



## **SOAR: Southwest Outreach Academic Research Evaluation & Policy Center**

# 2023 New Mexico Educator Vacancy Report

Date Prepared: October 2, 2023

**Prepared by:**

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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 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 8, 2023. 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 Educator Preparation Programs (EPPs) in the state. To gather this data, 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 **1,471 educator vacancies** for the positions in Table One below, with **751 teacher vacancies** included in this total. Last year there were 690 teacher vacancies, indicating an overall increase of 61 teachers, or nine percent, and in the 2021 Report, there were 1,048 teacher vacancies. A breakdown of this year's vacancies by position can be found in Table One below.

Position	Number of Vacancies
Teachers	751
Educational/Instructional Assistants	482
Counselors	54
Speech Language Pathologists	39
Emotional/Behavioral Support Providers	30
Administrators (Principals and Assistant Principals)	26
Paraprofessionals	24
Educational Diagnosticians	21
School Psychologists	19
Instructional Coaches	13
Interventionists	12
Total Vacancies	1,471

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** (268 teachers; 36 percent of the total teacher vacancies), with **elementary teachers** yielding the second highest need (166 teachers; 22 percent of the total teacher vacancies). Special education and elementary education teachers were the largest areas of need last year as well. Special education had the largest increase this year with 268 vacancies compared to 193 vacancies last year. Additionally, within these 751 teacher vacancies, **35 had bilingual** specified in the job title (5 percent of all teacher vacancies). All teacher vacancy groups can be found in Figure One below.

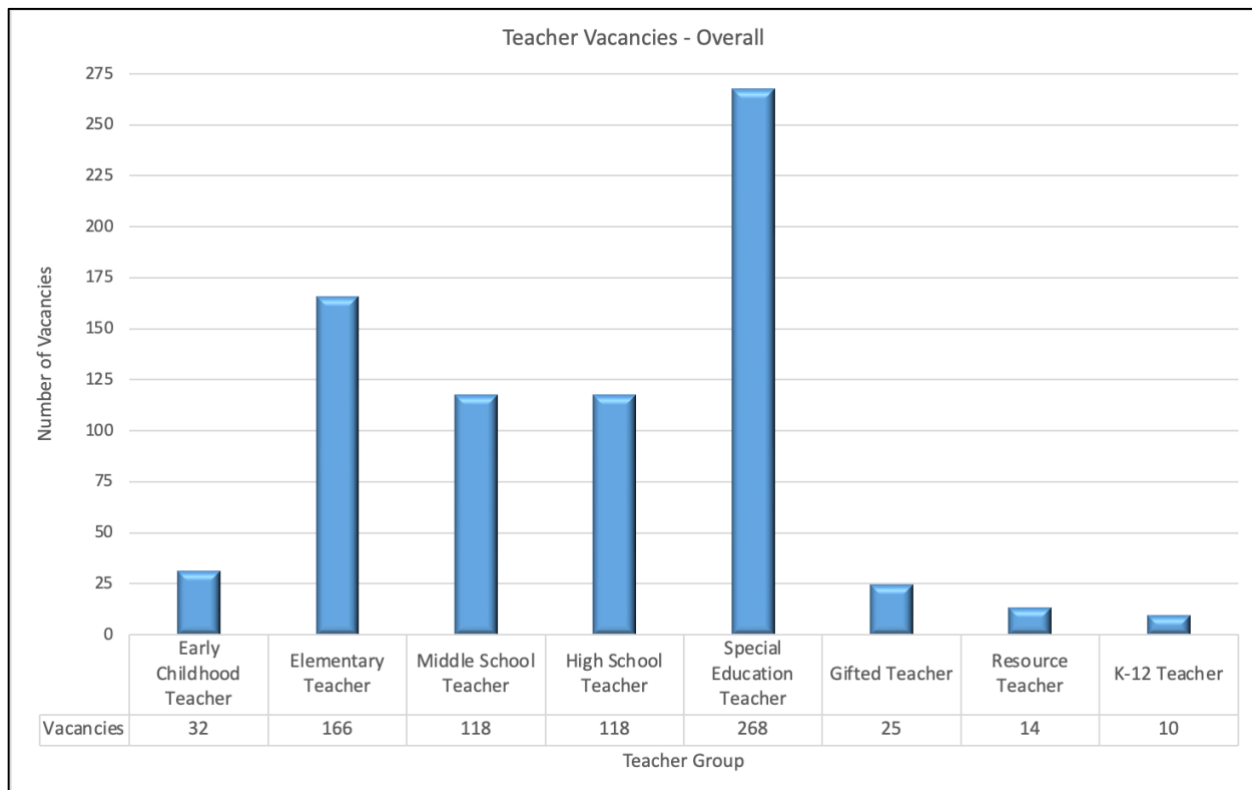


Figure One: General Breakdown of Teacher Vacancies

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the largest number of vacancies, with 349 this year (up from 334 last year), and it is important to keep in mind that this region includes Albuquerque and Santa Fe Public Schools. There were slight increases in vacancies across all regions, with the largest increases in the Central and Northeast regions at 15 additional teacher vacancies each this year compared to last year. Looking at individual districts, those with the highest number of teacher vacancies included Albuquerque (CE; 197 vacancies), Santa Fe (CE; 87 vacancies), Hobbs (SE; 33 vacancies), and Farmington (NW; 30 vacancies).

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

Region	Districts
Central (CE): 349 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): 38 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): 148 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): 152 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): 64 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 at the elementary, middle school, high school, and special education teacher vacancies, the **subjects with the highest needs were math (59 vacancies), science (54 vacancies) and English language arts (42 vacancies)**. These three subjects were the top areas of need last year as well. Music and social studies round out the top five areas with 33 and 28 vacancies, respectively. For subjects that had at least 10 vacancies, the totals can be found in Figure Two below.

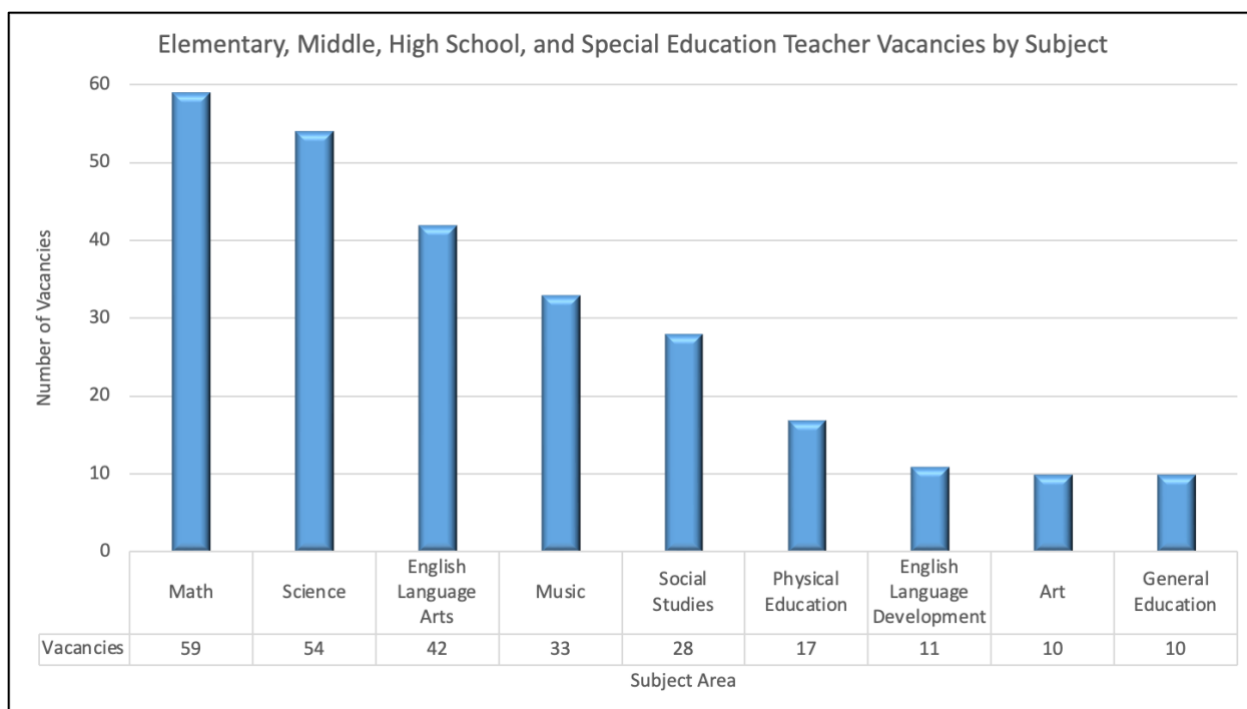


Figure Two: Teacher Vacancies by Subject Area

Next, looking at the 268 special education teacher vacancies, the largest need within the **special education teacher total is for elementary teachers (69 vacancies; 26 percent)**, with the second highest need for pre-K teachers, middle school teachers, and K-12 teachers (26 vacancies each; 10 percent each). There were also needs for high school, math, global support, and science, and all special education vacancy areas can be found in Table Three below.

	Number of Vacancies	Percent
<b>Elementary School</b>	69	26%
<b>Pre-K</b>	26	10%
<b>Middle School</b>	26	10%
<b>K-12</b>	26	10%
<b>High School</b>	25	9%
<b>Math</b>	17	6%
<b>Global Support</b>	16	6%
<b>Science</b>	15	6%
<b>Inclusion</b>	10	4%
<b>English Language Arts</b>	9	3%
<b>Social Studies</b>	9	3%
<b>Life Skills</b>	5	2%
<b>Teacher of Visually Impaired</b>	4	1%
<b>Other Areas</b>	11	4%

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

In addition to teacher vacancies, there were **482 vacancies for educational or instructional assistants**, an increase of 36 positions from 446 in last year’s report. A strong majority (67 percent) were for **special education assistants** (325 vacancies) with 136 general education assistant postings (no area specified), and 21 additional postings that asked for areas such as bilingual, media, math, language programs, or social emotional support. Within the 461 general and special education vacancies, the grade level breakdowns can be found in Figure Three below, showing that elementary level positions have the highest need overall.

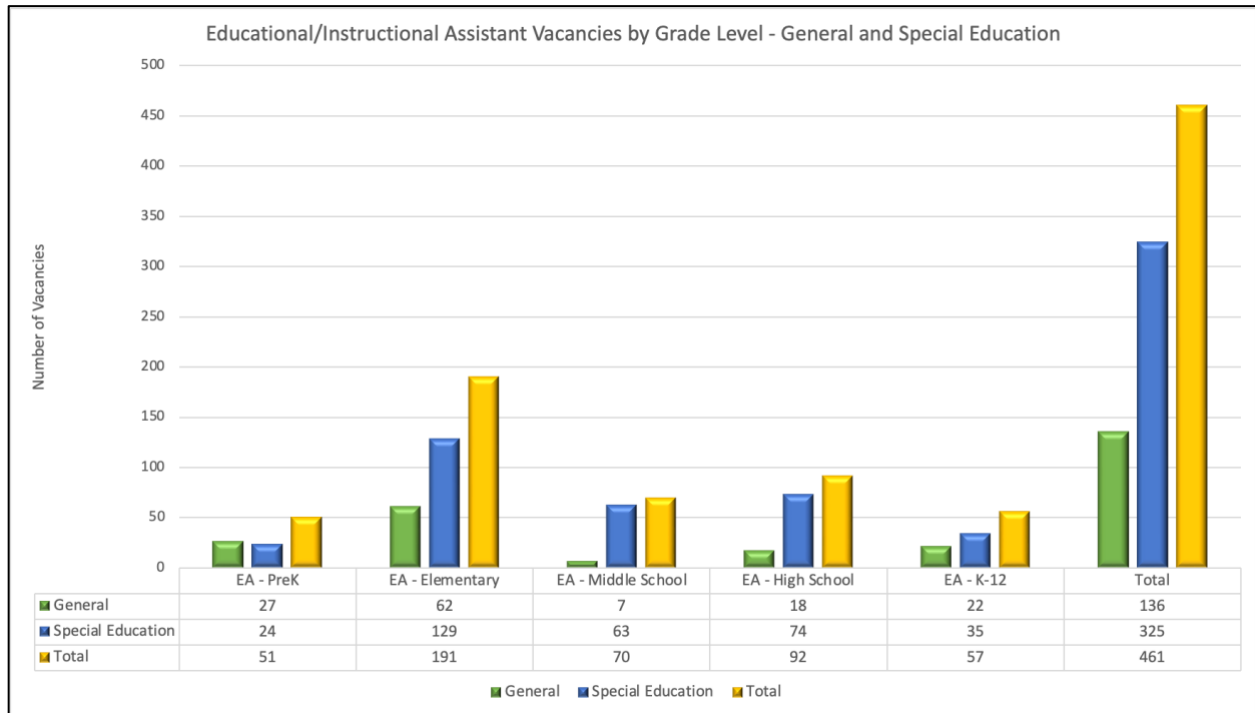


Figure Three: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

### 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 (2022 - 2023). 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 **2,055 students were admitted** to an educator preparation program during the 2022 - 2023 academic year, while **1,158 students completed** an educator preparation program. Overall, this indicates an increase of 169 more admits and 131 more completers compared to last year. The portion of alternative admits is higher this year compared to last year by seven percent. For completers, the traditional portion is similar to last year's figures, while the alternative IHE make up decreased by seven percent and the non IHE portion of the group grew by five percent. 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	932	45%	427	37%
Alternative - Non IHE	256	13%	233	20%
Traditional (IHE Only)	867	42%	498	43%
Total	2,055		1,158	

*Table Four: Educator Preparation Program 2022 - 2023 Admits and Completers by Program Type*

Looking next at teaching areas, **Elementary Education had the highest number** of admits (764) and completers (403), with **Special Education** yielding the second highest totals (437 admits and 253 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. In prior reports, Elementary Education had a relatively similar portion of admits and completers in each pathway, but this year, there were many more alternative admits and completers in this area. 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	490	274	253	150
Special Education	332	105	182	71
Early Childhood Education	52	266	15	125
Secondary Education: Social Studies	99	46	46	23
Secondary Education: English Language Arts	79	53	44	29
Secondary Education: Science	84	35	45	14
Secondary Education: Math	64	36	36	17
Physical Education	21	24	13	11
Visual Arts	21	0	14	9

*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 figures to better understand the specific areas where students are being prepared. Comparing these figures to the vacancy totals can then provide a better understanding of outlook for addressing these teacher needs. Like last year, this year, there was not one subject that had *both* the highest number of admits and completers. Instead, this year, social studies had the highest number of admits and English Language Arts had the highest number of completers. This was the same pattern last year as well. Additionally, a total of 86 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.



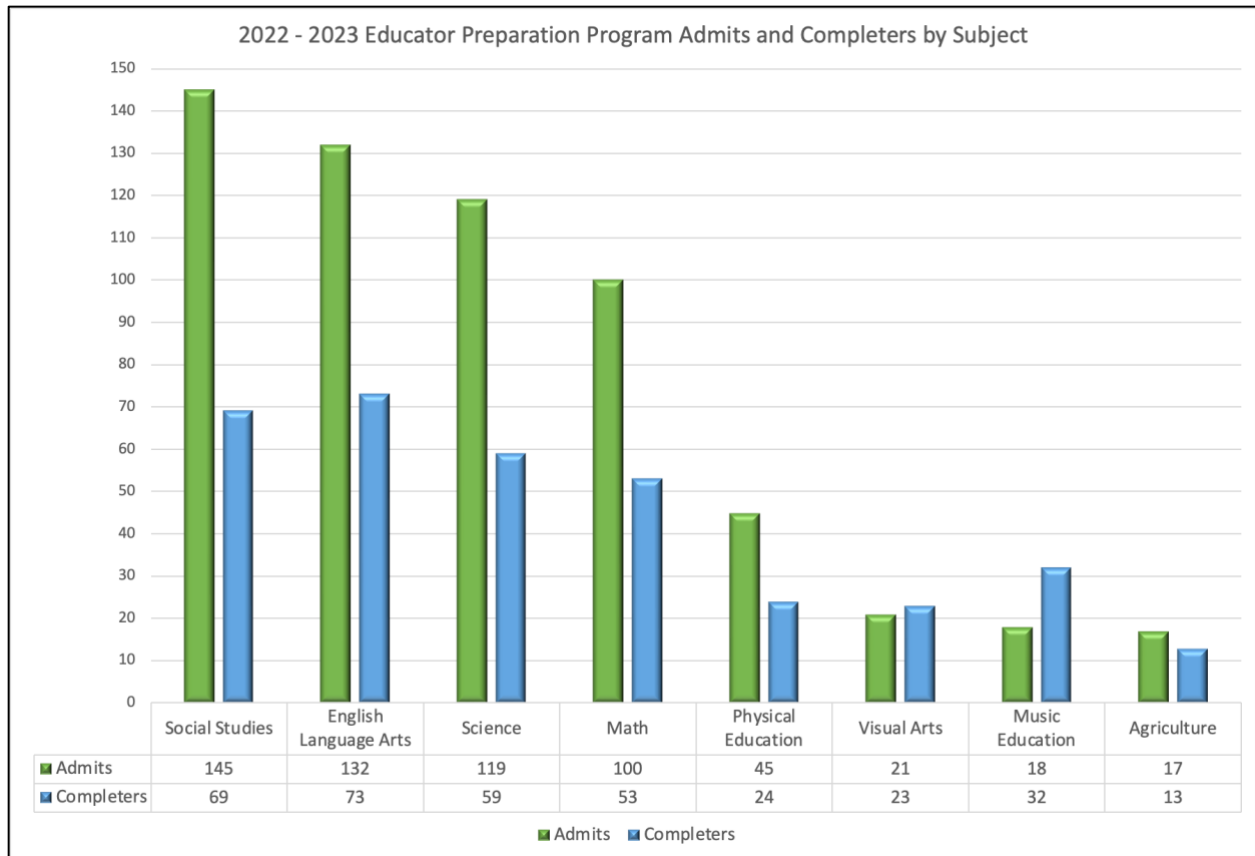


Figure Four: 2022 - 2023 Secondary and K-12 Admits and Completers by Subject

Finally, looking at the four-year schools, a total of **379 new freshmen** were majoring in education at these institutions in the 2022-2023 year, an increase from 329 in last year’s report. The largest program is Elementary Education (125 freshmen majors), with Early Childhood Education (85 freshmen majors) and Special Education (33 freshmen majors) the next most popular areas. Last year, Elementary and Early Childhood Education were the top two areas, but music education was the third most popular. All majors with at least 10 students can be found in Table Six below.

Major	Number of Students
Elementary Education	125
Early Childhood Education	85
Special Education	33
Music Education	29
Secondary Education: Social Studies	19
Physical Education	14
Secondary Education: English Language Arts	11
Secondary Education: Math	11
Art Education	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. Overall, review of the data presented in the report yielded the following main points for readers:

- 1) There was a **nine percent increase in total teachers needed** this year compared to last year's report, up by 61 teachers. The most substantial change was the need for special education teachers, with an additional 75 vacancies this year compared to last year. Middle school teacher vacancies increased by 34 positions, and early childhood and resource teachers saw slight increases this year as well. Elementary, high school, K-12, and gifted teacher vacancies all decreased this year compared to last year.
- 2) Like the prior Vacancy Reports, the **areas with the most vacancies were elementary and special education teachers**. The top subjects of need continue to be **math and science**, as documented in prior reports as well.
- 3) In terms of **EPP admits and completers**, there was an **increase in both** groups, with 169 more admits and 131 more completers this year compared to last year. Like last year, Elementary and Special Education had the highest admits and completers. The portion of alternative admits is higher this year compared to last year, and for completers, the alternative IHE make up decreased by seven percent and the non IHE portion of the group grew by five percent.
- 4) As documented in prior reports, there are still needs for **counselors, paraprofessionals, speech language pathologists, and behavior support providers**, among other positions. Additionally, the number of **educational assistant** vacancies grew by 36 positions, indicating a continued need in this area. These positions all offer support to students and teachers and are important to consider when examining vacancies and school needs in the state.

## References

*All prior Vacancy Reports can be found on the SOAR website:*

<https://alliance.nmsu.edu/soar-center/publications.html>