



SOAR: Southwest Outreach Academic Research Evaluation & Policy Center

2024 New Mexico Educator Vacancy Report

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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 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. This information was then grouped by position, 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 9, 2024. 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.

Results

Vacancies

In all, there were **1,259 educator vacancies** for the positions in Table One below, with **737 teacher vacancies** included in this total. Last year (2023 Report) there were 751 teacher vacancies, indicating a decrease of 14 teachers, or two percent, and in the 2022 Report, there were 690 teacher vacancies. A breakdown of this year's vacancies by position can be found in Table One below.

Position	Number of Vacancies
Teachers	737
Educational/Instructional Assistants	356
Speech Language Pathologists	35
Counselors	34
Administrators (Principals and Assistant Principals)	25
Instructional Coaches	15
School Psychologists	14
Educational Diagnosticians	12
Emotional/Behavioral Support Providers	12
Interventionists	11
Paraprofessionals	8
Total Vacancies	1,259

Table One: Educator Vacancies by Position

Looking more closely at teacher vacancies by grade level and area, the **highest need was for special education teachers** (280 vacancies; 38 percent of all teacher vacancies), and **elementary teachers** had the second largest total (179 vacancies; 24 percent of all teacher vacancies). Special education and elementary education teachers had the highest vacancies last year as well. Compared to last year, half of the position categories increased, while half decreased. The largest change was a decrease in middle school teacher vacancies (87 this year compared to 118 last year, or a 26 percent decrease), while elementary teachers saw the largest increase (179 this year compared to 166 last year, or an eight percent increase). Additionally, within these 737 teacher vacancies, **32 had bilingual** included in the job title (4 percent of all teacher vacancies). All teacher vacancy groups can be found in Figure One below.

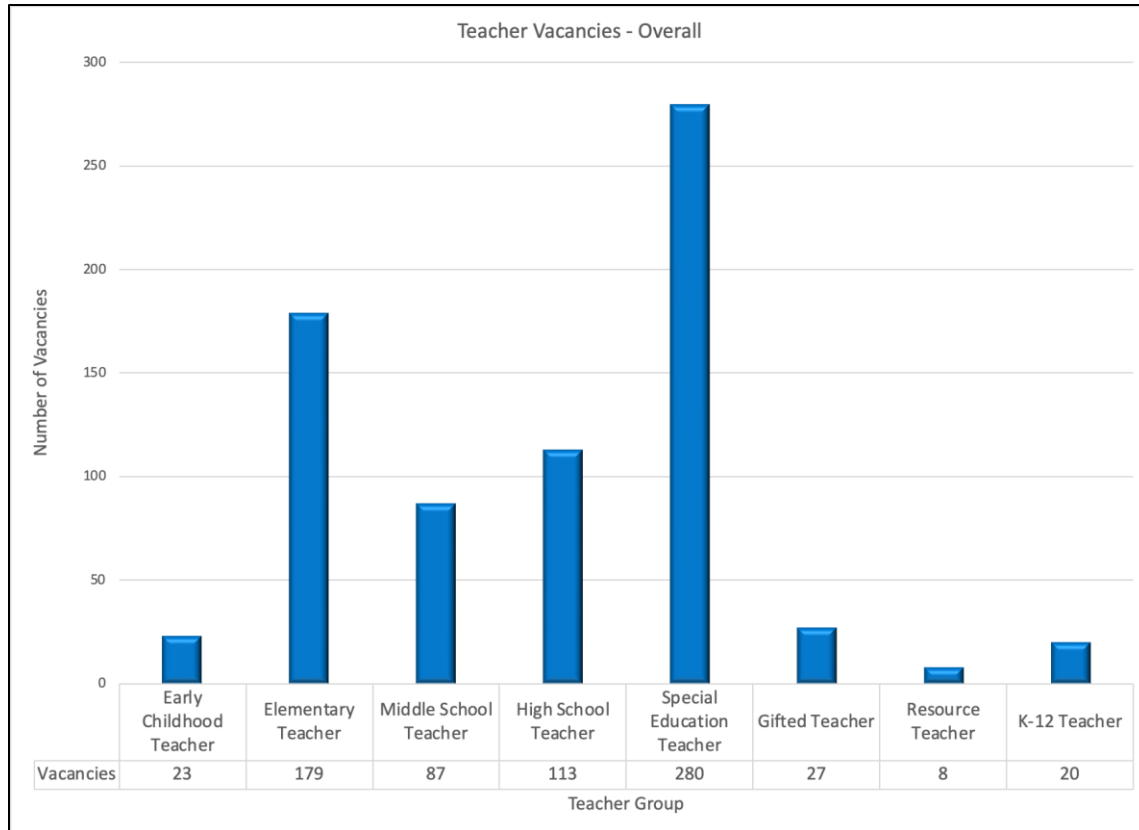


Figure One: General Breakdown of Teacher Vacancies

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the largest number of vacancies, with 337 this year (down from 349 last year), and it is important to keep in mind that this region includes Albuquerque and Santa Fe Public Schools. Most regions had small changes from last year’s figures, with the largest differences for the Southwest and Central regions, which had 13 fewer and 12 fewer vacancies, respectively, this year. In terms of individual districts, those with the highest number of teacher vacancies included Albuquerque (CE; 210 vacancies), Santa Fe (CE; 62 vacancies), Hobbs and Carlsbad (SE; 48 vacancies each), and Rio Rancho (CE; 41 vacancies). Table Two below lists the districts and the total number of teacher vacancies in each region.

Region	Districts
Central (CE): 337 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): 39 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): 151 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): 159 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 Sumner, 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): 51 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

In terms of elementary, middle school, high school, and special education teacher vacancies, the **subjects with the highest needs were math (58 vacancies), science (42 vacancies) and music (31 vacancies)**. Math and science have been the top two subjects of need in recent Vacancy Reports as well. This year, English language arts had the fourth highest total, while there were 15 vacancies each for social studies, art, and physical education. For subjects that had at least 10 vacancies, the totals can be found in Figure Two below.

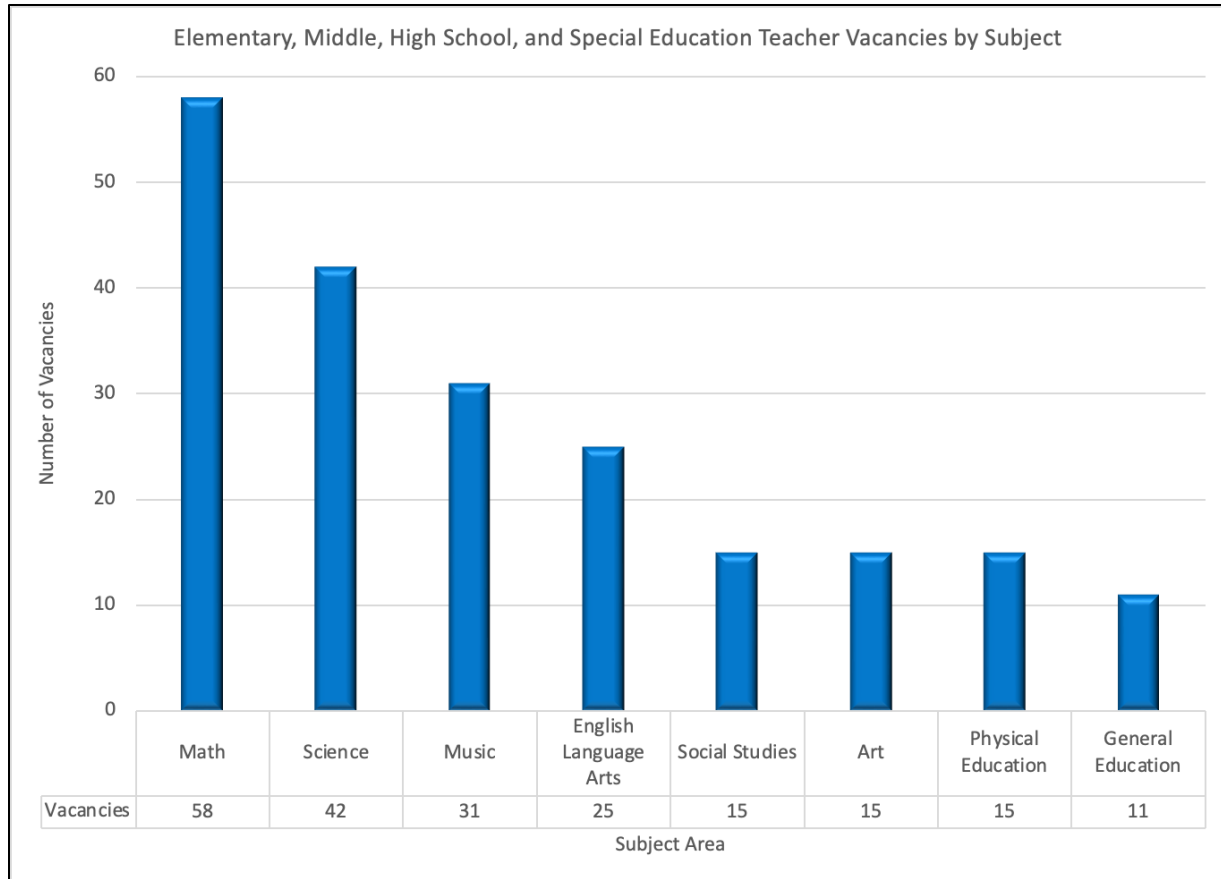


Figure Two: Teacher Vacancies by Subject Area

Next, looking at the 280 special education teacher vacancies, the highest demand was for **elementary teachers** (94 vacancies; 34 percent of the total), and the second highest need was for K-12 teachers (37 vacancies; 13 percent). High school teachers were a close third at 31 vacancies (11 percent of all special education teachers). There were vacancies for other special education positions as well, including math teachers, middle school teachers, Pre-K teachers, and inclusion, among others. All special education vacancy areas can be found in Table Three below.

	Number of Vacancies	Percent
Elementary School	94	34%
K-12	37	13%
High School	31	11%
Math	26	9%
Middle School	21	8%
Pre-K	16	6%
Inclusion	9	3%
Science	8	3%
Global Support	8	3%
English Language Arts	7	2%
Life Skills	7	2%
Teacher of the Deaf	6	2%
Social Studies	5	2%
Other Areas	5	2%

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

In addition to teacher vacancies, there were **356 vacancies for educational or instructional assistants**, a decrease of 126 positions from 482 in last year's report. Over half (62 percent) were for **special education assistants** (219 vacancies) and there were 106 general education assistant postings (no area specified), and of the 31 additional postings, the focus was mostly health (19 postings), with bilingual, media, cultural arts, and Title I also listed. Within the 325 general and special education vacancies, the grade level breakdowns can be found in Figure Three below, demonstrating that elementary level positions continue to have the highest need (as this was the case in last year's report too).

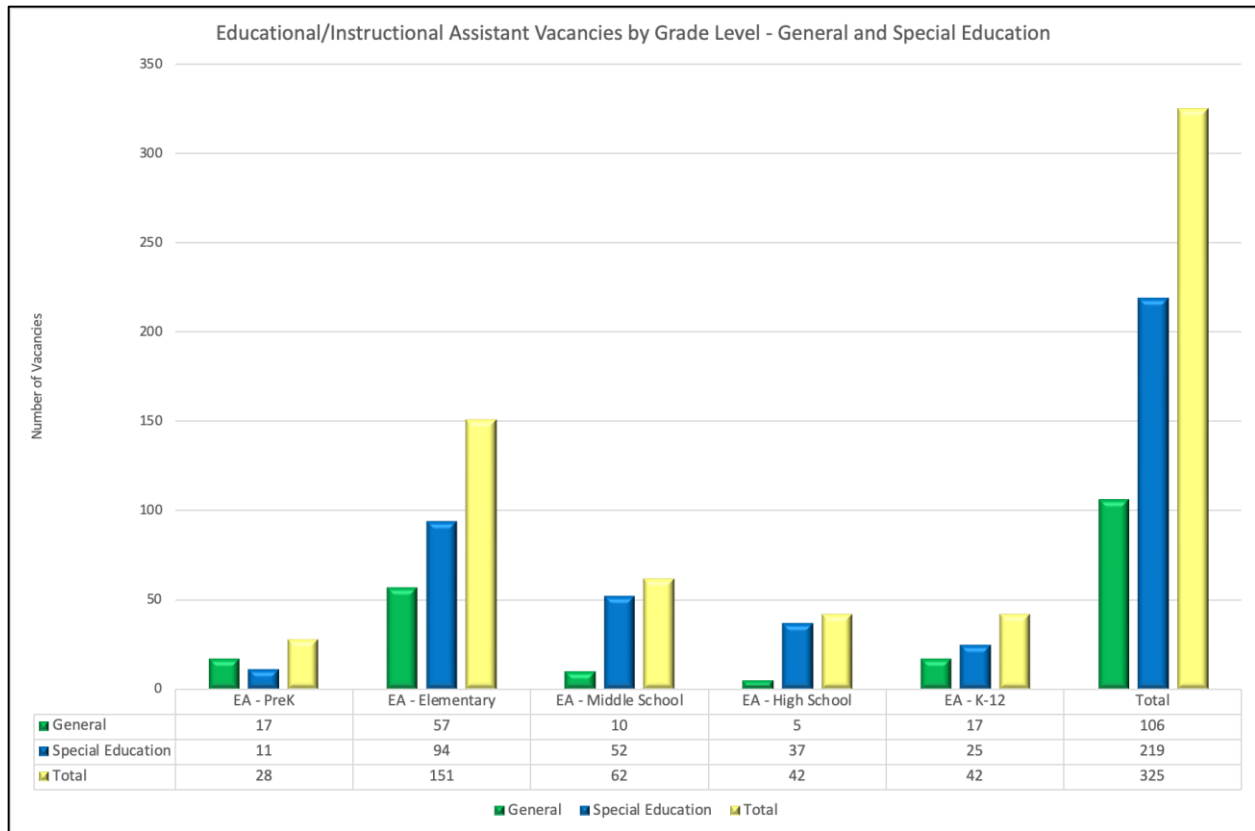


Figure Three: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

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 (2023 - 2024). 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 offer 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 **1,826 students were admitted** to an educator preparation program during the 2023 - 2024 academic year, while **1,160 students completed** an educator preparation program. Overall, this indicates a decrease of 229 admits and two more completers compared to last year. For admits, the portion of alternative students is slightly higher than last year, while the ratio of alternative to traditional completers is about the same as the 2023 report. 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	888	49%	461	40%
Alternative - Non IHE	234	13%	187	16%
Traditional (IHE Only)	704	38%	512	44%
Total	1,826		1,160	

Table Four: Educator Preparation Program 2023 - 2024 Admits and Completers by Program Type

In terms of teaching areas, **Elementary Education had the highest number** of both admits (597) and completers (371), and **Special Education** had the second highest totals (457 admits and 247 completers). These were also the top two areas in the 2023 report. Looking at the breakdown of traditional and alternative students, Special Education and Elementary Education have a higher portion of alternative admits and completers, while the third highest teaching field, Early Childhood Education, has more traditional admits and completers. 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	347	250	228	143
Special Education	358	99	189	58
Early Childhood Education	70	209	24	183
Secondary Education: English Language Arts	78	37	62	27
Secondary Education: Social Studies	80	34	48	30
Secondary Education: Science	99	13	46	9
Secondary Education: Math	57	13	39	10
Physical Education	13	14	8	14

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. This year, English language arts had the largest number of both admits and completers (by a very small margin for the admits), and social studies had the second highest totals. These were the top subjects in last year's report, and the next three subjects (science, math, and physical education) were in that order in last year's report as well. Additionally, a total of 108 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.

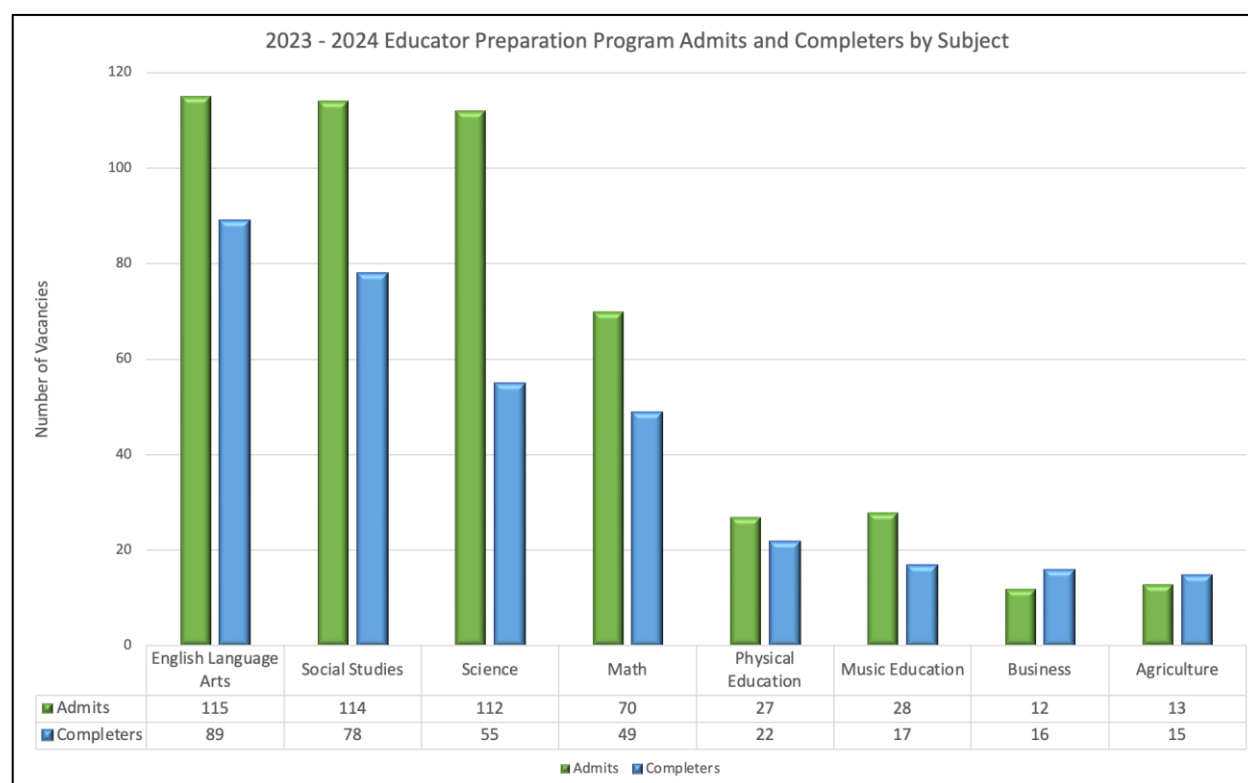


Figure Four: 2023 - 2024 Secondary and K-12 Admits and Completers by Subject

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 educator vacancies in New Mexico, but to highlight the areas of greatest need. Overall, review of the data in the report yielded the following main points:

- 1) There was a **two percent decrease in the total teachers needed** this year compared to last year's report, down by 14 teachers. The largest change was a decrease in middle school teacher vacancies (26 percent drop), and for increases, elementary teachers had the largest change with an additional 13 teachers needed this year (special education was a close second with an additional 12 teachers needed this year compared to last year).
- 2) As presented in prior reports, the **areas with the most vacancies remain elementary and special education teachers**. The top subjects of need were **math and science**, as documented in prior

reports as well. The third highest subject of need was music this year, and English language arts held that position in recent prior reports.

- 3) Looking at **EPP admits and completers**, there was a decrease in admitted students and a slight increase in completers. As in prior reports, Elementary and Special Education had the highest admits and completers. English language arts, social studies, and science were the top three subjects in terms of admit and completer teaching fields, which were also the top three last year as well (though social studies had the most admits, and English language arts had the most completers).
- 4) There was a **decrease in educational/instructional assistant postings**, down from 482 last year to 356 this year. There was also a decrease in postings for speech language pathologists and counselors, though all of these and other important student support positions in Table One continue to have several openings at the start of the school year.

References

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