



Rationale

In response to input from the field, the New Mexico Public Education Department (PED) has created this guidance document, which frames the anticipated expectations to be outlined in future teacher residency funding RFPs, contingent on legislative funding and subject to potential statutory guidance changes.

The Department's hope is that by providing early clarity on programmatic expectations around teacher residencies, both continuing and new teacher residency programs will be better positioned for successful planning, recruitment, and launch of high quality teacher residencies beginning the 2023-2024 academic year.

The PED Vision and Rationale for Teacher Residencies

The New Mexico PED is committed to building a teacher preparation ecosystem that achieves all of the following in every school across the state:

- addressing staffing turnover and shortages
- increasing teacher diversity
- strengthening instruction during clinical practice placements
- addressing educational inequities across the state, including the documented equity gaps that Yazzie/Martinez established as the state's responsibility to remedy
- ensuring new teachers are prepared for their complex yet rewarding jobs as teachers before being hired as teachers of record

Research from across the world, the nation, and the state indicates that sustainably funded, high-quality teacher residencies are key to achieving such a vision.¹ Accordingly, PED is committed to growing sustainably funded, high-quality teacher residencies as the preferred pathway for entering the profession.

Priorities for Future PED Teacher Residency Funding Applications

The PED's vision for statewide shifts towards sustainably funded teacher residencies is grounded in both state contextual realities and powerful data around the promising impact of teacher residency models when they are well designed. Based on House Bill 13 requirements, existing research, strong residency design principles, and local contextual factors that have surfaced during the state's 2022-23 residency implementation efforts, the PED intends to center the

following priorities for residency funding applications, contingent on legislative funding and statutory guidance. The PED's expectation is that any program seeking funding for residencies will agree to meet the following requirements:

1. Partnership-specific discussions with the PED, including anticipated district partners, at least four weeks before submission of a residency funding application to discuss residency designs and PED requirements with Department leadership
2. Creation or continuation of an active residency advisory group consisting of local program and P-12 leaders and other constituents as appropriate
3. Use of residency designs that meet PED standards for quality. These standards include the following:
 - a. Residents work alongside a strong mentor teacher, as defined in statute and/or agreed to by local residency partnerships.^a
 - b. Residents are not teachers of record during their residency placements.
 - c. Residencies are calendared to begin and end with the local P-12 academic year.
 - d. Residency placements offer predictable schedules, with co-teaching alongside an identified mentor teacher as a central activity. Placements ensure residents engage this critical classroom work with their mentor teachers across the entirety of the P-12 academic year for at least half time each week and for at least 80% of the weeks of the P-12 academic year.^b
 - e. Residents may engage in other kinds of instructional and learning activities over the course of the academic year, including “rounds” of short field placements at different sites, occasional substitute teaching if well-supported and designed to maximize learning, and serving in other instructional roles. These other instructional and learning activities may not compromise the minimum half-time residency experience for 80% of the weeks of the school year, and placements may not result in “double dipping”—that is, being paid both as a resident at the full rate of \$35,000 and also being paid to substitute teach or to serve as an instructional aide.^c
4. Co-creation of a residency recruitment plan by the P-12/program residency advisory group that taps into local community members for immediate enrollment and has ideas for longer-term development of a teacher workforce that reflects and can connect with the diversity of students being served, including gender, race/ethnicity, Indigenous affiliation, language, and exceptionalities

^a Recognizing that schools and districts do not yet all have equitable access to qualified mentor teachers as defined in statute, and that some individual teachers may not yet hold a Level 2 license but are nevertheless excellent candidates for mentoring, the PED will work with partnerships to address any mentor identification needs that localities may have.

^b While most researched models for strong teacher residencies use full-time residency placements for the entire school year, given staffing challenges in schools, many programs have found creative ways to protect resident learning time with their mentor teachers while also creating some flexibility in their programs for residents to meet local staffing and other instructional needs. PED recognizes the co-existing needs for both strong preparation and immediate increased staffing capacity in schools; this guidance is designed to achieve both.

^c The PED has other teacher preparation support models that may be more appropriate for some staffing needs. Please contact Educator Pathways [Teaching is Changing Lives – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/education/teaching-is-changing-lives) for more information.

5. Pre-service co-teaching training for all mentors, residents, and field supervisors from local experts or through regional offerings supported by the PED
6. Partnership participation in a PED-supported two-day regional train-the-trainer workshop on co-teaching if local expertise does not exist
7. Clear evidence that program curricular requirements (coursework and assessments in particular) have been redesigned in consultation with districts to ensure integration of program curriculum into school and district initiatives
8. Partnership agreements to engage in a PED learning network with expectations for local efforts to increase residency affordability and sustainability
9. Partnership agreements to engage a PED Teacher Residency Community of Practice to share promising ideas and address emerging needs

End Notes

¹ Linda Darling-Hammond et al., *Empowered Educators: How High-Performing Systems Shape Teaching Quality around the World* (San Francisco, CA: Jossey-Bass, 2017); Roneeta Guha and Tara Kini, “Teacher Residencies: Building a High-Quality, Sustainable Workforce” (Palo Alto, CA: Learning Policy Institute, 2016), <https://tinyurl.com/yrth7be9>; The Sustainable Funding Project, “For the Public Good: Quality Preparation for Every Teacher” (New York, NY: Bank Street College of Education, Prepared to Teach, June 2016), <http://bit.ly/2tJJIUg>; “NCTR Annual Report” (Chicago, IL: National Center for Teacher Residencies, 2022), <https://nctresidencies.org/about-nctr/annual-report/>; Carrie Scheib and Cortney Rowland, “External Evaluation of the Albuquerque Teacher Residency Partnership (ATRP)” (NCTR, June 2022).