

HOUSE BILL 422

**57TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2025**

INTRODUCED BY

Debra M. Sariñana and Joy Garratt and Yanira Gurrola  
and Tanya Mirabal Moya and Brian G. Baca

AN ACT

RELATING TO TEACHER PREPARATION; INCREASING STIPENDS FOR  
TEACHING RESIDENTS; PROVIDING HEALTH INSURANCE DURING  
RESIDENCY; PROVIDING ADDITIONAL FUNDING FOR PARTICIPATING  
PUBLIC POST-SECONDARY EDUCATIONAL INSTITUTIONS AND TRIBAL  
COLLEGES.

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

SECTION 1. Section 22-10B-4 NMSA 1978 (being Laws 2020,  
Chapter 25, Section 4, as amended) is amended to read:

"22-10B-4. 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

.229868.1

underscored material = new  
[bracketed material] = delete

underscored material = new  
[bracketed material] = delete

1 program coursework, which shall be offered while the teaching  
2 resident undertakes a full academic year of guided  
3 apprenticeship in the classroom of a level two or level three  
4 teacher at the partner area school district or charter school;

5 C. a co-teaching approach to expose teaching  
6 residents to a variety of teaching methods, philosophies and  
7 classroom environments;

8 D. clear criteria for the selection of level two  
9 and level three teachers based on measures of teacher  
10 effectiveness and the appropriate subject area knowledge;

11 E. providing level two and level three teachers  
12 with ongoing evidence-based training in coaching and mentoring  
13 teaching residents and compensation for time and added  
14 responsibility;

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

21 G. measures of appropriate progress through the  
22 program;

23 H. a stipend of no less than [~~thirty-five thousand~~  
24 ~~dollars (\$35,000) per year~~] eighty percent of the minimum  
25 salary for level 1 teachers for the school year for teaching

.229868.1

underscored material = new  
[bracketed material] = delete

1 residents and the employer contribution for the teaching  
2 resident's health insurance through the public school insurance  
3 authority;

4 I. a stipend of no less than two thousand dollars  
5 (\$2,000) per year for level two and level three teachers  
6 participating in the program;

7 J. a stipend of no less than two thousand dollars  
8 (\$2,000) per year for principals or head administrators at the  
9 partner school district or charter school;

10 K. funding of no less than fifty thousand dollars  
11 (\$50,000) per year for teacher residency program coordinators  
12 at each department-approved New Mexico teacher residency  
13 program;

14 L. four thousand dollars (\$4,000) for each faculty  
15 person at a participating public post-secondary educational  
16 institution or tribal college who provides co-teaching training  
17 to residents and public school mentors;

18 M. five hundred dollars (\$500) for each  
19 participating public post-secondary educational institution or  
20 tribal college for each student who is a teaching resident to  
21 offset institutional costs associated with supervision of  
22 teaching residents;

23 [~~E.~~] N. a post-completion commitment by teaching  
24 residents to serve a minimum of three years at schools in the  
25 sponsoring school district;

.229868.1

underscoring material = new  
~~[bracketed material] = delete~~

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

[M-] O. an expectation of employment for the teaching resident from the partner school district or charter school;

[N-] P. 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

[O-] Q. demonstration of the integral role and responsibilities of the partner area school district or charter school in fulfilling the purpose of the program."