

1 A MEMORIAL

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

10  
11 WHEREAS, New Mexico's public education system is facing  
12 tough challenges as it grapples with school closures and  
13 remote learning disruption caused by the coronavirus disease  
14 2019 pandemic; and

15 WHEREAS, the challenges facing New Mexico's public  
16 education system were daunting even before the onset of the  
17 coronavirus disease 2019 pandemic in March 2020; and

18 WHEREAS, public education department statistics reveal  
19 that nearly three out of every four public school students  
20 come from low-income families, one in seven students are  
21 English language learners and the same percentage are  
22 disabled; and

23 WHEREAS, the creation of a teacher workforce task force  
24 to study and better understand the needs of Native American  
25 students, English language learner students, students with

1 disabilities and low-income students, as identified in  
2 *Martinez and Yazzie v. State of New Mexico*, is urgently  
3 needed;

4 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF  
5 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the  
6 secretaries of higher education and public education be  
7 requested to convene a teacher workforce task force composed  
8 of:

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

11 B. the assistant secretary of Indian education and  
12 the Hispanic education liaison of the public education  
13 department;

14 C. two deans of the colleges of education at the  
15 four-year public post-secondary educational institutions  
16 appointed by the secretary of higher education;

17 D. one faculty member from a four-year public  
18 post-secondary educational institution, who represents  
19 expertise in the education of Native American students,  
20 appointed by the secretary of higher education, to be  
21 selected from a list of candidates submitted by the dean of  
22 the college of education;

23 E. one faculty member from a four-year public  
24 post-secondary educational institution, who represents  
25 expertise in the education of English language learners,

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

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

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

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

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

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

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

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

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

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

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

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

1 English language learners, students with disabilities and  
2 students from low-income families; and

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

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

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

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

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

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

25 F. teacher preparation programs for Native

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

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

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

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

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

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

- 1 B. teacher pipeline;
- 2 C. faculty capacity within departments of
- 3 education at state post-secondary educational institutions;
- 4 D. teacher recruitment and retention;
- 5 E. teacher credentials and licensing, including
- 6 alternative pathways;
- 7 F. teacher preparation programs, including
- 8 alternative pathways;
- 9 G. mentorship programs;
- 10 H. compensation; and
- 11 I. professional development opportunities
- 12 available to new and returning teachers; and

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

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  
4 to 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  
12 to operate from its appointment to September 1, 2023; and

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



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

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