



SOAR: Southwest Outreach Academic Research Evaluation & Policy Center

2025 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, those in 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 and support 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 information was still not available, they called the district. Although this information changes as people are hired and new positions are posted, the data provided in this report represent openings as of September 8, 2025. 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 **1,115 educator vacancies** for the positions in Table One below, with **604 teacher vacancies** included in this total. Last year (2024 Report) there were 737 teacher vacancies, indicating a decrease of 133 teachers, or 18 percent, and in the 2023 Report, there were 751 teacher vacancies. A breakdown of 2025 vacancies by position is in Table One below.

Position	Number of Vacancies
Teachers	604
Educational/Instructional Assistants	289
Counselors	63
Speech Language Pathologists	36
Administrators (Principals and Assistant Principals)	29
Paraprofessionals	22
Instructional Coaches	21
Emotional/Behavioral Support Providers	18
Educational Diagnosticians	13
Interventionists	10
School Psychologists	10
Total Vacancies	1,115

Table One: Educator Vacancies by Position

In terms of grade levels and areas for the teacher vacancies, the **highest need was for special education teachers** (216 vacancies; 36 percent of all teacher vacancies), and **elementary teachers** had the second largest total (128 vacancies; 21 percent of all teacher vacancies). These two groups had the highest totals last year and similar percents as well. Compared to last year, the largest decreases were in elementary teachers (179 last year and 128 this year, a 28 percent decrease) and special education teachers (280 last year and 216 this year, or a 23 percent decrease). Early childhood teacher vacancies had the largest increase, going from 23 vacancies last year to 29 this year (26 percent increase).

Within these 604 teacher vacancies, **29 had bilingual** included in the job title (5 percent of all teacher vacancies). All teacher vacancy groups can be found in Figure One below.

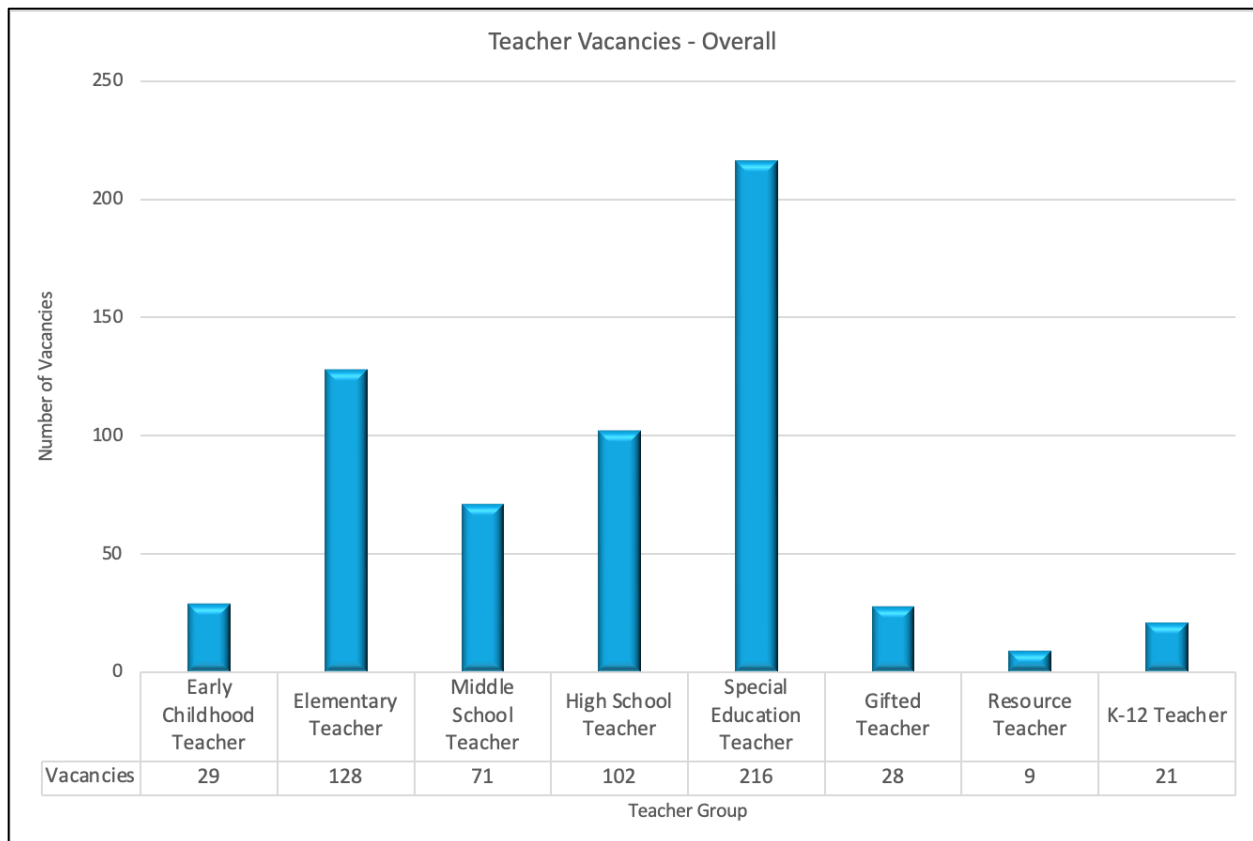


Figure One: General Breakdown of Teacher Vacancies

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the largest number of vacancies, with 316 this year (down from 337 last year), and it is worth keeping in mind that this region includes Albuquerque and Santa Fe Public Schools. The other regions all also decreased, though to varying degrees. The Northwest decreased by the most vacancies (151 last year compared to 79 this year), and the Southeast and Southwest decreased by similar amounts (22 vacancies and 16 vacancies, respectively). The Northeast region stayed relatively steady (39 vacancies last year compared to 37 this year). In terms of individual districts, those with the highest number of teacher vacancies included Albuquerque (CE; 162 vacancies), Santa Fe (CE; 83 vacancies), Hobbs (SE; 44 vacancies), Carlsbad (SE; 30 vacancies), and Rio Rancho (CE; 24 vacancies). Table Two below lists the districts and the total number of teacher vacancies in each region.

Region	Districts
Central (CE): 316 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): 37 Teacher Vacancies	Cimarron Municipal Schools, Clayton, Des Moines Municipal Schools, Grady Municipal Schools, House, Las Vegas, Logan, Maxwell Municipal Schools, Mora, Mosquero, Peñasco ISD, Questa Independent School District, Raton, Roy Municipal, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas
Northwest (NW): 79 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): 137 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): 35 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 (37 vacancies), science (34 vacancies) and English language arts (28 vacancies)**. Math and science were the top two subjects of need in prior Vacancy Reports as well. Music, social studies, and physical education had the next highest totals. For subjects that had at least 10 vacancies, the totals are in Figure Two below.

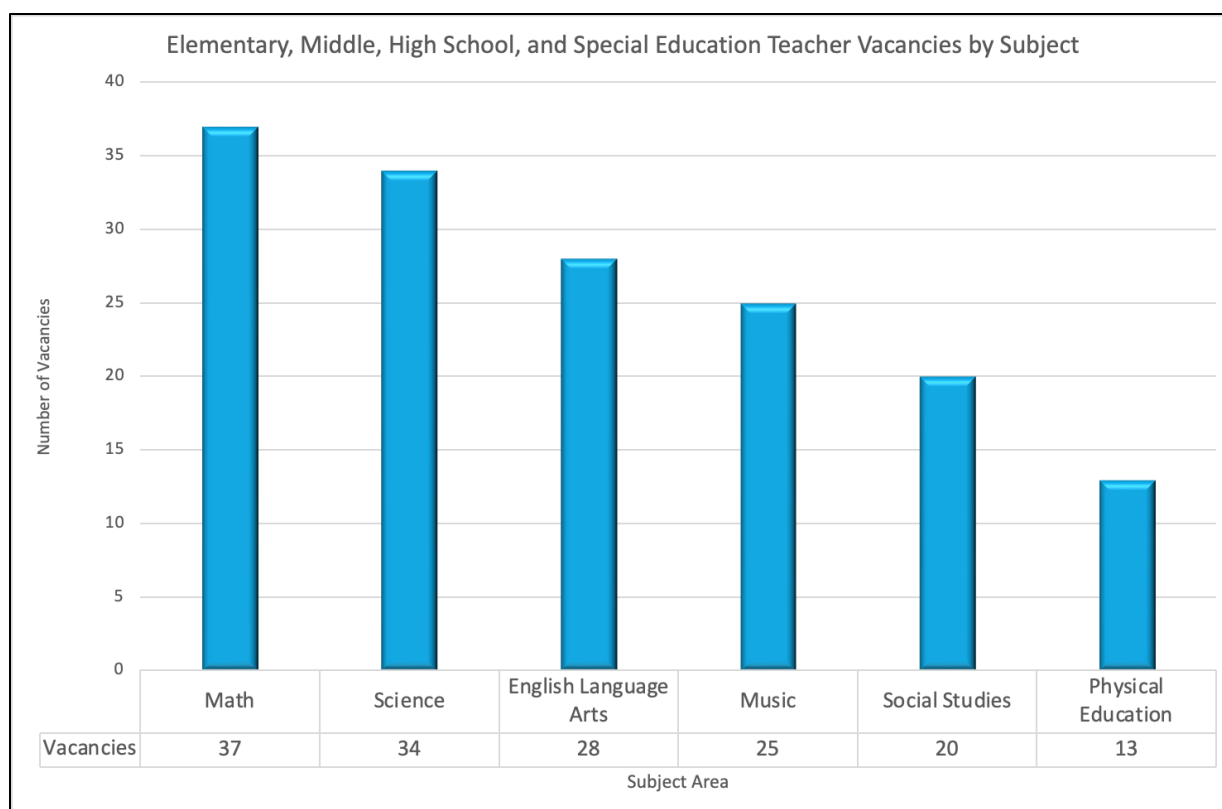


Figure Two: Teacher Vacancies by Subject Area

In terms of the 216 special education teacher vacancies, the largest need was for **elementary teachers** (89 vacancies; 41 percent of the total), and the second highest total was for K-12 teachers (27 vacancies; 13 percent). Like last year, high school teachers were a close third, with 24 vacancies (11 percent of all special education teachers). There were also needs for other positions, including middle school, math, Pre-K, and inclusion teachers, among others. All special education vacancy areas are in Table Three.

	Number of Vacancies	Percent*
Elementary School	89	41%
K-12	27	13%
High School	24	11%
Middle School	22	10%
Math	13	6%
Pre-K	9	4%
Inclusion	8	4%
Science	7	3%
English Language Arts	5	2%
Teacher of the Visually Impaired	3	1%
Social Studies	3	1%
Other Areas	6	3%

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

*Total percent adds up to 99% due to rounding.

In addition to teacher vacancies, there were **289 vacancies for educational or instructional assistants**, a decrease of 67 positions from 356 last year. The majority (60 percent) were for **special education assistants** (174 vacancies) with 101 general education assistant postings (no area specified). The 14 remaining postings primarily included bilingual, with life skills and Title I areas also listed. Among the 275 general and special education vacancies, elementary level positions had the highest need, which has been the case in recent reports as well. The grade level breakdowns for the general and special education vacancies can be found in Figure Three below.

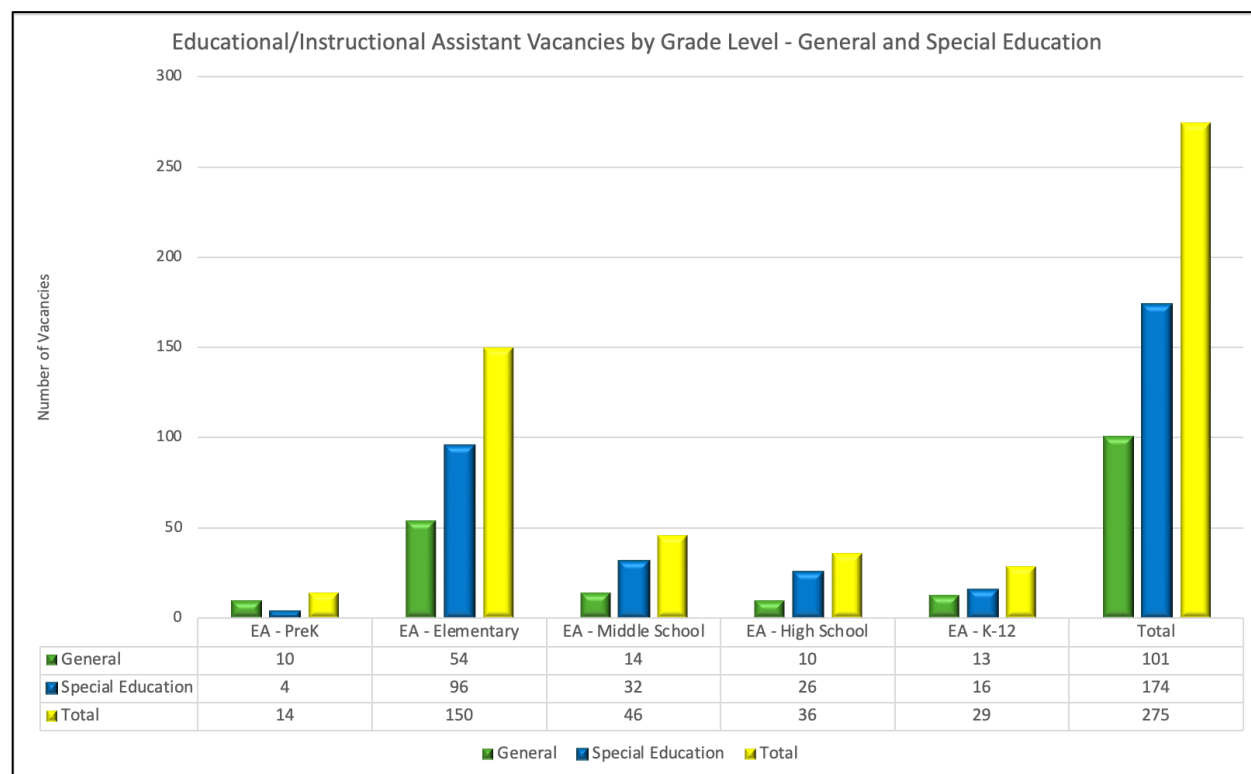


Figure Three: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

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 (2024 - 2025). 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 IHEs 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 **2,014 students were admitted** to an educator preparation program during the 2024 - 2025 academic year, and **1,153 students completed** an educator preparation program. Compared to last year, there were 188 more admitted students this year and seven fewer graduates. For both admits and completers, the portion from traditional programs is higher this year compared to last year, more so for admits. 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	816	41%		429	37%
Alternative - Non IHE	214	11%		157	14%
Traditional (IHE Only)	984	49%		567	49%
Total	2,014			1,153	

Table Four: Educator Preparation Program 2024 - 2025 Admits and Completers by Program Type

**Adds up to 101% due to rounding*

Looking next at teaching areas, **Elementary Education had the highest number** of both admits (640) and completers (384), and **Special Education** had the second highest totals (460 admits and 282 completers). These were the top areas in last year's report as well. Reviewing the breakdown by program, the portion of alternative and traditional students is equal or nearly equal for Elementary Education, while Special Education has more than twice as many alternative students as traditional students. Early Childhood Education is the opposite, with more traditional students than alternative. The number of admits and completers for programs that had at least 20 total admits and completers each is in Table Five below.

Teaching Area	Admits		Completers	
	Alternative	Traditional	Alternative	Traditional
Elementary Education	320	320	202	182
Special Education	346	114	201	81
Early Childhood Education	64	332	36	165
Secondary Education: English Language Arts	61	43	41	24
Secondary Education: Social Studies	88	35	31	28
Secondary Education: Science	65	15	45	6
Secondary Education: Math	47	22	25	8
Physical Education	21	32	14	20
Music Education	5	25	3	25

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

Next, the report breaks down the subject areas within the secondary and K-12 admitted and completer figures for a better picture of the areas where students are being prepared. This year, there was not one subject with the highest number of admits and completers. Social Studies had the highest number of admits, and English Language Arts had the highest number of completers. Compared to last year, the same subjects yielded the highest totals – English language arts, social studies, and science. Additionally, 90 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.

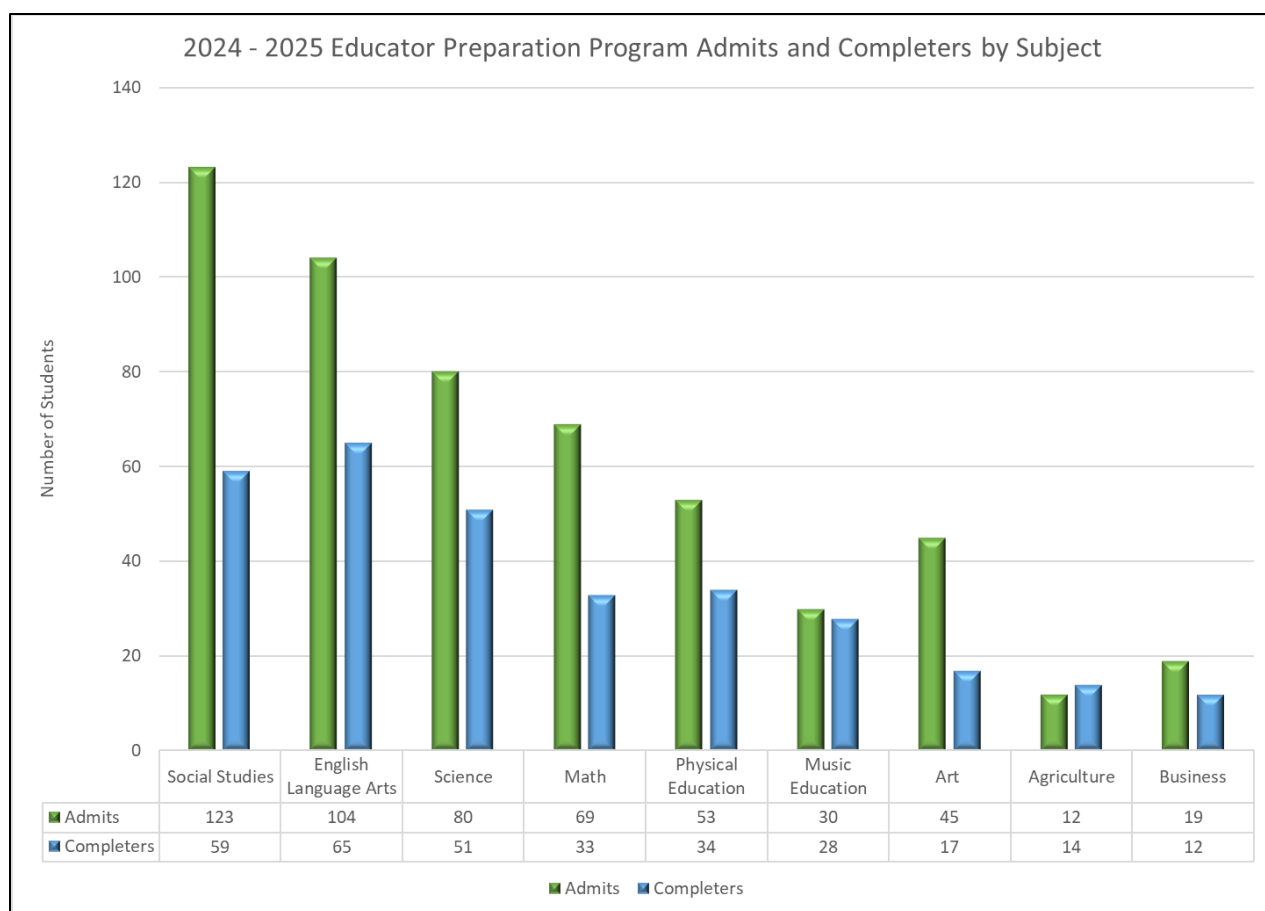


Figure Four: 2024 - 2025 Secondary and K-12 Admits and Completers by Subject

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 show the areas of greatest need. Overall, review of the data in the report yielded the following main points:

- 1) There was an **18 percent decrease in total teacher vacancies** this year compared to last year's report, down by 133 teachers. The largest change was a decrease in elementary teacher vacancies (28 percent drop), with special education yielding a 23 percent decrease. The largest increase was for early childhood teachers, with a bump of six vacancies this year to 29 total.
- 2) The **areas with the most vacancies were special education and elementary teachers**, which have been the top areas in prior reports as well. Subjects with the most vacancies were **math and science**, which are also consistent with historical data.
- 3) In terms of **EPP admits and completers**, there was an increase of 188 admits this year, while completers were relatively stable (decrease of seven students). Elementary and Special Education remain the highest programs for admits and completers. English language arts, social studies, and science remain the top three subjects for admit and completer teaching fields (though social studies

had the most admits and English language arts had the most completers, which was the case last year too).

- 4) There was a **decrease in educational/instructional assistant postings**, going from 356 last year to 289 this year. Changes in other support positions varied, but the number of counselor vacancies almost doubled, going from 34 last year to 63 this year. Paraprofessional vacancies also increased from eight last year to 22 this year. These, along with the other positions in Table One, remain important areas to address as all vacancies are examined.

References

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

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