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HOUSE MEMORIAL 21

**55TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2022**

INTRODUCED BY

Joy Garratt and Brian G. Baca and Raymundo Lara

A MEMORIAL

REQUESTING THE LEGISLATIVE EDUCATION STUDY COMMITTEE, IN  
COLLABORATION WITH THE HIGHER EDUCATION DEPARTMENT, THE PUBLIC  
EDUCATION DEPARTMENT AND THE OFFICE OF EDUCATIONAL  
ACCOUNTABILITY OF THE DEPARTMENT OF FINANCE AND ADMINISTRATION,  
TO DEVELOP A COMPREHENSIVE PLAN TO ENHANCE THE RECRUITMENT,  
PREPARATION, LICENSING, INDUCTION, MENTORING, PROFESSIONAL  
DEVELOPMENT AND EVALUATION OF SCHOOL LEADERS IN NEW MEXICO.

WHEREAS, effective school leadership is second only to  
teaching for having the greatest effect on a student's  
constitutional and human right to a quality and sufficient  
education; and

WHEREAS, knowledgeable and skillful school principals are  
foundational to the improvement of education in New Mexico; and

WHEREAS, research shows that improvement of school

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1 principal qualifications results in improved academic and  
2 social-emotional outcomes for students of all identities,  
3 particularly for children placed at risk from poverty, cultural  
4 and linguistic differences or intellectual development  
5 disorders; and

6 WHEREAS, the research also suggests that insufficient  
7 preparation and high rates of school principal turnover have a  
8 negative effect on student outcomes that disproportionately  
9 impacts high-poverty schools and schools in need of assistance;  
10 and

11 WHEREAS, New Mexico faces significant challenges in  
12 recruiting and retaining well-prepared, stable and diverse  
13 school principals who support local improvement across New  
14 Mexico's multifaceted communities and schools; and

15 WHEREAS, research demonstrates clear benefits of having a  
16 diverse school principal workforce, particularly among women of  
17 color who face biases and barriers in the pathway to  
18 principalship, as these barriers have negative implications for  
19 individuals in the school principal pipeline and educational  
20 quality overall; and

21 WHEREAS, the last comprehensive study of school principal  
22 preparation and support was in 2008 when the state legislature  
23 unanimously approved Senate Joint Memorial 3, which called for  
24 the office of educational accountability of the department of  
25 finance and administration, the public education department and

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1 the higher education department to collaborate with school  
2 districts and institutions of higher education in the  
3 development of a plan to enhance the preparation and support of  
4 school principals and other educational leaders; and

5 WHEREAS, the role of the school principal is changing,  
6 with increasing demands on school leaders to serve as  
7 culturally responsive instructional leaders who can positively  
8 influence student health and wellness, school safety, school  
9 performance and operational and staff oversight; and

10 WHEREAS, school principals are expected to fill many roles  
11 that move far beyond administrative tasks, including setting a  
12 schoolwide vision for student learning and outcomes, creating a  
13 schoolwide climate that is hospitable to learning, providing  
14 instructional leadership with educators, nurturing a  
15 professional learning community with the educators in the  
16 school and cultivating leadership in others so that the school  
17 operates on a distributive and collaborative leadership model;  
18 and

19 WHEREAS, New Mexico has invested millions of dollars in  
20 fast-track regional education cooperatives designed to prepare  
21 the next generation of aspiring leaders, in-service  
22 professional learning for a relatively small number of novice  
23 and experienced school principals through principals pursuing  
24 excellence and accreditation of alternative pathways to  
25 educational leadership through such programs as the master's

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1 degree of business administration; and

2 WHEREAS, these fragmented and piecemeal efforts to improve  
3 school principal qualifications have been inadequate and  
4 incomplete, and alternative school principal preparation and  
5 support programs have not been subjected to the same rigorous  
6 review as programs offered through the state's higher education  
7 institutions; and

8 WHEREAS, it will take a comprehensive approach to make  
9 deep and lasting improvements in New Mexico's diverse  
10 communities and schools through building a stable  
11 infrastructure that enables aspiring, novice and experienced  
12 school principals to build socially just and equitable schools  
13 and lead the state toward a system that works for all New  
14 Mexico children; and

15 WHEREAS, although New Mexico has unique challenges that  
16 must be met, states and nations that have improved education  
17 effectively have addressed the importance of strengthening  
18 knowledgeable and skillful school principals by implementing  
19 recommendations from national convenings, such as the education  
20 commission of the states and the Wallace foundation; and

21 WHEREAS, successful strategies for addressing school  
22 principal shortages and strengthening the school principal  
23 workforce include policies that address candidates' cost of  
24 entry and quality of preparation and support, including  
25 rigorous recruitment, pre-service preparation, full-time paid

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1 internships with a minimum of six hundred hours or one semester  
2 on authentic problems of practice in the field, revised  
3 licensing procedures as aligned with the 2015 professional  
4 standards for educational leaders and quality induction,  
5 mentoring and professional development in such areas as  
6 culturally responsive instructional leadership, positive school  
7 climate and culture, safe and caring schools, supervision and  
8 evaluation, campus administration and supervision and  
9 evaluation; and

10 WHEREAS, the deans and directors of New Mexico's higher  
11 education principal preparation programs met in October 2017  
12 and passed a resolution asking the public education department  
13 for a renewal of agency action to revise its licensure  
14 requirements in alignment with the 2015 professional standards  
15 for educational leaders; and

16 WHEREAS, the revised standards would be used for rigorous  
17 review and approval of university-level and alternative  
18 educational leadership preparation programs by the public  
19 education's professional practices review committee, state and  
20 national accreditation review and as a guide for new metrics  
21 for the licensing and evaluation of school principals and  
22 assistant principals; and

23 WHEREAS, advancing student learning and equitable outcomes  
24 require more than technical knowledge, and educational leaders  
25 need new standards to guide their preparation and development

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1 on an expanding base of leadership knowledge, skills and  
2 dispositions; and

3 WHEREAS, these supports are needed to grow and retain  
4 school leaders who are prepared to ensure that every New Mexico  
5 public school student has access to knowledgeable and skilled  
6 school leaders; and

7 WHEREAS, a comprehensive system of leadership preparation  
8 and development could result in improvements in the climate and  
9 culture of the schools, decreased school principal turnover and  
10 improved student academic and social-emotional outcomes;

11 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF  
12 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the legislative  
13 education study committee be requested to develop a  
14 comprehensive plan, working with the public education  
15 department, the higher education department and the office of  
16 educational accountability of the department of finance and  
17 administration to ensure a coherent statewide system of  
18 effective school principal preparation and support that  
19 improves the educational system in New Mexico in which every  
20 child can strive and thrive; and

21 BE IT FURTHER RESOLVED that the comprehensive plan be  
22 requested to include short- and long-term goals and action  
23 steps to address the deficiencies identified in the  
24 *Martinez/Yazzie* readiness assessment to meet the needs of  
25 students, families and the communities in which students live

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1 and strive; and

2 BE IT FURTHER RESOLVED that the comprehensive plan be  
3 requested to expand on existing plans and recommendations  
4 developed by New Mexico school principal evaluation  
5 stakeholders; and

6 BE IT FURTHER RESOLVED that the state agencies be  
7 requested to collaborate with school districts, institutions of  
8 higher education, the national monitoring study of student  
9 achievement, the national education association, the American  
10 federation of teachers, other appropriate officials and  
11 business, tribal and community leaders in the development of a  
12 plan to enhance the recruitment, preparation, evaluation and  
13 professional development of school principals and other  
14 educational leaders in New Mexico; and

15 BE IT FURTHER RESOLVED that the state agencies be  
16 requested to build on lessons learned from research and high-  
17 quality national and international program models that would  
18 support the preparation and development of strong, equitable  
19 and ethical school leaders in New Mexico who are ready to  
20 improve conditions in New Mexico's schools and communities; and

21 BE IT FURTHER RESOLVED that the legislative education  
22 study committee be requested to provide a report on the state's  
23 findings and recommendations on a comprehensive policy and  
24 investment approach to elevate school leadership in New Mexico  
25 by December 31, 2022; and

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1 BE IT FURTHER RESOLVED that copies of this memorial be  
2 transmitted to the governor, the chair of the legislative  
3 education study committee, the secretary of public education,  
4 the secretary of higher education, the secretary of early  
5 childhood education and care, the secretary of Indian affairs,  
6 the legislative finance committee, members of the Indian  
7 education advisory council, members of the Hispanic education  
8 advisory council, members of the bilingual multicultural  
9 education advisory council and the regents, chancellors and  
10 presidents of the state institutions of higher education.