

### Proposed Rulemaking Abstract

1. **Agency:** Public Education Department (PED)
2. **Rule Citation:** 6.61.2 NMAC, 6.61.3 NMAC, 6.61.4 NMAC, 6.61.5 NMAC, 6.61.6 NMAC, 6.61.7 NMAC, 6.61.8 NMAC, 6.61.10 NMAC, and 6.61.11 NMAC
3. **Rulemaking Action:** Repeal and replace
4. **Register Issue and Date of NPRM:** Volume 28, Issue 7, April 11, 2017
5. **Effective Date:** Undetermined in 2017
6. **Specific Legal Authority:** 6.61.2 NMAC and 6.61.6 NMAC – Sections 22-1-1, 22-1-1.1, 22-1-1.2, 22-2-1, 22-2-2, 22-10A-3, 22-10A-4, and 22-10A-6 NMSA 1978; 6.61.3 NMAC and 6.61.11 NMAC – Sections 22-2-1, 22-2-2, and 22-2-8.7 NMSA 1978; 6.61.4 NMAC, 6.61.5 NMAC, 6.61.8 NMAC, and 6.61.10 NMAC – Sections 22-2-1, 22-2-2, and 22-10A-6 NMSA 1978; and 6.61.7 NMAC – Sections 22-2-1, 22-2-2, and 22-10A-6(E) NMSA 1978
7. **Purpose of Rule:** Align specific New Mexico teacher licensure requirements with the requirements in Laws 2015, Chapter 97 (Senate Bill 329) and to align licensure competencies with the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards
8. **Rulemaking Information Contact:** Jamie Gonzalez, 505-827-7889
9. **Comment Period:** Submit to [rule.feedback@state.nm.us](mailto:rule.feedback@state.nm.us) or to Jamie Gonzalez, Policy Division, PED, Room 101, 300 Don Gaspar Avenue, Santa Fe, NM 87501, through 5 p.m. on May 26, 2017
10. **Rule Hearing:** May 16, 2017, 1:30 to 4:00 p.m., Jerry Apodaca Education Building, 300 Don Gaspar Avenue, Santa Fe, NM 87501

## Rule Summary

The purpose of each proposed rule change, including Licensure in Elementary Education, Grades K-8; Licensure in Middle Level Education, Grades 5-9; Licensure in Secondary Education, Grades 7-12; Licensure for Prekindergarten-Grade 12; Licensure in Special Education, Prekindergarten-Grade 12; Licensure in Secondary Vocational-Technical Education; Licensure in Early Childhood Education, Birth-Grade 3; Teachers of Students with Blindness/Visual Impairment, Birth-Grade 12; and Licensure in Early Childhood Education, Birth-Prekindergarten, is to align specific New Mexico teacher licensure requirements with the requirements in Laws 2015, Chapter 97 (Senate Bill 329) and to align the licensure competencies with the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards, which outline the common principals and foundations of teaching practice that all graduating teacher candidates are expected to know to ensure every kindergarten through 12th grade student reaches the goal of being ready to enter college or the workforce upon high school graduation. According to the Council of Chief State School Officers (CCSSO), teachers are now being held to new levels of accountability, based on implementation of the InTASC standards, for improved student outcomes. The InTASC standards are based on the best understanding of current research on teaching practice with the acknowledgement that how students learn and strategies for engaging students are evolving. The InTASC standards focus on the following areas: (1) student development, (2) learning differences, (3) learning environments, (4) content knowledge,

(5) application of content, (6) student assessments, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practice, and (10) leadership and collaboration.

The proposed rule change to 6.61.7, Licensure in Secondary Vocational-Technical Education, only includes aligning the licensure competencies with the InTASC standards. See Attachment 1.

As detailed in the chart below, the proposed rulemaking changes decrease the required number of semester hours for applicants seeking a specific teaching license beginning in the fall of 2017 to comply with Laws 2015, Chapter 97 (Senate Bill 329), which amended the School Personnel Act to change the minimum requirements in the college of arts and sciences for applicants seeking licensure in elementary, secondary, early childhood, and special education. SB329 decreased the minimum semester hour requirements to 41 hours, including the following: nine semester hours in communication, six semester hours in mathematics, eight semester hours in laboratory science, nine semester hours in social and behavioral science, and nine semester hours in humanities and fine arts.

### PED Proposed Rulemaking Changes

Legal Citation	PED Regulations	Semester Hour Decreases		Attachment Number
		Current	Beginning in Fall 2017	
6.61.2 NMAC	Licensure in Elementary Education, Grades K-8	54 to 57	41	Attachment 2
6.61.3 NMAC	Licensure in Middle Level Education, Grades 5-9	54	41	Attachment 3
6.61.4 NMAC	Licensure in Secondary Education, Grades 7-12	54	41	Attachment 4
6.61.5 NMAC	Licensure for Grades Prekindergarten-12	54	41	Attachment 5
6.61.6 NMAC	Licensure in Special Education, Prekindergarten-Grade 12	54	41	Attachment 6
6.61.8 NMAC	Licensure in Early Childhood Education, Birth-Grade 3	57	41	Attachment 7
6.61.10 NMAC	Teachers of Students with Blindness/Visual Impairment, Birth-Grade 12	54	41	Attachment 8
6.61.11 NMAC	Licensure in Early Childhood Education, Birth-Prekindergarten	54	41	Attachment 9

## Analysis

The New Mexico Association of Colleges for Teacher Education, commonly referred to as the New Mexico Deans and Directors, began working collaboratively with PED in 2013 to align the New Mexico teacher competencies to the InTASC standards. In August 2014, the New Mexico Deans and Directors sent a letter to the PED secretary affirming the group’s commitment to continue to work in collaboration with the department on updating the teacher competencies as they better align to the rubric used for observations in the teacher evaluations.

Public comments from several early childhood education professors from the state’s postsecondary institutions included concerns with replacing the early childhood education license competencies with the InTASC standards.

The InTASC standards are specifically intended for teachers of kindergarten through 12th grade students and not for teachers of early childhood education. The early childhood education competencies are targeted for teachers who work with children from birth to prekindergarten

(depending on which definition is chosen for early childhood education, this sometimes includes from birth to third grade) and were developed collaboratively by higher education faculty at the postsecondary institutions in the state that have degree programs in early childhood with the intent of ensuring the early childhood education workforce in the state is highly qualified and meeting the unique needs of young children. It was noted that repealing the current early childhood education competencies was concerning because early childhood education primarily focuses on the young children's developmental progress toward competence, interdependence, and socialization, and these primary topics are not included in the InTASC standards. Recommendations included aligning the InTASC standards with the current early childhood education competencies and not simply repealing the current competencies. After the public hearing, PED staff indicated they would make recommendations to the PED secretary not to replace the existing competencies for the early childhood education licenses allowed under 6.61.8 NMAC and 6.61.11 NMAC.



**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 7             LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION**

**6.61.7.1            ISSUING AGENCY:** Public Education Department  
[11-14-98, 7-30-99; 6.61.7.1 NMAC - Rn, 6 NMAC 4.2.3.7.1, 10-13-00; A, 06-15-06]

**6.61.7.2            SCOPE:** Chapter 61, Part 7 governs licensure in secondary vocational-technical education for those persons seeking such licensure.  
[11-14-98; 6.61.7.2 NMAC - Rn, 6 NMAC 4.2.3.7.2, 10-13-00]

**6.61.7.3            STATUTORY AUTHORITY:** Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978 and 22-10A-6(E) NMSA 1978.  
[11-14-98; 6.61.7.3 NMAC - Rn, 6 NMAC 4.2.3.7.3, 10-13-00; A, 06-15-06]

**6.61.7.4            DURATION:** Permanent  
[11-14-98; 6.61.7.4 NMAC- Rn, 6 NMAC 4.2.3.7.4, 10-13-00]

**6.61.7.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited in the history note at the end of a section.  
[11-14-98; 6.61.7.5 NMAC- Rn, 6 NMAC 4.2.3.7.5 & A, 10-13-00]

**6.61.7.6            OBJECTIVE:** This rule governs licensure requirements in secondary vocational- technical education for those persons seeking such licensure. It exempts those persons already holding a valid state vocational-technical education license as of June 30, 1989, from the requirements of this licensure.  
[11-14-98; 6.61.7.6 NMAC- Rn, 6 NMAC 4.2.3.7.6 & A, 10-13-00; A, 06-15-06]

**6.61.7.7            DEFINITIONS:** [RESERVED]

**6.61.7.8            REQUIREMENTS:**

A. Persons seeking licensure in secondary vocational-technical education pursuant to the provisions of this rule shall meet the requirements of Paragraphs (1) or (2) or (3) or (4) of Subsection A of 6.61.7.8 NMAC and Subsection B of 6.61.7.8 NMAC.

- (1) bachelor's degree which includes 32 credit hours of vocational-technical training related to the occupational area; or
- (2) associate degree plus two (2) years work experience related to the occupational area; or
- (3) certificate plus three (3) years work experience related to the occupational area; or
- (4) high school diploma/(GED) plus five (5) years work experience related to the occupational area; and

B. Satisfactory demonstration of the competencies as approved by the public education department ("PED") for vocational-technical teachers within three (3) years of the date of employment. The applicant must meet this requirement through Paragraphs (1) and (2) or (3) of Subsection B of 6.61.7.8 NMAC.

- (1) credits from a regionally accredited institution which include fifteen (15) semester hours of professional education which must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC; and
- (2) a supervised classroom internship/student teaching experience which may be completed at a regionally accredited college or university or under the supervision of a local school district or private school; or
- (3) a school district or private school may develop and implement a professional development plan (PDP) in lieu of the required fifteen (15) semester hours of professional education and supervised student teaching experience, which on approval of the PED, shall be used to meet licensure requirements; when appropriate and feasible, more than one school district/private school may jointly prepare a PDP for PED approval; the PDP must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC.  
[11-14-98; 6.61.7.8 NMAC - Rn, 6 NMAC 4.2.3.7.8 & A, 10-13-00; A, 06-15-06]

**6.61.7.9 IMPLEMENTATION:** All persons holding a valid New Mexico license in vocational-technical education on June 30, 1989, shall be entitled to licensure in vocational-technical education. Such licensure may be further continued pursuant to rule(s) as established by the PED.  
[11-14-98; 6.61.7.9 NMAC - Rn, 6 NMAC 4.2.3.7.9, 10-13-00; A, 06-15-06]

**6.61.7.10 REFERENCED MATERIAL:** Competencies for ~~[entry level]~~ secondary vocational-technical teachers

- A. ~~Professionalism~~
  - ~~(1) The teacher maintains membership and participates in appropriate professional affiliations.~~
  - ~~(2) The teacher establishes and maintains positive relationships with school colleagues, parents, and business and industry in the larger community to support students' learning and success.~~
  - ~~(3) The teacher maintains a level of professional development that reflects current industry standards.~~
- B. ~~Instructional planning and implementation.~~
  - ~~(1) The teacher applies current learning theories and modern technology to instructional activities.~~
  - ~~(2) The teacher directs and evaluates laboratory and project based learning.~~
  - ~~(3) The teacher organizes and conducts learning experiences outside the classroom such as field trips, co-op, work study, apprenticeships, internships, and community service.~~
  - ~~(4) The teacher establishes performance objectives based on task analysis and national industry standards, where available.~~
  - ~~(5) The teacher develops and teaches units of instruction and lesson plans.~~
  - ~~(6) The teacher integrates basic skills instruction in such areas as reading, writing, math, and technology into vocational technical lessons.~~
  - ~~(7) The teacher integrates content knowledge from across the disciplines such as science, history, economics, health, and business into vocational technical lessons.~~
  - ~~(8) The teacher develops teamwork skills through group work, collaborative learning, mentoring, and cooperative education.~~
  - ~~(9) The teacher develops student project management skills in the use of materials, tools, costs, and scheduling to completion.~~
  - ~~(10) The teacher individualizes instruction based on student needs and learning styles.~~
  - ~~(11) Demonstrates awareness of resources for culturally and linguistically diverse students.~~
- C. ~~Classroom management: The teacher maintains an orderly environment that is conducive to learning.~~
- D. ~~Assessment~~
  - ~~(1) The teacher assesses student knowledge of vocational technical course content.~~
  - ~~(2) The teacher assesses student attitudes toward classroom and workplace performance and responsibilities.~~
  - ~~(3) The teacher assesses student performance skill levels.~~
  - ~~(4) The teacher evaluates mastery of basic academic skills within vocational technical applications.~~
  - ~~(5) The teacher uses a variety of assessment techniques.~~
  - ~~(6) The teacher individualizes assessment on the basis of student needs.~~
  - ~~(7) The teacher develops a grading system that considers student performance in terms of knowledge, attitudes, and skills.~~
  - ~~(8) The teacher interprets and applies results of standardized testing with regard to student performance levels and career goals.~~
- E. ~~Technical vocational skill~~
  - ~~(1) The teacher applies current philosophical foundations and pedagogical practices of vocational technical education.~~
  - ~~(2) The teacher demonstrates knowledge, attitudes, and skills reflecting current practices in occupational areas.~~
  - ~~(3) The teacher demonstrates command of technical vocabulary in occupational areas.~~
  - ~~(4) The teacher integrates applied communication skills within the vocational technical~~

program.

- \_\_\_\_\_ (5) \_\_\_\_\_ The teacher organizes and maintains vocational labs.
- \_\_\_\_\_ (6) \_\_\_\_\_ The teacher develops positive public relations with the community.
- \_\_\_\_\_ (7) \_\_\_\_\_ The teacher projects instructional resource needs and pursues internal and external

funding.

- \_\_\_\_\_ (8) \_\_\_\_\_ The teacher manages program budgeting and reporting responsibilities.
- \_\_\_\_\_ (9) \_\_\_\_\_ The teacher develops a five year plan for vocational facilities and equipment maintenance, improvement, and replacement.
- \_\_\_\_\_ (10) \_\_\_\_\_ The teacher maintains a filing system for program and student records.
- \_\_\_\_\_ (11) \_\_\_\_\_ The teacher maintains the instructional facility in compliance with state standards for health and safety.

- \_\_\_\_\_ (12) \_\_\_\_\_ The teacher instructs students in approved safety practices.
- \_\_\_\_\_ (13) \_\_\_\_\_ The teacher integrates activities of student organizations with vocational technical education.
- \_\_\_\_\_ (14) \_\_\_\_\_ The teacher relates student performance (knowledge, attitudes, and skills) to student career goals.

- \_\_\_\_\_ (15) \_\_\_\_\_ The teacher assists students in the development of a work ethic and job readiness skills.

F. Teaching skills

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher develops student skills and habits as independent learners, creative thinkers, and problem solvers.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher motivates and engages students using a variety of reinforcement techniques.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher demonstrates proficiency in language and communication skills.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher employs an appropriate variety of teaching techniques to meet learning objectives, for example, demonstrations, discussion, questioning, simulations, panel discussions, symposiums, brainstorming, hands on activities.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher demonstrates the ability to present a lesson (introduce, present, discuss, summarize, and evaluate).

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher uses team teaching and presentations by subject matter experts as appropriate.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher applies principles and practices of career education, advising, and guidance to vocational technical education.]

A. Learner Development:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

\_\_\_\_\_ (a) \_\_\_\_\_ regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

\_\_\_\_\_ (b) \_\_\_\_\_ create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

\_\_\_\_\_ (c) \_\_\_\_\_ collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

\_\_\_\_\_ (d) \_\_\_\_\_ understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

\_\_\_\_\_ (e) \_\_\_\_\_ understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

\_\_\_\_\_ (f) \_\_\_\_\_ identify readiness for learning, and understands how development in any one area may affect performance in others.

\_\_\_\_\_ (g) \_\_\_\_\_ understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

\_\_\_\_\_ (h) \_\_\_\_\_ respect learners' differing strengths and needs and is committed to using the information to further each learner's development.

\_\_\_\_\_ (i) \_\_\_\_\_ commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

# ATTACHMENT 1

(j) take responsibility for promoting learners' growth and development.  
(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

## B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

## C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and



# ATTACHMENT 1

responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning community.

(r) be thoughtful and responsive listener and observer.

## D. Content Knowledge:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:

(a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.

(d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.

(e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.

(f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.

(g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) create opportunities for students to learn, practice, and master academic language in their content.

(i) access school and district based resources to evaluate the learner's content knowledge in their primary language.

(j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) know and use academic language of the discipline and knows how to make it accessible to learners.

(m) know how to integrate culturally relevant content to build on learners'

# ATTACHMENT 1

background knowledge.

(n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.

(o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.

(p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.

(r) commit to work toward each learner's mastery of disciplinary content and skills.

## E. Application of Content:

(1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:

(a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).

(b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)

(c) facilitate learners' use of current tools and resources to maximize content learning in varied contexts.

(d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

# ATTACHMENT 1

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

## F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

## G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

# ATTACHMENT 1

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

## H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

# ATTACHMENT 1

- (h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- (j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (n) know how to use a wide variety of resources, including human and technological, to engage students in learning.
- (o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- (p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- (q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.
- (r) commit to exploring how the use of new and emerging technologies can support and promote student learning.
- (s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

## I. Professional Learning and Ethical Practice:

- (1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:
  - (a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
  - (b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.
  - (c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  - (d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.
  - (e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
  - (f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.
  - (g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.
  - (h) know how to use learner data to analyze practice and differentiate instruction accordingly.
  - (i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.
  - (j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)
  - (k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations,

# ATTACHMENT 1

data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

## J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues an policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) know how to contribute a common culture that supports high expectations for student learning.

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.

(q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[11-14-98; 6.61.7.10 NMAC - Rn, 6 NMAC 4.2.3.7.10 & A, 10-13-00]

## ATTACHMENT 1

### **HISTORY OF 6.61.7 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 77-9 Four Year Standard Secondary Certificate with a Vocational Teaching Area Endorsement, filed September 22, 1997;

SBE Regulation No. 77-10 Vocational-Technical Education Certificate, filed September 22, 1977;

SBE Regulation No. 78-5 Vocational-Technical Education Certificate with an Area Endorsement, filed May 1, 1978;

SBE Regulation No. 78-5 Amendment 1 Vocational-Technical Education Certificate with an Area Endorsement, filed June 27, 1988;

SBE Regulation No. 88-5 Licensure in Secondary Vocational-Technical Education, filed April 13, 1988.





**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 2             LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8**

**6.61.2.1            ISSUING AGENCY:** Public Education Department (PED)  
 [11-14-98, 7-30-99; 6.61.2.1 NMAC - Rn, 6 NMAC 4.2.3.2.1, 10-31-00; A, 05-28-04; A, 10-31-07]

**6.61.2.2            SCOPE:** Chapter 61, Part 2 governs licensure in elementary education, grades K-8, for those persons seeking such licensure.  
 [11-14-98; 6.61.2.2 NMAC - Rn, 6 NMAC 4.2.3.2.2, 10-31-00]

**6.61.2.3            STATUTORY AUTHORITY:** Sections 22-1-1, 22-1-1.1, 22-1-1.2, 22-2-1, 22-2-2, 22-10A-3, 22-10A-4, and 22-10A-6, NMSA 1978.  
 [11-14-98; 6.61.2.3 NMAC - Rn, 6 NMAC 4.2.3.2.3, 10-31-00; A, 06-01-02; A, 05-28-04]

**6.61.2.4            DURATION:** Permanent  
 [11-14-98; 6.61.2.4 NMAC - Rn, 6 NMAC 4.2.3.2.4, 10-31-00]

**6.61.2.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited in the history note at the end of a section.  
 [11-14-98; 6.61.2.5 NMAC - Rn, 6 NMAC 4.2.3.2.5 & A, 10-31-00]

**6.61.2.6            OBJECTIVE:** This rule governs licensure requirements in elementary education for persons seeking such licensure.  
 [11-14-98; 6.61.2.6 NMAC - Rn, 6 NMAC 4.2.3.2.6, 10-31-00; A, 10-31-07]

**6.61.2.7            DEFINITIONS:**

A.     “A highly qualified beginning elementary teacher,” under this rule, means a teacher who is fully qualified for teaching in grades K-8, who is new to the profession, who has pursued a standard route to licensure, and who:

- (1)     meets all the requirements for elementary K-8 licensure required by Subsections A or B in Section 8 of this rule, and
- (2)     has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3)     has passed all applicable competency or teacher testing requirements for licensure in 6.60.5.8 NMAC (Competency Testing for Licensure).

B.     “A highly qualified beginning middle or junior high school teacher holding elementary K-8 licensure,” under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school , who is new to the profession, who has pursued a standard route to licensure, and who:

- (1)     meets all the requirements for elementary K-8 licensure required by Subsections A or B of Section 8 of this rule, and
- (2)     has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3)     has passed all applicable competency or teacher testing requirements for elementary K-8 licensure in 6.60.5.8 NMAC (Competency Testing for Licensure), and
- (4)     has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each core academic subject the teacher teaches and in which the teacher is required to have a licensure endorsement; or has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree in each core academic subject the teacher teaches and in which the teacher is required to have a licensure endorsement.

C.     “Core academic subjects” means English, language arts, reading, mathematics, science, modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography.

D. “Undergraduate academic major” under this rule, means twenty-four (24) to thirty-six (36) semester hours in a core academic subject area.  
[6.61.2.7 NMAC - N, 06-30-03; A, 05-28-04]

**6.61.2.8 REQUIREMENTS:**

A. Persons seeking licensure in elementary education pursuant to the provisions of this rule shall meet the requirements enumerated in Subsection A or Subsection B of this section.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~[(a) twelve (12) semester hours in English;~~
- ~~(b) twelve (12) semester hours in history including American history and western civilization;~~
- ~~(c) six (6) semester hours in mathematics for candidates who entered a college or university prior to the fall semester of 2009 and nine (9) semester hours in mathematics for candidates who entered a college or university in or after the fall semester of 2009;~~
- ~~(d) six (6) semester hours in government, economics or sociology;~~
- ~~(e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~(f) six (6) semester hours in fine arts; and]~~
- ~~(a) nine semester hours in communication~~
- ~~(b) six semester hours in mathematics~~
- ~~(c) eight semester hours in laboratory science~~
- ~~(d) nine semester hours in social and behavioral science~~
- ~~(e) nine semester hours in humanities and fine arts; and~~

(2) credits from a regionally accredited college or university which include thirty to thirty-six (30-36) semester hours of professional education in an elementary education program approved by the PED, including completion of the PED's approved functional areas and related competencies in professional education; and

- (3) a mandatory student teaching component; and
- (4) twenty-four to thirty-six (24-36) semester hours in one teaching field such as mathematics, science(s), language arts, reading, and social studies (or other content related areas); individuals must also complete the PED's approved functional areas and related competencies in the teaching field; and
- (5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4), (6) and (7) of 6.61.2.8 NMAC, six (6) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and
- (6) pass all required portions of the NMTA or any successor teacher examination adopted by the PED; and
- (7) if teaching in an elementary school, satisfy the requirements of a highly qualified beginning elementary teacher, and
- (8) if teaching the core academic subjects in a middle or junior high school, satisfy the requirements of a highly qualified beginning middle or junior high school teacher holding elementary K-8 licensure, or

B. Possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.  
[11-14-98; 6.61.2.8 NMAC - Rn, 6 NMAC 4.2.3.2.8 & A, 10-31-00; A, 06-01-02; A, 06-30-03; A, 05-28-04; A, 10-31-07; A, 01-29-10]

**6.61.2.9** [Reserved]  
[11-14-98; 6.61.2.9 NMAC - Rn, 6 NMAC 4.2.3.2.9, 10-31-00; Repealed, 06-30-03]

**6.61.2.10 REFERENCED MATERIAL:** Competencies for entry level elementary teachers

- ~~[A. Professionalism~~
- ~~(1) The teacher reflects on, analyzes, and evaluates the effect of his or her choices and actions on others, including students, parents, and other professionals in the learning community, and will be able to use this knowledge to improve the learning process.~~

## ATTACHMENT 2

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher is aware of the need to actively seek out opportunities to grow professionally, including participation in professional organizations and professional development such as conferences, workshops, classes and research, and use this information to improve professional practices and to become a life long learner.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher understands their role in the educational decision-making process as an advocate for children, school, district, community, and self.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher is aware of and adheres to the educator code of ethics and professional standards.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher demonstrates an awareness of relevant legal requirements of teachers and schools.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher critically reviews, selects, and adapts materials, resources, and technologies and analyzes them for:

\_\_\_\_\_ (a) \_\_\_\_\_ age appropriateness;

\_\_\_\_\_ (b) \_\_\_\_\_ developmental level;

\_\_\_\_\_ (c) \_\_\_\_\_ cultural and linguistic background;

\_\_\_\_\_ (d) \_\_\_\_\_ exceptionalities;

\_\_\_\_\_ (e) \_\_\_\_\_ biases and stereotypes;

\_\_\_\_\_ (f) \_\_\_\_\_ content appropriateness in regard to curriculum;

\_\_\_\_\_ (g) \_\_\_\_\_ reading level;

\_\_\_\_\_ (h) \_\_\_\_\_ relevance to students.

\_\_\_\_\_ B. \_\_\_\_\_ Instructional planning and implementation:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher creates short and long term plans that are linked to student needs, performance, and learning styles.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher becomes familiar with students' families, cultures and communities, and plans related learning activities.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher plans lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher integrates a variety of technologies into planned activities including software, applications, and other learning tools.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher plans activities to promote higher order thinking skills, creativity, and independent thinking.

\_\_\_\_\_ (9) \_\_\_\_\_ The teacher plans and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.

\_\_\_\_\_ (10) \_\_\_\_\_ The teacher evaluates lesson plans by observing classroom interactions, questioning, and analyzing student work.

\_\_\_\_\_ (11) \_\_\_\_\_ The teacher develops sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

\_\_\_\_\_ C. \_\_\_\_\_ Classroom management:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher knows effective models of classroom management and has the opportunity to observe these in classroom situations.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher develops and implements a classroom management plan.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher responds to children as individuals.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher provides a safe classroom environment where individual differences are respected.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher arranges the classroom environment for optimal learning and students' success.

## ATTACHMENT 2

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher seeks student understanding and input for classroom procedures, rules, and consequences.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher models and encourages positive social interaction.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.

\_\_\_\_\_ (9) \_\_\_\_\_ The teacher uses data collection techniques to document classroom management.

\_\_\_\_\_ (10) \_\_\_\_\_ The teacher manages time and materials effectively to minimize distractions and disruptions.

\_\_\_\_\_ (11) \_\_\_\_\_ The teacher develops activities and transitions that guide students to be focused.

### D. Assessment:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher develops valid evaluation tools to measure student outcomes.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher selects materials and means for measuring progress.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher assesses students' current knowledge in order to plan instruction.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher uses assessment of student learning to improve their own teaching and to revise curriculum.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher uses observation skills for informal assessment.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher is able to use effective questioning techniques to better assess the student's knowledge.

\_\_\_\_\_ (9) \_\_\_\_\_ The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.

\_\_\_\_\_ (10) \_\_\_\_\_ The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

\_\_\_\_\_ (11) \_\_\_\_\_ The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance based assessment, and student writing.

\_\_\_\_\_ (12) \_\_\_\_\_ The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors (error analysis).

\_\_\_\_\_ (13) \_\_\_\_\_ The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.

\_\_\_\_\_ (14) \_\_\_\_\_ The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

### E. Technology:

\_\_\_\_\_ (1) \_\_\_\_\_ Basic computer and technology operations and concepts – the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.

\_\_\_\_\_ (a) \_\_\_\_\_ operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;

\_\_\_\_\_ (b) \_\_\_\_\_ uses terminology related to technology appropriate to the teaching field in written and oral communication;

\_\_\_\_\_ (c) \_\_\_\_\_ describes and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices;

\_\_\_\_\_ (d) \_\_\_\_\_ uses imaging devices;

\_\_\_\_\_ (e) \_\_\_\_\_ demonstrates knowledge of uses of computers and technology in business, industry, and society;

\_\_\_\_\_ (f) \_\_\_\_\_ operates a variety of audio visual devices.

\_\_\_\_\_ (2) \_\_\_\_\_ Personal and professional use of technology – the teacher will apply tools for enhancing their own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.

\_\_\_\_\_ (a) \_\_\_\_\_ uses productivity tools for word processing, database management, and spreadsheet applications when developmentally appropriate;

## ATTACHMENT 2

- \_\_\_\_\_ (b) \_\_\_\_\_ applies productivity tools for creating a multimedia presentation;
  - \_\_\_\_\_ (c) \_\_\_\_\_ uses computer based technologies including telecommunications to access information and enhance personal and professional productivity;
  - \_\_\_\_\_ (d) \_\_\_\_\_ uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;
  - \_\_\_\_\_ (e) \_\_\_\_\_ demonstrates awareness of resources for adaptive assistive devices and software for students with special needs;
  - \_\_\_\_\_ (f) \_\_\_\_\_ demonstrates awareness of resources for culturally and linguistically diverse students;
  - \_\_\_\_\_ (g) \_\_\_\_\_ demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;
  - \_\_\_\_\_ (h) \_\_\_\_\_ demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator;
  - \_\_\_\_\_ (i) \_\_\_\_\_ demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.
- \_\_\_\_\_ (3) \_\_\_\_\_ Application of technology to support teaching and learning—the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
- \_\_\_\_\_ (a) \_\_\_\_\_ explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;
  - \_\_\_\_\_ (b) \_\_\_\_\_ describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;
  - \_\_\_\_\_ (c) \_\_\_\_\_ designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;
  - \_\_\_\_\_ (d) \_\_\_\_\_ designs learning activities that foster equitable, ethical, and legal use of technology by students;
  - \_\_\_\_\_ (e) \_\_\_\_\_ practices responsible, ethical, and legal use of technology, information, and software resources.
- \_\_\_\_\_ F. \_\_\_\_\_ Diversity:
- \_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  - \_\_\_\_\_ (2) \_\_\_\_\_ The teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson.
  - \_\_\_\_\_ (3) \_\_\_\_\_ The teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender.
  - \_\_\_\_\_ (4) \_\_\_\_\_ The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.
  - \_\_\_\_\_ (5) \_\_\_\_\_ The teacher helps students develop critical perspectives on biased materials.
  - \_\_\_\_\_ (6) \_\_\_\_\_ The teacher identifies and develops appropriate responses to differences among language learners.
  - \_\_\_\_\_ (7) \_\_\_\_\_ The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.
- \_\_\_\_\_ G. \_\_\_\_\_ Family and community:
- \_\_\_\_\_ (1) \_\_\_\_\_ The teacher is aware of the culture, history, and values of the community in which he or she teaches.
  - \_\_\_\_\_ (2) \_\_\_\_\_ The teacher understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.
  - \_\_\_\_\_ (3) \_\_\_\_\_ The teacher understands that there must be a reciprocal relationship between the school and the community.
  - \_\_\_\_\_ (4) \_\_\_\_\_ The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.
  - \_\_\_\_\_ (5) \_\_\_\_\_ The teacher recognizes that families and community can be used as teaching resources to enhance learning and children’s self value.
  - \_\_\_\_\_ (6) \_\_\_\_\_ The teacher communicates to parents and community members student progress;

## ATTACHMENT 2

important events, and school activities.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher understands the importance of inviting parents and community members to participate in classroom and school curriculum development and the decision making process.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher conveys and demonstrates to students the importance of being an active part of the community.

### \_\_\_\_\_ H. \_\_\_\_\_ Inclusion:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands special education rules.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher understands the differing levels of disabilities.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher understands the development and use of individualized education plans (IEPs).

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher understands their responsibilities in implementing objectives set in an IEP.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher develops lessons according to IEPs.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher monitors achievement and growth as set by an IEP and recommends changes when necessary.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher collaborates with special education teachers for individualized program implementation.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.

\_\_\_\_\_ (9) \_\_\_\_\_ The teacher understands the social, emotional, physical, and academic needs of students with exceptionalities.

\_\_\_\_\_ (10) \_\_\_\_\_ The teacher assists students to understand social responsibilities.

\_\_\_\_\_ (11) \_\_\_\_\_ The teacher assists students with exceptionalities to have positive experiences in the regular classroom.

### \_\_\_\_\_ I. \_\_\_\_\_ Development of student:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each child, leading to continuous progress.

### \_\_\_\_\_ J. \_\_\_\_\_ Knowledge of content:

#### \_\_\_\_\_ (1) \_\_\_\_\_ Mathematics

\_\_\_\_\_ (a) \_\_\_\_\_ The teacher understands mathematical concepts including but not limited to:  
\_\_\_\_\_ (i) \_\_\_\_\_ the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers;

\_\_\_\_\_ (ii) \_\_\_\_\_ three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects;

\_\_\_\_\_ (iii) \_\_\_\_\_ elements of algebra including elementary functions;

\_\_\_\_\_ (iv) \_\_\_\_\_ measurement of length, angles, time, weights, and temperature; and

\_\_\_\_\_ (v) \_\_\_\_\_ handling money problems such as cost and unit price.

\_\_\_\_\_ (b) \_\_\_\_\_ The teacher demonstrates skill including but not limited to:

\_\_\_\_\_ (i) \_\_\_\_\_ mental computations and proper use of four operation and non-programmable scientific calculators in the context of problem solving;

\_\_\_\_\_ (ii) \_\_\_\_\_ constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction;

\_\_\_\_\_ (iii) \_\_\_\_\_ defining relevant variables and writing formulas describing their relationships in problem-solving activities; and

\_\_\_\_\_ (iv) \_\_\_\_\_ using measurement tools and appropriate techniques for recording data and displaying results.

\_\_\_\_\_ (c) \_\_\_\_\_ The teacher demonstrates adequate communication skills to be able to discuss mathematical ideas verbally and in writing.

\_\_\_\_\_ (d) \_\_\_\_\_ The teacher knows a variety of teaching techniques and chooses ones appropriate to the topic of study and the level and needs of students.

\_\_\_\_\_ (e) \_\_\_\_\_ The teacher constructs situations in which students learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.

- \_\_\_\_\_ (f) \_\_\_\_\_ The teacher provides opportunities for students to learn how to use tools, technology, and manipulatives in problem solving.
- \_\_\_\_\_ (g) \_\_\_\_\_ The teacher uses measurements and other data gathered by students as a basis for classroom activities.
- \_\_\_\_\_ (h) \_\_\_\_\_ The teacher provides a classroom environment in which students develop skills in communicating, discussing, and displaying mathematical ideas.
- \_\_\_\_\_ (i) \_\_\_\_\_ The teacher provides enough open-ended problems and activities to allow students to expand creatively on the material learned in classrooms.
- \_\_\_\_\_ (2) \_\_\_\_\_ Reading and language arts:
  - \_\_\_\_\_ (a) \_\_\_\_\_ Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
    - \_\_\_\_\_ (i) \_\_\_\_\_ research on reading;
    - \_\_\_\_\_ (ii) \_\_\_\_\_ how children learn to speak, read, write, and listen;
    - \_\_\_\_\_ (iii) \_\_\_\_\_ cultural, linguistic, environmental, and physiological factors in reading and language arts development;
    - \_\_\_\_\_ (iv) \_\_\_\_\_ children’s developmental processes;
    - \_\_\_\_\_ (v) \_\_\_\_\_ characteristics of proficient and non-proficient readers;
    - \_\_\_\_\_ (vi) \_\_\_\_\_ relationship between oral and written language;
    - \_\_\_\_\_ (vii) \_\_\_\_\_ language structure including graphophonics, semantics, syntax, and pragmatics systems.
  - \_\_\_\_\_ (b) \_\_\_\_\_ Assessment:
    - \_\_\_\_\_ (i) \_\_\_\_\_ The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
    - \_\_\_\_\_ (ii) \_\_\_\_\_ The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.
  - \_\_\_\_\_ (c) \_\_\_\_\_ Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
    - \_\_\_\_\_ (i) \_\_\_\_\_ oral language development;
    - \_\_\_\_\_ (ii) \_\_\_\_\_ phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;
    - \_\_\_\_\_ (iii) \_\_\_\_\_ phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
    - \_\_\_\_\_ (iv) \_\_\_\_\_ vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
    - \_\_\_\_\_ (v) \_\_\_\_\_ comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;
    - \_\_\_\_\_ (vi) \_\_\_\_\_ writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;
  - \_\_\_\_\_ (d) \_\_\_\_\_ Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:
    - \_\_\_\_\_ (i) \_\_\_\_\_ the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;
    - \_\_\_\_\_ (ii) \_\_\_\_\_ evaluation of text for quality, cultural, and linguistic appropriateness;
    - \_\_\_\_\_ (iii) \_\_\_\_\_ connecting identified needs of students based on data with appropriate research-based resources and materials;
    - \_\_\_\_\_ (iv) \_\_\_\_\_ creation of opportunities for students to consider, respond to and discuss spoken and written materials;
    - \_\_\_\_\_ (v) \_\_\_\_\_ the use of a variety of reading materials, including children’s literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas;
- \_\_\_\_\_ (3) \_\_\_\_\_ Science:
  - \_\_\_\_\_ (a) \_\_\_\_\_ The teacher knows, understands, and uses the fundamental concepts in the

## ATTACHMENT 2

subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry.

\_\_\_\_\_ (b) \_\_\_\_\_ The teacher is familiar with the scientific method and uses it to develop students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.

\_\_\_\_\_ (c) \_\_\_\_\_ The teacher integrates a variety of technologies into planned science activities.

\_\_\_\_\_ (d) \_\_\_\_\_ The teacher helps children build understanding about science and technology.

\_\_\_\_\_ (e) \_\_\_\_\_ The teacher recognizes and responds to student diversity and encourages all students to participate fully in science learning.

\_\_\_\_\_ (4) \_\_\_\_\_ Social studies:

\_\_\_\_\_ (a) \_\_\_\_\_ The teacher understands the principles of teaching and learning processes that underlie social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration.

\_\_\_\_\_ (b) \_\_\_\_\_ The teacher understands that the social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.

\_\_\_\_\_ (c) \_\_\_\_\_ The teacher understands that the definition of social studies requires that students are socially aware of and are active participants in local, state, national, and global issues.

\_\_\_\_\_ (d) \_\_\_\_\_ The teacher helps students understand the relationship between social studies and other disciplines.

\_\_\_\_\_ (e) \_\_\_\_\_ The teacher helps students to recognize and respect diverse local and global perspectives concerning cultures other than their own.

\_\_\_\_\_ (f) \_\_\_\_\_ The teacher implements a variety of strategies for helping students use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g. books, newspapers, internet) as part of the inquiry/research process.

\_\_\_\_\_ (g) \_\_\_\_\_ The teacher constructs experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures.

\_\_\_\_\_ (h) \_\_\_\_\_ The teacher engages students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.

\_\_\_\_\_ (i) \_\_\_\_\_ The teacher constructs activities that encourage students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.

\_\_\_\_\_ (5) \_\_\_\_\_ Arts:

\_\_\_\_\_ (a) \_\_\_\_\_ The teacher understands and implements arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students developmental levels.

\_\_\_\_\_ (b) \_\_\_\_\_ The teacher uses the arts as interdisciplinary units and themes.

\_\_\_\_\_ (c) \_\_\_\_\_ The teacher understands distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation.

\_\_\_\_\_ (d) \_\_\_\_\_ The teacher enables students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.

\_\_\_\_\_ (e) \_\_\_\_\_ The teacher enables students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.

\_\_\_\_\_ (f) \_\_\_\_\_ The teacher exposes students to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.

\_\_\_\_\_ (g) \_\_\_\_\_ The teacher relates basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.

\_\_\_\_\_ K. \_\_\_\_\_ Communication:

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem-solving, and supportive interaction in the learning community.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences (e.g., peers, school, community) and encourage this in students.



## ATTACHMENT 2

- ~~\_\_\_\_\_ (3) The teacher understands communications theories, language development, and the role of language in student learning.~~
- ~~\_\_\_\_\_ (4) The teacher understands how to use a variety of strategies to facilitate language acquisition and development.~~
- ~~\_\_\_\_\_ (5) The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.~~
- ~~\_\_\_\_\_ (6) The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression.~~
- ~~\_\_\_\_\_ (7) The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.~~
- ~~\_\_\_\_\_ (8) The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.~~
- ~~\_\_\_\_\_ (9) The teacher recognizes that social interaction enhances thinking and learning.~~
- ~~\_\_\_\_\_ (10) The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.~~
- ~~\_\_\_\_\_ (11) The teacher encourages culturally sensitive communication by and among all students.~~
- ~~\_\_\_\_\_ (12) The teacher is a thoughtful and responsive listener and encourages this quality in students.~~
- ~~\_\_\_\_\_ (13) The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.~~
- ~~\_\_\_\_\_ (14) The teacher recognizes the importance of technology as a tool for learning and communication.]~~

### A. Learner Development:

- (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:
  - (a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.
  - (b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.
  - (c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.
  - (d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.
  - (e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
  - (f) identify readiness for learning, and understands how development in any one area may affect performance in others.
  - (g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
  - (h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development.
  - (i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
  - (j) take responsibility for promoting learners' growth and development.
  - (k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### B. Learning Differences:

- (1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:
  - (a) design, adapt, and deliver instruction to address each student's diverse learning

strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other

to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning community.

(r) be thoughtful and responsive listener and observer.

**D. Content Knowledge:**

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:

(a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.

(d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.

(e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.

(f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.

(g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) create opportunities for students to learn, practice, and master academic language in their content.

(i) access school and district based resources to evaluate the learner's content knowledge in their primary language.

(j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) know and use academic language of the discipline and knows how to make it accessible to learners.

(m) know how to integrate culturally relevant content to build on learners' background knowledge.

(n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.

(o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.

(p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(q) recognize the potential bias in their presentation of the discipline and seeks to

appropriately address problems of bias.

(r) commit to work toward each learner’s mastery of disciplinary content and skills.

E. Application of Content:

(1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:

(a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).

(b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)

(c) facilitate learners’ use of current tools and resources to maximize content learning in varied contexts.

(d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(e) develop learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

## ATTACHMENT 2

- (b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.
- (c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- (d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- (j) understand the differences between formative and summative applications of assessment and knows how and when to use each.
- (k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.
- (n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (o) know when and how to evaluate and report learner progress against standards.
- (p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- (r) take responsibility for aligning instruction and assessment with learning goals.
- (s) commit to providing timely and effective descriptive feedback to learners on their progress.
- (t) commit to using multiple types of assessment processes to support, verify, and document learning.
- (u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

### G. Planning for Instruction:

- (1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:
  - (a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
  - (b) plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
  - (c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
  - (d) plan for instruction based on formative and summative assessment data, prior

learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) use a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

(i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) know how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

(r) commit to exploring how the use of new and emerging technologies can support and promote student learning.

(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional Learning and Ethical Practice:

(1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:

(a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.

(b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.

(c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.

(e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.

(g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.

(h) know how to use learner data to analyze practice and differentiate instruction accordingly.

(i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

(j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.

(f) engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues and policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocate for the school, the community, and the profession.

(l) understand schools as organizations within a historical, cultural, political, and social context and know how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) know how to contribute a common culture that supports high expectations for student learning.

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocates for learners and accountability for their success.

(q) respect families' beliefs, norms, and expectations and seek to work collaboratively with learners and families in setting and meeting challenging goals.

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[11-14-98; 6.61.2.10 NMAC - Rn, 6 NMAC 4.2.3.2.10 & A, 10-31-00; A, 05-28-04; A, 10-31-07]

**HISTORY OF 6.61.2 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 67-1.1 Certification Requirements Five Year Elementary Certificate, filed August 28, 1978;

SBE Regulation No. 71-28 Continuing Five Year Elementary Certificate, filed August 28, 1978;

SBE Regulation No. 71-29 Professional Elementary Licensure, filed August 28, 1978;

SBE Regulation No. 76-3 Four Year Standard Elementary Certificate filed March 26, 1976;

SBE Regulation No. 78-19 Four Year Standard Elementary Certificate, filed September 29, 1978;

SBE Regulation 78-19 Amendment No. 1 Four Year Standard Elementary Certificate, filed November 28, 1978;



## ATTACHMENT 2

SBE Regulation No. 78-23 Certification Requirements for Ten Year Professional Elementary Licensure, filed November 29, 1998;  
SBE Regulation No. 81-7 Four Year Standard Elementary Certificate, filed September 23, 1981;  
SBE Regulation No. 86-8 Licensure in Elementary Education, Grades K-8, filed January 19, 1987;  
SBE Regulation 86-8 Amendment No. 1 Licensure in Elementary Education, Grades K-8, filed December 4, 1990;  
SBE Regulation No. 86-8 Amendment 2 Licensure in Elementary Education, Grades K-8, filed April 3, 1995.



**TITLE 6 PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61 SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR INSTRUCTORS**  
**PART 3 LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9**

**6.61.3.1 ISSUING AGENCY:** Public Education Department (PED)  
 [09-30-96; 07-30-99; 6.61.3.1 NMAC - Rn, 6 NMAC 4.2.3.3.1, 10-31-01; A, 05-13-05; A, 10-31-07]

**6.61.3.2 SCOPE:** Chapter 61, Part 3, governs licensure in middle level education, grades 5-9 for those persons seeking such licensure.  
 [09-30-96; 6.61.3.2 NMAC - Rn, 6 NMAC 4.2.3.3.2, 10-31-01]

**6.61.3.3 STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2-8.7, NMSA 1978.  
 [09-30-96; 6.61.3.3 NMAC - Rn, 6 NMAC 4.2.3.3.3, 10-31-01; A, 06-01-02]

**6.61.3.4 DURATION:** Permanent  
 [09-30-96; 6.61.3.4 NMAC - Rn, 6 NMAC 4.2.3.3.4, 10-31-01]

**6.61.3.5 EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited at the end of a section.  
 [09-30-96; 6.61.3.5 NMAC - Rn, 6 NMAC 4.2.3.3.5, 10-31-01]

**6.61.3.6 OBJECTIVE:** This rule governs the requirements for New Mexico licensure for persons seeking licensure in middle level education, grades 5-9.  
 [09-30-96; 6.61.3.6 NMAC - Rn, 6 NMAC 4.2.3.3.6, 10-31-01; A, 10-31-07]

**6.61.3.7 DEFINITIONS:**

A. "Advisory" - means a middle level arrangement intended to insure that each student is part of a small peer group with an adult advisor or mentor where communication within the group is open and non-threatening.

B. "Early adolescence" - means the developmental period that encompasses ages 10 through 15, or grades 5-9.

C. "Integrative curriculum" - means a curriculum model which coordinates or blends the interests of the learner into a unified whole, utilizing a variety of disciplines for investigating a central question.

D. "Interdisciplinary curriculum" - means a curriculum model designed to incorporate knowledge from two or more academic, scientific, or artistic disciplines.

E. "License" - means the professional certificate or credential which is issued upon completion of specified requirements and which designates the grade level(s) at which the holder is authorized to teach or administer.

F. "Middle level" - means grades 5-9.

G. "National board for professional teaching standards" - means a nonprofit, nongovernmental organization which operates a voluntary assessment system to grant national teacher certification to persons who meet an established set of national standards.

H. "Young adolescent" - means a student in grades 5-9.

I. "Core academic subjects" means English, language arts, reading, mathematics, science, modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography.

J. "A highly qualified beginning middle level teacher" under this rule means a teacher who is fully qualified to teach the core academic subjects in grades 5-9, is new to the profession, has pursued a standard path to licensure, and:

- (1) meets the requirements for middle level licensure in Subsections A, or C in 6.61.3.8 NMAC,
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

[09-30-96; 6.61.3.7 NMAC - Rn, 6 NMAC 4.2.3.3.7, 10-31-01; A, 06-30-03; A, 05-13-05; A, 06-15-09]

**6.61.3.8 REQUIREMENTS:**

A. persons seeking a teaching license or licensure endorsements pursuant to the provisions of this rule shall meet the following requirements of Subsection A, Paragraph (1) of 6.61.3.8 NMAC, or Subsection B of 6.61.3.8 NMAC, or Subsection C of 6.61.3.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~\_\_\_\_\_ (a) twelve (12) semester hours in English;~~
- ~~\_\_\_\_\_ (b) twelve (12) semester hours in history including American history and western civilization;~~
- ~~\_\_\_\_\_ (c) six (6) semester hours in mathematics;~~
- ~~\_\_\_\_\_ (d) six (6) semester hours in government, economics, or sociology;~~
- ~~\_\_\_\_\_ (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~\_\_\_\_\_ (f) six (6) semester hours in fine arts; and~~
- ~~\_\_\_\_\_ (a) nine semester hours in communication~~
- ~~\_\_\_\_\_ (b) six semester hours in mathematics~~
- ~~\_\_\_\_\_ (c) eight semester hours in laboratory science~~
- ~~\_\_\_\_\_ (d) nine semester hours in social and behavioral science; and~~
- ~~\_\_\_\_\_ (e) nine semester hours in humanities and fine arts.~~

(2) thirty - thirty-six (30-36) semester hours of professional education in a middle level education program approved by the PED, including completion of the PED's New Mexico middle level teacher competencies and a mandatory student teaching experience; and

(3) twenty-four (24) semester hours in at least one (1) teaching field such as mathematics, science(s), language arts, reading, and social studies (or other content related areas), six (6) semester hours of which must be in upper division courses; individuals must also complete the PED's approved competencies in the teaching field; and

(4) in addition to the requirements specified in Subsection A, Paragraphs (1), (3) and (5) of 6.61.3.8 NMAC, three (3) hours in the teaching of reading in subject matter content for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

- (5) passage of all applicable portions of the current PED-approved teacher test; and
- (6) satisfy the requirements of a highly qualified beginning middle level teacher, or

B. persons holding a standard New Mexico license in K-8 elementary education, 7-12 secondary education pre K-12 specialty area education, or pre K-12 special education, and

(1) five years (5) of documented, successful teaching experience at the middle school level during the ten-year period immediately preceding the date of application for middle level education licensure; and

- (2) has demonstrated competency in the academic subjects the teacher teaches by:
  - (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject the teacher teaches; or
  - (b) successfully completing an undergraduate academic major (24-36 semester hours), six (6) semester hours of which must be in upper division courses or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or

C. possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.  
[09-30-96; 6.61.3.8 NMAC - Rn, 6 NMAC 4.2.3.3.8, 10-31-01; A, 06-01-02; A, 06-30-03; A, 05-13-05; A, 10-31-07; A, 06-15-09]

**6.61.3.9 IMPLEMENTATION:** Persons who meet these requirements may obtain a license or endorsements at a level established by the PED unless otherwise barred by New Mexico statute or PED rule.  
[09-30-96; 6.61.3.9 NMAC - Rn, 6 NMAC 4.2.3.3.9, 10-31-01; A, 05-13-05]

**6.61.3.10 REFERENCED MATERIAL:** The New Mexico middle level teacher competencies follow:  
~~\_\_\_\_\_ [A. Teacher as guide Middle level teachers understand the developmental nature of young adolescents.~~  
~~\_\_\_\_\_ (1) Knowledge of the physical, intellectual, emotional, and psychological changes that occur~~

## ATTACHMENT 3

developmentally during early adolescence including the special needs of exceptional students.

\_\_\_\_\_ (2) \_\_\_\_\_ Knowledge and understanding of the influence of linguistic, cultural, and sociological factors on the development of young adolescents.

\_\_\_\_\_ (3) \_\_\_\_\_ Knowledge of specialized professional techniques used at the middle level including advisory programs, interdisciplinary team organizations, interdisciplinary planning, and cooperative learning.

\_\_\_\_\_ B. \_\_\_\_\_ Teacher as instructional leader—rationale: Middle level teachers work in ways which correspond to what they know about early adolescence.

\_\_\_\_\_ (1) \_\_\_\_\_ ability to develop middle level students' appreciation, enthusiasm, and skills as listeners, readers, speakers, writers, thinkers, problem solvers, decision makers, and researchers;

\_\_\_\_\_ (2) \_\_\_\_\_ ability to design and present instruction commensurate with the developmental needs and readiness of young adolescents;

\_\_\_\_\_ (3) \_\_\_\_\_ ability to plan, organize, manage, and evaluate student learning and classroom activities, including lesson planning, student discipline and classroom management, and the connectedness of knowledge by means of interdisciplinary and integrated instruction;

\_\_\_\_\_ (4) \_\_\_\_\_ knowledge of at least one content area appropriate to middle level curriculum; the middle level teacher must meet the content area knowledge base requirements of a highly qualified beginning middle level teacher; and

\_\_\_\_\_ (5) \_\_\_\_\_ ability to interest and actively involve students in the study of issues related to their lives and the environment in which they live, drawing on the disciplined knowledge of mathematics, science, language arts, health, physical education, social studies, including history, the arts, and computer science.

\_\_\_\_\_ C. \_\_\_\_\_ Teacher as person—rationale: Middle level teachers have a strong sense of self and foster the same in their students.

\_\_\_\_\_ (1) \_\_\_\_\_ Ability to encourage students to express themselves creatively in a number of ways, including visual and performing arts.

\_\_\_\_\_ (2) \_\_\_\_\_ Ability to provide an environment which encourages each student to become aware of himself or herself, to develop the ability to express, understand and control his or her feelings, and to develop a sense of trust and independence.

\_\_\_\_\_ D. \_\_\_\_\_ Teacher as advisor—rationale: Middle level teachers exhibit strong interpersonal skills.

\_\_\_\_\_ (1) \_\_\_\_\_ an understanding of each student in his or her family, school and community context, and cognizant of the variety of economic and cultural influences which affect each student's life;

\_\_\_\_\_ (2) \_\_\_\_\_ ability to provide an environment which encourages positive peer relations.

\_\_\_\_\_ E. \_\_\_\_\_ Teacher as colleague—rationale: Middle level teachers establish and maintain collegial and collaborative relationships. Ability to establish and maintain positive and productive relationships with professional colleagues, students, families, and the community.]

\_\_\_\_\_ A. \_\_\_\_\_ Learner Development:

\_\_\_\_\_ (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

\_\_\_\_\_ (a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

\_\_\_\_\_ (b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

\_\_\_\_\_ (c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

\_\_\_\_\_ (d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

\_\_\_\_\_ (e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

\_\_\_\_\_ (f) identify readiness for learning, and understands how development in any one area may affect performance in others.

\_\_\_\_\_ (g) understand the role of language and culture in learning and knows how to modify

instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development.

(i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners' growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for

quality work.

- (d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.
- (e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (j) know how to help learners work productively and cooperatively with each other to achieve learning goals.
- (k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.
- (l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.
- (n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.
- (o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (q) seek to foster respectful communication among all members of the learning community.
- (r) be thoughtful and responsive listener and observer.

D. Content Knowledge:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:
  - (a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
  - (b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
  - (c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.
  - (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.
  - (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.
  - (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.
  - (g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
  - (h) create opportunities for students to learn, practice, and master academic language in their content.
  - (i) access school and district based resources to evaluate the learner's content knowledge in their primary language.

## ATTACHMENT 3

(j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) know and use academic language of the discipline and knows how to make it accessible to learners.

(m) know how to integrate culturally relevant content to build on learners' background knowledge.

(n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.

(o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.

(p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.

(r) commit to work toward each learner's mastery of disciplinary content and skills.

### E. Application of Content:

(1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:

(a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).

(b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)

(c) facilitate learners' use of current tools and resources to maximize content learning in varied contexts.

(d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.



(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and

document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

## ATTACHMENT 3

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) know how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

(r) commit to exploring how the use of new and emerging technologies can support and promote student learning.

(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### I. Professional Learning and Ethical Practice:

(1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:

(a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.

(b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.

(c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.

(e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.

(g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.

(h) know how to use learner data to analyze practice and differentiate instruction accordingly.

(i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

(j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues and policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) know how to contribute a common culture that supports high expectations for

## ATTACHMENT 3

student learning.

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.

(q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[09-30-96; 6.61.3.10 NMAC - Rn, 6 NMAC 4.2.3.3.10, 10-31-01; A, 05-13-05]

**HISTORY OF 6.61.3 NMAC: [RESERVED]**



**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 4              LICENSURE IN SECONDARY EDUCATION, GRADES 7-12**

**6.61.4.1            ISSUING AGENCY:** Public Education Department (PED)  
 [11-14-98, 7-30-99; 6.61.4.1 NMAC - Rn, 6 NMAC 4.2.3.4.1, 10-31-00; A, 06-15-06; A, 10-31-07]

**6.61.4.2            SCOPE:** Chapter 61, Part 4 governs licensure in secondary education, grades 7-12, for those persons seeking such licensure.  
 [11-14-98; 6.61.4.2 NMAC - Rn, 6 NMAC 4.2.3.4.2, 10-31-00]

**6.61.4.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.  
 [11-14-98; 6.61.4.3 NMAC - Rn, 6 NMAC 4.2.3.4.3, 10-31-00; A, 06-01-02; A, 06-15-06]

**6.61.4.4            DURATION:** Permanent  
 [11-14-98; 6.61.4.4 NMAC - Rn, 6 NMAC 4.2.3.4.4, 10-31-00]

**6.61.4.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited in the history note at the end of a section.  
 [11-14-98; 6.61.4.5 NMAC - Rn, 6 NMAC 4.2.3.4.5 & A, 10-31-00]

**6.61.4.6            OBJECTIVE:** This rule governs licensure requirements in secondary education for grades 7-12 for persons seeking such licensure. It waives the requirement of this licensure for persons already holding a valid state secondary license as of June 30, 1989.  
 [11-14-98; 6.61.4.6 NMAC - Rn, 6 NMAC 4.2.3.4.6 & A, 10-31-00; A, 06-15-06]

**6.61.4.7            DEFINITIONS:**

A.        “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

B.        “A highly qualified beginning secondary teacher”, under this rule, means a teacher who is fully qualified to teach the core academic subjects in grades 7-12, who is new to the profession, who has pursued a standard route to licensure and who:

- (1)        meets the requirements for secondary 7-12 licensure in Subsections A or B of 6.61.4.8 NMAC, and
  - (2)        has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
  - (3)        has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.
- [6.61.4.7 NMAC - N, 08-15-03]

**6.61.4.8            REQUIREMENTS:**

A.        persons seeking licensure in secondary education pursuant to the provisions of this rule shall meet the requirements of Subsection A or Subsection B of 6.61.4.8 NMAC.

- (1)        bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:
  - ~~\_\_\_\_\_ (a)        twelve (12) semester hours in English;~~
  - ~~\_\_\_\_\_ (b)        twelve (12) semester hours in history including American history and western civilization;~~
  - ~~\_\_\_\_\_ (c)        six (6) semester hours in mathematics;~~
  - ~~\_\_\_\_\_ (d)        six (6) semester hours in government, economics or sociology;~~
  - ~~\_\_\_\_\_ (e)        twelve (12) semester hour in science, including biology, chemistry, physics, geology, zoology, or botany;~~
  - ~~\_\_\_\_\_ (f)        six (6) semester hours in fine arts; and~~
  - ~~\_\_\_\_\_ (a)        nine semester hours in communication~~

- ~~(b) six semester hours in mathematics~~
- ~~(c) eight semester hours in laboratory science~~
- ~~(d) nine semester hours in social and behavioral science~~
- ~~(e) nine semester hours in humanities and fine arts; and~~

(2) credits from a regionally accredited college or university which include twenty-four to thirty (24-30) semester hours of professional education in a secondary education program approved by the (PED) including completion of the PED's approved functional areas and related competencies in professional education; and including:

- (3) a mandatory student teaching component; and
- (4) twenty-four to thirty-six (24-36) semester hours in at least one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other content related areas), twelve (12) hours of which must be in upper division courses as defined by the college or university; individuals must also complete the PED approved functional areas and related competencies in the teaching field; and

(5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4), (6) and (7) of 6.61.4.8 NMAC, three (3) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all portions of the current PED approved teacher test; and

(7) satisfy the requirements of a highly qualified beginning secondary teacher; or

B. possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.4.8 NMAC - Rn, 6 NMAC 4.2.3.4.8 & A, 10-31-00; A, 06-01-02; A, 08-15-03; A, 06-15-06; A, 10-31-07]

**6.61.4.9 [RESERVED]**

[11-14-98; 6.61.4.8 NMAC - Rn, 6 NMAC 4.2.3.4.9, 10-31-00; Rp 08-15-03]

**6.61.4.10 REFERENCED MATERIAL:** Competencies for entry level secondary teachers

~~[A. Professionalism~~

~~(1) The teacher is knowledgeable of and understands the expectations for educators as positive community members.~~

~~(2) The teacher reflects on, analyzes, and evaluates the effect of choices and actions on others, including students, parents, and other professionals in the learning community, and uses this knowledge to improve the learning process.~~

~~(3) The teacher seeks opportunities to grow professionally, including participation in professional organizations and development opportunities such as conferences, workshops, classes and research, and uses this information to improve professional practices.~~

~~(4) The teacher researches current educational issues then practices and applies them in the classroom.~~

~~(5) The teacher understands his/her role in the educational decision-making process as an advocate for children, school, district, community, and self.~~

~~(6) The teacher is aware of and adheres to the New Mexico code of ethics for educators.~~

~~(7) The teacher demonstrates awareness of relevant legal requirements of teachers and schools.~~

~~(8) The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.~~

~~(9) The teacher utilizes professional organizations as a learning tool to increase professional knowledge.~~

~~(10) The teacher interacts as a member of a school and/or district wide instructional team.~~

~~B. Instructional planning and implementation~~

~~(1) The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.~~

~~(2) The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.~~



## ATTACHMENT 4

- ~~(3) The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.~~
  - ~~(4) The teacher creates short and long term plans that are linked to student needs, performance, and learning styles.~~
  - ~~(5) The teacher integrates into all curriculum planning, delivery, assessment strategies, and materials that recognize and build upon the strengths of diverse cultures, languages, traditions, environment, and background.~~
  - ~~(6) The teacher understands areas of exceptionality in learning.~~
  - ~~(7) The teacher integrates a variety of technologies into planned activities.~~
  - ~~(8) The teacher plans activities to promote creativity and independent thinking.~~
  - ~~(9) The teacher prepares and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.~~
  - ~~(10) The teacher evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.~~
  - ~~(11) The teacher utilizes diagnostic data to help develop instructional programs as part of an instructional team.~~
  - ~~(12) The teacher integrates and applies content area concepts across all areas of the curriculum.~~
  - ~~(13) The teacher understands that federal statutes, state statutes, state board rules, and local curriculum guidelines are the basis for instruction for all content areas.~~
  - ~~(14) The teacher demonstrates the ability to use academic content in planning, implementation, instruction, and assessment.~~
- ~~C. Classroom management~~
- ~~(1) The teacher arranges the physical environment for optimal learning and safety.~~
  - ~~(2) The teacher provides a safe classroom environment where individual differences are respected.~~
  - ~~(3) The teacher develops and implements effective classroom management techniques.~~
  - ~~(4) The teacher demonstrates an awareness of classroom interactions.~~
  - ~~(5) The teacher demonstrates effective use of preventive management techniques.~~
  - ~~(6) The teacher uses various signals and cues to assist in effective classroom management.~~
  - ~~(7) The teacher effectively manages transition times.~~
  - ~~(8) The teacher models and expects positive social interaction with students that encourages a productive learning environment.~~
  - ~~(9) The teacher uses techniques that develop positive self-esteem, social and emotional skills, and character traits necessary for healthy, productive individuals and positive social interactions.~~
  - ~~(10) The teacher manages time and materials effectively to minimize distraction and disruptions for optimal student involvement.~~
  - ~~(11) The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.~~
  - ~~(12) The teacher uses data collection techniques to document student behavior.~~
- ~~D. Assessment~~
- ~~(1) The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.~~
  - ~~(2) The teacher develops valid evaluation tools to measure student outcomes.~~
  - ~~(3) The teacher selects materials and means for measuring progress.~~
  - ~~(4) The teacher determines the entry level of students in a learning continuum.~~
  - ~~(5) The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.~~
  - ~~(6) The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.~~
  - ~~(7) The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.~~
  - ~~(8) The teacher uses formal and informal observation skills for information gathering.~~
  - ~~(9) The teacher is able to use effective questioning techniques to better assess the student's knowledge.~~

- (10) The teacher designs assessment strategies which are specific to the developmental levels of student knowledge and skills including typical and atypical patterns.
- (11) The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.
- (12) The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolio, performance based assessment, and student writing.
- (13) The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors.
- (14) The teacher is aware of and accepts that there may be a variety of methods or procedures that will give a correct answer.
- (15) The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.
- (16) The teacher uses effective questioning techniques to better assess the student's knowledge.

E. Technology

- (1) Basic computer and technology operations and concepts—the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.
  - (a) Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
  - (b) Uses terminology related to technology appropriate to the teaching field in written and oral communication.
  - (c) Describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
  - (d) Uses imaging devices.
  - (e) Demonstrates knowledge of uses of computers and technology in business, industry, and society.
  - (f) Operates a variety of audio-visual devices.
- (2) Personal and professional use of technology—the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.
  - (a) Uses productivity tools for word processing, database management, and spreadsheet applications.
  - (b) Applies productivity tools for creating a multimedia presentation.
  - (c) Uses computer based technologies including telecommunications to access information and enhance personal and professional productivity.
  - (d) Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.
  - (e) Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs.
  - (f) Demonstrates awareness of resources for culturally and linguistically diverse students.
  - (g) Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
  - (h) Demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
  - (i) Demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.
- (3) Application of technology to support teaching and learning—the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
  - (a) Explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation.

## ATTACHMENT 4

\_\_\_\_\_ (b) \_\_\_\_\_ Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum.

\_\_\_\_\_ (c) \_\_\_\_\_ Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations.

\_\_\_\_\_ (d) \_\_\_\_\_ Designs learning activities that foster equitable, ethical, and legal use of technology by students.

\_\_\_\_\_ (e) \_\_\_\_\_ Practices responsible, ethical, and legal use of technology, information, and software resources.

### F. Diversity

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher responds to students as individuals.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher applies current research findings about social and cultural environments, individual differences, linguistically diverse populations, students of different ages, students with exceptionalities, and gender differences.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher understands how students differ in their approaches to learning and creates instructional approaches that are adaptive to diverse learners.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher organizes and manages varied group learning strategies, as appropriate, to diverse strengths, needs, and/or interests of students and to the goals of the lesson.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher helps students develop critical perspectives on biased materials.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.

### G. Family and community

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher demonstrates an awareness of the diverse cultures, histories, and values of the community.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher demonstrates understanding, respects, and values for the central role that community and family play in the learning process of a child and is able to utilize these experiences to enhance learning.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher recognizes that families and community can be used as teaching resources to enhance learning and children's self value.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher effectively communicates to student's parents progress involving academic, behavioral, and social issues that influence learning.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher communicates to community members about important events and school activities.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher understands the importance of including parents and community members in classroom and school curriculum development and the decision making process.

\_\_\_\_\_ (8) \_\_\_\_\_ The teacher conveys good citizenship and demonstrates to students the importance of being an active part of the community.

\_\_\_\_\_ (9) \_\_\_\_\_ The teacher participates and attends various after school functions.

### H. Inclusion

\_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands special education rules.

\_\_\_\_\_ (2) \_\_\_\_\_ The teacher understands the different levels of disabilities.

\_\_\_\_\_ (3) \_\_\_\_\_ The teacher understands the development and use of individualized education plans (IEPs) and individualizes transition plans/504 plans.

\_\_\_\_\_ (4) \_\_\_\_\_ The teacher understands the responsibilities in implementing objectives set in an IEP, an individualized transition plan/504 plan and utilizes modifications.

\_\_\_\_\_ (5) \_\_\_\_\_ The teacher develops lessons according to IEPs, an individualized transition plan/504 plan and utilizes modifications.

\_\_\_\_\_ (6) \_\_\_\_\_ The teacher monitors achievement and growth as set by an IEP, an individualized transition plan/504 plan and uses appropriate procedures to recommend changes when necessary.

\_\_\_\_\_ (7) \_\_\_\_\_ The teacher partners with special education teachers and others as necessary for implementation of the IEP.

## ATTACHMENT 4

- \_\_\_\_\_ (8) \_\_\_\_\_ The teacher adjusts lessons and strategies as specified by the modifications for students with exceptionalities with regard to academic levels, physical environment, emotional, and transition needs.
- \_\_\_\_\_ (9) \_\_\_\_\_ The teacher understands the social, emotional, physical, academic, and transition needs of students with exceptionalities.
- \_\_\_\_\_ (10) \_\_\_\_\_ The teacher assists students with exceptionalities to understand social responsibilities to the environments in which they are engaged such as the school, community, and workplace.
- \_\_\_\_\_ (11) \_\_\_\_\_ The teacher assists students with exceptionalities to have positive experiences in the regular classroom.
- \_\_\_\_\_ I. \_\_\_\_\_ Development of student
- \_\_\_\_\_ (1) \_\_\_\_\_ The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development as it relates to the student's needs and strengths.
- \_\_\_\_\_ (2) \_\_\_\_\_ The teacher understands how the student learns and develops, and provides learning opportunities to support their cognitive, social, aesthetic, emotional, and physical development as it relates to the student's needs and strengths.
- \_\_\_\_\_ (3) \_\_\_\_\_ The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each student, leading to effective management of transitional time.
- \_\_\_\_\_ (4) \_\_\_\_\_ The teacher creates learning experiences in his/her discipline that demonstrates knowledge of student learning styles, diversity, and cognitive development.
- \_\_\_\_\_ J. \_\_\_\_\_ Communication
- \_\_\_\_\_ (1) \_\_\_\_\_ The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.
- \_\_\_\_\_ (2) \_\_\_\_\_ The teacher effectively communicates orally and in writing using appropriate standard written and spoken English and encourages this in students.
- \_\_\_\_\_ (3) \_\_\_\_\_ The teacher understands communications theory, language development, and the role of language appropriate to student learning styles.
- \_\_\_\_\_ (4) \_\_\_\_\_ The teacher understands how to use a variety of strategies to facilitate language acquisition and development.
- \_\_\_\_\_ (5) \_\_\_\_\_ The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.
- \_\_\_\_\_ (6) \_\_\_\_\_ The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression and is an empowering personal internalization process.
- \_\_\_\_\_ (7) \_\_\_\_\_ The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.
- \_\_\_\_\_ (8) \_\_\_\_\_ The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.
- \_\_\_\_\_ (9) \_\_\_\_\_ The teacher recognizes that all modes of communication are enhanced by social interaction and that speaking and writing help process and refine thinking and learning.
- \_\_\_\_\_ (10) \_\_\_\_\_ The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.
- \_\_\_\_\_ (11) \_\_\_\_\_ The teacher encourages culturally sensitive communication by and among all students in the class.
- \_\_\_\_\_ (12) \_\_\_\_\_ The teacher is a thoughtful and responsive listener and encourages this quality in students.
- \_\_\_\_\_ (13) \_\_\_\_\_ The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.
- \_\_\_\_\_ (14) \_\_\_\_\_ The teacher recognizes the importance of technology as a tool for learning and communication.
- \_\_\_\_\_ (15) \_\_\_\_\_ The teacher uses appropriate public relations skills, particularly in relation to parent and community members.
- \_\_\_\_\_ K. \_\_\_\_\_ Motivation
- \_\_\_\_\_ (1) \_\_\_\_\_ The teacher uses verbal, nonverbal, and other communication techniques that enhance the motivation of students.
- \_\_\_\_\_ (2) \_\_\_\_\_ The teacher varies teaching strategies and modifies learning activities to facilitate student motivation.

~~\_\_\_\_\_ (3) The teacher establishes a classroom environment and utilizes feedback in a manner that encourages motivation.~~

~~\_\_\_\_\_ (4) The teacher demonstrates an enthusiasm for teaching.~~

~~\_\_\_\_\_ (5) The teacher maintains high expectations for the success of all students while establishing a classroom environment where students believe they can be successful.~~

~~\_\_\_\_\_ (6) The teacher projects a positive attitude toward the subject and students.~~

~~\_\_\_\_\_ (7) The teacher uses a variety of student assessment techniques to encourage student learning.~~

~~\_\_\_\_\_ (8) The teacher uses assessment strategies to involve learners in self assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.]~~

A. Learner Development:

(1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

(a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

(b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

(c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) identify readiness for learning, and understands how development in any one area may affect performance in others.

(g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development.

(i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners' growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners’ attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning

community.

(r) be thoughtful and responsive listener and observer.

D. Content Knowledge:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:

(a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

(b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.

(d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ new experiences.

(e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.

(f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.

(g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) create opportunities for students to learn, practice, and master academic language in their content.

(i) access school and district based resources to evaluate the learner’s content knowledge in their primary language.

(j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) know and use academic language of the discipline and knows how to make it accessible to learners.

(m) know how to integrate culturally relevant content to build on learners’ background knowledge.

(n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.

(o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.

(p) appreciate multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

(q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.

(r) commit to work toward each learner’s mastery of disciplinary content and skills.

E. Application of Content:

(1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:

(a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).

(b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)

(c) facilitate learners’ use of current tools and resources to maximize content learning in varied contexts.

(d) engage learners in questioning and challenging assumptions and approaches in

order to foster innovation and problem solving in local and global contexts.

(e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment



practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and

learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) know how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

(r) commit to exploring how the use of new and emerging technologies can support and promote student learning.

(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional Learning and Ethical Practice:

- (1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:
- (a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
  - (b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.
  - (c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  - (d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.
  - (e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
  - (f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.
  - (g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.
  - (h) know how to use learner data to analyze practice and differentiate instruction accordingly.
  - (i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.
  - (j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)
  - (k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.
  - (l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.
  - (m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
  - (n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
  - (o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

- (1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:
- (a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.
  - (b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
  - (c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
  - (d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
  - (e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.
  - (f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

## ATTACHMENT 4

- (g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- (h) use and generate meaningful research on education issues an policy.
- (i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- (j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- (k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.
- (l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- (m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- (n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (o) know how to contribute a common culture that supports high expectations for student learning.
- (p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.
- (q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.
- (s) take responsibility for contributing to and advancing the profession.
- (t) embrace the challenge of continuous improvement and change.

[11-14-98; 6.61.4.10 NMAC - Rn, 6 NMAC 4.2.3.4.10 & A, 10-31-00; A, 10-31-07]

### **HISTORY OF 6.61.4 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

- SBE Regulation No. 71-26 Continuing Five Year Secondary Certificate, filed August 28, 1978;
- SBE Regulation No. 72-3 Four Year Provisional Secondary Certificate, filed February 17, 1972;
- SBE Regulation No. 72-4 Five Year Secondary Certificate, filed February 17, 1972;
- SBE Regulation No. 76-4 Four Year Standard Secondary Certificate, filed March 26, 1976;
- SBE Regulation No. 78-20 Four Year Standard Secondary Certificate, filed November 28, 1978;
- SBE Regulation No. 78-24 Ten Year Professional Secondary Licensure, filed November 28, 1978;
- SBE Regulation No. 86-9 Licensure in Secondary Education, Grades 7-12, filed January 19, 1987;
- SBE Regulation No. 86-10 Licensure in Secondary Education, filed February 20, 1987;
- SBE Regulation No. 87-4 Licensure in Secondary Education, Grades 7-12, filed June 18, 1987;
- SBE Regulation No. 87-4 Amendment No. 1 Licensure in Secondary Education, Grades 7-12, filed December 4, 1990;
- SBE Regulation No. 87-4 Amendment No. 2 Licensure in Secondary Education, Grades 7-12, filed April 3, 1995.

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61 SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR INSTRUCTORS**  
**PART 5 LICENSURE FOR GRADES PRE K-12**

**6.61.5.1 ISSUING AGENCY:** Public Education Department (PED)  
 [11-14-98; 07-30-99; 6.61.5.1 NMAC - Rn, 6 NMAC 4.2.3.5.1, 06-01-02; A, 06-15-06; A, 10-31-07]

**6.61.5.2 SCOPE:** Chapter 61, Part 5, governs licensure in grades pre K-12, for those persons seeking such licensure.  
 [11-14-98; 6.61.5.2 NMAC - Rn, 6 NMAC 4.2.3.5.2, 06-01-02; A, 06-15-06; A, 10-31-07]

**6.61.5.3 STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.  
 [11-14-98; 6.61.5.3 NMAC - Rn, 6 NMAC 4.2.3.5.3 & A, 06-01-02; A, 06-15-06]

**6.61.5.4 DURATION:** Permanent.  
 [11-14-98; 6.61.5.4 NMAC - Rn, 6 NMAC 4.2.3.5.4, 06-01-02]

**6.61.5.5 EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited at the end of a section.  
 [11-14-98; 6.61.5.5 NMAC - Rn, 6 NMAC 4.2.3.5.5 & A, 06-01-02]

**6.61.5.6 OBJECTIVE:** This rule governs licensure requirements in grades pre K-12 for those persons seeking such licensure.  
 [11-14-98; 6.61.5.6 NMAC - Rn, 6 NMAC 4.2.3.5.6, 06-01-02; A, 06-15-06]

**6.61.5.7 DEFINITIONS:**

A. "Core academic subjects" means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

B. "A highly qualified beginning pre K-12 teacher", under this rule, means a teacher who is fully qualified to teach the core academic subjects in grades pre K-12, who is new to the profession, who has pursued a standard route to licensure and who:

- (1) meets the requirements for pre K-12 licensure in Subsections A or B in 6.61.5.8 NMAC, and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

C. "Pre-kindergarten" means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1.  
 [6.61.5.7 NMAC - N, 08-15-03; A, 06-15-06]

**6.61.5.8 REQUIREMENTS:**

A. persons seeking pre K-12 licensure pursuant to the provisions of this rule shall meet the requirements of Subsection A of 6.61.5.8 NMAC or Subsection B of 6.61.5.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~(a) twelve semester hours in English;~~
- ~~(b) twelve semester hours in history including American history and western civilization;~~
- ~~(c) six semester hours in mathematics;~~
- ~~(d) six semester hours in government, economics or sociology;~~
- ~~(e) twelve semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~(f) six semester hours in fine arts; and]~~
- (a) nine semester hours in communication

- ~~(b) six semester hours in mathematics~~
- ~~(c) eight semester hours in laboratory science~~
- ~~(d) nine semester hours in social and behavioral science~~
- ~~(e) nine semester hours in humanities and fine arts; and~~
- (2) credits from a regionally accredited college or university which include twenty-four to thirty-six semester hours of professional education in an education program approved by the public education department (PED), including completion of the PED approved functional areas and related competencies in professional education for grades pre K-12; and including
  - ~~(a) a mandatory student teaching component; and~~
  - (b) twenty-four to thirty-six semester hours in at least one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other content related areas), twelve hours of which must be in upper division courses as defined by the college or university; individuals must also complete the PED approved functional areas and related competencies in the teaching field; and
  - ~~(3) in addition to the requirements specified in Subsection A, Paragraphs (1), (2) and (4) of 6.61.5.8 NMAC, three (3) hours in the teaching of reading in subject matter content for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and~~
  - ~~(4) passage of all portions of the New Mexico teacher assessments or any successor teacher examination adopted by the PED; and~~
  - ~~(5) satisfy the requirements of a highly qualified beginning pre K-12 teacher; or~~
- B. possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.  
[11-14-98; 6.61.5.8 NMAC - Rn, 6 NMAC 4.2.3.5.8 & A, 06-01-02; A, 08-15-03; A, 06-15-06; A, 10-31-07]

**6.61.5.9 IMPLEMENTATION:** All persons holding a valid pre K-12 New Mexico license or endorsement on June 30, 1989 shall be entitled to pre K-12 licensure. Such licensure may be further continued pursuant to rule(s) as established by the PED.  
[11-14-98; 6.61.5.9 NMAC - Rn, 6 NMAC 4.2.3.5.9, 06-01-02; A, 06-15-06]

**6.61.5.10 REFERENCED MATERIAL:** Competencies for entry level pre K-12 teachers

- ~~[A. Essential competencies for all areas.~~
- ~~(1) Makes rational decisions including development and implementation of plans within the classroom or involving other areas of concern.~~
- ~~(2) Communicates, written and orally, to all groups in an appropriate manner, including demonstrating effective writing skills, and uses standard English skills where appropriate.~~
- ~~(3) Evaluates oneself in all areas of professional work.~~
- ~~(4) Understands how social and cultural environments affect the development and selection of various strategies and techniques used to meet the needs of the students.~~
- ~~(5) Responds to students as individuals.~~
- ~~(6) Maintains a classroom environment where individual differences are respected.~~
- ~~(7) Is sensitive to and knows resources available for meeting students' diverse language needs.~~
- ~~B. Management skills.~~
- ~~(1) Arranges physical environment of the classroom for optimum learning.~~
- ~~(2) Develops and implements appropriate classroom management.~~
- ~~(3) Sets appropriate goals for self and students in regard to expected classroom behavior and nonacademic activities.~~
- ~~(4) Establishes student cohesiveness in the classroom.~~
- ~~(5) Acts as a good role model within the context of the individual school culture.~~
- ~~(6) Uses techniques which develop positive self esteem.~~
- ~~(7) Maintains students' involvement in appropriate tasks.~~
- ~~(8) Maintains documentation to insure accountability.~~
- ~~(9) Maintains time on task.~~
- ~~(10) Uses and applies appropriate conflict resolution skills.~~
- ~~C. Human relations.~~
- ~~(1) Works as a member of a team.~~

## ATTACHMENT 5

- ~~\_\_\_\_\_ (2) Utilizes knowledge of child and adolescent behavior.~~
- ~~\_\_\_\_\_ (3) Uses appropriate public relation skills dependent on the group involved, particularly in relation to parent and community members.~~
- ~~\_\_\_\_\_ (4) Communicates and uses appropriate interaction strategies with students regardless of exceptionalities.~~
- ~~\_\_\_\_\_ (5) Interprets and explains data in a manner appropriate to parents and other groups.~~
- ~~\_\_\_\_\_ (6) Develops and uses community and professional resources.~~
- ~~\_\_\_\_\_ (7) Recognizes and reports signs of child abuse.~~
- ~~\_\_\_\_\_ (8) Communicates with parents about students' achievement and progress.~~
- ~~\_\_\_\_\_ (9) Recognizes impact of family life on child's ability to learn.~~
- ~~\_\_\_\_\_ D. Knowledge of the profession.~~
  - ~~\_\_\_\_\_ (1) Demonstrates knowledge of the role of the teacher which includes other responsibilities outside of the classroom.~~
  - ~~\_\_\_\_\_ (2) Demonstrates knowledge of teaching as a professional including the responsibilities and rights inherent in that profession, including adherence to ethical behavior as defined by state and local boards.~~
  - ~~\_\_\_\_\_ (3) Demonstrates awareness of professional organizations, of legal guidelines and their ramifications, and of the structure of local, state, and federal educational systems.~~
  - ~~\_\_\_\_\_ (4) Uses stress and time management skills.~~
- ~~\_\_\_\_\_ E. Instructional planning and implementation.~~
  - ~~\_\_\_\_\_ (1) Organizes instruction around developmental levels of students using knowledge of learning theory and cognitive development.~~
  - ~~\_\_\_\_\_ (2) Uses appropriate techniques, strategies and materials to achieve the desired instructional goal.~~
  - ~~\_\_\_\_\_ (3) Integrates basic skills with various content areas.~~
  - ~~\_\_\_\_\_ (4) Carries out instructional planning, preparation, and implementation.~~
  - ~~\_\_\_\_\_ (5) Establishes appropriate instructional goals for the class and the individual student.~~
  - ~~\_\_\_\_\_ (6) Teaches concepts and applies those concepts to all subject areas.~~
  - ~~\_\_\_\_\_ (7) Develops and uses appropriate questioning techniques.~~
  - ~~\_\_\_\_\_ (8) Uses instructional techniques which will develop critical thinking for all students.~~
  - ~~\_\_\_\_\_ (9) Adapts curriculum to meet the needs of individual students.~~
  - ~~\_\_\_\_\_ (10) Uses current technology for instructional and management needs.~~
  - ~~\_\_\_\_\_ (11) Translates diagnostic data and prescribes sound instructional programs.~~
  - ~~\_\_\_\_\_ (12) Demonstrates knowledge of community and professional resources which are useful for instructional purposes.~~
  - ~~\_\_\_\_\_ (13) Provides alternate teaching strategies based on individual/group learning styles and the nature of the content being taught.~~
  - ~~\_\_\_\_\_ (14) Facilitates social, emotional, visual, and physical development.~~
  - ~~\_\_\_\_\_ (15) Adapts activities and materials to physical condition of students (e.g. hand dominance, vision, and hearing).~~
- ~~\_\_\_\_\_ F. Assessment and evaluation of students.~~
  - ~~\_\_\_\_\_ (1) Understands tests and measurements.~~
  - ~~\_\_\_\_\_ (2) Selects, uses, and interprets assessment/evaluation techniques.~~
  - ~~\_\_\_\_\_ (3) Interprets and explains evaluation data to various groups of people.~~
  - ~~\_\_\_\_\_ (4) Recognizes exceptional students and understands the referral process.~~
  - ~~\_\_\_\_\_ (5) Devises appropriate instructional and testing instruments.]~~
- ~~\_\_\_\_\_ A. Learner Development:~~
  - ~~\_\_\_\_\_ (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:
    - ~~\_\_\_\_\_ (a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.~~
    - ~~\_\_\_\_\_ (b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.~~
    - ~~\_\_\_\_\_ (c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.~~~~

## ATTACHMENT 5

(d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(e) understand that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

(f) identify readiness for learning, and understands how development in any one area may affect performance in others.

(g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners’ differing strengths and needs and is committed to using the information to further each learner’s development.

(i) commit to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners’ growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

### B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

### C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-



motivation. The teacher shall:

- (a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- (c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- (d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.
- (e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (j) know how to help learners work productively and cooperatively with each other to achieve learning goals.
- (k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.
- (l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.
- (n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.
- (o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (q) seek to foster respectful communication among all members of the learning community.
- (r) be thoughtful and responsive listener and observer.

D. Content Knowledge:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:
  - (a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
  - (b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
  - (c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.
  - (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.
  - (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.
  - (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.
  - (g) use supplementary resources and technologies effectively to ensure accessibility

and relevance for all learners.

(h) create opportunities for students to learn, practice, and master academic language in their content.

(i) access school and district based resources to evaluate the learner’s content knowledge in their primary language.

(j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) know and use academic language of the discipline and knows how to make it accessible to learners.

(m) know how to integrate culturally relevant content to build on learners’ background knowledge.

(n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.

(o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.

(p) appreciate multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

(q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.

(r) commit to work toward each learner’s mastery of disciplinary content and skills.

E. Application of Content:

(1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:

(a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).

(b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)

(c) facilitate learners’ use of current tools and resources to maximize content learning in varied contexts.

(d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(e) develop learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop

high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences,

- identify their strengths, and access family and community resources to develop their areas of interest.
- (d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.
- (f) engage all learners in developing higher order questioning skills and metacognitive processes.
- (g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- (j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (n) know how to use a wide variety of resources, including human and technological, to engage students in learning.
- (o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- (p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- (q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.
- (r) commit to exploring how the use of new and emerging technologies can support and promote student learning.
- (s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
- I. Professional Learning and Ethical Practice:
- (1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:
- (a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
- (b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.
- (c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- (d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.
- (e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- (f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.
- (g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.
- (h) know how to use learner data to analyze practice and differentiate instruction

accordingly.

- (i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.
- (j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)
- (k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.
- (l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.
- (m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- (n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- (o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

- (1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:
  - (a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.
  - (b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
  - (c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
  - (d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
  - (e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.
  - (f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
  - (g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
  - (h) use and generate meaningful research on education issues an policy.
  - (i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
  - (j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.
  - (k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.
    - (l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
    - (m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
    - (n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
    - (o) know how to contribute a common culture that supports high expectations for student learning.
    - (p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.
    - (q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

## ATTACHMENT 5

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[11-14-98; 6.61.5.10 NMAC - Rn, 6 NMAC 4.2.3.5.10, 06-01-02; A, 06-15-06]

### **HISTORY OF 6.61.5 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that originally filed with the state records center and archives under

SBE Regulation No. 87-12, Licensure for Grades Kindergarten through 12, filed April 13, 1988;

SBE Regulation No. 87-12, Amendment No. 1 Licensure for Grades Kindergarten through 12, filed December 4, 1990;

SBE Regulation No 87-12, Amendment No. 2. Licensure for Grades Kindergarten through 12, filed April 3, 1995.

**HISTORY OF REPEALED MATERIAL:** [RESERVED]





**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL-SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 6             LICENSURE IN SPECIAL EDUCATION PRE K-12**

**6.61.6.1            ISSUING AGENCY:** Public Education Department (PED)  
 [11-14-98, 7-30-99; 6.61.6.1 NMAC - Rn, 6 NMAC 4.2.3.6.1, 10-31-00; A, 05-28-04; A, 10-31-07]

**6.61.6.2            SCOPE:** Chapter 61, Part 6 governs licensure in special education, grades pre K-12, for those persons seeking such licensure.  
 [11-14-98; 6.61.6.2 NMAC - Rn, 6 NMAC 4.2.3.6.2, 10-31-00; A, 06-15-06]

**6.61.6.3            STATUTORY AUTHORITY:** Sections 22-1-1, 22-1-1.1, 22-1-1.2, 22-2-1, 22-2-2, 22-10A-3, 22-10A-4, and 22-10A-6, NMSA 1978.  
 [11-14-98; 6.61.6.3 NMAC - Rn, 6 NMAC 4.2.3.6.3, 10-31-00; A, 06-01-02; A, 05-28-04]

**6.61.6.4            DURATION:** Permanent.  
 [11-14-98; 6.61.6.4 NMAC - Rn, 6 NMAC 4.2.3.6.4, 10-31-00]

**6.61.6.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited in the history note at the end of a section.  
 [11-14-98; 6.61.6.5 NMAC - Rn, 6 NMAC 4.2.3.6.5 & A, 10-31-00]

**6.61.6.6            OBJECTIVE:** This rule governs licensure requirements in special education for those persons seeking such licensure.  
 [11-14-98; 6.61.6.6 NMAC - Rn, 6 NMAC 4.2.3.6.6, 10-31-00; A, 06-15-06]

**6.61.6.7            DEFINITIONS:**

A.        “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos.

B.        “A highly qualified beginning pre K-12 special education teacher” under this rule means a teacher who is new to the profession, has pursued a standard route to licensure and is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, or being fully qualified to teach each core academic subject the special education teacher teaches, or being fully qualified to teach either language arts, mathematics or science and becoming fully qualified to teach any other core academic subjects which the teacher teaches within two years after the date of initial employment, and who:

- (1)        meets the requirements for pre K-12 special education licensure in Subsections A or B in 6.61.6.8 NMAC;
- (2)        has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3)        has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

C.        "Pre-kindergarten" means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1.  
 [6.61.6.7 NMAC - N, 04-29-05; A, 06-15-06]

**6.61.6.8            REQUIREMENTS:**

A.        Persons seeking licensure in special education pursuant to the provisions of this rule shall meet all the requirements enumerated in Subsections A or B of this section.

(1)        bachelor's degree from a regionally accredited college or university and including, for those licensees or applicants first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- (a)        ~~twelve (12) semester hours in English;~~
- (b)        ~~twelve (12) semester hours in history including American history and western~~

civilization;

~~\_\_\_\_\_ (c) six (6) semester hours in mathematics;~~  
~~\_\_\_\_\_ (d) six (6) semester hours in government, economics or sociology;~~  
~~\_\_\_\_\_ (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~

~~\_\_\_\_\_ (f) six (6) semester hours in fine arts; and~~  
~~\_\_\_\_\_ (a) nine semester hours in communication~~  
~~\_\_\_\_\_ (b) six semester hours in mathematics~~  
~~\_\_\_\_\_ (c) eight semester hours in laboratory science~~  
~~\_\_\_\_\_ (d) nine semester hours in social and behavioral science~~  
~~\_\_\_\_\_ (e) nine semester hours in humanities and fine arts; and~~

(2) credits from a regionally accredited college or university which include: thirty (30) semester hours of professional education in a special education program approved by the public education department ("PED") ("department"), including completion of the department's approved functional areas and related competencies; and including

(3) a mandatory student teaching component and at the option of the college or university, a practicum component; and

(4) twenty-four (24) semester hours in one of the following teaching fields: mathematics, science(s), language arts, reading, and social studies (or other content related areas); and

(5) in addition to the requirements specified in Subsection A of this section, six (6) hours of reading in subject matter content for those licensees or applicants who first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all required portions of the current New Mexico teacher test or any successor teacher test adopted by the department; and

(7) satisfy the requirements of a highly qualified beginning pre K-12 special education teacher;

or  
 B. possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.6.8 NMAC - Rn, 6 NMAC 4.2.3.6.8 & A, 10-31-00; A, 06-01-02; A, 05-28-04; A, 04-29-05; A, 06-15-06; A, 10-31-07]

**6.61.6.9 IMPLEMENTATION:** All persons holding a valid endorsement in special education areas (excluding educational diagnosticians, speech pathologists, and related services personnel who do not currently hold special education licensure) on June 30, 1987, shall be entitled to licensure in special education. Such licensure may be further continued pursuant to regulation(s) as established by the department.

[11-14-98; 6.61.6.9 NMAC - Rn, 6 NMAC 4.2.3.6.9 & A, 10-31-00; A, 05-28-04]

**6.61.6.10 REFERENCED MATERIAL:** Competencies for entry level special education teachers

[A. ~~\_\_\_\_\_~~ Professional knowledge

~~\_\_\_\_\_ (1) Foundations~~

~~\_\_\_\_\_ (a) the teacher explains and discusses models, theories, philosophies, and history that provide the basis for special education practice;~~

~~\_\_\_\_\_ (b) the teacher explains and discusses current and historical state and national rules and regulations relating to special education practice;~~

~~\_\_\_\_\_ (c) the teacher explains and discusses the procedural safeguards relating to educational services; and~~

~~\_\_\_\_\_ (d) the teacher explains and discusses state and federal mandates for students with disabilities.~~

~~\_\_\_\_\_ (2) Parent/professional communication skills~~

~~\_\_\_\_\_ (a) the teacher discusses and applies a variety of communication techniques;~~

~~\_\_\_\_\_ (b) the teacher provides information about community and state resources available to parents and staff;~~

~~\_\_\_\_\_ (c) the teacher demonstrates the ability to work with parents of exceptional children on issues and problems;~~

~~\_\_\_\_\_ (d) the teacher understands and uses various models of service delivery at all service~~

levels (minimal, moderate, extensive, maximum); and

(e) the teacher demonstrates knowledge of and sensitivity to cultural, social, environmental and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals and professionals.

(3) Exceptionalities to plan and implement effective programs

(a) the teacher defines each exceptionality

(b) the teacher identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each exceptionality;

(c) the teacher discusses general characteristics, etiologies, and learning styles of each exceptionality;

(d) the teacher describes current theories and research for education of exceptional students; and

(e) the teacher demonstrates skills needed for effective advocacy on behalf of students and their parents.

(4) Least restrictive environment to plan and implement effective programs

(a) the teacher describes rationale necessary to determine a child's least restrictive environment;

(b) the teacher demonstrates knowledge of common service delivery options related to least restrictive environment;

(c) the teacher demonstrates knowledge in facilitating least restrictive environment; and

(d) the teacher considers the pros and cons of various inclusive models.

(5) Individual educational planning team

(a) the teacher describes the role and responsibilities of the team;

(b) the teacher describes the composition of the team; and

(c) the teacher demonstrates and participates in developing individual educational plans, individualized family service plans, and transitions and post-secondary planning.

B. Human growth and development

(1) Motor, language, social-emotional, sensory and cognitive development

(a) the teacher describes the developmental stages/milestones of normal motor, language, social-emotional, sensory and cognitive development; and

(b) the teacher discusses the impact of socio-economic, cultural, and physiological aspects on human development.

(2) Medical and health needs

(a) the teacher describes medical and health needs commonly found among special populations and their impacts on learning; and

(b) the teacher identifies and describes programs and assistive technologies that could enhance functioning.

C. Assessment/evaluation

(1) Screening, referral, evaluation, eligibility and re-evaluation procedures

(a) the teacher describes screening, referral, evaluation and eligibility procedures;

(b) the teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion-referenced tests;

(c) the teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans; and

(d) the teacher demonstrates skill in various formal and informal observation techniques.

(2) Individualized educational plan implementation

(a) the teacher identifies the procedural steps for the development and implementation of the individualized educational plan;

(b) the teacher describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system;

(c) the teacher collaborates with general educators, administrators, related services personnel and parents in the development and implementation of the IEP;

- \_\_\_\_\_ (d) \_\_\_\_\_ the teacher develops appropriate annual goals and short term objectives/benchmarks; and
- \_\_\_\_\_ (e) \_\_\_\_\_ the teacher develops the timelines and procedures for implementation of the individualized educational plan.
- \_\_\_\_\_ D. \_\_\_\_\_ Curriculum and development
- \_\_\_\_\_ (1) \_\_\_\_\_ Curriculum development
- \_\_\_\_\_ (a) \_\_\_\_\_ the teacher discusses and applies knowledge of teaching the curricula that is aligned with content standards with benchmarks;
- \_\_\_\_\_ (b) \_\_\_\_\_ the teacher develops and implements individualized modifications and/or accommodations; and
- \_\_\_\_\_ (c) \_\_\_\_\_ the teacher discusses and applies knowledge of alternate curricula that are aligned with content standards with benchmarks for students for whom the general education curriculum is not appropriate.
- \_\_\_\_\_ (2) \_\_\_\_\_ Instructional strategies
- \_\_\_\_\_ (a) \_\_\_\_\_ the teacher demonstrates knowledge of data based approaches to instruction, including assessment, assistive technology, direct instruction, monitoring, and evaluation;
- \_\_\_\_\_ (b) \_\_\_\_\_ the teacher describes and demonstrates various methods for individualizing instruction that ensures the child's access to the general curriculum;
- \_\_\_\_\_ (c) \_\_\_\_\_ the teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and individual instruction;
- \_\_\_\_\_ (d) \_\_\_\_\_ the teacher collects and analyzes instructional data for effectiveness of programs;
- \_\_\_\_\_ (e) \_\_\_\_\_ the teacher uses data to adapt and revise programs as necessary;
- \_\_\_\_\_ (f) \_\_\_\_\_ the teacher collaborates with regular education teachers and related services personnel for support of students with special needs in inclusive environments; and
- \_\_\_\_\_ (g) \_\_\_\_\_ the teacher teaches students in the use of self advocacy skills.
- \_\_\_\_\_ (3) \_\_\_\_\_ Materials
- \_\_\_\_\_ (a) \_\_\_\_\_ the teacher selects and matches instructional materials to the learning needs and styles of individual students;
- \_\_\_\_\_ (b) \_\_\_\_\_ the teacher evaluates commercial materials and technological products commonly used in special education programs;
- \_\_\_\_\_ (c) \_\_\_\_\_ the teacher selects appropriate materials for targeted curriculum classroom instruction;
- \_\_\_\_\_ (d) \_\_\_\_\_ the teacher adapts commercial materials and technological products for use with specific populations; and
- \_\_\_\_\_ (e) \_\_\_\_\_ the teacher constructs instructional materials and technological products to meet individual objectives.
- \_\_\_\_\_ (4) \_\_\_\_\_ Transition
- \_\_\_\_\_ (a) \_\_\_\_\_ the teacher describes models for enabling exceptional learners to make transitions from special education to regular education, early intervention to school, level to level, and post secondary options;
- \_\_\_\_\_ (b) \_\_\_\_\_ the teacher develops options for successful transitions with student participation; and
- \_\_\_\_\_ (c) \_\_\_\_\_ the teacher discusses and implements follow up, evaluation and interagency collaboration for student.
- \_\_\_\_\_ (5) \_\_\_\_\_ Technology
- \_\_\_\_\_ (a) \_\_\_\_\_ Basic computer and technology operations and concepts –
- \_\_\_\_\_ (i) \_\_\_\_\_ the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results;
- \_\_\_\_\_ (ii) \_\_\_\_\_ the teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed;
- \_\_\_\_\_ (iii) \_\_\_\_\_ the teacher operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;
- \_\_\_\_\_ (iv) \_\_\_\_\_ uses terminology related to technology appropriate to the teaching field in written and oral communication;
- \_\_\_\_\_ (v) \_\_\_\_\_ describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices;
- \_\_\_\_\_ (vi) \_\_\_\_\_ uses imaging devices;

- \_\_\_\_\_ (vii) demonstrates knowledge of uses of computers and technology in business, industry, and society; and
- \_\_\_\_\_ (viii) operates a variety of audio-visual devices.
- \_\_\_\_\_ (b) Personal and professional use of technology—
- \_\_\_\_\_ (i) the teacher applies tools for enhancing his/her own professional growth and productivity;
- \_\_\_\_\_ (ii) the teacher uses technology in communicating, collaborating, conducting research, and solving problems;
- \_\_\_\_\_ (iii) in addition, the teacher plans and participates in activities that encourage lifelong learning and promotes equitable, ethical, and legal use of computer and technology resources;
- \_\_\_\_\_ (iv) the teacher uses productivity tools for word processing, database management, and spreadsheet applications;
- \_\_\_\_\_ (v) applies productivity tools for creating a multimedia presentation;
- \_\_\_\_\_ (vi) uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity;
- \_\_\_\_\_ (vii) uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;
- \_\_\_\_\_ (viii) demonstrates awareness of resources for adaptive assistive devices and software for students with special needs;
- \_\_\_\_\_ (ix) demonstrates awareness of resources for culturally and linguistically diverse students;
- \_\_\_\_\_ (x) demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;
- \_\_\_\_\_ (xi) demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator; and
- \_\_\_\_\_ (xii) demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.
- \_\_\_\_\_ (c) Application of technology to support teaching and learning—
- \_\_\_\_\_ (i) the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas.
- \_\_\_\_\_ (ii) the teacher integrates a variety of software, applications, and learning tools in the teaching and learning process; lessons developed must reflect effective grouping and assessment strategies for diverse populations;
- \_\_\_\_\_ (iii) the teacher explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;
- \_\_\_\_\_ (iv) describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;
- \_\_\_\_\_ (v) designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;
- \_\_\_\_\_ (vi) designs learning activities that foster equitable, ethical, and legal use of technology by students; and
- \_\_\_\_\_ (vii) practices responsible, ethical, and legal use of technology, information, and software resources.
- \_\_\_\_\_ (6) Diversity
- \_\_\_\_\_ (a) the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;
- \_\_\_\_\_ (b) the teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson;
- \_\_\_\_\_ (c) the teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender;
- \_\_\_\_\_ (d) the teacher identifies stereotypes in curriculum materials and adapts instruction appropriately;
- \_\_\_\_\_ (e) the teacher helps students develop critical perspectives on biased materials;
- \_\_\_\_\_ (f) the teacher identifies and develops appropriate responses to differences among language learners; and

- \_\_\_\_\_ (g) \_\_\_\_\_ the teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.
- \_\_\_\_\_ (7) \_\_\_\_\_ Classroom management
- \_\_\_\_\_ (a) \_\_\_\_\_ Behavior
- \_\_\_\_\_ (i) \_\_\_\_\_ the teacher implements disciplinary procedures consistent with state and federal rules and regulations;
- \_\_\_\_\_ (ii) \_\_\_\_\_ the teacher conducts functional behavior assessments;
- \_\_\_\_\_ (iii) \_\_\_\_\_ the teacher collaborates, develops, implements, and subsequently evaluates implemented behavior management programs; and
- \_\_\_\_\_ (iv) \_\_\_\_\_ the teacher demonstrates appropriate group and individual interventions.
- \_\_\_\_\_ (b) \_\_\_\_\_ environment
- \_\_\_\_\_ (i) \_\_\_\_\_ the teacher demonstrates skill in establishing a safe and appropriate environment;
- \_\_\_\_\_ (ii) \_\_\_\_\_ the teacher uses factors affecting motivation and learning; and
- \_\_\_\_\_ (iii) \_\_\_\_\_ the teacher implements adaptations that are appropriate for students with special needs.
- \_\_\_\_\_ (8) \_\_\_\_\_ Teaching of reading
- \_\_\_\_\_ (a) \_\_\_\_\_ Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
  - \_\_\_\_\_ (i) \_\_\_\_\_ research on reading;
  - \_\_\_\_\_ (ii) \_\_\_\_\_ how children learn to speak, read, write, and listen;
  - \_\_\_\_\_ (iii) \_\_\_\_\_ cultural, linguistic, environmental, and physiological factors in reading and language arts development;
  - \_\_\_\_\_ (iv) \_\_\_\_\_ children’s developmental processes;
  - \_\_\_\_\_ (v) \_\_\_\_\_ characteristics of proficient and non-proficient readers;
  - \_\_\_\_\_ (vi) \_\_\_\_\_ relationship between oral and written language; and
  - \_\_\_\_\_ (vii) \_\_\_\_\_ language structure including graphophonics, semantics, syntax, and pragmatics systems.
- \_\_\_\_\_ (b) \_\_\_\_\_ Assessment
  - \_\_\_\_\_ (i) \_\_\_\_\_ the teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately; and
  - \_\_\_\_\_ (ii) \_\_\_\_\_ the teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards;
- \_\_\_\_\_ (c) \_\_\_\_\_ Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
  - \_\_\_\_\_ (i) \_\_\_\_\_ oral language development;
  - \_\_\_\_\_ (ii) \_\_\_\_\_ phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;
  - \_\_\_\_\_ (iii) \_\_\_\_\_ phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
  - \_\_\_\_\_ (iv) \_\_\_\_\_ vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
  - \_\_\_\_\_ (v) \_\_\_\_\_ comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;
  - \_\_\_\_\_ (vi) \_\_\_\_\_ writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.
- \_\_\_\_\_ (d) \_\_\_\_\_ Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:
  - \_\_\_\_\_ (i) \_\_\_\_\_ the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;
  - \_\_\_\_\_ (ii) \_\_\_\_\_ evaluation of text for quality, cultural, and linguistic appropriateness;

~~\_\_\_\_\_ (iii) connecting identified needs of students based on data with appropriate research based resources and materials;~~

~~\_\_\_\_\_ (iv) creation of opportunities for students to consider, respond to and discuss spoken and written materials; and~~

~~\_\_\_\_\_ (v) the use of a variety of reading materials, including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subject areas.]~~

A. Learner Development:

(1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

(a) regularly assess individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

(b) create developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

(c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(e) understand that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

(f) identify readiness for learning, and understands how development in any one area may affect performance in others.

(g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners’ differing strengths and needs and is committed to using the information to further each learner’s development.

(i) commit to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners’ growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

(h) understand students with exceptional needs, including those associated with

disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning community.

(r) be thoughtful and responsive listener and observer.



D. Content Knowledge:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:
- (a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
  - (b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
  - (c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.
  - (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ new experiences.
  - (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.
  - (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.
  - (g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
  - (h) create opportunities for students to learn, practice, and master academic language in their content.
  - (i) access school and district based resources to evaluate the learner’s content knowledge in their primary language.
  - (j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
  - (k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
  - (l) know and use academic language of the discipline and knows how to make it accessible to learners.
  - (m) know how to integrate culturally relevant content to build on learners’ background knowledge.
  - (n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.
  - (o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.
  - (p) appreciate multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
  - (q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.
  - (r) commit to work toward each learner’s mastery of disciplinary content and skills.

E. Application of Content:

- (1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:
- (a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).
  - (b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)
  - (c) facilitate learners’ use of current tools and resources to maximize content learning in varied contexts.
  - (d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

## ATTACHMENT 6

(e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) develop and implements supports for learner literacy development across content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment

practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) know how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

(r) commit to exploring how the use of new and emerging technologies can support and promote student learning.

(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional Learning and Ethical Practice:

(1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:

(a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.

(b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.

(c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.

(e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.

(g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.

(h) know how to use learner data to analyze practice and differentiate instruction accordingly.

(i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

(j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community

resources to enhance student learning and wellbeing.

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues an policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) know how to contribute a common culture that supports high expectations for student learning.

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.

(q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[11-14-98; 6.61.6.10 NMAC - Rn, 6 NMAC 4.2.3.6.10 & A, 10-31-00; A, 05-28-04]

#### **HISTORY OF 6.61.6 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records and Archives Center under:

SBE Regulation No. 74-2 Governing New Mexico General Certification in Special Education, filed February 26, 1974;

SBE Regulation No. 74-3 Governing New Mexico Professional Certification in Interrelated Areas of Special Education, filed February 26, 1974;

SBE Regulation No. 74-4 Governing New Mexico Professional Certification in a Categorical Area of Special Education, filed February 26, 1974;

SBE Regulation No. 77-7 Governing New Mexico Special Education Endorsement, filed September 13, 1977; SBE Regulation No. 77-11 Governing New Mexico General Certification in Special Education, filed October 25, 1977; SBE Regulation No. 78-15 New Mexico Certification Requirements for Special Education Endorsement, filed September 6, 1978;

SBE Regulation No. 79-6 New Mexico Certification Requirements for Special Education Endorsement, filed May 21, 1979;

SBE Regulation 84-2 Governing New Mexico Certification Requirements for Special Education Endorsement, filed March 19, 1984;

SBE Regulation No. 86-4, Licensure in Special Education, K-12, filed July 28, 1986.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 8             LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - GRADE THREE**

**6.61.8.1            ISSUING AGENCY:** Public Education Department (PED).  
[6.61.8.1 NMAC - Rp, 6.61.8.1 NMAC, 04-30-16]

**6.61.8.2            SCOPE:** All persons seeking licensure in early childhood education, birth - grade three.  
[6.61.8.2 NMAC - Rp, 6.61.8.2 NMAC, 04-30-16]

**6.61.8.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.  
[6.61.8.3 NMAC - Rp, 6.61.8.3 NMAC, 04-30-16]

**6.61.8.4            DURATION:** Permanent.  
[6.61.8.4 NMAC - Rp, 6.61.8.4 NMAC, 04-30-16]

**6.61.8.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited at the end of a section.  
[6.61.8.5 NMAC - Rp, 6.61.8.5 NMAC, 04-30-16]

**6.61.8.6            OBJECTIVE:** This rule establishes licensure requirements for those seeking to work in early childhood education, that is, with children from birth to grade three whether they are developing either typically or atypically.  
[6.61.8.6 NMAC - Rp, 6.61.8.6 NMAC, 04-30-16]

**6.61.8.7            DEFINITIONS:**

**A.**            “Adaptive living skills” means the development in several skill areas such as: 1) living skills: eating, dressing, and toileting; 2) independence/safety skills: crossing the street properly and avoiding dangerous situations such as hot stoves and hot water; and 3) environmental adaptation skills: adapting behavior as a function of the limitations or demands of the particular environment, such as being quiet in a library or hospital and walking, not running, inside school hallways. Adaptive behavior means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups.

**B.**            “Alternative means of communication” means other forms of communication, particularly non-vocal; such as the use of sign language with and without speech; communication boards; or other technological aides such as computers and speech output devices.

**C.**            “Anti bias” means actively confronting, transcending, and eliminating personal and institutional barriers based on race, sex, or ability.

**D.**            “At risk” means the following as it applies to children birth through age two: A biological or medical risk is the presence of early medical conditions which are known to produce developmental delays in some children. An environmental risk is the presence of physical, social, or economic factors in the environment which pose a substantial threat to development as indicated by a discrepancy between chronological age, after correction for prematurity, and developmental age in two or more areas of development as documented by the evaluation process. A determination of environmental risk shall be made by an interagency team and shall not be based upon behavior related to cultural or language differences.

**E.**            “Individual education program” (IEP) means a plan that describes the delivery of services to a child with a disability, age three - 21. The plan serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child’s needs are, what services will be provided to meet those needs, what the anticipated outcomes may be, and how the child’s progress towards meeting the projected outcomes will be evaluated.

**F.**            “Individualized family service plan” (IFSP) means a plan that describes the delivery of services to a child with a developmental delay or at risk for a developmental delay, birth through two years of age, and the child’s family. Components of the plan include a statement describing the child’s level of functioning in developmental areas; major outcomes including criteria, procedures, and timelines to determine the degree of progress and revision of the plan; specific services needed to achieve outcomes, other services needed by the child

and family, name of service coordinator, a transition plan, and an optional statement of family concerns, priorities and resources.

**G.** “Integrated curriculum” means an approach to curriculum that recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

**H.** “Intervention strategies” means various techniques utilized in teaching a child a particular skill such as physical or verbal prompts and cues, visual aids, modeling, imitation, repetition, task analysis, environmental or stimulus prompts and cues. These strategies are attempts to facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization and data keeping. The goal of this approach is to systematically fade the particular technique utilized as the child demonstrates abilities to practice, initiate, and generalize the skill.

**I.** “Variations across cultures/cultural diversity” means the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally.

**J.** “A highly qualified beginning early childhood teacher”, under this rule, means a teacher who is fully qualified for teaching children from birth through grade three, who is new to the profession, who has pursued a standard route to licensure, and who:

- (1) meets the requirements for early childhood B-three licensure in Subsections A or B of 6.61.8.8 NMAC; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC. [6.61.8.7 NMAC - Rp, 6.61.8.7 NMAC, 04-30-16]

**6.61.8.8 REQUIREMENTS:** All persons who perform instructional services in early childhood education (i.e., birth - grade three) in public schools or in state-supported schools, must hold a valid standard license in early childhood development issued by the PED. A candidate who applies for licensure in early childhood education on or after July 1, 2015 must meet the requirements for either birth - pre-K as stated in 6.61.11 NMAC, or pre-K-grade three as stated in 6.61.12 NMAC:

**A.** Persons seeking licensure in early childhood education pursuant to the provisions of this rule shall meet the following requirements:

(1) possess a bachelor’s degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~(a) 12 semester hours in English;~~
- ~~(b) 12 semester hours in history including American history and western civilization;~~
- ~~(c) nine semester hours in mathematics;~~
- ~~(d) six semester hours in government, economics, or sociology;~~
- ~~(e) 12 semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~(f) six semester hours in fine arts; and~~
- (a) nine semester hours in communication
- (b) six semester hours in mathematics
- (c) eight semester hours in laboratory science
- (d) nine semester hours in social and behavioral science
- (e) nine semester hours in humanities and fine arts; and

(2) earn credits from a regionally accredited college or university which include: 36-42 semester hours of professional education in an early childhood education program approved by the PED, including completion of the PED’s approved early childhood education competencies; and

(3) earn 18 to 30 semester hours of practicum and supervised field experiences beginning in the first 18 semester hours of instruction in professional early childhood education to include a mandatory student teaching component in early childhood education for one of the following age ranges: B-three, three-five, or five-eight with children who are developing either typically or atypically; and

(a) 150 contact hours of practicum or supervised field experience at a developmental stage(s) other than the stage selected for student teaching set forth in Paragraph (3) above; or



(b) evidence of three years of documented, verified, satisfactory work experiences with at least two of the age ranges set forth in Paragraph (3) of Subsection A of 6.61.8.8 NMAC above at a center accredited by the national academy of early childhood programs, a postsecondary laboratory early care and education setting, or an early childhood program accredited by the PED; and

(4) in addition to the requirements specified in Paragraphs (1), (3) and (5) of Subsection A of 6.61.8.8 NMAC, six hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(5) pass all required portions of the New Mexico teacher assessment (NMTA) or any successor teacher examination adopted by the PED; and

(6) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide, satisfies the requirements of a highly qualified beginning early childhood teacher.

**B.** Possess valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[6.61.8.8 NMAC - Rp, 6.61.8.8 NMAC, 04-30-16]

**6.61.8.9 IMPLEMENTATION:** All persons holding a current license in early childhood, birth - grade three prior to July 1, 2015 may advance or renew that license by meeting requirements stated in 6.60.6 NMAC. All persons whose license in early childhood, birth - grade three expired on or after June 30, 2015 must apply as an initial applicant and meet requirements stated in 6.61.11 NMAC, or 6.61.12 NMAC.

[6.61.8.9 NMAC - Rp, 6.61.8.9 NMAC, 04-30-16]

**6.61.8.10 REFERENCED MATERIAL: COMPETENCIES FOR EARLY CHILDHOOD EDUCATION:**

~~[A. — Child growth, development and learning: Foundations for all learning are established during early childhood. Biological physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult’s role in supporting each child’s growth, development, and learning.~~

~~(1) Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.~~

~~(2) Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.~~

~~(3) Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and specific disabilities.~~

~~(4) Demonstrate knowledge of the similarities between children who are developing typically and those with special needs.~~

~~(5) Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.~~

~~(6) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society.~~

~~(7) Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.~~

~~(8) Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.~~

~~(9) Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.~~

~~(10) Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.~~

~~(11) Use appropriate guidance to support the development of self-regulatory capacities in young children.~~

~~**B.** Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children~~

and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

\_\_\_\_\_ (1) \_\_\_\_\_ Recognize and respond to each child’s physical health, intellectual and emotional well being, and nutritional and safety needs.

\_\_\_\_\_ (2) \_\_\_\_\_ Appropriately plan, maintain, and facilitate the use of the indoor and outdoor learning environments to promote each child’s physical and emotional well being.

\_\_\_\_\_ (3) \_\_\_\_\_ Use appropriate health appraisal and management procedures and makes referrals when necessary.

\_\_\_\_\_ (4) \_\_\_\_\_ Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.

\_\_\_\_\_ (5) \_\_\_\_\_ Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being.

\_\_\_\_\_ (6) \_\_\_\_\_ Provide a consistent daily schedule for rest/sleep, as developmentally appropriate.

\_\_\_\_\_ (7) \_\_\_\_\_ Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.

\_\_\_\_\_ (8) \_\_\_\_\_ Assist young children and their families, as individually appropriate, in developing decision making and interpersonal skills that enable them to make healthy choices and establish health promoting behaviors.

\_\_\_\_\_ C. \_\_\_\_\_ Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored.

\_\_\_\_\_ (1) \_\_\_\_\_ Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs each child.

\_\_\_\_\_ (2) \_\_\_\_\_ Create and maintain a safe and welcoming environment for families and community members.

\_\_\_\_\_ (3) \_\_\_\_\_ Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.

\_\_\_\_\_ (5) \_\_\_\_\_ Demonstrate understanding of the complexity and dynamics of family systems.

\_\_\_\_\_ (6) \_\_\_\_\_ Demonstrate understanding of the effects of family stress on the behavior of children and other family members.

\_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate the ability to incorporate the families’ desires/goals for their children into classroom and intervention strategies.

\_\_\_\_\_ (8) \_\_\_\_\_ Develop partnerships with family members to promote early literacy in the home.

\_\_\_\_\_ (9) \_\_\_\_\_ Involve families and community members in contributing to the learning environment.

\_\_\_\_\_ (10) \_\_\_\_\_ Establish partnerships with community members in promoting literacy.

\_\_\_\_\_ (11) \_\_\_\_\_ Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

\_\_\_\_\_ D. \_\_\_\_\_ Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.

\_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate knowledge of the reading and writing components of literacy at each developmental level.

\_\_\_\_\_ (5) \_\_\_\_\_ Develop, implement, and evaluate an integrated curriculum that focuses on children’s development and interests, using their language, home experiences and cultural values.

\_\_\_\_\_ (6) \_\_\_\_\_ Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) and individualized education plans (IEP) for children with special needs through the team process with families and other team members.

\_\_\_\_\_ (7) \_\_\_\_\_ Provides and uses anti-bias materials/literature and experiences in all content areas of the curriculum.

\_\_\_\_\_ E. \_\_\_\_\_ Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children’s confidence in themselves as competent learners.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.

\_\_\_\_\_ (2) \_\_\_\_\_ Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, special needs, and the language and cultures in New Mexico.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

\_\_\_\_\_ (4) \_\_\_\_\_ Create and manage learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision making, problem solving, and inquiry experiences.

\_\_\_\_\_ (5) \_\_\_\_\_ Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.

\_\_\_\_\_ (6) \_\_\_\_\_ Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.

\_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.

\_\_\_\_\_ (8) \_\_\_\_\_ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

\_\_\_\_\_ (9) \_\_\_\_\_ Create and manage a literacy rich environment that is responsive to each child’s unique path of development.

\_\_\_\_\_ (10) \_\_\_\_\_ Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought.

\_\_\_\_\_ (11) \_\_\_\_\_ Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.

\_\_\_\_\_ (12) \_\_\_\_\_ Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.

\_\_\_\_\_ (13) \_\_\_\_\_ Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.

\_\_\_\_\_ (14) \_\_\_\_\_ Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

\_\_\_\_\_ F. \_\_\_\_\_ Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is

responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

- \_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.
- \_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.
- \_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP).
- \_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.
- \_\_\_\_\_ (5) \_\_\_\_\_ Involve the family and, as appropriate, other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.
- \_\_\_\_\_ (6) \_\_\_\_\_ Share assessment results as appropriate with families in clear, supportive ways.
- \_\_\_\_\_ (7) \_\_\_\_\_ Involve all stakeholders in program evaluations.
- \_\_\_\_\_ (8) \_\_\_\_\_ Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.
- \_\_\_\_\_ (9) \_\_\_\_\_ Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
- \_\_\_\_\_ (10) \_\_\_\_\_ Use both self and collaborative evaluations as part of ongoing program evaluations.

\_\_\_\_\_ **G. Professionalism:** Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in one-going professional development to enhance their knowledge and skills.

- \_\_\_\_\_ (1) \_\_\_\_\_ Consistently adheres to professional codes of ethics and conduct.
- \_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate knowledge of federal, state, and local regulations regarding programs and services for children birth through eight years of age.
- \_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
- \_\_\_\_\_ (4) \_\_\_\_\_ Articulate a personal philosophy of appropriate early care and education that responds to practices that support inclusion and cultural and linguistic diversity through actions and attitudes.
- \_\_\_\_\_ (5) \_\_\_\_\_ Demonstrate critical reflection of one’s own professional and educational practices from community, state, national, and global perspectives.
- \_\_\_\_\_ (6) \_\_\_\_\_ Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.
- \_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate a commitment to advocacy for excellence in programs and services for young children and their families.
- \_\_\_\_\_ (8) \_\_\_\_\_ Demonstrate knowledge of other professions that provide related services for young children and their families.
- \_\_\_\_\_ (9) \_\_\_\_\_ Participate in professional organizations and in on-going professional development to enhance knowledge and skills in working with young children and adults.
- \_\_\_\_\_ (10) \_\_\_\_\_ Demonstrate knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers.

A. Learner Development:

\_\_\_\_\_ (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

## ATTACHMENT 7

(a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

(b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

(c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) identify readiness for learning, and understands how development in any one area may affect performance in others.

(g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development.

(i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners' growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning community.

(r) be thoughtful and responsive listener and observer.

D. Content Knowledge:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:

(a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.

## ATTACHMENT 7

- (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.
  - (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.
  - (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.
  - (g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
  - (h) create opportunities for students to learn, practice, and master academic language in their content.
  - (i) access school and district based resources to evaluate the learner's content knowledge in their primary language.
  - (j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
  - (k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
  - (l) know and use academic language of the discipline and knows how to make it accessible to learners.
  - (m) know how to integrate culturally relevant content to build on learners' background knowledge.
  - (n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.
  - (o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.
  - (p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
  - (q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.
  - (r) commit to work toward each learner's mastery of disciplinary content and skills.
- E. Application of Content:
- (1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:
    - (a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).
    - (b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)
    - (c) facilitate learners' use of current tools and resources to maximize content learning in varied contexts.
    - (d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
    - (e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
    - (f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
    - (g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
    - (h) develop and implements supports for learner literacy development across content areas.
    - (i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

## ATTACHMENT 7

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.



(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

- (a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.
- (f) engage all learners in developing higher order questioning skills and metacognitive processes.
- (g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- (j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (n) know how to use a wide variety of resources, including human and technological, to engage students in learning.
- (o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- (p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- (q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.
- (r) commit to exploring how the use of new and emerging technologies can support and promote student learning.
- (s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional Learning and Ethical Practice:

- (1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:
  - (a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
  - (b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.
  - (c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  - (d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.

(e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.

(g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.

(h) know how to use learner data to analyze practice and differentiate instruction accordingly.

(i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

(j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues an policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

## ATTACHMENT 7

- (n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (o) know how to contribute a common culture that supports high expectations for student learning.
- (p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.
- (q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.
- (s) take responsibility for contributing to and advancing the profession.
- (t) embrace the challenge of continuous improvement and change.

[6.61.8.10 NMAC - Rp, 6.61.8.10 NMAC, 04-30-16]

### **HISTORY OF 6.61.8 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 63-1 New Mexico Certification Regulations Kindergarten Plan I Five Year Kindergarten Certificate, and Plan II Four Year Provisional Elementary Certificate with a Kindergarten Endorsement, filed August 28, 1978; SBE Regulation No. 78-11 Certification Requirements for Five Year Kindergarten Certificate, filed September 6, 1978; SBE Regulation No. 78-11.1 Certification Requirements for Five Year Kindergarten Certificate, filed October 20, 1978; SBE Regulation No. 78-11.1 Amendment No. 1 Certificate for Requirement for Five Year Kindergarten Certificate, filed December 8, 1978; SBE Regulation No. 86-5 Supersession of Regulations Pertaining to Kindergarten Licensure and Endorsement And Provision for Continuation of Certain Licenses Granted Pursuant to Said Regulations, filed July 28, 1986; SBE Regulation No. 93-17, Licensure in Early Childhood Education Birth - Grade 3, filed July 20, 1993; SBE Regulation No. 93-17 Amendment 1 Licensure in Early Childhood Education Birth - Grade 3, filed April 3, 1995.

### **History of Repealed Material:**

6.61.8 NMAC, Licensure in Early Childhood Education, Birth - Grade 3, amendment and renumber filed 3/16/2001 - Duration expired 6/30/2014.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 10            TEACHERS OF STUDENTS WITH BLINDNESS/VISUAL IMPAIRMENT B-12**

**6.61.10.1            ISSUING AGENCY:** Public Education Department (PED)  
 [6.61.10.1 NMAC - N, 08-15-03; A, 06-15-06; A, 01-29-10]

**6.61.10.2            SCOPE:** Chapter 61, Part 10 governs licensure of teachers of students with blindness and visual impairment, birth through grade 12, for those persons seeking such licensure.  
 [6.61.10.2 NMAC - N, 08-15-03]

**6.61.10.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.  
 [6.61.10.3 NMAC - N, 08-15-03; A, 01-29-10]

**6.61.10.4            DURATION:** Permanent  
 [6.61.10.4 NMAC - N, 08-15-03]

**6.61.10.5            EFFECTIVE DATE:** Month Day, 2017, unless a later date is cited in the history note at the end of a section.  
 [6.61.10.5 NMAC - N, 08-15-03]

**6.61.10.6            OBJECTIVE:** This rule governs licensure requirements in teaching of students with blindness and visual impairment, birth through grade 12, for persons seeking such licensure.  
 [6.61.10.6 NMAC - N, 08-15-03; A, 06-15-06]

**6.61.10.7            DEFINITIONS:**

A.        “Assistive technology” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

B.        “Aural literacy skills” means listening skills that must be developed for students who have an impaired visual system. These skills provide a solid foundation for learning, reading, mobility clues, social conversation, and interpretation of a variety of auditory signals received from the environment. These skills begin to develop in infancy and need to be sequentially and deliberately expanded during the school years. Listening becomes particularly important in secondary and post-secondary schools, when Braille or print reading assignments become long and laborious.

C.        “Braille” means a system of reading and writing that uses dot codes that are embossed on paper, developed by Louis Braille around 1829.

D.        “Braillewriter” means a machine used to produce embossed Braille symbols.

E.        “Career education” means a curriculum designed to teach individuals the skills and knowledge necessary in the world of work. This instruction may include field trips into the community to explore work opportunities and job requirements that would be gained by others with normal vision through incidental learning.

F.        “Compensatory skills” means any technique, habit, or activity that must be developed to overcome a severe visual impairment; e.g., daily living skills, social and emotional skills.

G.        “Continuum of services” means a full range of educational placements arranged in a stairstep fashion, where one level of service leads directly to the next one.

H.        “Daily living skills” means skills that enable a visually impaired student to live independently.

I.        “Educational placement” means the location or type of classroom program (for example, resource room) arranged for a child’s education; the setting in which a student receives educational services.

J.        “Functional vision” means the presence of enough usable vision, giving the student the ability to use sight as a primary channel for learning. This term also means the total act of seeing and how the student uses sight to function educationally.

K.        “Functionally blind” means a student whose primary channels for learning are tactual and auditory.

L.        “Least restrictive environment” (LRE) means the environment, on the scale of a full continuum of services, where the student is given the maximum opportunity to learn.

M. "Mobility" means the ability to navigate from one's present fixed position to one's desired position in another part of the environment.

N. "Nemeth" means a system for reading and writing mathematical symbols based on the six-cell Braille cell and developed by Dr. Abraham Nemeth.

O. "Orientation" means the process of using the remained senses in establishing one's position and relationship to all other significant objects in the environment.

P. "Residual vision" means the amount and degree of functional vision that one retains despite a visual handicap.

Q. "Social interaction skills" means that persons with normal vision most often learn social interaction skills social skills incidentally. The visual cues are not available for students with poor or no vision. These skills must be taught from infancy to adulthood in order for persons with visual impairment to gain the necessary skills.

R. "Tactual skills" means tactual awareness must be developed in infancy and need to be sequentially and deliberately expanded during the school years. These skills will become an effective method of literacy as well provide a method to gain information. This skill will have a major impact on concept development and future learning.

S. "Visual efficiency" means how well a person can use sight.

T. "Visual impairments" is overall term that refers to all levels of vision loss.

[6.61.10.7 NMAC - N, 08-15-03]

**6.61.10.8 REQUIREMENTS:**

A. Persons seeking licensure to teach students with blindness and visual impairment pursuant to the provisions of this rule shall meet the requirements of Subsection A of 6.61.10.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~\_\_\_\_\_ (a) twelve (12) semester hours in English;~~
- ~~\_\_\_\_\_ (b) twelve (12) semester hours in history including American history and western civilization;~~
- ~~\_\_\_\_\_ (c) six (6) semester hours in mathematics;~~
- ~~\_\_\_\_\_ (d) six (6) semester hours in government, economics, or sociology;~~
- ~~\_\_\_\_\_ (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~\_\_\_\_\_ (f) six (6) semester hours in fine arts; and~~
- \_\_\_\_\_ (a) nine semester hours in communication
- \_\_\_\_\_ (b) six semester hours in mathematics
- \_\_\_\_\_ (c) eight semester hours in laboratory science
- \_\_\_\_\_ (d) nine semester hours in social and behavioral science
- \_\_\_\_\_ (e) nine semester hours in humanities and fine arts; and

(2) credits from a regionally accredited college or university which include twenty four to thirty-six (24-36) semester hours of professional education in a program of studies that prepares candidates to teach blind and visually impaired students, including completion of the PED's approved functional areas and related competencies in professional education; and

(3) a mandatory student teaching or practicum component; and

(4) twenty-four to thirty-six (24-36) semester hours in one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other social studies content related areas). Individuals must also complete the PED's approved functional areas and related competencies in the teaching field; and

(5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4) and (6) of 6.61.10.8 NMAC, six (6) hours of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all required portions of the New Mexico teacher assessments (NMTA) or any successor teacher examination adopted by the PED.

B. [Reserved]

[6.61.10.8 NMAC - N, 08-15-03; A, 06-15-06; A, 01-29-10]

**6.61.10.9 REFERENCED MATERIAL:** Competencies for entry level teachers of blind and visual impairment.

A. Philosophical, historical, and legal foundations of special education for students with visual impairment. The teacher demonstrates his/her understanding of the unique role of the teacher of students with blindness/visual impairment including those with multiple impairment, through the knowledge of philosophical, historical, and legal foundations of special education for students with visual impairment.

(1) Teacher understands federal entitlements (e.g., American printing house for the Blind quota funds).

(2) Teacher understands historical foundations for education of children with visual impairments, including the array of service options.

(3) Teacher understands current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incident and prevalence figures.

B. Characteristics of the learner with blindness/visual impairment including those with multiple impairment to be addressed by the teacher:

(1) Teacher demonstrates an understanding of the unique learning needs of the child/student with blindness/visual impairment, including those with multiple impairment, through implementation showing knowledge of the unique characteristics of loss or impairment of vision;

(2) Teacher understands normal development of the human visual system;

(3) Teacher understands basic terminology related to the structure and function of human visual system;

(4) Teacher understands basic terminology related to diseases and disorders of the human visual system;

(5) Teacher understands development of secondary senses (hearing, touch, taste, smell) when the primary sense is impaired;

(6) Teacher understands the effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, language);

(7) Teacher understands the effects of a visual impairment on social behaviors and independence;

(8) Teacher understands the effects of a visual impairment on language and communication;

(9) Teacher understands the effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem;

(10) Teacher understands the psychosocial aspects of a visual impairment;

(11) Teacher understands effects of medications on the visual system;

(12) Teacher understands the impact of additional exceptionalities on students with visual impairments.

C. Implications of diagnosis, assessment and evaluation. The teacher effectively utilizes assessment techniques and procedures by understanding the implications of loss or impairment of vision.

(1) Teacher understands the impact of visual disorders on learning and experience.

(2) Teacher understands specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.

(3) Teacher understands ethical considerations and legal provisions, regulations, and guidelines (federal, state/provincial, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision.)

(4) Teacher understands specialized policies regarding referral and placement procedures for students with visual impairments.

(5) Teacher understands procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

(6) Teacher understands alternative assessment techniques for students who are blind or have low vision.

(7) Teacher understands appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.

(8) Teacher understands relationships among assessment, IEP development, and placement as they affect vision-related services.

D. Instructional content and practice. The teacher demonstrates the skills required to plan for and teach students with blindness/visual impairment, including those with multiple impairment, by understanding

current instructional content and practices.

- (1) Teacher understands methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:
    - (a) Braille reading and writing;
    - (b) handwriting for students with low vision and signature writing for students who are blind;
    - (c) listening skills and compensatory auditory skills;
    - (d) typing and keyboarding skills;
    - (e) the use of unique technology for individuals with visual impairments;
    - (f) the use of alternatives to nonverbal communication.
  - (2) Teacher understands methods to acquire disability-unique academic skills, including, but not exclusive to:
    - (a) the use of an abacus;
    - (b) the use of a talking calculator;
    - (c) tactile graphics (including maps, charts, tables, etc.);
    - (d) adapted science equipment
  - (3) Teacher understands methods for the development of basic concepts needed by young students who do not learn visually.
  - (4) Teacher understands methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.
  - (5) Teacher understands methods to develop alternative reasoning and decision-making skills in students with visual impairments.
  - (6) Teacher understands methods to develop alternative organization and study skills for students with visual impairments.
  - (7) Teacher understands methods to prepare students with visual impairments for structured pre-cane orientation and mobility assessment and instruction.
  - (8) Teacher understands methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
  - (9) Teacher understands methods to teach human sexuality to students who have visual impairments, using tactual models that are anatomically accurate.
  - (10) Teacher understands methods to develop adapted physical and recreation skills for individuals who have visual impairments.
  - (11) Teacher understands methods to develop social and daily living skills that are normally learned or reinforced by visual means.
  - (12) Teacher understands strategies for developing career awareness in and providing vocational counseling for students with visual impairments.
  - (13) Teacher understands strategies for promoting self-advocacy in individuals with visual impairments.
  - (14) Teacher understands functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments including:
    - (a) methods for accessing printed public information;
    - (b) methods for accessing public transportation;
    - (c) methods for accessing community resources;
    - (d) methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).
  - (15) Teacher understands sources of specialized materials for students with visual impairments.
  - (16) Teacher understands techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.
- E. Planning and managing the teaching/learning environment.
- (1) The teacher demonstrates the ability to plan and managing the teaching/learning environment.
  - (2) Teacher understands a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.
  - (3) Teacher understands model programs, including career-vocational and transition, which have been effective for students with visual impairments.



## ATTACHMENT 8

F. Managing student behavior and social skills. The teacher is able to manage student behavior and social interaction skills of students with loss or impairment of vision.

(1) Teacher understands teacher attitudes and behaviors that affect the behaviors of students with visual impairments.

(2) Teacher creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

G. Communication and collaborative partnerships. The teacher promotes communication and collaborative partnerships.

(1) Teacher understands strategies for assisting parents and other professionals in planning appropriate transitions for students who have visual impairments.

(2) Teacher understands sources of unique services, networks, and organizations for students with visual impairments.

(3) Teacher understands roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

(4) Teacher understands the need for role models who have visual impairments, and who are successful.

H. Professionalism and ethical practices. The teacher demonstrates professionalism and ethical practices.

(1) Teacher understands the consumer and professional organizations, publications, and journals relevant to the field of visual impairment.

(2) Teacher adheres to the code of ethics for teachers of students with visual impairments.  
[6.61.10.9 NMAC - N, 08-15-03]

**History of 6.61.10 NMAC:** [Reserved]



**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 61      SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR**  
**INSTRUCTORS**  
**PART 11           LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - PRE-K**

**6.61.11.1           ISSUING AGENCY:** Public Education Department (PED)  
 [6.61.11.1 NMAC - N, 01-29-10]

**6.61.11.2           SCOPE:** All persons seeking licensure in early childhood education, birth - pre-K.  
 [6.61.11.2 NMAC - N, 01-29-10]

**6.61.11.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2-8.7, NMSA 1978.  
 [6.61.11.3 NMAC - N - 01-29-10]

**6.61.11.4           DURATION:** Permanent  
 [6.61.11.4 NMAC - N, 01-29-10]

**6.61.11.5           EFFECTIVE DATE:** Month Day, 2017 unless a later date is cited in the history note at the end of a section.  
 [6.61.11.5 NMAC - N, 01-29-10]  
 [This rule is filed effective January 29, 2010, applicants will not be accountable for the requirements of this rule, which will not be implemented until July 1, 2014.]

**6.61.11.6           OBJECTIVE:** This rule establishes licensure requirements for those seeking to work in early childhood education, that is, with children from birth - age 4 years, whether they are developing either typically or atypically.  
 [6.61.11.6 NMAC - N, 01-29-10]

**6.61.11.7           DEFINITIONS:**

A. "Adaptive living skills" means the development in several skill areas such as 1) living skills: eating, dressing, and toileting; 2) independence/safety skills: avoiding dangerous situations; and 3) environmental adaptation skills: adapting behavior as a function of the limitations or demands of the particular environment. Adaptive behavior means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups.

B. "Alternative means of communication" means other forms of communication, particularly non-vocal; such as the use of sign language with and without speech; communication boards; or other technological aides such as computers and speech output devices.

C. "Anti bias" means actively confronting, transcending, and eliminating personal and institutional barriers based on race, ethnicity, language, gender sexual orientation, or ability.

D. "At risk" means the following as it applies to children birth - two (0-2) years of age: A biological or medical risk is the presence of early medical conditions, which are known to produce developmental delays in some children. An environmental risk is the presence of physical, social, or economic factors in the environment, which pose a substantial threat to development as indicated by a discrepancy between chronological age, after correction for prematurity, and developmental age in two (2) or more areas of development as documented by the evaluation process. A determination of environmental risk shall be made by an interagency team and shall not be based upon behavior related to cultural or language differences.

E. "Diverse abilities" means any young child with an identified disability, developmental delay, or who may be "at risk" for learning challenges, as well as children who may be challenged as second language learners, or with cognitive, social/emotional, motor, language, or mental health/well-being differences.

F. "Inclusion/inclusive" is a philosophically based approach to providing accessibility and participation in typical early childhood settings for children with diverse abilities.

G. "Inclusive practices" are those strategies, which educators, administrators, and families implement to ensure accessibility and full participation of children with diverse abilities in all activities.

H. "Individual education program" (IEP) means a plan that describes the delivery of services to a child with a disability, age three - twenty-one (3-21). The plan serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child's needs are, what

services will be provided to meet those needs, what the anticipated outcomes may be, and how the child's progress towards meeting the projected outcomes will be evaluated.

I. "Individualized family service plan" (IFSP) means a plan that describes the delivery of services to a child with a developmental delay or at risk for a developmental delay, birth - two (0-2) years of age, and the child's family. Components of the plan include a statement describing the child's level of functioning in developmental areas; major outcomes including criteria, procedures, and timelines to determine the degree of progress and revision of the plan; specific services needed to achieve outcomes, other services needed by the child and family, name of service coordinator, a transition plan, and an optional statement of family concerns, priorities and resources.

J. "Integrated curriculum" means an approach to curriculum that recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

K. "Intervention strategies" means various techniques utilized in teaching a child a particular skill such as physical or verbal prompts and cues, visual aides, modeling, imitation, repetition, task analysis, environmental or stimulus prompts and cues. These strategies are attempts to facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization, and data keeping. The goal of this approach is to systematically fade the particular technique utilized as the child demonstrates abilities to practice, initiate, and generalize the skill.

L. "Variations across cultures/cultural diversity" means the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally. [6.61.11.7 NMAC - N, 01-29-10]

**6.61.11.8 REQUIREMENTS:** All persons who perform instructional services in early childhood education (i.e., birth - four (0-4) years of age) as defined in this rule in public schools or in those special state-supported schools within state agencies must hold valid standard licensure in early childhood education issued by the ("PED").

A. persons seeking licensure in early childhood education pursuant to the provisions of this rule shall meet the following requirements:

(1) possess a bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of ~~[1986]~~ 2017, the following:

- ~~(a) twelve (12) semester hours in English;~~
- ~~(b) twelve (12) semester hours in history including American history and western civilization;~~
- ~~(c) six (6) semester hours in mathematics;~~
- ~~(d) six (6) semester hours in government, economics, or sociology;~~
- ~~(e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;~~
- ~~(f) six (6) semester hours in fine arts; and~~
- (a) nine semester hours in communication
- (b) six semester hours in mathematics
- (c) eight semester hours in laboratory science
- (d) nine semester hours in social and behavioral science
- (e) nine semester hours in humanities and fine arts; and

(2) earn 45 semester credits of professional education coursework at a regionally accredited college or university in an early childhood education program approved by the PED in the competencies identified in 6.61.11.10; and

(3) earn a minimum of fifteen (15) semester hours, six (6) of which would be practicum or supervised field experience nine (9) semester hours of student teaching component in early childhood education for one of the following ranges: birth - four (0-4) years of age with children who are developing either typically or atypically; and

(a) earn at least one hundred thirty-five (135) contact hours of practicum or supervised field experience at a developmental stage (s) other than the stage selected for student teaching set forth in Paragraph (3) above; or

(b) evidence of three (3) years of documented, verified, satisfactory work experiences with at least two (2) of the age ranges set forth in Paragraph (3) of Subsection A of 6.61.8.8 NMAC

above at a center accredited by the national academy of early childhood programs, a postsecondary laboratory early care and education setting, or an early childhood program accredited by the PED; and

(4) in addition to the requirements specified in Paragraphs (1), (3) and (5) Subsection A of 6.61.11.8 NMAC, six (6) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(5) pass all required portions of the New Mexico teacher assessment (NMTA) or any successor teacher examination adopted by the PED; and

B. possess valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[6.61.11.8 NMAC - N, 01-29-10]

**6.61.11.9 DELAYED IMPLEMENTATION:** Despite the effective date of this rule, no licensure under this rule will be available for issuance by the PED until on or after July 1, 2014.

[6.61.11.9 NMAC - N, 01-29-10]

**6.61.11.10 REFERENCED MATERIAL: COMPETENCIES FOR EARLY CHILDHOOD EDUCATION:**

~~[A. Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.~~

~~\_\_\_\_\_ (1) Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.~~

~~\_\_\_\_\_ (2) Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.~~

~~\_\_\_\_\_ (3) Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities.~~

~~\_\_\_\_\_ (4) Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.~~

~~\_\_\_\_\_ (5) Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills.~~

~~\_\_\_\_\_ (6) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.~~

~~\_\_\_\_\_ (7) Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.~~

~~\_\_\_\_\_ (8) Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.~~

~~\_\_\_\_\_ (9) Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.~~

~~\_\_\_\_\_ (10) Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.~~

~~\_\_\_\_\_ (11) Use appropriate guidance to support the development of self-regulatory capacities in young children.~~

~~B. Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.~~

~~\_\_\_\_\_ (1) Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs.~~

~~\_\_\_\_\_ (2) Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).~~

\_\_\_\_\_ (3) \_\_\_\_\_ Use appropriate health appraisal and management procedures and makes referrals when necessary.

\_\_\_\_\_ (4) \_\_\_\_\_ Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.

\_\_\_\_\_ (5) \_\_\_\_\_ Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.

\_\_\_\_\_ (6) \_\_\_\_\_ Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.

\_\_\_\_\_ (7) \_\_\_\_\_ Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.

\_\_\_\_\_ (8) \_\_\_\_\_ Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.

\_\_\_\_\_ C. \_\_\_\_\_ Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with their family. The diverse cultures and languages representative of families in New Mexico’s communities are honored.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge and skill in building positive, reciprocal relationships with families.

\_\_\_\_\_ (2) \_\_\_\_\_ Articulate an understanding of a safe and welcoming environment for families and community members.

\_\_\_\_\_ (3) \_\_\_\_\_ Develop and maintain ongoing contact with families through a variety of communication strategies.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.

\_\_\_\_\_ (5) \_\_\_\_\_ Articulate understanding of the complexity and dynamics of family systems.

\_\_\_\_\_ (6) \_\_\_\_\_ Demonstrate understanding of the importance of families as the primary educator of their child.

\_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.

\_\_\_\_\_ (8) \_\_\_\_\_ Develop partnerships with family members to promote early literacy in the home.

\_\_\_\_\_ (9) \_\_\_\_\_ Involve families and community members in contributing to the learning environment.

\_\_\_\_\_ (10) \_\_\_\_\_ Establish partnerships with community members in promoting literacy.

\_\_\_\_\_ (11) \_\_\_\_\_ Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

\_\_\_\_\_ (12) \_\_\_\_\_ Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity.

\_\_\_\_\_ (13) \_\_\_\_\_ Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children’s positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.

\_\_\_\_\_ D. \_\_\_\_\_ Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth-four (0-4) years of age.

\_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level.

\_\_\_\_\_ (5) \_\_\_\_\_ Develop, implement, and evaluate an integrated curriculum that focuses on children’s development and interests, using their language, home experiences, and cultural values.

\_\_\_\_\_ (6) \_\_\_\_\_ Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.

\_\_\_\_\_ (7) \_\_\_\_\_ Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.

\_\_\_\_\_ E. \_\_\_\_\_ Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal learning and development for all children from birth-eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children’s confidence in themselves as competent learners.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.

\_\_\_\_\_ (2) \_\_\_\_\_ Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

\_\_\_\_\_ (4) \_\_\_\_\_ Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision making, problem solving, and inquiry experiences.

\_\_\_\_\_ (5) \_\_\_\_\_ Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.

\_\_\_\_\_ (6) \_\_\_\_\_ Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out doors.

\_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.

\_\_\_\_\_ (8) \_\_\_\_\_ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

\_\_\_\_\_ (9) \_\_\_\_\_ Create and manage a literacy rich environment that is responsive to each child’s unique path of development.

\_\_\_\_\_ (10) \_\_\_\_\_ Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.

\_\_\_\_\_ (11) \_\_\_\_\_ Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.

\_\_\_\_\_ (12) \_\_\_\_\_ Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.

\_\_\_\_\_ (13) \_\_\_\_\_ Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.

\_\_\_\_\_ (14) \_\_\_\_\_ Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

\_\_\_\_\_ F. \_\_\_\_\_ Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is

responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.

\_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP).

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate an understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.

\_\_\_\_\_ (5) \_\_\_\_\_ Involve the family and, as appropriate, other team members in accessing the child's development, strengths, and needs in order to set goals for the child.

\_\_\_\_\_ (6) \_\_\_\_\_ Articulate an understanding of the distinctions and definitions of assessment concepts (e.g. *authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment*).

\_\_\_\_\_ (7) \_\_\_\_\_ Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.

\_\_\_\_\_ (8) \_\_\_\_\_ Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.

\_\_\_\_\_ (9) \_\_\_\_\_ Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

\_\_\_\_\_ (10) \_\_\_\_\_ Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

\_\_\_\_\_ (11) \_\_\_\_\_ Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

\_\_\_\_\_ (12) \_\_\_\_\_ Use both self and collaborative evaluations as part of on going program evaluations.

\_\_\_\_\_ G. \_\_\_\_\_ Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

\_\_\_\_\_ (1) \_\_\_\_\_ Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.

\_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate knowledge of federal, state, and local regulations and public policies regarding programs and services for children birth—eight (0-8) years of age.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.

\_\_\_\_\_ (5) \_\_\_\_\_ Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.

\_\_\_\_\_ (6) \_\_\_\_\_ Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.

\_\_\_\_\_ (7) \_\_\_\_\_ Demonstrate knowledge in technology resources to engage in ongoing professional development.

\_\_\_\_\_ H. \_\_\_\_\_ Advanced child development knowledge.



\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting.

\_\_\_\_\_ (2) \_\_\_\_\_ Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment.

\_\_\_\_\_ (4) \_\_\_\_\_ Demonstrate conceptual understanding of curriculum development and implementation for children birth – four (0-4) years of age and the ability to articulate theoretically based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4).

\_\_\_\_\_ (5) \_\_\_\_\_ Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments.

\_\_\_\_\_ (6) \_\_\_\_\_ Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn.

\_\_\_\_\_ (7) \_\_\_\_\_ Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics.

\_\_\_\_\_ I. \_\_\_\_\_ Curriculum and content knowledge

\_\_\_\_\_ (1) \_\_\_\_\_ Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum.

\_\_\_\_\_ (2) \_\_\_\_\_ Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities.

\_\_\_\_\_ (3) \_\_\_\_\_ Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling.

\_\_\_\_\_ (4) \_\_\_\_\_ Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer term).

\_\_\_\_\_ (5) \_\_\_\_\_ Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.

\_\_\_\_\_ (6) \_\_\_\_\_ Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity.

\_\_\_\_\_ (7) \_\_\_\_\_ Support a position of the fundamental importance of play in young children's learning and development from birth – four (0-4) years of age.

\_\_\_\_\_ (8) \_\_\_\_\_ Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.

\_\_\_\_\_ (9) \_\_\_\_\_ Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.

\_\_\_\_\_ (10) \_\_\_\_\_ Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.

\_\_\_\_\_ (11) \_\_\_\_\_ Establish priorities for high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, pre-reading and pre-writing to facilitate skill development while strengthening children's cultural identity.

\_\_\_\_\_ (12) \_\_\_\_\_ Demonstrate knowledge of second language acquisition and bilingualism including the diversity of home language environments.

\_\_\_\_\_ (13) \_\_\_\_\_ Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs.

\_\_\_\_\_ (14) \_\_\_\_\_ Establish integrated experiences (art, music, movement, science, math, literacy, social studies, and technology) across a developmental continuum.

\_\_\_\_\_ (15) \_\_\_\_\_ Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making.

~~(16) Demonstrate the use of reflective practice.]~~

A. Learner Development:

(1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher shall:

(a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development.

(b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning.

(c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) identify readiness for learning, and understands how development in any one area may affect performance in others.

(g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development.

(i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) take responsibility for promoting learners' growth and development.

(k) value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

B. Learning Differences:

(1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher shall:

(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs.

(c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

## ATTACHMENT 9

(k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction.

(l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential.

(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.

(n) make learners feel valued and helps them learn to value each other.

(o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

### C. Learning Environments:

(1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher shall:

(a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention.

(e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) know how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure.

(l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways.

(n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments.

(o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) seek to foster respectful communication among all members of the learning community.

(r) be thoughtful and responsive listener and observer.

### D. Content Knowledge:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. The teacher shall:

(a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

- (b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (c) engage learners in applying methods of inquiry and standards of evidence used in the discipline.
- (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences.
- (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.
- (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners.
- (g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- (h) create opportunities for students to learn, practice, and master academic language in their content.
- (i) access school and district based resources to evaluate the learner's content knowledge in their primary language.
- (j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
- (k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- (l) know and use academic language of the discipline and knows how to make it accessible to learners.
- (m) know how to integrate culturally relevant content to build on learners' background knowledge.
- (n) have a deep knowledge of student content standards and learning progression in the discipline(s) they teach.
- (o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field.
- (p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- (q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias.
- (r) commit to work toward each learner's mastery of disciplinary content and skills.

E. Application of Content:

- (1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher shall:
  - (a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications).
  - (b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)
  - (c) facilitate learners' use of current tools and resources to maximize content learning in varied contexts.
  - (d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
  - (e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
  - (f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
  - (g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
  - (h) develop and implements supports for learner literacy development across

content areas.

(i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use.

(l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning.

(n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) understand creative thinking processes and how to engage learners in producing original work.

(p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

(r) value knowledge outside their own content area and how such knowledge enhances student learning.

(s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

(1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher shall:

(a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

(c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) understand the differences between formative and summative applications of assessment and knows how and when to use each.

(k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) know when and how to engage learners in analyzing their own assessment

results and in helping set goals for their own learning.

(n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) know when and how to evaluate and report learner progress against standards.

(p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(r) take responsibility for aligning instruction and assessment with learning goals.

(s) commit to providing timely and effective descriptive feedback to learners on their progress.

(t) commit to using multiple types of assessment processes to support, verify, and document learning.

(u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for Instruction:

(1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher shall:

(a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs.

(f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) understand content and content standards and how these are organized in the curriculum.

(h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(l) know when and how to adjust plans based on assessment information and learner responses.

(m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(n) respect learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(p) take professional responsibility to use short and long-term planning as a means

of assuring student learning.

(q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional Strategies:

(1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher shall:

(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance.

(f) engage all learners in developing higher order questioning skills and metacognitive processes.

(g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) know how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

(r) commit to exploring how the use of new and emerging technologies can support and promote student learning.

(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional Learning and Ethical Practice:

(1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher shall:

(a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.

(b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system.

(c) independently and in collaboration with colleagues use a variety of data (e.g.,

systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving.

(e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media.

(g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments.

(h) know how to use learner data to analyze practice and differentiate instruction accordingly.

(i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

(j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

(l) take responsibility for student learning and uses on going analysis and reflection to improve planning and practice.

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles ad opportunities to tame responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learn work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each students learning.

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing.

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) use and generate meaningful research on education issues an policy.

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession.



## ATTACHMENT 9

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) know how to contribute a common culture that supports high expectations for student learning.

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocacy for learners and accountability for their success.

(q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning.

(s) take responsibility for contributing to and advancing the profession.

(t) embrace the challenge of continuous improvement and change.

[6.61.11.10 NMAC - N, 01-29-10]

**HISTORY OF 6.61.11 NMAC: [RESERVED]**