

Mid-Phase Competition Absolute Priority 5 (Educator Recruitment and Retention)
New Mexico Public Education Department
S411B230039
New Mexico Teacher Residencies

Applicant Name: New Mexico Public Education Department (NMPED)

Project Title: New Mexico Teacher Residencies (NM Residencies)

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Promoting STEM Education

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

Absolute Priority 5-- Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Competitive Preference Priority 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning* (FOR EARLY-PHASE AP5 APPLICANTS ONLY)

Total number of students to be served by the project: The project will serve 50,000 students during residents' preparation program placements years, and residency graduates will serve an additional 87,500 students once they have been prepared and hired.

Grade level(s) to be served by the project: NM Residencies serves grades Pre-K through 12.

Definition of high-need students: NM Residencies defines high-needs students, which all the NM Residencies partnerships serve, as students attending schools that meet the 40% free or reduced lunch eligible benchmark for being a Title I school.

Brief description of project activities: NM Residencies is a statewide project designed to grow and study the impacts of high-quality teacher residencies as a means to address teacher quality, teacher shortages, teacher turnover, and students' access to teachers who reflect the multicultural, multilingual context of the State of New Mexico. Project activities include supports to achieve three goals: 1) Strengthening recruitment and selection processes across preparation programs to attract, prepare, and retain a strong teaching force that reflects the state's student population; 2) Reducing variability of implementation across different residency program types and localities to ensure equitable access to well-prepared teachers, and 3) Creating sustainable funding streams with competitive wages so paid residencies can grow and become the norm in New Mexico. The project will work with all public institutions of higher education with approved teacher preparation programs, including community colleges that offer articulated pathways and those that have post-baccalaureate licensure programs. As a mid-phase EIR project, NM Residencies includes rigorous impact testing and well-developed formative evaluation processes to strengthen implementation and support replication of the model.

Summary of project objectives and expected outcomes: Building strong IHE/P-12 residency partnerships so that, by Year 3, all public IHEs with state-approved teacher preparation licensure programs will have residency programs with leadership teams that have defined co-led structures with regular processes to monitor and refine residency implementation; Shifting outreach and recruitment approaches so that, by Year 5, 65% of residents will identify as at least one of the following: Hispanic/Latinx, Indigenous, bilingual, or male; Building and grow year-long, full-time residency programs with rigorous, integrated coursework and clinical practice, with an increase of 50 additional residents each year across the state's programs; Creating systems to select and support strong cadres of mentor teachers so that, by Year 3, 90% of residents are placed with mentor teachers who have achieved Level 2 or 3 licensure and who

have received microcredentials in resident mentoring; Developing statewide co-teaching expertise in residency classrooms, schools, and programs so that, by Year 3, all public IHEs with state-approved teacher preparation licensure programs will have engaged train-the-trainer pre-service co-teaching training with partner LEAs; Ensuring residents have supports to complete programs, secure State licensure, and launch successful careers so that, by Year 5, a total of 1,000 new residency-prepared teachers will have graduated, been hired, and remained teaching in New Mexico; Building capacity across residency partnerships to braid resources for residencies' financial sustainability so that, by Year 5, all residency partnerships in the state will have identified sustainable funding streams that add at least \$35,000 per candidate to the state's investment in residency candidates; Improving cost efficiencies and access to financial aid at IHEs so that, by Year 3, all public IHEs with state-approved teacher preparation licensure programs will have processes built into financial aid to identify work study eligible candidates and those with unmet financial need and to connect them to increased financial aid supports; Creating an aligned Teacher Residency Apprenticeship program.; and Solidifying legislative support for residency investments so that, by Year 4, teacher residency funding will become a permanent line item in the state's education budget.

Summary of how the project is innovative: NM Residencies incorporates two innovative approaches into evidence-based teacher residencies: Systematic pre-service co-teaching approaches to reduce variability across programs and strengthen student outcomes during preparation years, and a focus on sustainable funding for residencies that will allow aspiring teachers to have pay and benefits during their training year.

Other studies related to the proposed project: Research that meets What Works Clearinghouse standards for evidence shows that selection, intensive preparation, and ongoing supports for aspiring teachers has strong evidence of positive impacts on math achievement (US Department of Education, What Works Clearinghouse, "WWC Intervention Report: Teach For America," A Summary of Findings from a Systematic Review of the Evidence (Washington D.C.: US Department of Education, 2016), https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_tfa_083116.pdf). NM Residencies incorporates these features. In addition, rigorous analyses of impacts of co-teaching on student outcomes exists, both in statewide administrative data (Nathan Jones and Marcus A. Winters, "Are Two Teachers Better than One? The Effect of Co-Teaching on Students with and without Disabilities" (Boston, MA: Wheelock Educational Policy Center, January 2022) and in program-specific evaluation research on pre-service co-teaching (Teresa Washut Heck and Nancy Bacharach, Mentoring Teacher Candidates through Co-Teaching: Collaboration That Makes a Difference (St. Cloud, Minn.: St. Cloud State University, 2010).). These studies also inform the proposed project.

Proposed implementation sites: Alamogordo Public Schools; Albuquerque Public Schools; Aztec School District; Bernalillo Public Schools; Bloomfield Municipal Schools; Carlsbad Municipal Schools; Central Consolidated Schools; Chama Public Schools; Clovis Municipal Schools; Deming Public Schools; Dexter Consolidated Schools; Española Public Schools; Farmington Municipal Schools; Gadsden Independent School District; Gallup-McKinley County Schools; Hatch Valley Public Schools; Hondo Municipal Schools; La Guna Pueblo; Las Cruces Public Schools; Las Vegas City Schools; Las Vegas Public Schools; Los Lunas Public Schools; Moriarty Public Schools; Mountainair Schools; Portales Municipal Schools; Raices Del Saber Xinachtli; Rio Rancho Public Schools; Roswell Municipal Schools; Ruidoso Schools; Santa Fe Public Schools; Silver Consolidated Schools; Texico Municipal Schools; The Children's Garden; Truth or Consequences; Tucumcari Public schools; Zuni Public Schools

Organizations partnering with this project: Prepared To Teach; Public institutions of higher education with state-approved teacher preparation programs, including Central New Mexico Community College, Eastern New Mexico University, New Mexico Highlands University, New Mexico State University,

Northern New Mexico College, San Juan College, University of New Mexico, and Western New Mexico University; District partners as listed in the Proposed implementation sites (above); New Mexico