

The New Mexico Residencies Project Information Sheet

Background

The New Mexico Residencies (NM Residencies) project is a five-year, \$8,000,000 New Mexico Public Education Department (NMPED) 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. Funding will provide much-needed research, infrastructure, and implementation support for NM Residencies.

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.

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.

State Interests and Connections to Ongoing New Mexico Teacher Preparation Work

EIR mid-phase grants are intended to assess and strengthen implementation of promising practices so that projects can establish a research-based foundation for future replication efforts. The formative evaluation of NM Residencies will provide robust data collection and assessment of various residency implementation components, helping the state understand what aspects of residency preparation are most important in achieving the desired preparation pathway outcomes.

In the first year of NM Residencies, Basis researchers will work with NMPED 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: (1) unacceptable implementation, (2) acceptable implementation, and (3) ideal implementation. The subsequent collected 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 agreed on and intended.

Since one of the implementation components in the evaluation will be preparation program curricula, current efforts to articulate curricula across programs to establish common course numbering will likely have linkages with the NM Residencies evaluation. Also of interest in the NM Residencies evaluation will be candidates' performance during their clinical placements. The portfolio assessments that programs are designing would provide important perspectives on candidate readiness to teach—an important potential predictor of novice teachers' impact and retention.

Goal 3 of NM Residencies will also build on existing workforce collaborations across institutions to support candidates with unmet financial need during their clinical practice. In addition, the project will explore new possibilities for integrating teacher preparation efforts into registered apprenticeships through the New Mexico Department of Workforce Solutions.

Finally, the project will continue to strengthen and streamline data collection and reporting in ways that reduce collection and reporting burdens on programs and increase the quality of data that are collected. For example, the data streamlining project that *Prepared To Teach* is working on with programs and institutional research offices will articulate with the NMPED data dashboard project, and NMPED will continue to work with the licensure office and the Professional Practice and Standards Committee to strengthen the ways that data from those areas integrates with program-level data.

How the Project is Structured

NM Residencies resides in the Educator Quality and Ethics division of NMPED, and all staff—in particular Phoebe Walendziak, Reid Wessels, and Katy MacCornack—will support the project. *Prepared To Teach* is also actively supporting the launch during this interim period while a new grant director search is in process. The project will include a statewide steering committee that meets monthly, made up of a broad base of individuals and organizations. The project implementation team will work with program and district leadership across the state.

The grant application and related documents are linked below for reference.

[Project Abstract](#)
[Project Narrative](#)
[Logic Model](#)
[Goals and Strategies](#)

[Timelines and Milestones](#)
[Responsible Parties](#)
[Outcomes and Baselines](#)

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.