



SOAR: Southwest Outreach Academic Research Evaluation & Policy Center

2022 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, 2022. 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. To gather this data, 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. The 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 **1,344 educator vacancies** for the positions in Table One below, with **690 teacher vacancies** included in this total. Last year there were 1,048 teacher vacancies, indicating an overall decrease of 358 teachers, or 34 percent, and in the 2020 Report, there were 571 teacher vacancies. A breakdown of this year's vacancies by position can be found in Table One below.

Position	Number of Vacancies
Teachers	690
Educational/Instructional Assistants	446
Paraprofessionals	39
Speech Language Pathologists	36
Counselors	32
Emotional/Behavioral Support Providers	24
Administrators (Principals and Assistant Principals)	20
Interventionists	19
School Psychologists	15
Educational Diagnosticians	12
Instructional Coaches	11
Total Vacancies	1,344

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** (193 teachers; 28 percent of the total teacher vacancies), followed closely by **elementary teachers** (187 teachers; 27 percent of the total teacher vacancies). These were the top grade levels/areas last year as well. Additionally, within these 690 teacher vacancies, **40 had bilingual** specified in the job title (6 percent of all teacher vacancies). All teacher vacancy groups can be found in Figure One below.

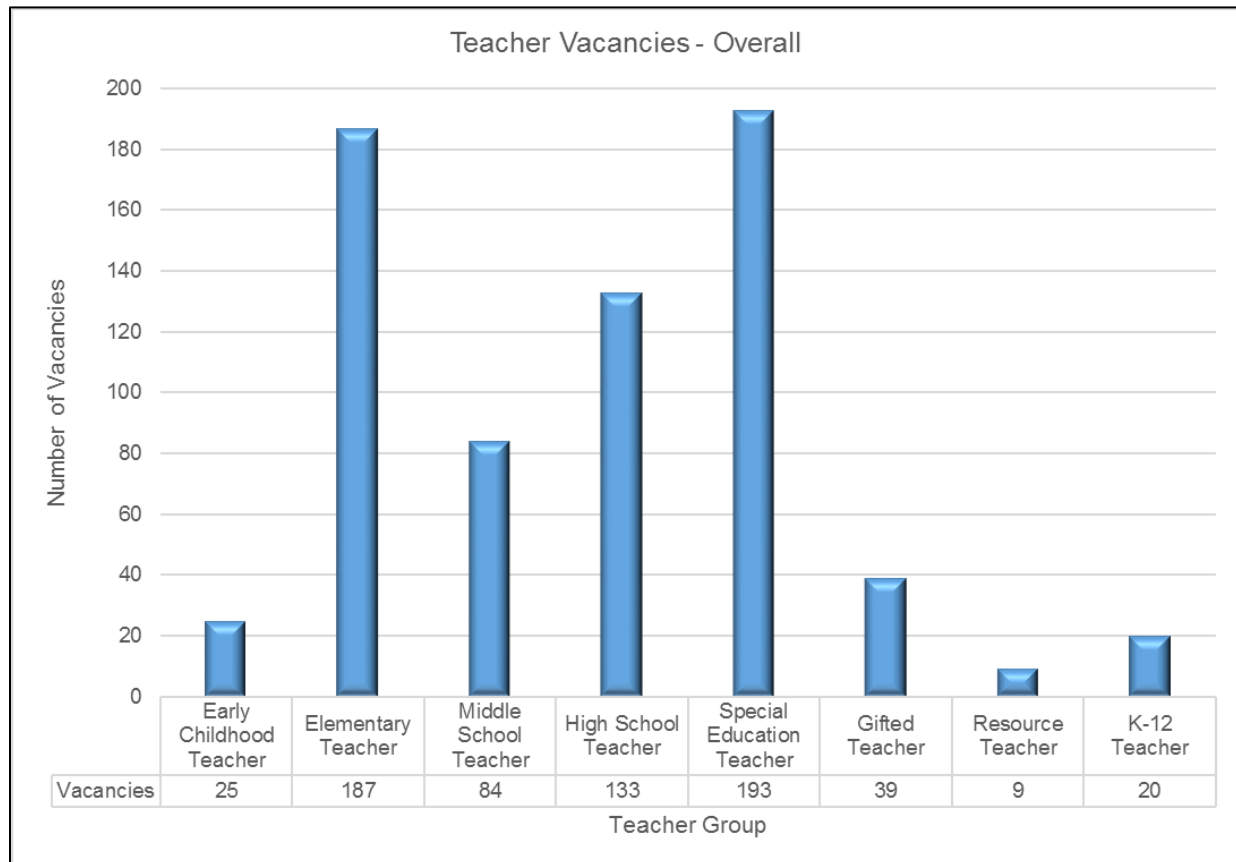


Figure One: General Breakdown of Teacher Vacancies

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the highest amount of vacancies, with 334 this year (compared to 506 last year), and it is important to keep in mind that this region includes Albuquerque and Santa Fe Public Schools. There were vacancy decreases across *all* regions, particularly the Central region, Southwest region (102 last year; 53 this year), and Southeast region (209 last year; 140 this year). Looking at individual districts, those with the highest number of teacher vacancies included Albuquerque (CE; 159 vacancies), Santa Fe (CE; 123 vacancies), Alamogordo (SE; 39 vacancies), Roswell (SE; 35 vacancies), and Hobbs (SE; 34 vacancies).

Table Two below lists the districts and the total number of teacher vacancies in each region.

Region	Districts
Central (CE): 334 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 (NE): 23 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 (NW): 140 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 (SE): 140 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 (SW): 53 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 (65 vacancies), science (46 vacancies) and English language arts (44 vacancies)**. Though there are fewer vacancies in these subjects this year compared to last year, these were also the top areas of need last year as well. Social studies, music, and physical education were also among subjects with the highest needs, with at least 22 vacancies each. Among all subjects that had at least 10 vacancies, the breakdown can be found in Figure Two below.

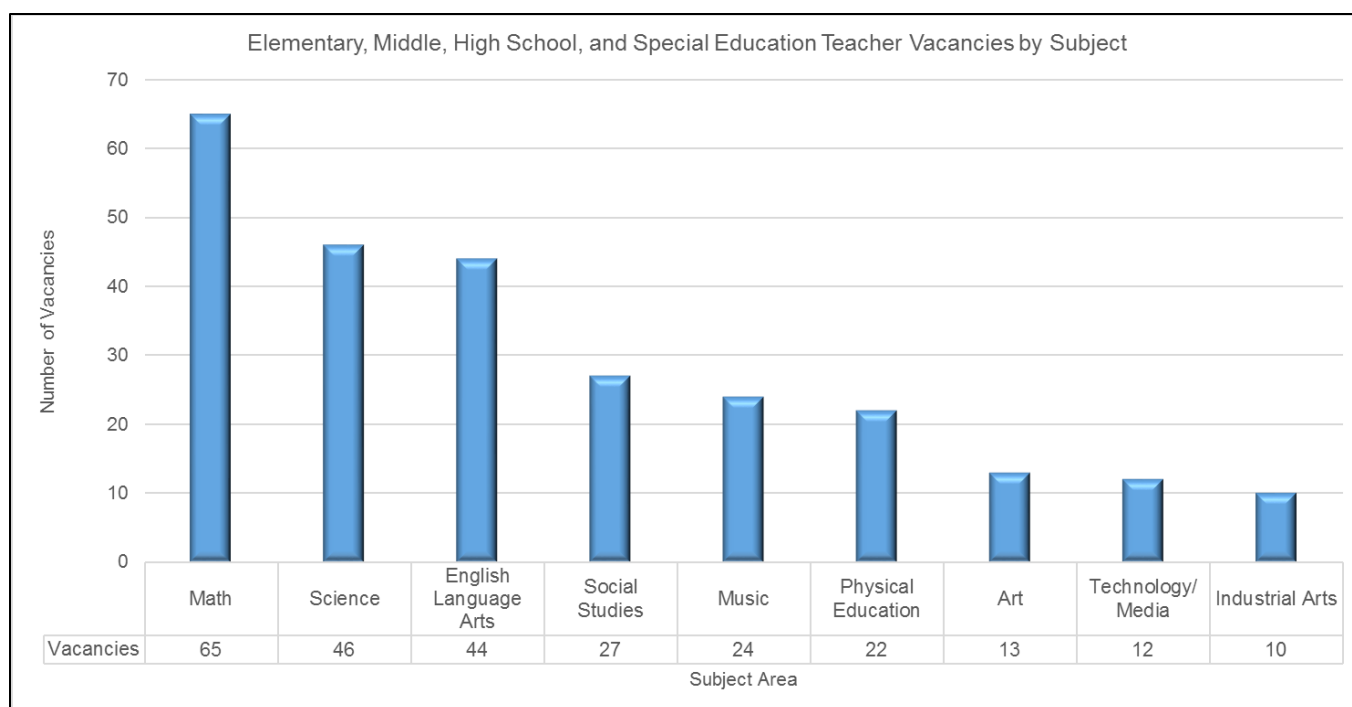


Figure Two: Teacher Vacancies by Subject Area

Taking a closer look at the 193 special education teacher vacancies, the largest need within the **special education teacher total is for elementary teachers (57 vacancies; 30 percent)**, with the second highest need for high school teachers (32 vacancies; 17 percent). There were also needs for K-12, middle, and math teachers, and all special education vacancy areas can be found in Table Three below.

	Number of Vacancies	Percent
Elementary School	57	30%
High School	32	17%
K-12	21	11%
Middle School	19	10%
Math	17	9%
Pre-K	11	6%
Language Arts	11	6%
Science	8	4%
Teacher of Visually Impaired	4	2%
Language Development	3	1%
Teacher of the Deaf	3	1%
Multi Subject	3	1%
Other Areas	4	2%

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

In addition to teacher vacancies, there were **446 vacancies for educational or instructional assistants**, a decrease of 10 positions from 456 in last year's report. Over half of these (58 percent) were for **special**

education assistants (260 vacancies) with 158 general education assistant postings (no area specified), and 28 additional postings that asked for a bilingual, media, computer lab, or library assistant. Within the 418 general and special education postings, the grade level breakdowns can be found in Figure Three below, showing that elementary level positions have the highest need overall.

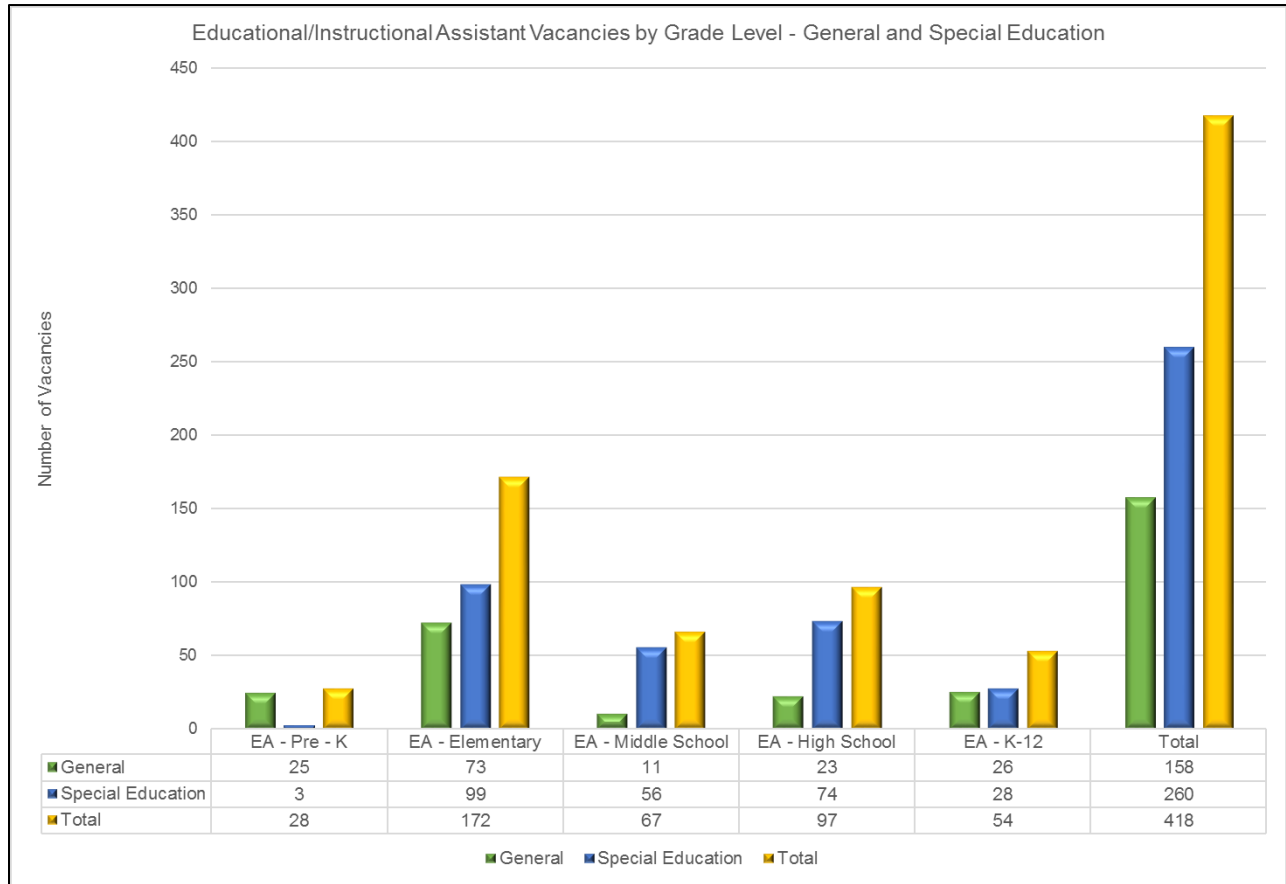


Figure Three: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

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 (2021 - 2022). 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. Leading Educators through Alternative Pathways (LEAP) is also included. 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 **1,886 students were admitted** to an educator preparation program during the 2021 - 2022 academic year, while **1,027 students completed** an educator preparation program. Overall, this indicates an increase of 290 more admits and 48 more completers compared to last year. The alternative and traditional admit portions are similar to last year's, with about half of all admits coming from traditional programs, but there is a slightly higher representation of alternative completers compared to last year's figures. Table Four 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	772	41%	450	44%
Alternative - Non IHE	180	10%	157	15%
Traditional (IHE Only)	934	49%	420	41%
Total	1,886		1,027	

Table Four: Educator Preparation Program 2021 - 2022 Admits and Completers by Program Type

Looking next at teaching areas, **Elementary Education had the highest number** of admits (562) and completers (346), with **Special Education** yielding the next highest totals (380 admits and 262 completers). These were the top two areas in last year's report as well. Looking at the distribution of traditional and alternative students in each program, Special Education continues to have a larger portion of alternative admits and completers, while Early Childhood Education continues to admit and yield more traditional students. There are also many more science students that are admitted to and complete an alternative program compared to traditional. Elementary Education has a relatively similar portion of admits and completers across each pathway, which was the case last year as well. The number of admits and completers for each program and pathway that had at least 20 total admits and completers each can be found in Table Five below.

Teaching Area	Admits		Completers	
	Alternative	Traditional	Alternative	Traditional
Elementary Education	321	241	183	163
Special Education	233	147	224	38
Early Childhood Education	39	311	16	113
Secondary Education: English Language Arts	64	41	53	24
Secondary Education: Science	82	17	52	5
Secondary Education: Social Studies	81	47	43	24
Secondary Education: Math	54	30	35	18
Physical Education	20	32	25	3
Music Education	3	32	1	20

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

Next, 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. Unlike in prior years, this year, there was not one subject that had both the highest admits and completers. Rather, this year, social studies had the highest number of admits (128), while English language arts had the highest number of completers (77). Last year, English language arts had the highest tallies for both admits and completers. Additionally, a total of 81 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 Four below. This list includes only subjects that had at least 10 admits and completers each.

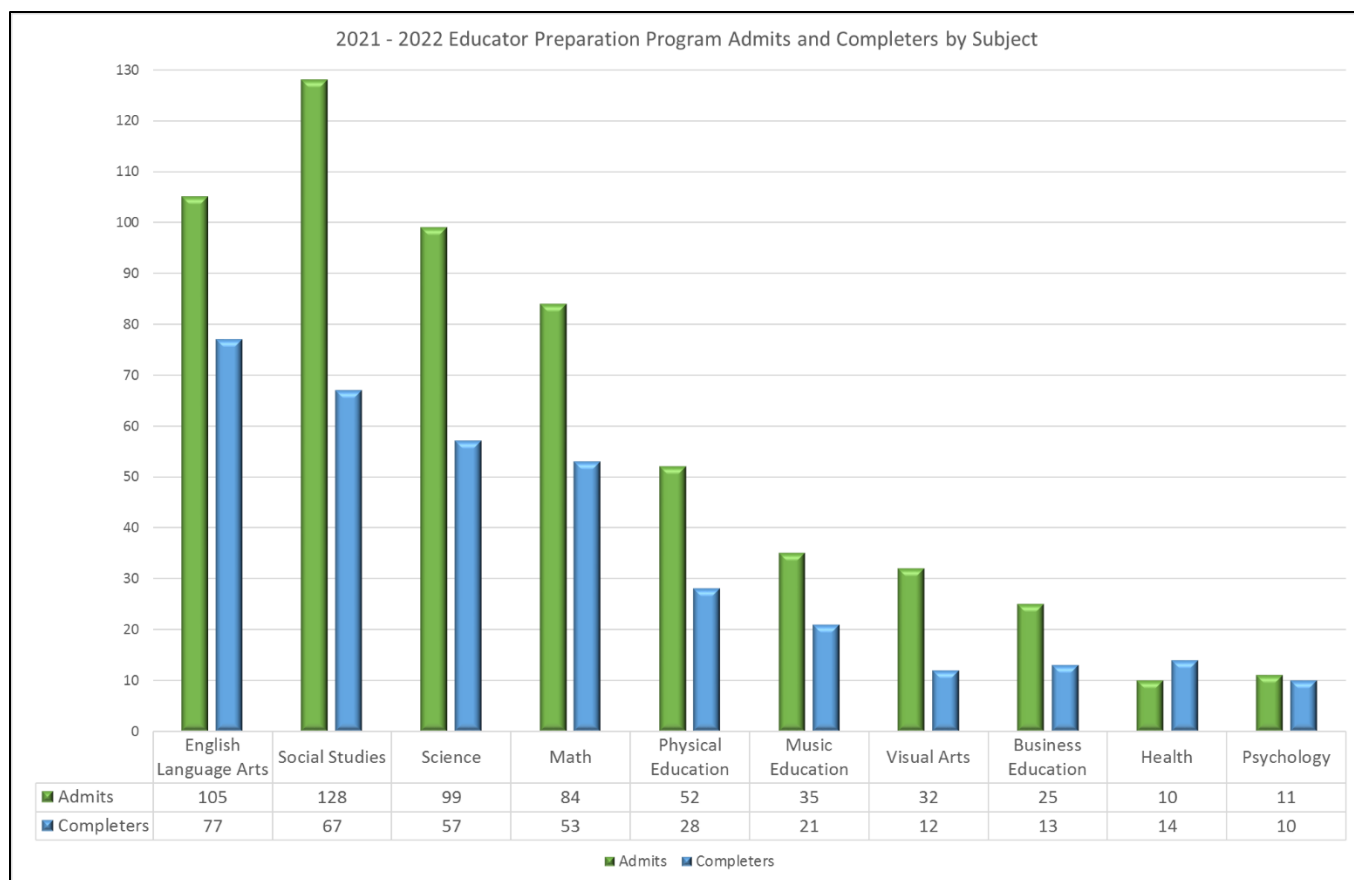


Figure Four: 2021 - 2022 Secondary and K-12 Admits and Completers by Subject

Finally, looking at the four-year schools, a total of **329 new freshmen** were majoring in education at these institutions in the 2021-2022 year, a decrease from 369 in last year’s report. The largest program is Elementary Education (95 freshmen majors), with Early Childhood Education (54 freshmen majors) and Music Education (53 freshmen majors) the next most popular areas. All majors with at least 10 students can be found in Table Six below.

Major	Number of Students
Elementary Education	95
Early Childhood Education	54
Music Education	53
Special Education	31
Physical Education	23
Secondary Education: No Field Yet	20
Secondary Education: Social Studies	14
Art Education	12
Secondary Education: English Language Arts	10

Table Six: 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. This year's report was prepared during the second year of in person instruction after Covid caused all schools go remote. Overall, review of the data presented in the report yielded the following main points for readers:

- 1) There was a **34 percent decrease in total teachers needed** this year compared to last year's report, down by 358 positions. Last year's report was prepared at the onset of the return to in person instruction after Covid, with the highest number of teacher vacancies recorded (1,048) in the last several reports. This year's totals are more similar to pre-Covid totals, with 571 teacher vacancies in 2020 and 644 teacher vacancies in 2019.
- 2) Like the prior three Vacancy Reports, the **areas with the most vacancies were elementary and special education teachers. Math and science** continue to be the top subject areas of need as documented in prior reports as well. Additionally, the number of **educational assistant** vacancies remained almost identical to last year's total (decrease of 10 openings), indicating a continued need for these positions.
- 3) Looking at **EPP admits and completers**, there was an **increase in both** groups, with 290 more admits and 48 more completers this year compared to last year's numbers. Elementary and Special Education had the highest admits and completers, and English language arts, social studies, and science were the top subject areas. There was a slightly higher portion of alternative completers this year compared to last year.
- 4) There were also needs for **paraprofessionals, speech language pathologists, and counselors**, among other positions. These positions offer important support for students in school and help address student well-being and success and are worth keeping in mind when discussing student outcomes in K-12 settings.

References

Boren, R. (2021). The 2021 New Mexico Educator Vacancy Report. Retrieved from:
<https://alliance.nmsu.edu/publications/2021-New-Mexico-Educator-Vacancy-Report.pdf>

All prior Vacancy Reports can be found on the SOAR website:
<https://alliance.nmsu.edu/soar-center/publications.html>