



SOAR: Southwest Outreach Academic Research Evaluation & Policy Center

2021 New Mexico Educator Vacancy Report

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Introduction

The New Mexico Educator Vacancy report has been done annually by the New Mexico State University SOAR Center since 2015. The purpose of this report is to provide policy makers, superintendents, higher education, and other stakeholders with a clear picture of the staffing needs in K-12 schools across the state, focusing primarily on teachers with other educator positions discussed as well. The results are designed to facilitate informed decision making among these different groups and subsequent implementation of strategic initiatives and efforts to address the most critical areas gleaned from the data.

Methodology

To gather the most detailed and up to date data from the districts, SOAR researchers went to each school district's website to find the current job postings. They put this information into a comprehensive database and grouped positions by district and teaching area or job type, such as middle school science, elementary educational assistant, and so on. If the information was not available on the district website, they searched the New Mexico Regional Education Applicant Placement (REAP) database, where districts and schools can post educator positions, and if the district information was still not available, they called the district. Although this information changes as people are hired, the data provided in this report represent verified openings as of September 10, 2021. Please note, these data *do not include* state charter schools or private schools. The data represent the 89 school districts defined by the New Mexico Public Education Department (NMPED) plus the Bureau of Indian Education (BIE) Schools located in New Mexico.

This report also presents information about the pipeline of educators from the colleges and universities in the state. Beginning with the Fall 2018 report, Educator Preparation Programs (EPPs) in New Mexico provided the SOAR Center with the number of students they admitted to a teacher education program and how many graduated from a teacher education program the prior academic year. This approach was utilized for the current report as well. In prior years, this information was gleaned from the New Mexico Educator Accountability Reporting System (EARS), however, obtaining these figures directly from the EPPs yields the most up to date data available. This year's report also includes the number of freshmen in education majors at the four year institutions for additional information about the teacher pipeline.

Results

Vacancies

In all, there were a total of **1,727 educator vacancies** for the positions in Table One below, with **1,048 teacher vacancies** included in this total. Last year there were 571 teacher vacancies, indicating an overall increase of 477 teachers, or 84 percent, and in the 2019 Report, there were 644 teacher vacancies. A breakdown of this year's vacancies by position can be found in Table One below.

Position	Number of Vacancies
Teachers	1,048
Educational/Instructional Assistants	456
Counselors	59
Speech Language Pathologists	52
Instructional Coaches	41
Emotional/Behavioral Support Providers	29
Administrators (Principals and Assistant Principals)	19
Educational Diagnosticians	13
School Psychologists	10
Total Vacancies	1,727

Table One: Educator Vacancies by Position

When breaking down the teacher vacancies by grade level and general area, the **largest need was for special education teachers** (291 teachers; 28 percent of the total teacher vacancies), followed closely by **elementary teachers** (279 teachers; 27 percent of the total teacher vacancies). These were the top grade levels/areas last year as well. Additionally, within these 1,048 teacher vacancies, **98 had bilingual** specified in the job title (9 percent). All teacher vacancy groups can be found in Figure One below.

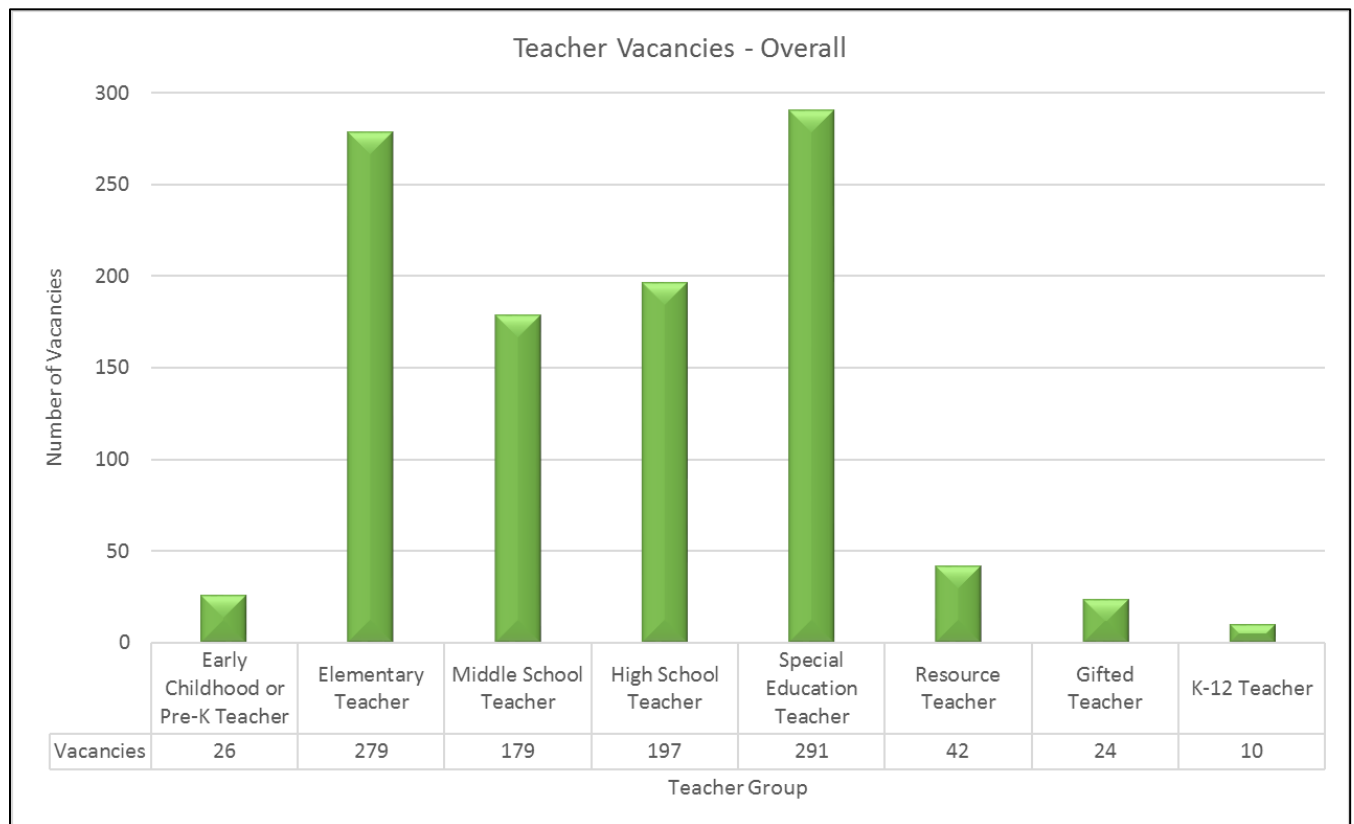


Figure One: General Breakdown of Teacher Vacancies

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the highest amount of vacancies, with 506 this year (compared to 258 last year), and it is important to keep in mind that this region includes Albuquerque and Santa Fe Public Schools. There were vacancy

increases across all regions, particularly the Central region, Southwest region (61 last year; 102 this year), and Northeast region (21 last year; 35 this year), all of which nearly doubled their vacancy totals. The other regions also increased in their totals, with the Northwest increasing from 113 vacancies last year to 196 this year and the Southeast increasing from 118 vacancies to 209 this year. Table Two below lists the districts and the total number of teacher vacancies in each region.

Region	Districts
Central: 506 Teacher Vacancies	Albuquerque Public Schools, Belen, Bernalillo, Estancia, Los Lunas Schools, Moriarty - Edgewood School District, Mountainair, Pecos, Rio Rancho Public Schools, Santa Fe, Vaughn
Northeast: 35 Teacher Vacancies	Cimarron Municipal Schools, Clayton, Des Moines Municipal Schools, Grady Municipal Schools, House, Las Vegas, Logan, Maxwell Municipal Schools, Mora, Mosquero, Penasco ISD, Questa Independent School District, Raton, Roy Municipal, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas
Northwest: 196 Teacher Vacancies	Aztec Municipal Schools, BIE, Bloomfield Schools, Central, Chama Valley Schools, Cuba, Dulce, Espanola, Farmington, Gallup-McKinley, Grants- Cibola, Jemez Mountain, Jemez Valley, Los Alamos Public Schools, Mesa Vista, Pojoaque, Zuni
Southeast: 209 Teacher Vacancies	Alamogordo, Artesia, Capitan Schools, Carlsbad Municipal Schools, Carrizozo Municipal Schools, Cloudcroft Municipal Schools, Clovis Municipal School District, Corona, Dexter, Dora, Elida Municipal Schools, Eunice, Floyd Municipal School District, Fort Summer, Hagerman Municipal Schools, Hobbs, Hondo Valley, Jal, Lake Arthur Municipal Schools, Loving Municipal Schools, Lovington, Melrose, Portales Municipal Schools, Roswell, Ruidoso, Tatum, Texico, Tularosa Municipal Schools
Southwest: 102 Teacher Vacancies	Animas, Cobre Consolidated Schools, Deming Public Schools, Gadsden, Hatch Valley, Las Cruces, Lordsburg Municipal Schools, Magdalena Municipal School District, Quemado, Reserve, Silver, Socorro, Truth or Consequences

Table Two: District List and Total Teacher Vacancies for Each Region

Next, looking more closely at the elementary, middle school, high school, and special education teacher vacancies, the **subjects with the highest needs were math (84 vacancies), science (77 vacancies) and English language arts (56 vacancies)**. These are the same top three subjects found last year, though there are increases in each area this year compared to last year's figures. This year, math had 30 more vacancies, science had 44 more vacancies, and English language arts had 25 more vacancies. Health/PE, music, and social studies were also in the top areas of need, with Health/PE having 46 vacancies and music and social studies having 40 vacancies each. Among all subjects that had at least 10 vacancies, the breakdown can be found in Figure Two below.

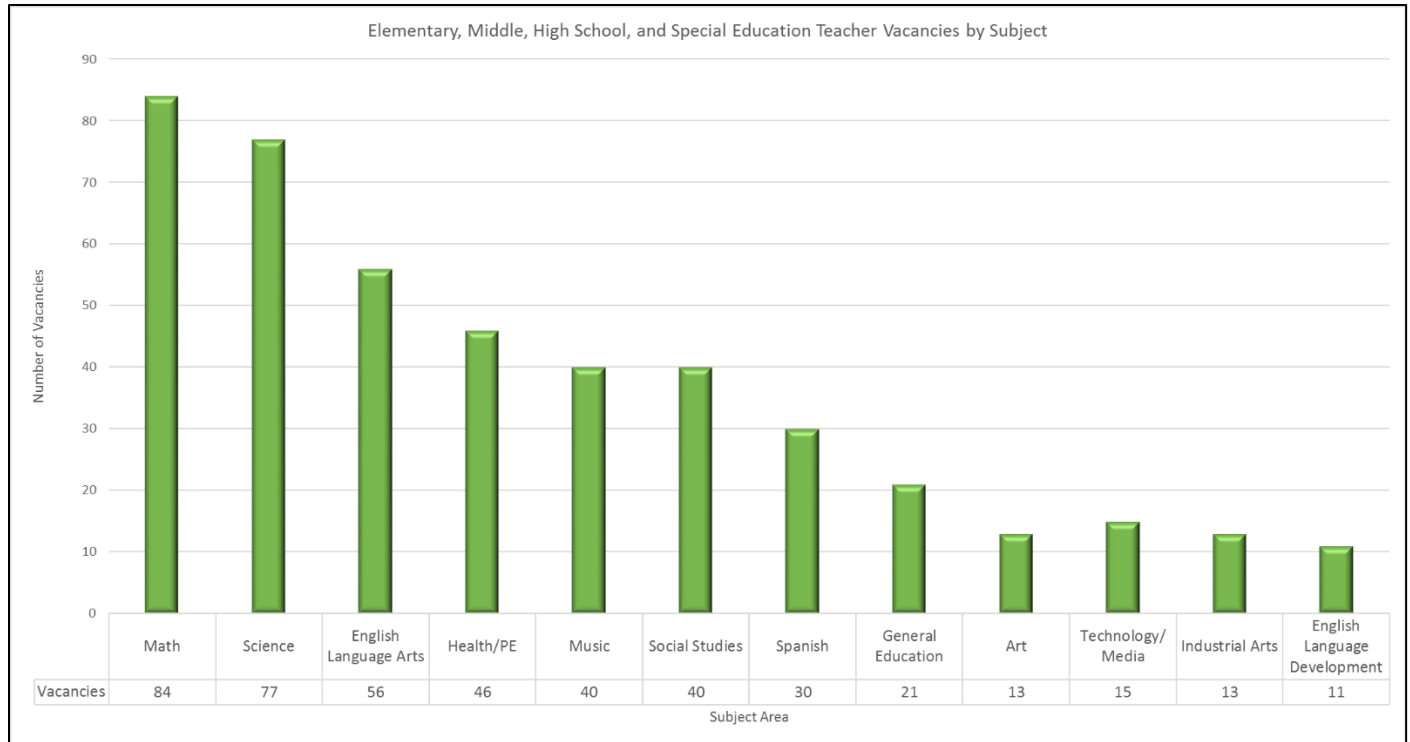


Figure Two: Teacher Vacancies by Subject Area

Taking a closer look at the 291 special education teacher vacancies, the largest need within the **special education teacher total is for elementary teachers (80 vacancies; 27 percent)**, with the second highest need for middle school teachers (57 vacancies; 20 percent). There were also needs for K-12 and high school teachers, and all special education vacancy areas can be found in Figure Three below.

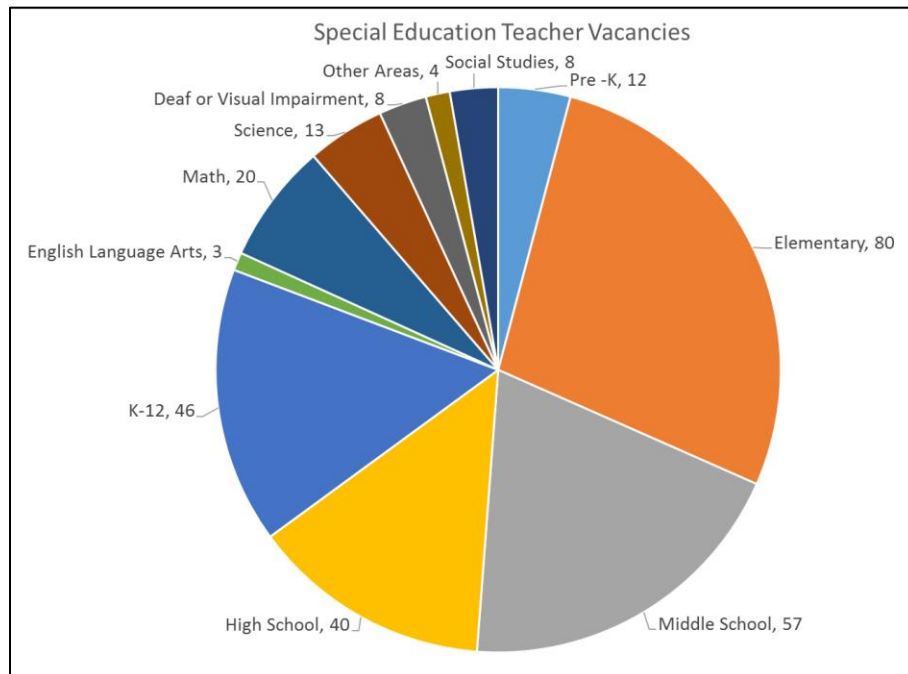


Figure Three: Special Education Teacher Vacancies by Level and Subject Area

In addition to teacher vacancies, there were **456 vacancies for educational or instructional assistants, up 283 vacancies** from 173 in last year's Report. Over half of these (61 percent) were for **special education assistants** (280 vacancies) with 165 general education assistant postings (no area specified), and 11 additional postings that asked for a bilingual, health, or media and technology assistant. Within the 445 general and special education postings, the grade level breakdowns can be found in Figure Four below, illustrating that elementary schools have the highest need, which was also the case in the last two Vacancy Reports as well.

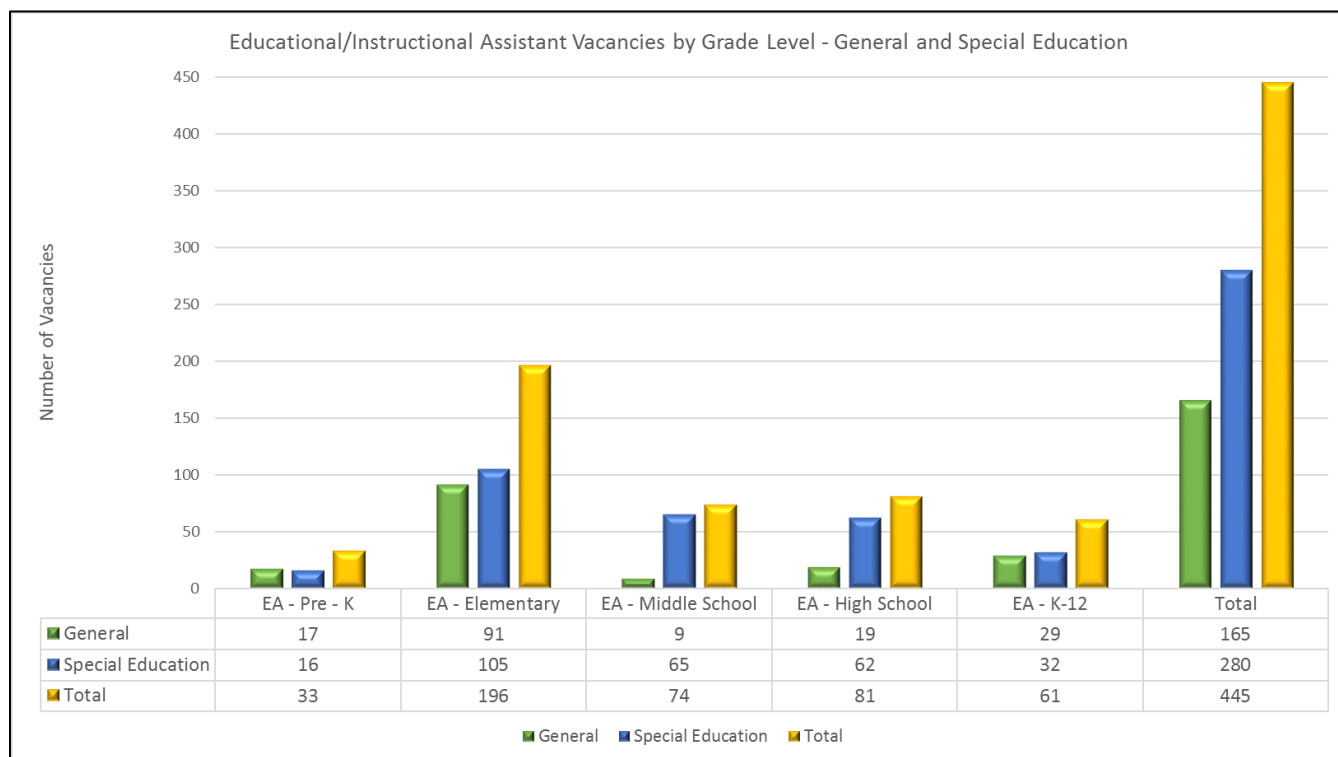


Figure Four: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

Higher Education Admits and Completers

The second half of this report looks at the number of students who completed an Educator Preparation Program (EPP; teacher education only) and the number who were admitted to a program during the last academic year (2020 - 2021). Two-year institutions offer alternative licensure programs to students who already have a bachelor's degree, while the four-year institutions offer traditional undergraduate, graduate, or alternative licensure programs as well. Additionally, among the two-year institutions in the state, only those that offered alternative licensure programs were included in the results. This year, Leading Educators through Alternative Pathways (LEAP) is also included for the first time. LEAP is offered by the Cooperative Educational Services (CES) and is a non-Institution of Higher Education (IHE) program. In non-IHE programs, candidates receive preparation aligned with the same standards the IHE's are required to meet. The candidates complete these requirements through monthly seminars, critical disposition assessments, and mentoring, outside of a college or university. Institutions and programs included in this year's analyses are below.

Four Year Institutions

Eastern New Mexico University
 New Mexico Highlands University
 New Mexico Institute of Mining and Technology
 New Mexico State University
 Northern New Mexico College
 University of New Mexico
 University of the Southwest
 Western New Mexico University

Two Year Institutions

Central New Mexico Community College
 New Mexico Junior College
 San Juan College
 Santa Fe Community College

Non-IHE (Alternative)

Leading Educators through Alternative
 Pathways (LEAP)

Across all institutions and programs, a total of **1,596 students were admitted** to an educator preparation program during the 2020 - 2021 academic year, while **979 students completed** an educator preparation program. Looking only at **two and four year institutions of higher education**, a total of **1,456 students were admitted** to an educator preparation program last year, and **876 students completed** one. This indicates an **increase of 169 admits** and a **decrease of 51 completers** compared to last year at these schools. Last year's figures indicated that about 60 percent of admits and completers at IHE's were from alternative programs, whereas this year, there were more traditional admits and a nearly identical number of completers between alternative and traditional programs. Table Three below presents the total number of admits and completers by program type.

	Admits		Completers	
	Number of Students	Percent of All Admits	Number of Students	Percent of All Completers
Alternative - IHE	660	41%	437	45%
Alternative - Non IHE	140	9%	103	10%
Traditional (IHE Only)	796	50%	439	45%
Total	1,596		979	

Table Three: Educator Preparation Program 2020 - 2021 Admits and Completers by Program Type

Looking next at teaching areas, **Elementary Education had the highest number** of admits (548) and completers (364), with Special Education yielding the next highest totals (302 admits and 221 completers). Breaking down the pathway for each teaching area's admits and completers, results indicate that some teaching areas are more evenly distributed, while others have a more common pathway. Elementary Education has a more equal portion of alternative and traditional admits and completers, however Special Education has a larger portion of alternative admits (209) and completers (180) compared to traditional admits (93) and completers (41). Early Childhood Education had a much larger amount of traditional admits (191) and completers (97) than alternative admits (40) and completers (7). The total number of admits and completers for each program and pathway that had at least 20 admits and completers each can be found in Table Four below.

Teaching Area	Admits		Completers	
	Alternative	Traditional	Alternative	Traditional
Elementary Education	258	290	202	162
Special Education	209	93	180	41
Early Childhood Education	40	191	7	97
Secondary Education: English Language Arts	64	44	47	29
Secondary Education: Science	77	22	56	6
Secondary Education: Social Studies	52	45	42	20
Secondary Education: Math	59	29	40	11
Music Education	6	38	5	29
Physical Education	18	17	10	13

Table Four: Admits and Completers by Subject and Pathway (All Programs)

Finally, it is worth examining the subject areas within the secondary and K-12 admitted and completer data to better understand the specific areas where students are being prepared. Comparing these figures to the vacancy totals can then provide a more complete understanding of outlook for addressing these teacher needs. The subject area that had the **largest number of admits and completers was English language arts (108 admits and 76 completers)**, with science and social studies the next top areas, yielding near identical admits (99 and 97, respectively) and the same number of completers (62 each). English language arts and social studies were the top areas last year, though this year's totals also include LEAP for the first time. Additionally, a total of 49 students completed the requirements for a bilingual/TESOL endorsement. The total number of admits and completers for each subject area can be found in Figure Five below. This list includes only subjects that had at least 10 admits and completers each.

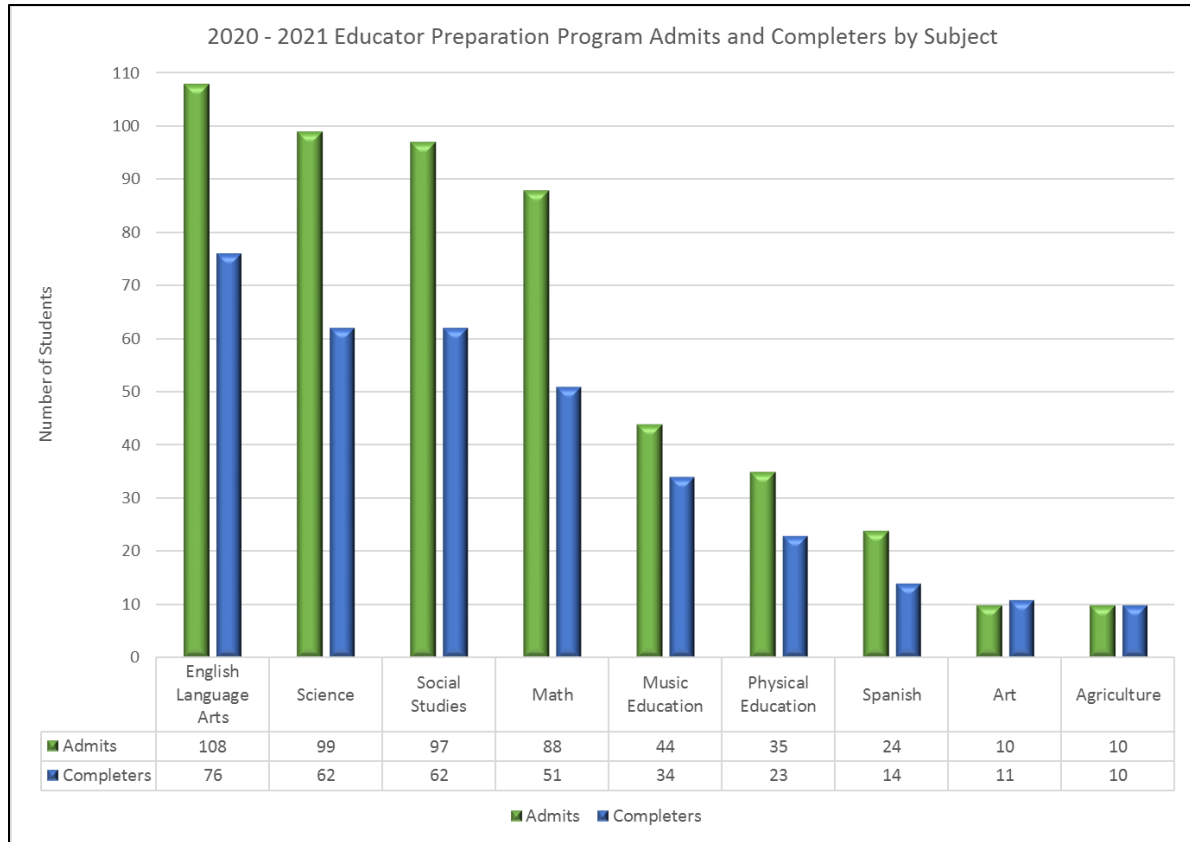


Figure Five: 2020 - 2021 Secondary and K-12 Admits and Completers by Subject

Starting this year, the Vacancy Report will begin to include the number of freshmen education majors at the four year institutions for an additional look the teacher pipeline. A total of **369 freshmen** were majoring in education at these institutions in the 2020-2021 year. The largest program is Elementary Education (107 freshmen majors), with Early Childhood Education (54 freshmen majors) and Music Education (47 freshmen majors) the next most popular areas. All majors with at least 10 students can be found in Table Five below.

Major	Number of Students
Elementary Education	107
Early Childhood Education	54
Music Education	47
Special Education	36
Secondary Education: English Language Arts	24
Physical Education	18
Secondary Education: Social Studies	18
Secondary Education: Math	15
Secondary: No Field Yet	14
Agriculture Education	13
Secondary Education: Science	10

Table Five: Freshmen Education Majors with at Least 10 Students

Main Findings

This Report is meant to provide key stakeholder groups with helpful data that can inform decision making and to describe not only the scope of the educator vacancy problem, but to highlight the areas of greatest need. It is important to recognize that, though schools are returning to in person delivery after a year of remote instruction due to Covid-19, this is still a time of uncertainty as circumstances can quickly change. Overall, review of the data presented in the Report yielded the following main points for readers:

- 1) There was an **84 percent increase in total teachers needed** this year compared to last year's Report, up by 477 positions. In order to address this need, it will be important to explore the different possible causes and to consider effective methods for both **recruiting new teachers and retaining current teachers**. The LANL Foundation has collected rich data from teachers and students in Northern New Mexico and yielded a set of recommendations in these areas. Additionally, a recent Learning Policy Institute report outlines key challenges facing education in New Mexico and describes recommendations for how the state can work to solve them, and difficulties with staffing schools is one of the areas discussed. Links to both reports can be found in the reference list.
- 2) Like the prior two Vacancy Reports, the **areas with the most vacancies were elementary and special education teachers**. The top subject areas of need this year were **math, science, and English language arts**, which was the case last year as well. The number of open **Educational/Instructional Assistant positions also more than doubled** this year (456) compared to last year (173).
- 3) In terms of teacher education program admits and completers, there was an **increase of 169 students admitted** to these programs and a **decrease of 51 completers** compared to last year at institutions of higher education. Additionally, the portion of students at IHE's who are in each type of program (alternative and traditional) is more equal this year compared to last year, where about 60 percent of admits and completers came from the alternative pathway. Across all programs in the Report, **Elementary Education and Special Education had the highest number of admits and completers**, which are also the two top areas in terms of K-12 vacancies.
- 4) Outside of teacher positions, there were several vacancies found for other roles as well, including **59 counselors, 52 speech language pathologists, and 41 instructional coaches**. These are important to keep in mind when thinking about how to support students in school, as they help meet the different student needs related to their success and persistence.

References

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