



# Teacher Residency Report:

# Academic Year 2023-24



The State of New Mexico  
**Teacher Residency Report:**  
**Academic Year 2023-24**  
January 2026

**Michelle Lujan Grisham**  
Governor of New Mexico

**Mariana D. Padilla**  
Secretary of Public Education

**Amanda DeBell**  
Deputy Secretary  
Teaching, Learning, and Innovation

**Prepared by the Educator Pathways Bureau**

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# Table of Contents

|                                                                                                                                                                                                 |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>TABLE OF FIGURES .....</b>                                                                                                                                                                   | <b>5</b> |
| <b>EXECUTIVE SUMMARY .....</b>                                                                                                                                                                  | <b>6</b> |
| INTRODUCTION .....                                                                                                                                                                              | 6        |
| DATA SOURCES.....                                                                                                                                                                               | 6        |
| STATEWIDE FINDINGS .....                                                                                                                                                                        | 6        |
| <b>1. INTRODUCTION.....</b>                                                                                                                                                                     | <b>7</b> |
| ABOUT THIS REPORT .....                                                                                                                                                                         | 7        |
| DEFINING CHARACTERISTICS OF TEACHER RESIDENCY .....                                                                                                                                             | 7        |
| TEACHER RESIDENCIES IMPLEMENTATION .....                                                                                                                                                        | 8        |
| DATA SOURCES.....                                                                                                                                                                               | 8        |
| DATA EFFORTS AND LIMITATIONS.....                                                                                                                                                               | 9        |
| <b>2. STATUTORY REPORT REQUIREMENTS.....</b>                                                                                                                                                    | <b>9</b> |
| OVERVIEW .....                                                                                                                                                                                  | 9        |
| A. THE STANDARDS FOR ENTERING AND EXITING THE PROGRAM.....                                                                                                                                      | 10       |
| B. THE NUMBER OF CREDIT HOURS REQUIRED TO COMPLETE THE PROGRAM.....                                                                                                                             | 12       |
| C. THE NUMBER AND PERCENTAGE OF TEACHING RESIDENTS COMPLETING THE PROGRAM .....                                                                                                                 | 14       |
| D. THE NUMBER AND TYPES OF LICENSES TEACHING RESIDENTS ARE OBTAINING, INCLUDING ENDORSEMENTS.....                                                                                               | 15       |
| E. THE EDUCATOR EVALUATION RATING FOR TEACHING RESIDENTS DURING THEIR FIRST FIVE YEARS OF TEACHING.....                                                                                         | 18       |
| F. THE EDUCATOR EVALUATION RATING FOR LEVEL TWO AND THREE TEACHERS SUPPORTING A TEACHER RESIDENT.....                                                                                           | 18       |
| 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.....                      | 19       |
| 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 .....       | 20       |
| 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 ..... | 21       |
| J. PRINCIPAL PERCEPTIONS OF TEACHING RESIDENT AND LEVEL TWO AND LEVEL THREE TEACHER EFFECTIVENESS.....                                                                                          | 22       |
| L. THE RESIDENCY PROGRAM GRADUATE ACHIEVEMENT, AS DETERMINED BY FIRST-TIME PASS RATES ON THE STATE TEACHING PERFORMANCE ASSESSMENTS .....                                                       | 22       |

|                                                                                           |           |
|-------------------------------------------------------------------------------------------|-----------|
| <b>ENDNOTES.....</b>                                                                      | <b>24</b> |
| <b>APPENDICES .....</b>                                                                   | <b>26</b> |
| APPENDIX A: SCHOOLS AND DISTRICTS IN WHICH CANDIDATES COMPLETED TEACHER RESIDENCIES ..... | 26        |
| APPENDIX B: SUMMARY OF IMPACT EVALUATION PLAN .....                                       | 36        |
| APPENDIX C: PARTNERING ORGANIZATIONS .....                                                | 39        |
| APPENDIX D: DEFINITIONS .....                                                             | 40        |

# Table of Figures

|                                                                                                      |    |
|------------------------------------------------------------------------------------------------------|----|
| <b>FIGURE 1:</b> EPPs WITH TEACHER RESIDENCY PROGRAMS, AND THE PROGRAM TYPES .....                   | 10 |
| <b>FIGURE 2:</b> ENTRANCE REQUIREMENTS FOR TEACHER RESIDENT CANDIDATES, BY EPP .....                 | 11 |
| <b>FIGURE 3:</b> EXIT REQUIREMENTS FOR TEACHER RESIDENT CANDIDATES, BY EPP .....                     | 12 |
| <b>FIGURE 4:</b> EPP'S INITIAL REPORTS OF FIELD EXPERIENCE AND CLINICAL HOUR REQUIREMENTS. ....      | 13 |
| <b>FIGURE 5:</b> NUMBERS AND PERCENTAGES OF COMPLETERS WHO WERE TEACHER RESIDENTS, BY EPP .....      | 14 |
| <b>FIGURE 6:</b> NUMBERS OF LICENSURE PROGRAMS COMPLETED BY TEACHER RESIDENTS, BY EPP .....          | 15 |
| <b>FIGURE 7:</b> NUMBERS OF ENDORSEMENTS AND CONTENT AREAS, AS REPORTED BY EPPS .....                | 16 |
| <b>FIGURE 8:</b> HIGHEST DEGREE LEVELS ATTAINED BY CO-TEACHERS.....                                  | 18 |
| <b>FIGURE 9:</b> CO-TEACHER YEARS OF EXPERIENCE .....                                                | 19 |
| <b>FIGURE 10:</b> PERCENTAGES OF TEACHER RESIDENTS KNOWN TO TEACH IN PED SCHOOLS.....                | 19 |
| <b>FIGURE 11:</b> PERCENTAGE OF TEACHER RESIDENTS AND OTHER COMPLETERS IN EACH GENDER CATEGORY ..... | 20 |
| <b>FIGURE 12:</b> PERCENTAGE OF TEACHER RESIDENTS AND OTHER COMPLETERS IN EACH RACIAL CATEGORY.....  | 21 |
| <b>FIGURE 13:</b> FIRST ATTEMPT PASS RATES FOR PRAXIS EXAMS, BY EPP .....                            | 23 |

# Executive Summary

## Introduction

The New Mexico Public Education Department is legislatively mandated to submit a Teacher Residency Report to the legislature each year. The Academic Year 2023–24 Teacher Residency Report is aligned with statutory guidelines (i.e., NMSA 1978, Section 22-10B-9) and summarizes data related to teacher residency programs during the 2023–24 academic year. The report includes information about program standards, students who completed teacher residencies, and co-teachers who worked with teacher residents.

## Data Sources

Data primarily came from data collection workbooks, which were sent in November 2024 for self-report to each of the seven educator preparation programs offering teacher residencies. Workbooks included tabs for programmatic and student-level information. Data related to candidate test scores came from the Education Testing Services Praxis database. Data related to teachers in New Mexico Public Schools was obtained from reports exported from the Public Education Department Nova information system.

## Statewide Findings

The Teacher Residency Report presents disaggregated data for each of the educator preparation programs and includes the following statewide findings:

- Statewide, **214** teaching candidates completed teacher residencies during the 2023–24 academic year, representing **25%** of all teaching candidate completers in programs that offered residencies.
- In total, **58** teacher residents completed academic requirements for licensure in Early Childhood Education; **83** completed requirements for Elementary Education; **57** completed requirements for Special Education; and **28** completed requirements for Secondary Education.
- Teacher residents demonstrated a **64%** first attempt pass rate on Praxis tests for licensure.
- Co-teachers, who taught with and mentored the teacher residents, had an average of **13** years of teaching experience and approximately **50%** held master's degrees.
- In total, **89%** of the teacher residents were female and **49%** were Hispanic or Latino.

# 1. Introduction

## About This Report

The Teacher Residency Report is required annually by House Bill 13 and NMSA 1978 Section 22-10B-9 (being Laws 2020, Chapter 25, Section 3).<sup>i</sup> The report is submitted by the New Mexico Public Education Department (PED) and contains information aligned with statutorily required elements. Data from Academic Year (AY) 2023–24 is included in this report.

New Mexico is experiencing teacher shortages. All local education agencies (LEAs), especially those with the greatest challenges (e.g., large numbers of students with limited English proficiency, large numbers of students living in poverty, and high student dropout rates) struggle to attract and retain teachers.<sup>ii</sup> Research shows that longer clinical practice placements, such as year-long teacher residency programs, are associated with increased retention in the profession.<sup>iii</sup> Similarly, when pathways offer financial supports, as teacher residencies in New Mexico do, more candidates from diverse backgrounds enter the profession.<sup>iv</sup> In response to the shortages and guided by research, New Mexico officials have provided funding and support for increasing and improving teacher residency programs.

The Teacher Residency Report provides the PED, lawmakers and educator preparation programs (EPPs) with data to better understand how residencies address the unique needs of New Mexico students and the educator workforce.

For clarity, all statutorily required elements are addressed in the Statutory Report Requirements section of this report and lettered according to their lettering in statute. Data is included when possible. When data does not exist, reasons for the missing data are provided and information about when and how the required elements will be included in future reports is given.

## Defining Characteristics of Teacher Residency

Teacher residencies in New Mexico have been clearly defined in House Bill 13 as having the following characteristics that make them unique from traditional student teaching or alternative licensure pathways:

- a co-teaching approach to expose teaching residents to a variety of teaching methods, philosophies and classroom environments
- provision of an ongoing, evidence-based training model for level two and level three teachers to support coaching and mentoring teaching residents, along with compensation for their time and added responsibilities

- a stipend of no less than thirty-five thousand dollars (\$35,000) per year for teaching residents
- a post-completion commitment by teaching residents to serve a minimum of three years at schools in the sponsoring school district

## Teacher Residencies Implementation

The PED created a Teacher Residency Coordinator position in 2022 to support implementation and coordination of high-quality teacher residencies, paid student teaching, and apprenticeship pathways across the state. This position works directly with participating EPPs and LEAs to facilitate teacher residency programs in accordance with House Bill 13. As an intermediary, Prepared To Teach supports the PED and the Teacher Residency Coordinator to ensure that teacher residencies address state needs and meet the unique requirements of local student populations. The PED began working with Prepared To Teach in 2016 and continues refining and expanding the residency initiative with their assistance.

In addition to the funding provided by the Government Results and Opportunity program, Prepared To Teach collaborated with PED to secure a U.S. Department of Education Education Innovation and Research (EIR) grant. This grant helps fund the New Mexico Residencies five-year project. External evaluation of this grant is conducted by Basis Policy Research and the formative feedback provided informs the implementation process.

In 2022, the New Mexico Teacher Residencies Communities of Practice were established by PED and Prepared To Teach to facilitate stakeholder engagement and ensure that stakeholder input guides the implementation of teacher residencies. The Communities of Practice are two-day convenings that bring together representatives from PED, EPPs, LEAs, and other partners.

## Data Sources

Data in this report came from three key data sources:

- AY2023–24 Data Collection Workbooks – These Excel workbooks were developed to collect statutorily required elements directly from the EPPs. The workbooks were sent in November 2024 via a secure virtual workspace to each of the 13 qualifying EPPs. The EPPs had through December 31 to complete the workbooks. The workbooks were then validated through a pilot validation process during winter 2025 and certified by each EPP. The workbook template, available upon request, included two worksheets used in this report:
  - A program information worksheet with fields for aggregate counts, as well as specific program information
  - A student-level worksheet with fields for student-level indicators such as demographic information, program type, and endorsement coursework of teacher residency completers

- Education Testing Services (ETS) Praxis database
- The PED Nova system reports titled “*List Teacher, Position, Salary, Yrs Exp, Degree and Subject for District, Location*” for school years 2023–24 through 2025–26

## Data efforts and limitations

When the Community of Practice began meeting to design and implement high-quality teacher residencies, the PED convened a work group to identify challenges and propose solutions associated with data collection. With technical support from Prepared To Teach, the PED leveraged the legislatively mandated Educator Accountability Reporting System (EARS) to address multiple state and federal reporting requirements.<sup>v</sup> As a result of that effort, AY2023–24 data collected through EARS was used to create the AY2023–24 Teacher Residency Report.

Detailed descriptions of the pilot EARS data collection and validation processes were published in the AY 2023–24 EARS report.<sup>vi</sup> To provide specific context to interpreting the Teacher Residency Report, it is important to note that data is self-reported by the EPPs, the submission and validation processes have not yet been automated, and data inconsistencies are known to exist.

Furthermore, there are challenges associated with tracking teacher residents into and throughout their careers as educators. Licensure numbers were not available for all candidates and in 2023–24 the Professional Licensure Bureau (PLB) did not require information about which EPPs recommended the candidate for licensure, so the PLB database could not be maximized to track candidates.

# 2. Statutory Report Requirements

## Overview

In AY 2023–24, teacher residency programs aligned with definitions and eligibility requirements outlined in Sections 22–10B–2 and 22–10B–8 were operational in seven of New Mexico’s 13 state approved EPPs.<sup>vii, viii</sup> In this report, the EPPs are referred to by their acronyms and include: Central New Mexico Community College (CNM); Eastern New Mexico University (ENMU); New Mexico Highlands University (NMHU); New Mexico State University (NMSU); Northern New Mexico College (NNMC); University of New Mexico (UNM), and Western New Mexico University (WNMU). Figure 1 provides a summary of the different program types offered by each of the EPPs. In traditional programs, students work towards bachelor’s or master’s degrees in education while attaining certification. Alternative licensure programs are for students who already hold degrees in fields other than education, but who are interested in attaining a teaching certification.

**Figure 1:** EPPs with Teacher Residency Programs, and the Program Types

| EPP                                 | Traditional:<br>Undergraduate Program | Traditional: Graduate<br>Program | Alternative Licensure<br>Program |
|-------------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| CNM                                 |                                       |                                  | X                                |
| ENMU                                | X                                     |                                  | X                                |
| NMHU                                | X                                     | X                                | X                                |
| NMSU                                | X                                     | X                                | X                                |
| NNMC                                | X                                     |                                  | X                                |
| UNM                                 | X                                     | X                                |                                  |
| WNMU                                | X                                     |                                  | X                                |
| Statewide<br>numbers of<br>programs | 6                                     | 3                                | 6                                |

In AY 2023–24, teacher residents were assigned to residencies in 41 of New Mexico public school districts and 160 of New Mexico public schools. A complete list of AY2023–24 teacher residency placements is included as Appendix A. The list includes placements in Bureau of Indian Education (BIE) Schools, Catholic schools, and Pre-Kindergarten (PreK)/HeadStart schools.

## A. The Standards for Entering and Exiting the Program

EPPs set their own entry and exit requirements for their educator programs. The entrance requirements (Figure 2) and exit requirements (Figure 3) are included as self-reported by the EPPs.

**Figure 2:** Entrance Requirements for Teacher Resident Candidates, by EPP

| EPP  | Transcripts | Fingerprint Check | Background Check | Minimum GPA | Minimum GPA in Education Coursework | Minimum SAT Score | Minimum Basic Skills Scores | Recommendations | Essay or Personal Statement | Interview | Other          |
|------|-------------|-------------------|------------------|-------------|-------------------------------------|-------------------|-----------------------------|-----------------|-----------------------------|-----------|----------------|
| CNM  | X           |                   |                  |             |                                     |                   |                             |                 |                             | X         |                |
| ENMU | X           | X                 | X                | X           | X                                   | X                 |                             |                 |                             |           |                |
| NMHU | X           | X                 | X                | X           |                                     |                   |                             | X               | X                           |           | X <sup>1</sup> |
| NMSU | X           | X                 | X                | X           | X                                   |                   |                             | X               | X                           | X         | X <sup>2</sup> |
| NNMC | X           | X                 | X                | X           | X                                   | X                 |                             | X               | X                           | X         |                |
| UNM  | X           | X                 | X                | X           | X                                   |                   |                             | X               | X                           |           |                |
| WNMU | X           |                   |                  | X           | X                                   |                   | X                           | X               | X                           |           | X <sup>3</sup> |

Source: AY2023–24 Data Collection Workbooks. Description in the About this Report: Data Sources section.

<sup>1</sup> Acceptable disposition (from disposition survey)

<sup>2</sup> Application, experience in a classroom or working with children, resume, community service

<sup>3</sup> Professional Behaviors and Dispositions

**Figure 3:** Exit Requirements for Teacher Resident Candidates, by EPP

| EPP  | Transcripts | Fingerprint Check | Background Check | Minimum GPA | Minimum GPA in Education Coursework | Recommendations | Essay or Personal Statement | Interview | Other           |
|------|-------------|-------------------|------------------|-------------|-------------------------------------|-----------------|-----------------------------|-----------|-----------------|
| CNM  | X           | X                 | X                | X           |                                     |                 |                             | X         | X <sup>4</sup>  |
| ENMU | X           |                   |                  | X           | X                                   |                 |                             | X         | X <sup>5</sup>  |
| NMHU | X           |                   |                  | X           | X                                   |                 | X                           | X         | X <sup>6</sup>  |
| NMSU | X           |                   |                  | X           | X                                   |                 |                             |           | X <sup>7</sup>  |
| NNMC | X           | X                 | X                | X           | X                                   | X               |                             | X         | X <sup>8</sup>  |
| UNM  | X           |                   |                  | X           | X                                   |                 |                             |           | X <sup>9</sup>  |
| WNMU |             | X                 | X                | X           | X                                   | X               |                             |           | X <sup>10</sup> |

Source: AY2023–24 Data Collection Workbooks. Description in the About this Report: Data Sources section.

## B. The Number of Credit Hours Required to Complete the Program

Clinical placements for teacher residents include field experiences that take place prior to the residency placement and the culminating clinical placement that takes place during the candidates'

<sup>4</sup> Bs or better across all academic courses; Exit survey and Portfolio assessment

<sup>5</sup> Portfolio assessments or Praxis

<sup>6</sup> Acceptable Dispositions Evaluation rating; Portfolio assessments or Praxis

<sup>7</sup> Complete at least 16 weeks of student teaching with four of those as lead teacher; Portfolio assessments

<sup>8</sup> Portfolio required

<sup>9</sup> Portfolio assessments

<sup>10</sup> Professional Behaviors and Dispositions; Portfolio assessments

final year in the classroom with an assigned level two or level three co-teacher. Figure 4 shows the minimum number of field experience hours and culminating clinical placement hours required of teacher residents.

**Figure 4:** EPP's Initial Reports of Field Experience and Clinical Hour Requirements.

| EPP  | Min # of Clinical Hours BEFORE Culminating Clinical Placement | Min # of Hours in Culminating Clinical Placement |
|------|---------------------------------------------------------------|--------------------------------------------------|
| CNM  | 0                                                             | 725                                              |
| ENMU | Varies by program, see note <sup>a</sup>                      | 864                                              |
| NMHU | 80                                                            | 80                                               |
| NMSU | Varies by program, see note <sup>b</sup>                      | 1024                                             |
| NNMC | Varies by program, see note <sup>c</sup>                      | 1120                                             |
| UNM  | 600                                                           | 750                                              |
| WNMU | 560                                                           | 620                                              |

Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

Notes:

<sup>a</sup>At ENMU, the minimum number of clinical hours before culminating clinical placement are 320 for Early Childhood; 115 for Secondary Education; and 205 for Special Education.

<sup>b</sup>At NMSU, the minimum number of clinical hours before culminating clinical placement are 220 for Early Childhood; 324 for Elementary Education; 140 for Secondary Education; and 414 for Special Education.

<sup>c</sup>At NNMC, the required number of clinical hours before culminating clinical placement are 225 for students in the Early Childhood (bachelor's) program and 45 hours for students in the Elementary Education (bachelor's) program.

## C. The Number and Percentage of Teaching Residents Completing the Program

Figure 5 presents the total number of completers at each of the EPPs that offered qualifying teacher residency programs, the total number of completers who were in a teacher residency program, and the resulting percentage of completers who were teacher residents. The Title II definition of “completer” is used through this report, meaning a person who has met all the academic requirements of a state-approved preparation program.

**Figure 5:** Numbers and Percentages of Completers who were Teacher Residents, by EPP

| EPP       | Total Number of Completers<br>(in Any Program) | Total Number of Completers<br>in a Teacher Residency<br>Program | Percent of All Completers<br>Who Were in a Teacher<br>Residency Program |
|-----------|------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------|
| CNM       | 104                                            | 26                                                              | 25%                                                                     |
| ENMU      | 166                                            | 11                                                              | 7%                                                                      |
| NMHU      | 104                                            | 54                                                              | 52%                                                                     |
| NMSU      | 168                                            | 37                                                              | 22%                                                                     |
| NNMC      | 47                                             | 10                                                              | 21%                                                                     |
| UNM       | 171                                            | 59                                                              | 24%                                                                     |
| WNMU      | 98                                             | 17                                                              | 17%                                                                     |
| Statewide | 858                                            | 214                                                             | 25%                                                                     |

Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

## D. The Number and Types of Licenses Teaching Residents Are Obtaining, Including Endorsements

Figure 6 details the numbers of licensure programs completed by AY2023–24 teacher residents, by EPP. The licensure categories used in the table are broad categories that include Early Childhood, Elementary Education, Special Education, and Secondary Education. Early Childhood licensure is a bachelor's program for public education in Early Childhood Education at the birth– PreK or PreK–grade three level. The Elementary license authorizes an individual to teach in a self-contained classroom at the Kindergarten (K)–grade eight level. The Special Education license authorizes an individual to teach students with disabilities, as defined under the federal guidelines, at the PreK–grade 12 level. The Secondary license authorizes an individual to teach subjects for which they are endorsed, in a departmental setting, at the grades seven–12 level.<sup>ix</sup> Licensure numbers are not expected to sum to the number of completers as candidates may complete dual licensure programs. In Figure 6, dual licensures were counted for both license types (e.g., completing a dual elementary–special education licensure program was counted as completing both an elementary education and a special education licensure program).

**Figure 6:** Numbers of Licensure Programs Completed by Teacher Residents, by EPP

| EPP  | Early Childhood | Elementary Education | Special Education | Secondary Education |
|------|-----------------|----------------------|-------------------|---------------------|
| CNM  | 0               | 4                    | 21                | 1                   |
| ENMU | 5               | 6                    | 6                 | 0                   |
| NMHU | 28              | 22                   | 9                 | 0                   |
| NMSU | 8               | 17                   | 1                 | 11                  |
| NNMC | 4               | 2                    | 2                 | 2                   |
| UNM  | 8               | 25                   | 16                | 11                  |
| WNMU | 5               | 7                    | 2                 | 3                   |

| EPP                | Early Childhood | Elementary Education | Special Education | Secondary Education |
|--------------------|-----------------|----------------------|-------------------|---------------------|
| Total by Licensure | 58              | 83                   | 57                | 28                  |

Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

Figure 7 details the overall numbers of endorsements obtained by program completers including endorsements obtained as part of the licensure pathway (i.e., secondary or specialty content concentration areas) and endorsements obtained as additional coursework. All endorsement categories reflected on the PLB website are included. \* Concentration or endorsement areas not aligned with PLB categories were recoded as described in the table notes.

**Figure 7:** Numbers of Endorsements and Content Areas, as Reported by EPPs

| Endorsement Type                          | Number of Endorsements |
|-------------------------------------------|------------------------|
| Agriculture                               | 0                      |
| Bilingual Education <sup>a</sup>          | 30                     |
| Business Education                        | 1                      |
| Computer Sciences                         | 0                      |
| Family and Consumer Sciences <sup>b</sup> | 1                      |
| Gifted Education                          | 0                      |
| Health                                    | 1                      |
| History (Social Studies)                  | 14                     |

| Endorsement Type                          | Number of Endorsements |
|-------------------------------------------|------------------------|
| Information Technology                    | 0                      |
| Language Arts                             | 3                      |
| Library Media                             | 0                      |
| Mathematics                               | 6                      |
| Modern and Classical and Native Languages | 2                      |
| Performing Arts                           | 1                      |
| Physical Education                        | 1                      |
| Psychology                                | 1                      |
| Reading                                   | 1                      |
| Science                                   | 7                      |
| Technology Education                      | 0                      |
| TESOL                                     | 21                     |
| Visual Arts                               | 1                      |

Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

Notes:

<sup>a</sup> includes four endorsements reported as ESL

<sup>b</sup> entered by EPP as Early Childhood Multicultural Education

**Teacher Residency Report 2023–24**

## E. The Educator Evaluation Rating for Teaching Residents During their First Five Years of Teaching

Elevate NM is the New Mexico statewide educator evaluation system, hosted in the Canvas Learning Management System (Canvas). At present, composite scores reported in Canvas offer generalized information, making it difficult to distinguish between teacher performance levels statewide. The PED is partnering with LEAs and Canvas to adjust reporting. Simultaneously, the PED is working towards purchasing a platform specifically designed for educator evaluation. As reporting capacity expands, Elevate NM metrics will be incorporated into teacher residency reports.

## F. The Educator Evaluation Rating for Level Two and Three Teachers Supporting a Teacher Resident

A match was conducted, using co-teacher emails provided by the EPPs and teacher emails included in the PED Nova system. Of the 214 teacher residents in the EPP records, 181 had emails associated with a co-teacher, and 101 of the co-teacher emails could be matched to emails in the Nova system. Figure 8 summarizes the highest degrees attained by the co-teachers for whom data were available.

**Figure 8:** Highest Degree Levels Attained by Co-teachers

| Highest Degree    | Number of Co-teachers | Percent of Co-teachers |
|-------------------|-----------------------|------------------------|
| Master's          | 50                    | 50%                    |
| Bachelor's        | 36                    | 36%                    |
| No Degree Entered | 15                    | 15%                    |

Sources: AY2023–24 Data Collection Workbooks data matched to AY2023–24 PED Nova data

Figure 9 provides a summary of the number of years of experience, both in total and in the assigned district, that the co-teachers had when they worked with the teacher residents.

**Figure 9:** Co-teacher Years of Experience

| Total Number of Years: | Minimum | Maximum | Median | Mean |
|------------------------|---------|---------|--------|------|
| Teaching               | 3       | 36      | 13     | 14   |

Sources: AY2023–24 Data Collection Workbooks data matched to AY2023–24 PED Nova data

## 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

For this report, 2023–24 teacher resident identifiers (i.e., first name, last name, email, and gender) were provided by EPPs and were matched to the same identifiers in the PLB data base to obtain a licensure number. A licensure number could be obtained for 80% of the teacher residents. For teacher residents for whom a licensure number could be obtained, 85% were positively identified as teaching in New Mexico public schools one year after completion of the program. Of those positively identified as teaching in New Mexico public schools, 90% were retained as teachers during the 2025–26 school year. The 2023–24 teacher resident cohort will be tracked through the 2028–29 school year to provide three-, four-, and five-year retention rates in future reports. Processes are in place to more reliably obtain licensure numbers for future cohorts, and the retention data will be strengthened by those processes.

**Figure 10:** Percentages of Teacher Residents Known to Teach in PED Schools

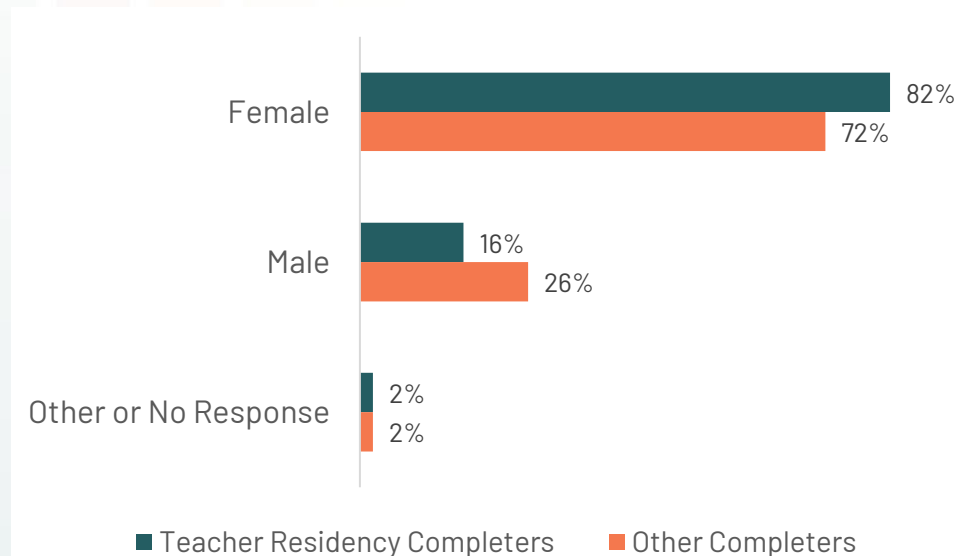
| Percent of Teacher Residents Matched to a Licensure Number | Percent of Teacher Residents with a Licensure Number Teaching for PED in 2024–25 | Retention Rate of Teacher Resident Teachers in 2025–26 |
|------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------|
| 80%                                                        | 85%                                                                              | 90%                                                    |

Sources: AY2023–24 Data Collection Workbooks data matched to AY2024–25 PED Nova data.

## 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

Figure 11 presents the percentages of completers by gender category. Percentages are provided for students who completed teacher residency programs and for students who completed other types of programs (e.g., student teacher and teacher-of-record programs) at EPPs that offered teacher residency programs.

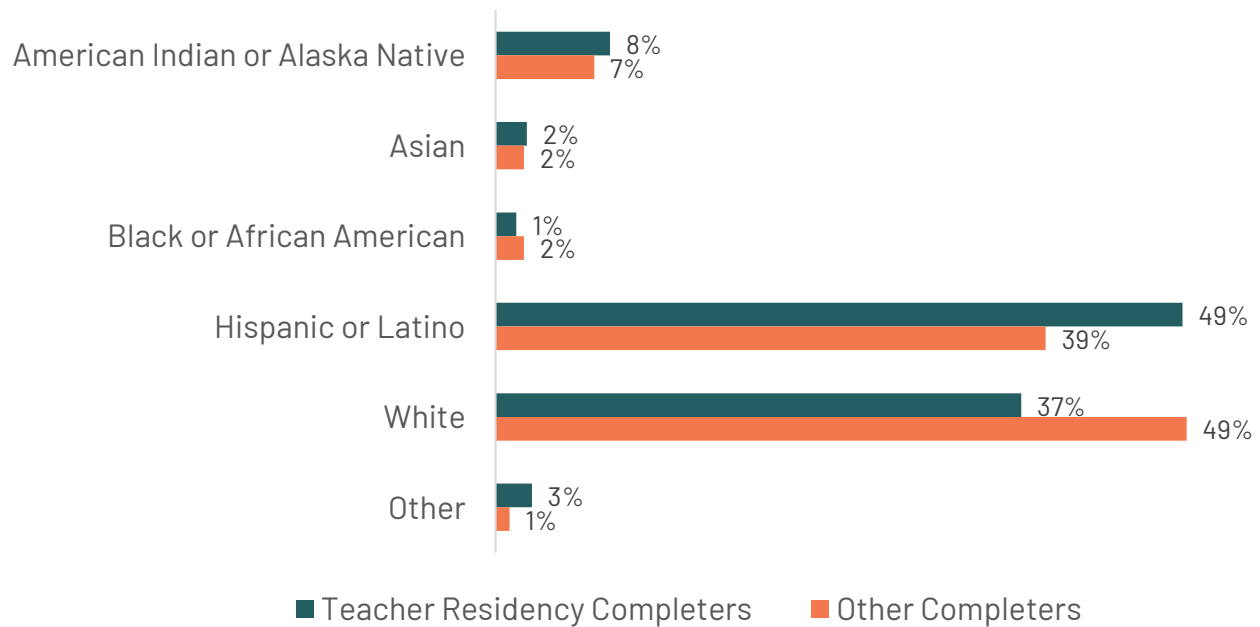
**Figure 11:** Percentage of Teacher Residents and Other Completers in Each Gender Category



Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

Figure 12 presents the percentage of completers in each of the measured racial and ethnic categories. Percentages are provided for students who completed teacher residency programs and for students who completed other types of programs (e.g., student teacher and teacher-of-record programs) at EPPs with teacher residency programs.

**Figure 12:** Percentage of Teacher Residents and Other Completers in Each Racial Category



Source: AY2023–24 Data Collection Workbooks. Description of the data source is included in the About this Report: Data Sources section.

## 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

As described in the Introductory section, the PED has contracted with Basis Policy Research to provide an external evaluation for the federal EIR grant. As part of the evaluation, the Basis Policy Research team will assess the impact of co-teaching during teacher residencies on student academic performance. A summary of the impact evaluation plan is included as Appendix B. The proposed study received Internal Review Board (IRB) approval in April 2025 and federal approval for human subjects research in September 2025. It is expected that preliminary study results will be available for inclusion in the FY 2025–26 Teacher Residency Report.

Beginning in AY2025–26, teacher residency pathways are being collected with teacher records in Nova. With time, this advancement will facilitate comparisons of student outcomes.

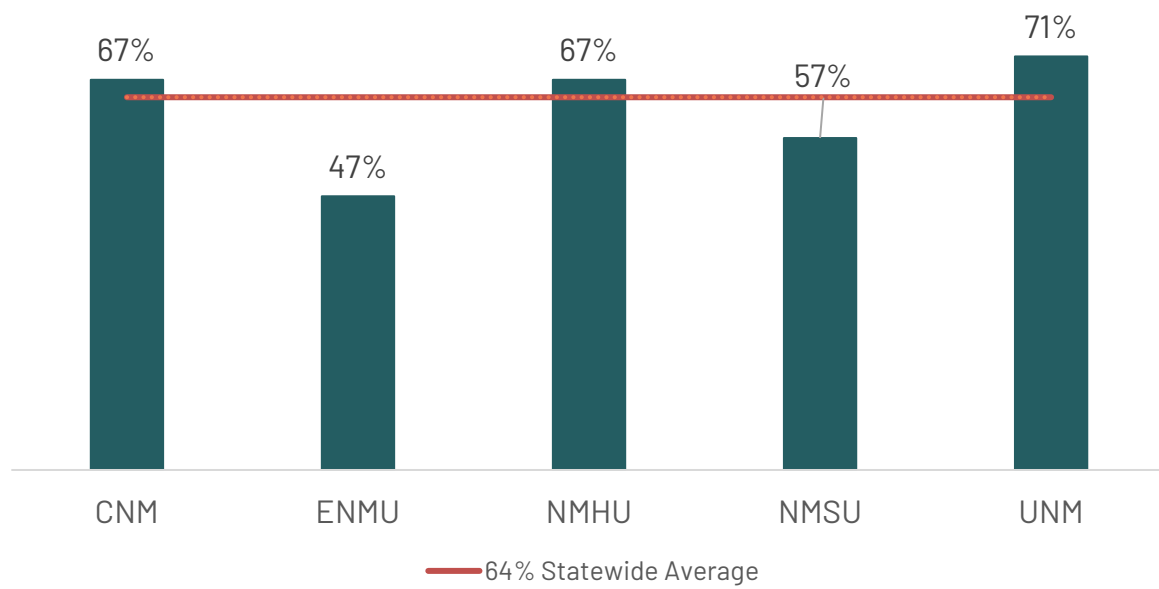
## J. Principal Perceptions of Teaching Resident and Level Two and Level Three Teacher Effectiveness

Although a Completer Exit Survey was piloted in AY2024–25, principal perception surveys have yet to be administered. At the writing of this report, the PED is working to allocate EIR grant funding to obtain a license for an electronic platform adequate for administration of targeted statewide surveys. The PED is currently developing the capacity to reliably track candidates into the teaching profession or to administer surveys at this scale. Survey software has been purchased and the PED plans to pilot a survey for principals at the end of the 2025–26 school year.

## L. The Residency Program Graduate Achievement, as Determined by First-Time Pass Rates on the State Teaching Performance Assessments

Beginning July 2022, approved teacher preparation programs in New Mexico were required to adopt a standardized portfolio to serve as a rigorous approval process for becoming a licensed teacher in New Mexico, and most Praxis examination requirements were removed for graduates beginning in spring 2024. Statutorily required examinations remain in two licensure areas: (1) all elementary education candidates seeking licensure must complete the *Teaching Reading: Elementary* (5205) Praxis examination and (2) all special education candidates seeking licensure must complete the *Special Education: Foundational Knowledge* (5355) Praxis examination. Candidates have the option to complete the previously required Praxis examinations in lieu of the comprehensive portfolio through January 2026. Because of the low numbers of students taking any particular examination, all first-attempt scores were combined to calculate percentages shown in Figure 13. EPPs with fewer than Praxis scores were excluded.

**Figure 13:** First Attempt Pass Rates for Praxis Exams, by EPP



Source: Education Testing Services (ETS) Praxis database

# Endnotes

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## 1. Introduction

<sup>i</sup> Section 22-10B-19.2 NMSA 1978 (reporting requirements),  
<https://nmonesource.com/nmos/nmsa/en/item/4368/index.do#22-10B-9>

NMAC 6.65.3,  
<https://www.srca.nm.gov/parts/title06/06.065.0003.html>

<sup>ii</sup> Legislative Education Study Committee. (2021). Teacher quality and quantity reports.  
[nmlegis.gov/Entity/LESC/Documents/Reports\\_To\\_The\\_Legislature/LESCReportToLegislature\\_2021.pdf](https://nmlegis.gov/Entity/LESC/Documents/Reports_To_The_Legislature/LESCReportToLegislature_2021.pdf).

<sup>iii</sup> Lochmiller, Chad R., Eishi Adachi, Colleen E. Chesnut, and Jerry Johnson. "Retention, Attrition, and Mobility among Teachers and Administrators in West Virginia. REL 2016-161." *Regional Educational Laboratory Appalachia* (2016).  
<http://ies.ed.gov/ncee/edlabs>

<sup>iv</sup> Shand, Robert, Naureen Madhani, and Kimberly Austin. "Teacher Residencies as an Approach to Teacher Diversity: Promising Strategies for Recruiting and Retaining Black Educators." *Issues in Teacher Education* 32, no. 1 (2023): 74-101.  
<https://files.eric.ed.gov/fulltext/EJ1390529.pdf>

<sup>v</sup> Section 22-10A-19.2 NMSA 1978,  
<https://nmonesource.com/nmos/nmsa/en/item/4368/index.do#22-10A-19.2>

<sup>vi</sup> Link to EARS reports:  
<https://web.ped.nm.gov/bureaus/educator-quality/educator-pathways-bureau/educator-preparation-program-epp/educator-accountability-reporting-system-ears/>

## 2. Statutory Report Requirements

<sup>vii</sup> Section 22-10B-2 NMSA 1978 (definitions)  
<https://nmonesource.com/nmos/nmsa/en/item/4368/index.do#22-10B-2>

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viii Section 22-10B-5 NMSA 1978 (eligibility requirements)

<https://nmonesource.com/nmos/nmsa/en/item/4368/index.do#22-10B-2>

ix NMAC 6.61.4,

<https://www.srca.nm.gov/parts/title06/06.061.0004.html>

x Link to the PLB endorsement list:

<https://web.ped.nm.gov/bureaus/licensure/endorsements-how-to-add-a-license/>

# Appendices

## Appendix A: Schools and Districts in which Candidates Completed Teacher Residencies

| District name<br>School name      | Number of residents<br>placed in district | Number of residents<br>placed in school |
|-----------------------------------|-------------------------------------------|-----------------------------------------|
| <b>CNM</b>                        |                                           |                                         |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b> | <b>24</b>                                 | <b>7</b>                                |
| ATRISCO ELEMENTARY                | 1                                         | 1                                       |
| CARLOS REY ELEMENTARY             | 1                                         | 1                                       |
| GEORGE I SANCHEZ                  | 1                                         | 1                                       |
| JEFFERSON MIDDLE                  | 1                                         | 1                                       |
| LOS PADILLAS ELEMENTARY           | 1                                         | 1                                       |
| REGINALD CHAVEZ ELEMENTARY        | 1                                         | 1                                       |
| VOLCANO VISTA HIGH                | 1                                         | 1                                       |
| School left blank                 | 17                                        |                                         |
| <b>LOS LUNAS PUBLIC SCHOOLS</b>   | <b>1</b>                                  | <b>1</b>                                |
| TOME ELEMENTARY                   | 1                                         | 1                                       |
| <b>RIO RANCHO PUBLIC SCHOOLS</b>  | <b>1</b>                                  | <b>1</b>                                |
| RIO RANCHO HIGH                   | 1                                         | 1                                       |
| <b>ENMU</b>                       |                                           |                                         |

|                                     |           |           |
|-------------------------------------|-----------|-----------|
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>   | <b>1</b>  |           |
| <b>CLOVIS MUNICIPAL SCHOOLS</b>     | <b>1</b>  |           |
| <b>DES MOINES MUNICIPAL SCHOOLS</b> | <b>1</b>  |           |
| <b>FLOYD MUNICIPAL SCHOOLS</b>      | <b>1</b>  |           |
| <b>PORTALES MUNICIPAL SCHOOLS</b>   | <b>4</b>  |           |
| <b>ROSWELL INDEPENDENT SCHOOLS</b>  | <b>2</b>  |           |
| <b>RUIDOSO MUNICIPAL SCHOOLS</b>    | <b>1</b>  |           |
| <b>NMHU</b>                         |           |           |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>   | <b>17</b> | <b>17</b> |
| ADOBE ACRES ELEMENTARY              | 1         | 1         |
| ALAMOSA ELEMENTARY                  | 1         | 1         |
| CHAMIZA ELEMENTARY                  | 2         | 2         |
| CIEN AGUAS INTERNATIONAL            | 1         | 1         |
| EAST SAN JOSE ELEMENTARY            | 1         | 1         |
| GEORGE I SANCHEZ                    | 1         | 1         |
| KIT CARSON ELEMENTARY               | 2         | 2         |
| MACARTHUR ELEMENTARY                | 1         | 1         |
| MARIE M HUGHES ELEMENTARY           | 1         | 1         |
| MCCOLLUM ELEMENTARY                 | 1         | 1         |
| MONTE VISTA ELEMENTARY              | 1         | 1         |
| RUDOLFO ANAYA ELEMENTARY            | 1         | 1         |
| VALLE VISTA ELEMENTARY              | 2         | 2         |
| VENTANA RANCH ELEMENTARY            | 1         | 1         |

|                                                                        |          |          |
|------------------------------------------------------------------------|----------|----------|
| <b>AZTEC MUNICIPAL SCHOOLS</b>                                         | <b>1</b> | <b>1</b> |
| LYDIA RIPPEY ELEMENTARY                                                | 1        | 1        |
| <b>BERNALILLO PUBLIC SCHOOLS</b>                                       | <b>3</b> | <b>3</b> |
| BERNALILLO HIGH                                                        | 1        | 1        |
| COCHITI ELEMENTARY                                                     | 1        | 1        |
| WD CARROLL ELEMENTARY                                                  | 1        | 1        |
| <b>BIE</b>                                                             | <b>2</b> | <b>2</b> |
| Nenahnezad Community School                                            | 1        | 1        |
| To'Hajiilee Community School                                           | 1        | 1        |
| <b>BLOOMFIELD SCHOOLS</b>                                              | <b>1</b> | <b>1</b> |
| BLOOMFIELD EARLY CHILDHOOD CENTER                                      | 1        | 1        |
| <b>CARLSBAD MUNICIPAL SCHOOLS</b>                                      | <b>1</b> | <b>1</b> |
| EARLY CHILDHOOD EDUCATION CENTER                                       | 1        | 1        |
| <b>Catholic</b>                                                        | <b>2</b> | <b>2</b> |
| St. Mary's                                                             | 2        | 2        |
| <b>CENTRAL CONSOLIDATED SCHOOLS</b>                                    | <b>1</b> | <b>1</b> |
| NASCHITTI ELEMENTARY                                                   | 1        | 1        |
| <b>CLOVIS MUNICIPAL SCHOOLS</b>                                        | <b>3</b> | <b>3</b> |
| JAMES BICKLEY ELEMENTARY                                               | 1        | 1        |
| LOS NIÑOS                                                              | 1        | 1        |
| PARKVIEW ELEMENTARY                                                    | 1        | 1        |
| <b>DZIT DIT LOOL SCHOOL OF EMPOWERMENT<br/>ACTION AND PERSEVERANCE</b> | <b>1</b> | <b>1</b> |

|                                                                |          |          |
|----------------------------------------------------------------|----------|----------|
| DZIT DIT LOOL SCHOOL OF<br>EMPOWERMENT ACTION AND PERSEVERANCE | 1        | 1        |
| <b>FARMINGTON MUNICIPAL SCHOOLS</b>                            | <b>3</b> | <b>3</b> |
| ANIMAS ELEMENTARY                                              | 1        | 1        |
| ESPERANZA ELEMENTARY                                           | 2        | 2        |
| <b>HOBBS MUNICIPAL SCHOOLS</b>                                 | <b>1</b> | <b>1</b> |
| BROADMOOR ELEMENTARY                                           | 1        | 1        |
| <b>LOS LUNAS PUBLIC SCHOOLS</b>                                | <b>2</b> | <b>2</b> |
| BOSQUE FARMS ELEMENTARY                                        | 1        | 1        |
| DESERT VIEW ELEMENTARY                                         | 1        | 1        |
| <b>MAXWELL MUNICIPAL SCHOOLS</b>                               | <b>1</b> | <b>1</b> |
| MAXWELL ELEMENTARY                                             | 1        | 1        |
| <b>MISSION ACHIEVEMENT AND SUCCESS</b>                         | <b>1</b> | <b>1</b> |
| MISSION ACHIEVEMENT AND SUCCESS 1.0                            | 1        | 1        |
| <b>MORIARTY EDGEWOOD SCHOOL DISTRICT</b>                       | <b>1</b> | <b>1</b> |
| MORIARTY ELEMENTARY                                            | 1        | 1        |
| <b>PreK/Headstart</b>                                          | <b>2</b> | <b>2</b> |
| City of Albuquerque Headstart - McKinley<br>Center             | 1        | 1        |
| Pueblo of Isleta Headstart                                     | 1        | 1        |
| <b>RIO RANCHO PUBLIC SCHOOLS</b>                               | <b>6</b> | <b>6</b> |
| ENCHANTED HILLS ELEMENTARY                                     | 2        | 2        |
| ERNEST STAPLETON ELEMENTARY                                    | 1        | 1        |
| RIO RANCHO ELEMENTARY                                          | 2        | 2        |

|                                      |           |           |
|--------------------------------------|-----------|-----------|
| VISTA GRANDE ELEMENTARY              | 1         | 1         |
| <b>SANTA FE PUBLIC SCHOOLS</b>       | <b>1</b>  | <b>1</b>  |
| RAMIREZ THOMAS ELEMENTARY            | 1         | 1         |
| <b>WEST LAS VEGAS PUBLIC SCHOOLS</b> | <b>4</b>  | <b>4</b>  |
| DON CECILIO MARTINEZ ELEMENTARY      | 1         | 1         |
| LUIS E. ARMIJO ELEMENTARY            | 2         | 2         |
| VALLEY ELEMENTARY                    | 1         | 1         |
| <b>NMSU</b>                          |           |           |
| <b>GADSDEN INDEPENDENT SCHOOLS</b>   | <b>13</b> | <b>13</b> |
| ANTHONY ELEMENTARY                   | 2         | 2         |
| BERINO ELEMENTARY                    | 5         | 5         |
| GADSDEN ELEMENTARY                   | 2         | 2         |
| GADSDEN HIGH                         | 1         | 1         |
| LOMA LINDA ELEMENTARY                | 2         | 2         |
| RIVERSIDE ELEMENTARY                 | 1         | 1         |
| <b>LAS CRUCES PUBLIC SCHOOLS</b>     | <b>22</b> | <b>22</b> |
| CENTENNIAL HIGH SCHOOL               | 3         | 3         |
| CENTRAL ELEMENTARY                   | 1         | 1         |
| CESAR CHAVEZ ELEMENTARY              | 1         | 1         |
| COLUMBIA ELEMENTARY                  | 1         | 1         |
| CONLEE ELEMENTARY                    | 1         | 1         |
| DESERT HILLS ELEMENTARY              | 1         | 1         |
| LYNN MIDDLE                          | 1         | 1         |

|                                      |          |          |
|--------------------------------------|----------|----------|
| MACARTHUR ELEMENTARY                 | 1        | 1        |
| MAYFIELD HIGH                        | 2        | 2        |
| MESA MIDDLE                          | 1        | 1        |
| MESILLA ELEMENTARY                   | 2        | 2        |
| MESILLA PARK ELEMENTARY              | 1        | 1        |
| ORGAN MOUNTAIN HIGH SCHOOL           | 1        | 1        |
| SIERRA MIDDLE                        | 1        | 1        |
| SONOMA ELEMENTARY                    | 1        | 1        |
| TOMBAUGH ELEMENTARY                  | 1        | 1        |
| UNIVERSITY HILLS ELEMENTARY          | 1        | 1        |
| VISTA MIDDLE                         | 1        | 1        |
| <b>RATON PUBLIC SCHOOLS</b>          | <b>1</b> | <b>1</b> |
| RATON HIGH                           | 1        | 1        |
| <b>RUIDOSO MUNICIPAL SCHOOLS</b>     | <b>1</b> | <b>1</b> |
| RUIDOSO HIGH                         | 1        | 1        |
| <b>NNMC</b>                          |          |          |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>    | <b>3</b> | <b>3</b> |
| ALBUQUERQUE HIGH                     | 1        | 1        |
| ARROYO DEL OSO ELEMENTARY            | 1        | 1        |
| HODGIN ELEMENTARY                    | 1        | 1        |
| <b>ESPAÑOLA PUBLIC SCHOOLS</b>       | <b>1</b> | <b>1</b> |
| DIXON ELEMENTARY                     | 1        | 1        |
| <b>JEMEZ MOUNTAIN PUBLIC SCHOOLS</b> | <b>1</b> | <b>1</b> |

|                                        |           |           |
|----------------------------------------|-----------|-----------|
| CORONADO MIDDLE                        | 1         | 1         |
| <b>LAS CRUCES PUBLIC SCHOOLS</b>       | <b>2</b>  | <b>2</b>  |
| BOOKER T. WASHINGTON                   | 1         | 1         |
| FAIRACRES ELEMENTARY                   | 1         | 1         |
| <b>LOS ALAMOS PUBLIC SCHOOLS</b>       | <b>2</b>  | <b>2</b>  |
| ASPEN ELEMENTARY                       | 1         | 1         |
| CHAMISA ELEMENTARY                     | 1         | 1         |
| <b>MESA VISTA CONSOLIDATED SCHOOLS</b> | <b>1</b>  | <b>1</b>  |
| OJO CALIENTE ELEMENTARY                | 1         | 1         |
| <b>UNM</b>                             |           |           |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>      | <b>33</b> | <b>33</b> |
| A MONTOYA ELEMENTARY                   | 1         | 1         |
| APACHE ELEMENTARY                      | 2         | 2         |
| ATRISCO HERITAGE ACADEMY HS            | 4         | 4         |
| CARLOS REY ELEMENTARY                  | 1         | 1         |
| CHAPARRAL ELEMENTARY                   | 2         | 2         |
| DOLORES GONZALES ELEMENTARY            | 2         | 2         |
| ELDORADO HIGH                          | 1         | 1         |
| EMERSON ELEMENTARY                     | 1         | 1         |
| ERNIE PYLE MIDDLE                      | 2         | 2         |
| GARFIELD MIDDLE                        | 1         | 1         |
| HAWTHORNE ELEMENTARY                   | 1         | 1         |
| HIGHLAND HIGH                          | 2         | 2         |

|                                    |           |           |
|------------------------------------|-----------|-----------|
| HOOVER MIDDLE                      | 1         | 1         |
| JACKSON MIDDLE                     | 3         | 3         |
| LEW WALLACE ELEMENTARY             | 1         | 1         |
| MONTE VISTA ELEMENTARY             | 1         | 1         |
| NATIVE AMERICAN COMMUNITY ACADEMY  | 1         | 1         |
| OSUNA ELEMENTARY                   | 1         | 1         |
| PAINTED SKY ELEMENTARY             | 1         | 1         |
| RUDOLFO ANAYA ELEMENTARY           | 3         | 3         |
| <b>BELEN CONSOLIDATED SCHOOLS</b>  | <b>1</b>  | <b>1</b>  |
| GIL SANCHEZ ELEMENTARY             | 1         | 1         |
| <b>GALLUP MCKINLEY CTY SCHOOLS</b> | <b>1</b>  | <b>1</b>  |
| JEFFERSON ELEMENTARY               | 1         | 1         |
| <b>LOS LUNAS PUBLIC SCHOOLS</b>    | <b>6</b>  | <b>6</b>  |
| ANN PARISH ELEMENTARY              | 1         | 1         |
| LOS LUNAS ELEMENTARY               | 1         | 1         |
| LOS LUNAS MIDDLE                   | 1         | 1         |
| LOS LUNAS HIGH                     | 1         | 1         |
| SUNDANCE ELEMENTARY                | 2         | 2         |
| <b>RIO RANCHO PUBLIC SCHOOLS</b>   | <b>16</b> | <b>16</b> |
| CLEVELAND HIGH SCHOOL              | 1         | 1         |
| COLINAS DEL NORTE ELEMENTARY       | 3         | 3         |
| ENCHANTED HILLS ELEMENTARY         | 2         | 2         |
| LINCOLN MIDDLE                     | 2         | 2         |
| MAGGIE CORDOVA ELEMENTARY SCHOOL   | 1         | 1         |

|                                     |          |          |
|-------------------------------------|----------|----------|
| RIO RANCHO HIGH                     | 3        | 3        |
| SANDIA VISTA ELEMENTARY             | 1        | 1        |
| VISTA GRANDE ELEMENTARY             | 3        | 3        |
| <b>SANTA FE PUBLIC SCHOOLS</b>      | <b>2</b> | <b>2</b> |
| CAPITAL HIGH                        | 1        | 1        |
| PIÑON ELEMENTARY                    | 1        | 1        |
| <b>ZUNI PUBLIC SCHOOLS</b>          | <b>1</b> | <b>1</b> |
| ZUNI HIGH                           | 1        | 1        |
| <b>WNMU</b>                         |          |          |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>   | <b>5</b> | <b>5</b> |
| CORONADO ELEMENTARY                 | 1        | 1        |
| DOUBLE EAGLE ELEMENTARY             | 1        | 1        |
| MADISON MIDDLE                      | 1        | 1        |
| NEW MEXICO INTERNATIONAL SCHOOL     | 1        | 1        |
| WEST MESA HIGH                      | 1        | 1        |
| <b>CARLSBAD MUNICIPAL SCHOOLS</b>   | <b>1</b> | <b>1</b> |
| PECOS CONNECTIONS ACADEMY           | 1        | 1        |
| <b>DEMING PUBLIC SCHOOLS</b>        | <b>2</b> | <b>2</b> |
| LA LUZ ELEMENTARY                   | 1        | 1        |
| MEMORIAL ELEMENTARY                 | 1        | 1        |
| <b>FARMINGTON MUNICIPAL SCHOOLS</b> | <b>1</b> | <b>1</b> |
| HEIGHTS MIDDLE SCHOOL               | 1        | 1        |
| <b>GALLUP MCKINLEY CTY SCHOOLS</b>  | <b>2</b> | <b>2</b> |

|                                    |          |          |
|------------------------------------|----------|----------|
| CROWNPOINT ELEMENTARY              | 1        | 1        |
| STAGECOACH ELEMENTARY              | 1        | 1        |
| <b>LORDSBURG MUNICIPAL SCHOOLS</b> | <b>2</b> | <b>2</b> |
| LORDSBURG HIGH                     | 1        | 1        |
| R.V. TRAYLOR ELEMENTARY            | 1        | 1        |
| <b>RIO RANCHO PUBLIC SCHOOLS</b>   | <b>3</b> | <b>3</b> |
| COLINAS DEL NORTE ELEMENTARY       | 1        | 1        |
| JOE HARRIS ELEMENTARY              | 1        | 1        |
| MARTIN KING JR ELEMENTARY          | 1        | 1        |
| <b>TULAROSA MUNICIPAL SCHOOLS</b>  | <b>1</b> | <b>1</b> |
| TULAROSA ELEMENTARY                | 1        | 1        |

## Appendix B: Summary of Impact Evaluation Plan

### The New Mexico Residencies Project Evaluation

#### Background

The New Mexico Residencies (NM Residencies) project is a five-year, \$8,000,000 New Mexico Public Education Department (PED) initiative funded by the U.S. Department of Education's Education Innovation and Research (EIR) program. NM Residencies, submitted in collaboration with [Prepared To Teach](#), builds on the residency and community of practice work undertaken following the passage of House Bill 13, which funded teacher residencies. The award is a mid-phase grant focused on strengthening the pilot implementation of teacher residencies in New Mexico. EIR grants require both focused innovations and strong research designs. NM Residencies adds two innovations to strong residency preparation models: (1) a coherent statewide co-teaching instructional focus during the residency year, and (2) sustainable funding efforts through resource braiding across educational systems. [Basis Policy Research](#) will conduct the external evaluation of the project; this document provides an overview of the NM Residencies research and evaluation plan.

#### Project Goals and Evaluation

NM Residencies has three goals:

- 1) Strengthen recruitment and selection processes across preparation programs to attract, prepare, and retain a strong teaching force that reflects the state's student population;
- 2) Reduce variability of implementation across different residency program types and localities to ensure equitable access to well-prepared teachers; and
- 3) Create sustainable funding streams with competitive wages so paid residencies can grow and become the norm in New Mexico.

The Basis evaluation, which aligns to the three project goals and their associated objectives and outcomes, will include both a robust formative evaluation process and an impact analysis using outcome measures such as student achievement improvements during the teacher residency year, increases in teacher candidate diversity, resident hiring and retention, and resident impact on student achievement and other outcomes.

In accordance with mid-phase grant purposes, the evaluation will (1) assess the innovation of pre-service co-teaching residencies on student academic performance during the residency year using a regression discontinuity research design that meets What Works Clearinghouse (WWC) standards without reservation and (2) provide ongoing formative feedback and impact analysis through an implementation study and exploration of progress toward program objectives and goals. The formative evaluation design will, in partnership with PED and the NM Residencies Steering

Committee, develop continuous learning feedback loops for the state to understand what works and what might not for NM Residencies implementation and impact.

## **Implementation Study**

EIR mid-phase grants are intended to assess and strengthen implementation of promising practices so projects can establish a research-based foundation for later “expansion” grants that can replicate strong, impactful elements of promising interventions. As such, the implementation portion of an EIR study is critical.

In the first year of NM Residencies, Basis researchers will work with the PED and the teacher residency community of practice to establish and agree on quality implementation metrics for mentor and resident selection, co-teaching training and implementation, pre-service curriculum and assessment, and induction supports. They will design an implementation rubric using a three-point scale for all implementation measures: (1) unacceptable implementation, (2) acceptable implementation, and (3) ideal implementation. These data, aggregated for each of the preparation programs, will help the state understand whether and where components of the NM Residencies initiative are implemented as intended.

## **Outcomes Studies**

The impact study meeting WWC standards will assess the NM Residencies innovation of using a coherent statewide co-teaching instructional focus during the residency year. Using state data, Basis will standardize state assessment ELA, math, and science results based on state means and standard deviations by grade and subject area. Analyses will control for teacher- and student-level demographics. Positive pre-service co-teaching impacts have been documented in a rigorous evaluation of a large state preparation program; this study will test whether positive impacts across grades, subject areas, and student populations can be replicated across an entire state. Positive findings would have important implications for all pre-service pathways and provide new evidence on the potential value of investing in teacher residencies.

Basis will also evaluate other outcome measures using multiple regression models that will establish the relationship between NM residencies and grant objectives, in particular resident diversity, resident hiring and retention, and resident impact on student achievement.

## **Data Sources, Quality, and Interpretation**

PED and *Prepared To Teach* have already been working with programs and higher education institutions’ data infrastructure offices to streamline and align program data collection processes so that data for the NM Residencies evaluation is strong. Shared data definitions, data collection processes and timelines, and data housing and sharing protocol will soon be in place across all eight preparation programs, including data collection processes that will allow comparisons between residency and non-residency pathways. In addition, NM Residencies will collect participation data

### **Teacher Residency Report 2023–24**

(for example, attendance and hours of engagement) and will conduct surveys and focus groups to inform these analyses.

Basis researchers will facilitate Discover Day sessions, sharing data summaries to foster collective sense-making with NM Residencies stakeholders about findings from the program evaluation. Each year, Basis will also provide reports on the year's data analyses and interpretations.

*The contents of this document were developed under a grant from the U.S. Department of Education, Education Innovation and Research (EIR) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Total project costs over the 5-year grant period, including stipends for more than 2200 residents, are estimated at \$68,525,450. Federal funding of \$7,772,426 will cover 13% of these total costs; the remaining 87% of costs totaling \$60,753,024 are anticipated to be covered through state and local dollars.*

## Appendix C: Partnering Organizations

**Basis Policy Research** is an independent research and evaluation organization. Basis policy research has been contracted by the New Mexico Public Education Department to conduct a multi-year investigation of the New Mexico teacher residency program, including an impact evaluation. <http://www.basispolicyresearch.com/>

**The Educator Pipeline, Pathways, and Preparation Bureau** (Education Pathways Bureau) oversees program approval and re-authorization of [Educator Preparation Programs](#). This process is carried out collaboratively by the New Mexico Public Education Department (PED) and the [Professional Practices and Standards Council](#) and includes initial approval and re-authorization of Educator Preparation Programs. Initial approval and re-authorization are required for any institution offering educator preparation programs leading to [licensure](#) in New Mexico including public and private entities. <https://web.ped.nm.gov/bureaus/educator-quality/educator-pathways-bureau/educator-preparation-program-epp/professional-practices-and-standards-council-ppsc/>

**The New Mexico Teacher Residencies Community of Practice** is a collaborative initiative established by the New Mexico Public Education Department (PED) in partnership with Prepared To Teach. Teacher residency stakeholders from across the state meet multiple times a year to network, share best practices, and stay up-to-date on policy and guidelines.

**Prepared To Teach** is a national organization that helps states, districts, and programs design affordable, sustainably funded residencies that attract and retain strong, committed teachers. Prepared to Teach is an external partner with the PED in supporting the ongoing innovation, programs and work surrounding teacher residency practices in New Mexico. <https://www.preparedtoteach.org/>

**The Professional Licensure Bureau** (PLB) oversees educator licensure in New Mexico. The PLB also supports LEA Human Resource departments to meet the needs of their educators. <https://web.ped.nm.gov/bureaus/licensure/>

**The Professional Practices and Standards Council** (PPSC) is an advisory group to the Secretary of Public Education. This group ensures that high standards are maintained in the preparation and practice of professional licensed school personnel. <https://web.ped.nm.gov/bureaus/educator-quality/educator-pathways-bureau/educator-preparation-program-epp/professional-practices-and-standards-council-ppsc/>

## Appendix D: Definitions

Definitions of terms contained in the report are aligned to definitions provided to data providers.

**Academic Year** is a period of 12 consecutive months starting September 1 and ending August 31.

**Alternative licensure pathways** are programs with a teacher of record model leading to licensure. This definition aligns with Title II. However, alternative programs in New Mexico may also utilize a student teaching or teacher residency clinical placement pathway model.

**Alternative programs** are programs with a teacher of record model leading to licensure. This definition aligns with Title II. However, alternative programs in New Mexico may also utilize a student teaching or teacher residency clinical placement pathway model.

**Candidates** are all enrolled students who participate in educator preparation programs.

**Completers** are individuals who have met all the academic requirements of a state-approved preparation program.

**Co-teaching** is a collaborative approach to teaching wherein two or more teachers share the responsibility for planning, instruction, and management of a common classroom using research-based strategies. Residents and mentors are trained in these strategies and data is collected throughout the year on their use.

**Elevate NM** is the state of New Mexico's teacher evaluation system, managed by the Educator Growth and Development Bureau. The evaluation system is designed to support educator growth and development through timely feedback and reflection. It utilizes a revised [Danielson Framework](#), housed on the Canvas platform, and focuses on actionable feedback cycles and professional development planning.

**Endorsements** are specific areas of expertise or specialization that educators can add to their licenses, allowing them to teach specific subjects, grade levels, or populations.

**Field experience** includes a range of guided, hands-on learning activities that take place prior to the culminating clinical placement, which is either student teaching, teacher residency, or being hired as an alternative licensure teacher of record.

**InTASC** standards are a set of guidelines outlining the knowledge, skills, and dispositions expected of effective teachers. They serve as a framework for teacher preparation, licensure, support, and evaluation, emphasizing high and equitable achievement for all learners.

**Level two and level three licensure** refers to a teacher's standing within the New Mexico Advancement System for Teachers. Teachers become eligible for level two or from level three licensure based on years of experience teaching, successful annual evaluations, and completion of

national board certification or advanced program level micro-credentials. Detailed information about teacher licensure advancement is provided on the PED website.

<https://web.ped.nm.gov/bureaus/licensure/teacher-license-advancement/>

**Licensure** is the process of granting educator licenses, from substitute teaching licenses to administrator licenses, that afford individuals the right to engage in a particular educational activity. In New Mexico, licensure services are provided by the Professional Licensure Bureau.

**Praxis exams** are a series of tests developed by ETS (Educational Testing Service) that are used to assess the knowledge and skills of prospective educators. In recognition of the ongoing evolution of New Mexico's Comprehensive Portfolio as the primary measure of a candidate's competency for licensure, graduates have the option to complete the previously required Praxis examination pathways in lieu of the portfolio through January 2026. This is at the discretion of the EPP.

**Teacher residency** in New Mexico, is an academic one-year rigorous, paid, guided apprenticeship where qualified residents work alongside a mentor educator in a partner area school district or charter school while simultaneously completing rigorous coursework at an approved EPP. The Teacher Residency Act (House Bill 13) established teacher residency program requirements.

**Title II**, of the Higher Education Act, Sections 205-208 focuses on improving teacher preparation and recruitment. It establishes accountability measures for states and EPPs regarding teacher preparation and licensing, requiring reporting on various aspects of these programs.

**Title II reporting** is an annual requirement of the Higher Education Act. The reporting includes data on program enrollment, completers, and demographics of students in education preparation programs in both traditional and alternative programs.

**Traditional models** are programs with either a student teaching or a teacher residency clinical placement pathway model leading to licensure. This definition aligns with Title II.

**Traditional student teaching** is a semester-long placement at the end of a licensure program in a classroom where the teacher candidate is expected to engage in developing and implementing lesson plans and assessments and takes on increasing teaching responsibility under the guidance of a mentor/cooperating teacher. NMSA 1978, Section 22-10A-6 (C) requires no less than sixteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education under the direct supervision of a teacher and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom.