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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
55th Legislature, 2nd Session, 2022

Bill Number	<u>HB13/aHEC/aHAFC</u>	Sponsor	<u>Sariñana/Garratt/Soules/Stewart/Lane</u>
Tracking Number	<u>.221519.4</u>	Committee Referrals	<u>HEC/HAFC/SEC</u>
Short Title	<u>Teacher Residency Changes</u>		
Analyst	<u>Hoxie</u>	Original Date	<u>1/20/2022</u>
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BILL SUMMARY

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to House Bill 13 (HB13/aHEC/aHAFC) strikes the \$20 million appropriation and further clarifies that candidates for a teacher residency program do not hold a level 1, 2, or 3-A teaching license.

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 13 (HB13/aHEC) adds language directing the Public Education Department to partner with department-approved teacher preparation programs to establish teacher residency programs, clarifies eligibility for undergraduate students in the final year of a department-approved teacher preparation program, and requires that candidates for a residency program who hold a bachelor's degree not to hold a level 1, level 2, or level 3-A New Mexico teacher license.

Synopsis of Original Bill

House Bill 13 (HB13) amends the Teacher Residency Act to increase resident's stipends, require a stipend for mentor teacher's participating in the program, require a stipend for principals of partnering schools, require minimum stipends for residency program coordinators, clarify language to ensure representation from rural, urban, and suburban areas across the state, reduce the number of residency program visits from at least three to one per month, clarify a minimum three-year commitment by teaching residents on completion of the program, and establish program eligibility for students in the final year of a department-approved teacher preparation program.

HB13 has an effective date of July 1, 2022.

FISCAL IMPACT

The Conference Committee Report for House Bills 2 and 3 (HB2 and 3/CCR) includes \$15.5 million for the teacher residency fund from the public education reform fund.

SUBSTANTIVE ISSUES

HB13/aHEC/aHAFC proposes amending several sections of the Teacher Residency Act.

Increasing Teacher Residency Program Stipends. HB13/aHEC/aHAFC increases the stipends for residents in the teacher residency program from \$20 thousand per year to no less than \$35 thousand per year; research indicates this will increase the number of candidates interested in pursuing a residency program. HB13/aHEC/aHAFC also requires a stipend of no less than \$2,000 per year for mentor teachers and principals of partnering schools. Finally, HB13/aHEC/aHAFC requires a minimum stipend of \$50 thousand per year for residency program coordinators at department-approved teacher residency programs.

In FY22, teacher residency grants were awarded out of a \$1 million appropriation. HB13/aHEC/aHAFC appropriates \$20 million from the general fund to fund teacher residency programs at all teacher preparation programs. Currently, New Mexico State University and the University of New Mexico are the only teacher preparation programs in New Mexico with established teacher residency programs.

Program Component Changes. Under current law, the Teacher Residency Act requires teacher residency program supervisors visit residency sites three times per month; HB13/aHEC/aHAFC amends this requirement to no less than one time per month. New Mexico State University agency analysis indicates this would lessen the burden placed on a teacher residency program supervisor.

Under current law, the Teacher Residency Act requires the resident receive one year of guided mentorship from an expert teacher. HB13/aHEC/aHAFC clarifies this requirement, specifying a level 2 or level 3 teacher at the partner school district or charter school will provide the guided apprenticeship to the resident. Additionally, under current law, a teacher residency program implements a team mentorship model; HB13/aHEC/aHAFC clarifies that teacher residency programs must implement a co-teaching approach to expose teaching residents to a variety of teaching methods, philosophies, and classroom environments. Research indicates both teachers and students benefit from co-teaching models.

Expanding Teacher Residency Program Eligibility. Under current law, the Teacher Residency Act requires residency candidates to hold a bachelor's degree and join a one-year alternative licensure coursework model to complete the program. HB13/aHEC/aHAFC allows this criterion for eligibility to stand while expanding eligibility to include undergraduate students in their final year of a department-approved teacher preparation program. This change is likely to increase program participation and interest in this research-based model to teacher preparation.

HB13/aHEC/aHAFC provides employment for residents after completion of teacher residency program by requiring a three-year minimum commitment in the district or charter school at which they complete their residency.

OTHER SIGNIFICANT ISSUES

Successful Teacher Residency Program Design. HB13/aHEC/aHAFC is aligned with national research on effective teacher residency programs. Research shows successful teacher residencies are designed to assist in recruiting and retaining high-quality candidates with diverse backgrounds and experiences. Teacher residency programs are teacher preparation programs that bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the

classroom. These programs focus on training teachers to fill specific needs of school districts and provide professional development and mentorship in the classroom before candidates become the teacher of record. Some studies of the teacher residency program model have shown teacher residencies have been successful in reducing turnover and improving retention of new teachers.

Recruiting and Retaining High-Quality Teachers. New Mexico, like many states, is struggling to consistently recruit and retain high-quality teachers. Teacher quality is the number one school-based factor impacting student success, and the judge in the *Martinez-Yazzie* education sufficiency lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers. Research indicates that 52 percent of the state’s inexperienced teachers serve students with the highest needs and 40-50 percent of teachers in New Mexico leave within the first five years of teaching. Given the district court’s findings in the *Martinez-Yazzie* lawsuit, HB13/aHEC/aHAFC aligns with the Legislature’s focus on evidence-based programs to recruit and train effective teachers.

Potential Long-Term Teacher Vacancy Strategy. In New Mexico, teacher demand outpaces the number of teachers graduating each year. According to the *2021 Educator Vacancy Report*, the state had 1,048 teacher vacancies at the start of the 2021-2022 school year. This represents an 84 percent increase over the previous school year. Of note, this report only represents publicly advertised job postings. Research from the Learning Policy Institute—a nonprofit research and policy organization—indicates residency models are a promising long-term solution to meeting district hiring needs, allowing districts to play a direct role in training their future workforce and filling future vacancies. Districts could benefit by filling vacancies with better prepared, more diverse teachers. HB13/aHEC/aHAFC establishes a minimum three-year commitment to the school district or charter school by teaching residents.

SOURCES OF INFORMATION

- LESC Files

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