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

(3) core competencies for teachers and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(3) goals and a time line for monitoring

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student progress; and

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

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

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

(2) be aligned to core instruction;

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

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

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

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

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

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

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

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

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

(2) the types and effectiveness of interventions implemented;

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

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

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