

# MEMORANDUM



To: Gwen Perea Warniment, Director, LESC

From: Annie Armatage, Senior Policy Analyst II, LESC

Subject: Teacher preparation clinical experience evaluation

Date: December 11, 2023

## Teacher Residency Evaluation

### Overview and Background

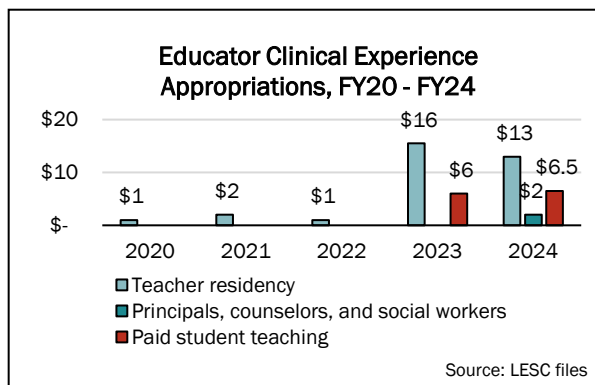
- Given research demonstrating teachers are the most important school-related factor influencing student outcomes, and rulings from the *Martinez-Yazzie consolidated lawsuit* that the quality of teaching for at-risk students in New Mexico is inadequate, the Legislature has made significant investments in teacher preparation and professional development, including appropriations of over \$27 million in FY24 alone.

#### FY24 New Mexico Legislative Appropriations for Educator Preparation Initiatives

Teacher residency programs	\$13 million
Student teaching stipends	\$6.5 million
Principals, counselors, and social workers residency pilot	\$2 million
Special education training and credentials	\$2 million
Bilingual multicultural education programs	\$2 million
Educator preparation programs for financial aid and professional development	\$2 million

Source: PED data

- A growing body of [research](#) suggests teacher residency programs produce more diverse teacher candidates with [lower attrition](#) rates; and their students demonstrate stronger outcomes than those of teacher candidates without extensive clinical experience. Given these promising outcomes, the Legislature appropriated \$1 million in 2019 to the New Mexico Public Education Department (PED) for teacher residency pilots. The following year, the Legislature passed the Teacher Residency Act, requiring residency programs to meet national best practices and provide residents stipends of at least \$20 thousand, and appropriated \$2 million for residency programs to be distributed through competitive grants administered by PED. In 2023, the Legislature amended the Act, increasing minimum resident stipends to \$35 thousand and providing \$2 thousand stipends to principals of partner schools and at least of \$50 thousand to teacher residency program coordinators.

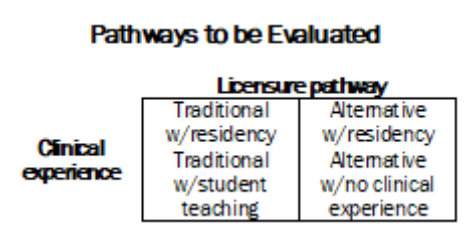


- In 2023, the Legislature appropriated \$2 million to PED for a residency [pilot](#) program for principals, counselors, and social workers. Awards will be made available through competitive grants in 2024.
- The Legislature appropriated \$12.5 million for FY23 and FY24 for [paid student teaching](#). Statute requires traditionally licensed teachers to complete a minimum of 16 weeks of student teaching.

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- To ensure state investments in educator preparation programs produce highly effective teachers who serve the state’s most at-risk students and remain in classrooms in the long term, LESC staff will evaluate the implementation and initial outcomes of traditional and alternative licensure pathways, and residency and student-teaching clinical experiences.



## Research Questions

- How does the implementation of teacher preparation clinical experiences compare to statutory requirements and best practices?
- What are the effects of teacher preparation pathways and clinical experiences on educator:
  - Recruitment and retention;
  - Diversification; and
  - Fulfillment of high-need positions?
- What are the effects of teacher preparation pathways and clinical experiences on student:
  - Proficiency and growth;
  - Attendance; and
  - Behavior
- What are the effects of teacher preparation pathways and clinical experiences as measured by:
  - Teacher perceptions of readiness;
  - Principal perceptions of efficacy; and
  - Observed efficacy.

## Framework and Evaluation Design

- LESC staff will employ an evaluation framework based on adaptive change, recognizing the implementation challenges new programs pose, the critical role of stakeholders in identifying solutions, and the complex context in which programs exist. Thus, evaluating the quality of Legislative investments in these programs should be seen as a long-term process requiring multiple iterations of analysis informing implementation adjustments.
- LESC staff will conduct a multi-prong study with three phases. The first phase will examine program implementation through case studies conducted at educator preparation programs and cooperating school districts. The second phase will analyze initial student achievement data through hierarchal statistical modeling, taking into account differences in the modeling. In the third phase, LESC staff will analyze initial teacher retention effects. Additionally, as outcomes from a single year of student achievement data present significant limitations, LESC staff will build on prior student outcome analyses with an additional year of student outcome data.

## Timeline and Work Products

