AN ACT

RELATING TO PUBLIC EDUCATION; ENACTING THE TEACHER RESIDENCY
ACT; CREATING A TEACHER RESIDENCY PROGRAM; PROVIDING PROGRAM
COMPONENTS; PROVIDING ELIGIBILITY REQUIREMENTS; PROVIDING
PARTICIPANT SELECTION REQUIREMENTS; PROVIDING RULEMAKING
AUTHORITY; PROVIDING REPORTING REQUIREMENTS; CREATING A FUND.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. A new section of the Public School Code is
enacted to read:

"SHORT TITLE.--This act may be cited as the "Teacher
Residency Act"."

SECTION 2. A new section of the Public School Code is
enacted to read:

"DEFINITIONS.--As used in the Teacher Residency Act:

A. "department-approved teacher preparation
program" means a department-approved teacher preparation
program at a public post-secondary educational institution or
tribal college;

B. "program" means a teacher residency program
created pursuant to the Teacher Residency Act that is
designed to result in teacher licensure; and

C. "teaching resident" means a participant in a
department-approved teacher residency program."

SECTION 3. A new section of the Public School Code is
enacted to read:

"TEACHER RESIDENCY PROGRAM--CREATED.--

A. On or before July 1 of each year, the secretary shall, through a competitive selection process, provide grants to establish New Mexico teacher residency programs at public post-secondary educational institutions and tribal colleges that have a department-approved teacher preparation program and have developed a commitment to investing in teacher education. In selecting grant recipients, the department shall ensure, to the extent practicable, that grant recipients include representation from rural, urban and suburban areas across the state.

B. The public post-secondary educational institution or tribal college shall form a partnership with one or more school districts or charter schools to coadminister the teacher residency program and to provide employment to residents in the program following their graduation.

C. The program must be designed to:

(1) diversify the teaching profession with teaching residents that reflect the diversity of students in the public schools in the state or the geographic area where the school is located;

(2) fill high-need teaching positions within the state and ensure that teaching residents are prepared for
a department-issued teaching license at the end of the program; and

(3) provide at least one full academic year of rigorous department-approved teacher preparation program coursework and provide a full academic year of guided apprenticeship in the classroom of an expert teacher at the partner area school district or charter school.

D. The public post-secondary educational institution or tribal college shall ensure faculty or university supervisors who work with the teacher residency program visit residency sites no less than three times per month to monitor teacher residents' programs."

SECTION 4. A new section of the Public School Code is enacted to read:

"TEACHER RESIDENCY PROGRAM COMPONENTS.--A teacher residency program established pursuant to the Teacher Residency Act shall include:

A. competitive admission requirements with multiple criteria;

B. rigorous department-approved teacher preparation program coursework, which shall be offered while the teaching resident undertakes a full academic year of guided apprenticeship in the classroom of an expert teacher at the partner area school district or charter school;

C. a team mentorship approach to expose teaching
residents to a variety of teaching methods, philosophies and classroom environments;

D. clear criteria for the selection of expert teachers based on measures of teacher effectiveness and the appropriate subject area knowledge;

E. providing expert teachers with ongoing evidence-based training in coaching and mentoring teaching residents and compensation for time and added responsibility;

F. grouping teaching residents in cohorts to facilitate professional collaboration among residents and placing teaching residents in teaching schools or professional development programs that are organized to support a high-quality teacher learning experience in a supportive work environment;

G. measures of appropriate progress through the program;

H. a stipend of no less than twenty thousand dollars ($20,000) per year for teaching residents;

I. a post-completion commitment by teaching residents to serve three years at schools in the sponsoring school district;

J. an expectation of employment for the teaching resident from the partner school district or charter school;

K. support for teaching residents for not less than one year following the resident's completion of the
program through the provision of mentoring, professional
development and networking opportunities; and

L. demonstration of the integral role and
responsibilities of the partner area school district or
charter school in fulfilling the purpose of the program."

SECTION 5. A new section of the Public School Code is
enacted to read:

"TEACHER RESIDENCY PROGRAM ELIGIBILITY.--To be eligible
to be admitted and hired as a teaching resident under the
program, an individual must:

A. hold a bachelor's degree; and

B. be a professional from outside the field of
education and have strong content knowledge or a record of
achievement; or

C. not hold a level one, two or three-A teaching
license."

SECTION 6. A new section of the Public School Code is
enacted to read:

"TEACHER RESIDENCY PROGRAM PARTICIPANT SELECTION
REQUIREMENTS.--The public post-secondary educational
institution or tribal college shall establish criteria for
selection of individuals to participate in the program. The
selection criteria shall include:

A. a demonstration of comprehensive subject area
knowledge or a record of accomplishment or professional
experience in the field or subject area to be taught;

B. strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests or performance assessments;

C. other dispositions linked to effective teaching, which may be determined by interviews or performance assessments; and

D. consideration given to a participant's ability to increase the racial, ethnic or linguistic diversity of the teacher workforce."

SECTION 7. A new section of the Public School Code is enacted to read:

"RULEMAKING AUTHORITY.--The department shall adopt rules as necessary to implement the Teacher Residency Act."

SECTION 8. A new section of the Public School Code is enacted to read:

"TEACHER RESIDENCY FUND--CREATED--PURPOSE.--The "teacher residency fund" is created as a nonreverting fund in the state treasury. The fund consists of appropriations, gifts, grants and donations to the fund. Money in the fund is subject to appropriation by the legislature to implement the provisions of the Teacher Residency Act. Disbursements from the fund shall be made by warrants of the secretary of finance and administration pursuant to vouchers signed by the secretary of public education or the secretary's authorized
SECTION 9. A new section of the Public School Code is enacted to read:

"REPORTING REQUIREMENTS.--Public post-secondary educational institutions and tribal colleges shall collaborate with their partner school district or charter school to submit data to the department no later than July 1 of each year. The department shall compile data from all residency sites and submit a report to the legislature no later than November of each year. The report shall include the following indicators of teacher residency program success:

A. the standards for entering and exiting the program;

B. the number of credit hours required to complete the program;

C. the number and percentage of teaching residents completing the program;

D. the number and types of teaching licenses teaching residents are obtaining, including endorsements;

E. the educator evaluation rating for teaching residents during their first five years of teaching;

F. the educator evaluation rating for expert teachers during their time supporting a teacher resident;

G. the number and percentage of teaching residents
who continue to teach in New Mexico school districts or charter schools after one, two, three, four and five years;

H. the percentage of teaching residents who are diverse candidates that reflect the diversity of the public schools in the state or the geographic area where the school is located;

I. academic performance of pre-kindergarten through twelfth grade students in classes taught by residency graduates in comparison to students in classes taught by other trained teachers;

J. principal perception surveys of teaching resident and expert teacher effectiveness;

K. state-student perception surveys;

L. the residency program graduate achievement, as determined by first-time pass rates on the state teaching performance assessment; and

M. other data as determined by the department."