NEW MEXICO
Public Education Department

Senate Bill 29 Implementation Progress

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Math and Science Advisory Council

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Why SB29 Matters

Disparities in mathematics education are caused by complex systematic barriers that lead to students' inequitable access to:

- positive conditions for mathematics learning;
- well-prepared math teachers;
- high-quality curriculum and instruction; and
- advanced coursework.

Senate Bill 29 establishes a comprehensive support system that unites leaders, teachers, students, and families to strengthen mathematics education.

Math and Science Advisory Council

- Makes strategic recommendations.
- Advises the Public Education Department and the legislature on appropriations and programs.
- Works with the Math and Science Bureau to determine needs for improving math and science achievement.

Current MSAC Members (Four-Year Term)	
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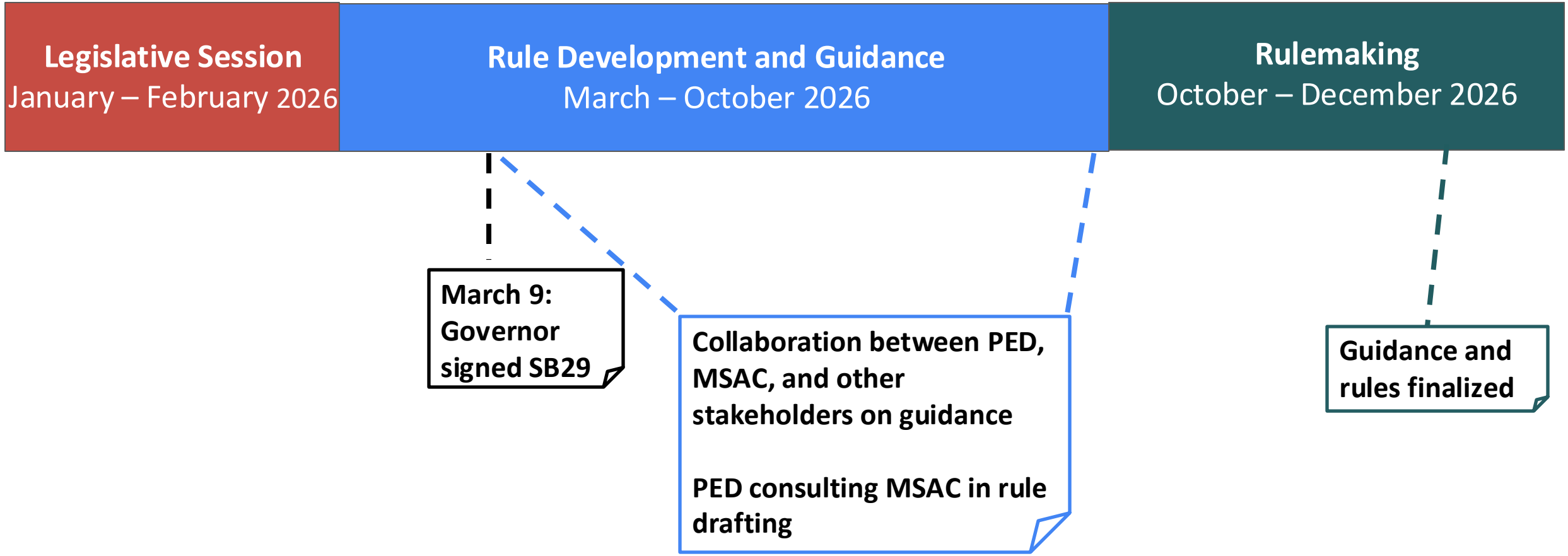
2026 Timeline

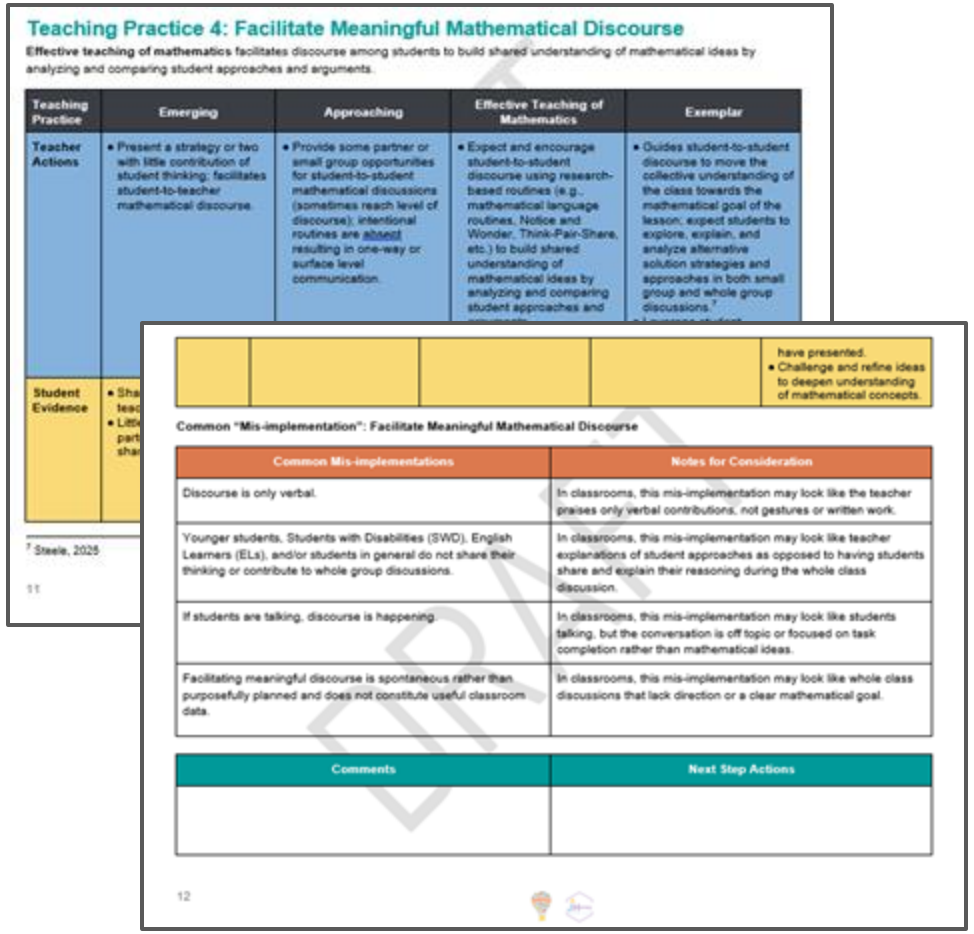


Instructional Leadership Guide

Provides a framework for New Mexico's education leaders to strengthen math education

Components:

- Defines roles and responsibilities for district, school, and teacher leaders
- Outlines high-quality math instruction and professional learning advice
- Outlines structures for math coaching, mentoring, collaborative planning, and continuous improvement practices



Teaching Practice 4: Facilitate Meaningful Mathematical Discourse

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Teaching Practice	Emerging	Approaching	Effective Teaching of Mathematics	Exemplar
Teacher Actions	• Present a strategy or two with little contribution of student thinking; facilitates student-to-teacher mathematical discourse.	• Provide some partner or small group opportunities for student-to-student mathematical discussions (sometimes reach level of discourse); intentional routines are absent resulting in one-way or surface level communication.	• Expect and encourage student-to-student discourse using research-based routines (e.g., mathematical language routines, Notice and Wonder, Think-Pair-Share, etc.) to build shared understanding of mathematical ideas by analyzing and comparing student approaches and	• Guides student-to-student discourse to move the collective understanding of the class towards the mathematical goal of the lesson; expect students to explore, explain, and analyze alternative solution strategies and approaches in both small group and whole group discussions.[7]
Student Evidence	• Sha • Litt			have presented. • Challenge and refine ideas to deepen understanding of mathematical concepts.

[7] Steele, 2025

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Common "Mis-implementation": Facilitate Meaningful Mathematical Discourse

Common Mis-implementations	Notes for Consideration
Discourse is only verbal.	In classrooms, this mis-implementation may look like the teacher praises only verbal contributions, not gestures or written work.
Younger students, Students with Disabilities (SWD), English Learners (ELs), and/or students in general do not share their thinking or contribute to whole group discussions.	In classrooms, this mis-implementation may look like teacher explanations of student approaches as opposed to having students share and explain their reasoning during the whole class discussion.
If students are talking, discourse is happening.	In classrooms, this mis-implementation may look like students talking, but the conversation is off topic or focused on task completion rather than mathematical ideas.
Facilitating meaningful discourse is spontaneous rather than purposefully planned and does not constitute useful classroom data.	In classrooms, this mis-implementation may look like whole class discussions that lack direction or a clear mathematical goal.

Comments	Next Step Actions

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Instructional Leadership Guide

By implementing SB29, the PED is:

- Recognizing the importance of leaders for improving instruction.
- Defining teacher leader roles.
- Defining the role of mathematics coaches .

Professional Learning Plans

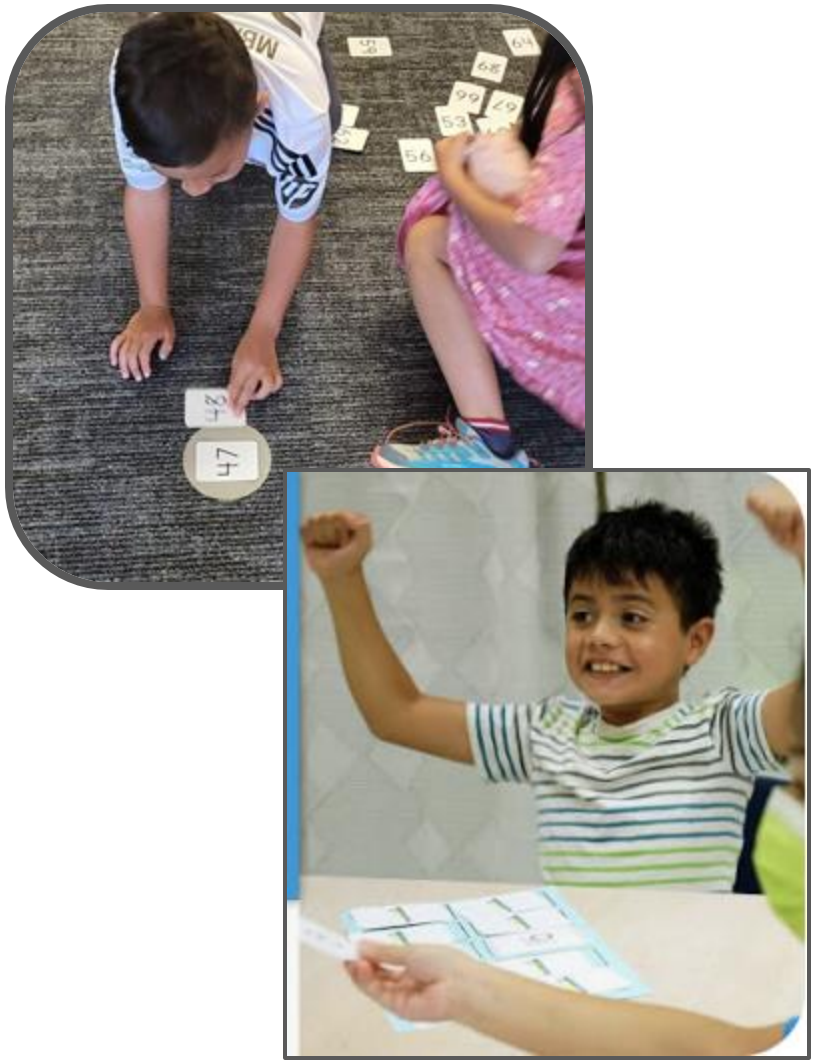
Components

- Role-specific
- Evidence-based
- Continuous improvement

Early Math Screeners

A screener will be procured to:

- Accurately provide information about assets and needs.
- Augment instruction, helping teachers understand students' thinking.
- Progress monitor and provide appropriate interventions.



Student Support Plans

- **Assess children's number sense –** a child's fluidity and flexibility with numbers and operations and their application in real world problem solving.
- **Provide educators with data** to know how and where to support students' mathematical development at school.
- **Provide families with information** about their child's mathematical development and how to support them at home.

Math Methods NMAC Requirements

	Before SB29	After SB29
Traditional Programs	6–24 hours content 0–3 hours methods	6–24 hours content 6 hours methods
Alternative Licensure Programs	0 –24 hours content 0 hours methods	0 – 24 hours content 6 hours methods

Content: Develops content knowledge — the WHAT of mathematics
Methods: Develops specific, practical actions, strategies and understandings about how children learn mathematics — the HOW of teaching mathematics

Moving Forward

2026 Timeline

Rule Development and Guidance	Rulemaking and Leadership Supports
March – October 2026	October – December 2026

2027 Timeline

Early Implementation	Implementation
January – July 2027	August –December 2027

For More Information

For Questions

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Math and Science Advisory Council

Reference

NM Teacher Licensure Requirements for Math Content and Methods Coursework (NMAC Title 6, Chapter 61)

Type of course	Provider	Before SB29	After SB29
CONTENT COURSES: The WHAT of math: develops teachers' content knowledge	IHE math departments	Undergraduate K–8 License: 6 hours of math content Undergraduate 6–12 License: 24 hours of math content (12 hours upper division) Special Education Licenses: 6 hours of math content Early Childhood (Prek-3) Licenses: 6 hours of math content	No change in content requirements
METHODS COURSES: The HOW of teaching math: develops specific, practical actions, strategies and understandings about how children learn mathematics (NCTM; AMTE)	Teacher preparation programs	0 required hours: Most programs include 3 hours as a part of undergraduate programs of study. 0 required hours for post-bac licensure programs: Some programs include 3 hours, but not all.	6 hours of math methods required for *all teachers* completing a teacher preparation licensure program, including undergraduate & post-baccalaureate elementary, secondary, special education, and early childhood licensure programs.
Total number of mathematics content/methods hours required to earn a license to teach mathematics in New Mexico by licensure type		Undergraduate K–8, Special Education & Early Childhood Licenses: 6 hours content	Undergraduate K–8, Special Education & Early Childhood Licenses: 12 hours (6 hours content + 6 hours methods)
		Undergraduate 6–12 License: 24 hours content	Undergraduate 6–12 License: 30 hours (24 hours content + 6 hours methods)
		Post-baccalaureate Elementary, Special Education & Early Childhood Licenses: Bachelors required	Post-baccalaureate Elementary, Special Education, Early Childhood Licenses: 6 hours (Bachelors + 6 hours methods)
		Post-baccalaureate License Secondary: Bachelors required with 24 hours of math content	Post-baccalaureate Secondary License: 30 hours (Bachelors with 24 hours math content; 6 hours methods)