Rule Overview

Date: November 18, 2026
Prepared By: Evan Chavez
Rule Citation: NMAC 6.64.10, Bilingual Endorsement

Overview of Proposed Rule

Agency: Public Education Department
Rulemaking Action: Repeal and Replace
Date of Notice: November 3, 2026
Public Comment Period: November 3, 2026, to December 3, 2026
Rule's Purpose: The proposed rule reverts the core licensure requirements for bilingual endorsement to their previous form before February 10, 2026, with some minor technical updates and the removal of the mention of an internship in bilingual education. The new bilingual endorsement does not revert the severability clause.

Summary of NMAC 6.64.10: Bilingual Endorsement

The purposed rule reverts the core licensure requirements for educators seeking a bilingual endorsement to their previous rule before February 10, 2026. The reversions includes three pathways for endorsement for initial licensure, current licensees, and TESOL endorsed educators. The reversion specifies the removal of Prueba de Español para la Certificación Bilingüe (Spanish Prueba) examination and explicit coursework for 520 Native American Language and Culture (NALC) certified educators, requires 12 credit coursework requirements for bilingual endorsement for existing licensed educators, 24-36 credit hours for initial Level 1 New Mexico teaching license, and 6 credit coursework for licensees holding a Teaching English to Speakers of Other Languages (TESOL) endorsement (see **Table 1: Summary of Bilingual Endorsement Changes**).

The proposed rule would revert the core licensure requirements for bilingual endorsement to their previous form before February 10, 2026. This includes repealing the definitions "Biliteracy," "Heritage learner," and "Translanguaging," and marking this section "Reserved." Furthermore, the reversions includes testing and coursework requirements that included the Spanish *Prueba* exam, portfolio options, proficiency and diploma-of-excellence routes for languages other than Spanish, a route for teachers licensed outside the U.S., and the Native American Language and Culture certification (NALC).

This reversion of NMAC 6.64.10 simplifies bilingual endorsement pathways to three: 1) teachers getting a new Level 1 license; 2) teachers who already hold a New Mexico license; and 3) teachers who already have a TESOL endorsement. Competencies for bilingual endorsement remain mostly unchanged with teachers needing at least 8th grade level proficiency in the other language (tribal standards apply for Native American language), and teachers needing skills in culture, English language development, teaching methods, family engagement, assessment, and leadership.

If adopted, the rule would go into effect December 22, 2026.

Impact

PED updated the bilingual competencies to match current department practice and the recommendations of its bilingual competencies workgroup. The purpose for adoption of NMAC 6.64.10 on January 29, 2026, was to detail the testing and coursework requirements for beginning bilingual education teachers and make changes to competency requirements to reflect tribal standards for tribal language proficiency, and to require knowledge of translanguaging, heritage-learner theory, oracy, and biliteracy and multiliteracies.

PED received 26 written comments and 12 verbal comments during its public comment period between December 9, 2025, to January 12, 2026. Several deleted provisions in the November notice came from public

comments. In PED's concise explanatory statement, the department agreed to add a portfolio alternative to La Prueba, include definitions of "heritage learner" and "biliteracy," a National Board option, and language that allows NALC certificate holders to earn the endorsement by meeting coursework requirements.

The proposed repeal and replace may impact educators that relied on the alternative routes PED added in January, which included the Prueba de Español para la Certificación Bilingüe, or a portfolio demonstrating teacher competency and content knowledge.

Table 1: Summary of Bilingual Endorsement Changes

Group	What Changes
Spanish-speaking candidates planning to use the portfolio	Portfolio to *La Prueba* is removed
520 NALC certificate holders	Explicit coursework credit route is removed
Speakers of languages other than Spanish	Seal of biliteracy, proficiency exam, and portfolio routes are removed
Already licensed teachers	12-credit coursework route stays
TESOL-endorsed	6-credit coursework route stays
Any teacher	National Board route stays

Technical Issues

NMAC 6.64.10.8, Subsection A mentions exceptions in "Subsection C or D," but the draft does not have Subsection D.

NMAC 6.60.5.8(C) would also need to be updated to align with the proposed rule.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL – [~~COMPETENCIES FOR LICENSURE~~] LICENSURE ENDORSEMENTS
PART 10 BILINGUAL ENDORSEMENT

6.64.10.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
[6.64.10.1 NMAC - Rp, 6.64.10.1 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.2 SCOPE: All persons seeking an endorsement in bilingual education to a New Mexico educator license and persons seeking to qualify for an internship license in bilingual education.
[6.64.10.2 NMAC - Rp, 6.64.10.2 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.3 STATUTORY AUTHORITY: Sections 9-24-8, 22-2-1, 22-2-2, and 22-10A-31, NMSA 1978.
[6.64.10.3 NMAC - Rp, 6.64.10.3 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.4 DURATION: Permanent
[6.64.10.4 NMAC - Rp, 6.64.10.4 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.5 EFFECTIVE DATE: [~~February 10, 2026,~~] December 22, 2026, unless a later date is cited in the history note at the end of a section.
[6.64.10.5 NMAC - Rp, 6.64.10.5 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.6 OBJECTIVE: Establish entry-level bilingual education competencies that are based on what beginning bilingual education teachers must know and be able to do to provide effective bilingual programs in schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks and with the national standards of the national association for bilingual education and must be used by New Mexico institutions of higher education to establish bilingual education preparatory programs.
[6.64.10.6 NMAC - Rp, 6.64.10.6 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.7 DEFINITIONS: [RESERVED]
[~~**A. "Biliteracy"** means the ability to read, write, speak, listen, and think across two or more languages for academic, professional, and socioeconomic purposes.~~
~~**B. "Heritage learner"** means a person who holds a familial and cultural connection to a language other than English with varying proficiency in the home or heritage language.~~
~~**C. "Translanguaging"** means a language practice in which bilingual people draw on their full linguistical range to make meaning in context and a pedagogy to support learners to use all of their linguistic resources.~~]
[6.64.10.7 NMAC - Rp, 6.64.10.7 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.8 [~~TESTING AND COURSEWORK~~]CORE LICENSURE REQUIREMENTS:
[~~**A.** Teacher, instructional support provider, and support provider candidates seeking to add a bilingual endorsement in Spanish/English to an initial level 1 license shall:~~
~~**(1)** complete a minimum of 24 semester hours in bilingual education, 12 semester hours of which shall be in the teaching of bilingual education that address the competencies described in Section 9 of this rule; and~~
~~**(2)** pass the content knowledge assessment Prueba de Español para la Certificación Bilingüe for persons seeking an endorsement to a teaching license in Spanish or an accepted teacher licensure test from another state in bilingual education in Spanish; or~~
~~**(3)** successfully complete a portfolio pursuant to Paragraph (8) of Subsection C of 6.60.5.10 NMAC.~~
~~**B.** Teachers, instructional support providers, and support providers seeking to add a bilingual endorsement in Spanish/English to an existing license shall:~~
~~**(1)** complete a minimum of 12 semester hours in bilingual education, all of which shall be in the teaching of bilingual education that address the competencies described in Section 9 of this rule; and~~
~~**(2)** pass the content knowledge assessment Prueba de Español para la Certificación Bilingüe for persons seeking an endorsement to a teaching license in Spanish or an accepted comparable licensure test from~~

~~another state in bilingual education in Spanish; or~~

~~**(3)** successfully complete a portfolio pursuant to Paragraph (8) of Subsection C of 6.60.5.10 NMAC.~~

~~**D.** Teacher, instructional support provider, and support provider candidates seeking to add a bilingual endorsement in English and another language other than Spanish to an initial level 1 license shall complete a minimum of 24 semester hours in bilingual education, 12 semester hours of which shall be in the teaching of bilingual education that addresses the competencies in Section 9 of this rule; and~~

~~**(1)** pass the language proficiency examination for a language other than English pursuant to 6.64.12 NMAC and 6.60.5 NMAC;~~

~~**(2)** hold a New Mexico diploma of excellence with the state seal of bilingualism-biliteracy in a language other than English or its equivalent from another state;~~

~~**(3)** successfully complete a portfolio pursuant to 6.60.5.8 NMAC; or~~

~~**(4)** hold either any postsecondary degree other than an associate's degree in a language other than English from an accredited college or university.~~

~~**E.** Teacher, instructional support provider, and support provider candidates seeking to add a bilingual endorsement in English and another language other than Spanish to an existing license shall complete a minimum of 12 semester hours, all of which shall be in the teaching of bilingual education that addresses the competencies in Section 9 of this rule; and~~

~~**(1)** pass the language proficiency examination for a language other than English pursuant to 6.64.12 NMAC and 6.60.5 NMAC;~~

~~**(2)** hold a New Mexico diploma of excellence with the state seal of bilingualism-biliteracy in a language other than English or its equivalent from another state;~~

~~**(3)** successfully complete a portfolio pursuant to 6.60.5.10 NMAC; or~~

~~**(4)** hold either any postsecondary degree other than an associate's degree in a language other than English from an accredited college or university.~~

~~**F.** Teachers and instructional support providers with a reciprocal license from a country outside the United States seeking to add a bilingual endorsement in English and another language shall meet the following coursework and testing requirements:~~

~~**(1)** complete a minimum of 24 semester hours in bilingual education;~~

~~**(2)** pass the language proficiency examination for any language other than English pursuant to 6.64.12 NMAC and 6.60.5 NMAC;~~

~~**(3)** successfully complete a portfolio pursuant to 6.60.5.10 NMAC; or~~

~~**(4)** hold a degree other than an associate's degree in a language other than English from an accredited college or university.~~

~~**G.** Any teacher or instructional support provider may obtain certification in bilingual education for the appropriate grade level of New Mexico endorsement to teaching licensure from the national board for professional teaching standards.~~

~~**H.** Persons who hold a licensure endorsement in teaching English (TESOL) on an existing New Mexico teaching license may add an endorsement in bilingual education by passing a department-required bilingual education licensure examination and completing at least six semester hours in the teaching of bilingual education that addresses the competencies in subsections C through F of 6.64.10.9 NMAC.~~

~~**I.** Any holder of a Native American language and culture certification pursuant to 6.63.14 NMAC may seek to receive a bilingual endorsement in the same Native American language and English by completing a minimum of 12 semester hours in bilingual education, all of which shall be in the teaching of bilingual education that addresses the competencies described in Section 9 of this rule.~~]

A. Except as provided in Subsections C or D of 6.64.10.8 NMAC, teachers seeking to add an endorsement in bilingual education to an initial level 1 New Mexico teaching license must meet all of the requirements of the license provided in department rule for that license, which includes, among other requirements, completing 24-36 semester hours in bilingual education and passage of the bilingual education licensure exam as required in 6.60.5 NMAC.

B. Teachers seeking to add an endorsement in bilingual education to an existing New Mexico teaching license of any level shall meet one of the following requirements:

(1) pass the bilingual education licensure exam as required in 6.60.5 NMAC or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in bilingual education and complete at least 12 semester hours in the teaching of bilingual education that address the competencies in Subsections C through F in 6.64.10.9 NMAC, or

(2) obtain certification in bilingual education for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

C. Persons who hold a licensure endorsement in teaching English as a second language (TESOL) on an existing New Mexico teaching license may add an endorsement in bilingual education by passing the required bilingual education licensure examination in 6.60.5 NMAC and completing at least six semester hours in the teaching of bilingual education that address the competencies in Subsections C through F in 6.64.10.9 NMAC.

[6.64.10.8 NMAC - Rp, 6.64.10.8 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.9 COMPETENCIES FOR ENTRY-LEVEL BILINGUAL EDUCATION TEACHERS:

A. Language other than English.

(1) The teacher communicates effectively orally and in writing (where the written form is allowed) in the language other than English. For Native American languages, tribal standards shall be used.

(a) The teacher demonstrates at least a minimum of an eighth grade level of proficiency in oral and written language (where the written form exists and is allowed), necessary to deliver content pre K-12 in the language other than English. For Native American languages, tribal standards shall be used.

(b) The teacher demonstrates a high level of accuracy and fluency in spoken language.

(c) The teacher utilizes vocabulary appropriate to a broad range of functions, topics, and genres in speech.

(d) The teacher demonstrates competency as a participant in ordinary social situations in which the language other than English is spoken.

(e) The teacher responds adequately to written material by exercising the processes of comparing, contrasting, categorizing, summarizing, inferring, analyzing, synthesizing, hypothesizing, and evaluating.

(f) The teacher reads with comprehension a broad range of literary forms (folk, technical, classic, etc.) across the content areas.

(g) The teacher writes sentences, paragraphs, and essays, utilizing formal language models which express original thought; communicates and accomplishes complete and well-organized ideas; and accomplishes a full set of written functions.

(2) The teacher carries out instruction in content areas of the curriculum to attain the standards and benchmarks for the content area in the language other than English.

B. Culture: Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.

(1) The teacher understands and accepts the diversity of behavior involved in multicultural settings.

(2) The teacher develops an ability to demonstrate to the learner the value of cultural diversity.

(3) The teacher prepares and assists students to interact successfully in pluralistic cultural settings.

(4) The teacher recognizes and accepts different patterns of child rearing within and between cultures in order to formulate realistic instructional strategies.

(5) The teacher assists students to maintain and extend identification with and pride in one's cultural heritage and awareness of being part of a larger global coalescence.

(6) The teacher demonstrates knowledge of the monumental (art, literature, architecture, history, civilization, and literary history) and fundamental (food, folklore, customs, and traditions) elements of traditional and modern cultural influences affecting learners.

(7) The teacher recognizes and respects the similarities and differences among many cultures within a pluralistic society.

(8) The teacher demonstrates knowledge of the effects of cultural and socio-economic variables on [[~~the~~]] a student's learning styles.

(9) The teacher accesses, analyzes, evaluates, and applies current research to educate students from linguistically and culturally diverse backgrounds.

(10) The teacher recognizes the culture and history of each student's ancestry.

(11) The teacher recognizes the contributions of the diverse cultural groups to New Mexico and to the United States.

C. English language development.

(1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.

(2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, [~~translanguaging,~~] language variation, language change, and the relations of language to society and culture.

(3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.

(4) The teacher identifies structural and semantic differences between the student's first and second language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.

(5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

D. Instructional methodology.

(1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and standards.

(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.

(3) The teacher demonstrates knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, and different developmental levels.

[~~**(4)** The teacher demonstrates knowledge of theories of teaching heritage learners, by utilizing teaching methods appropriate to various language groups, distinct heritage, including New Mexico Spanish heritage language and culture, and different levels of identity development.~~]

[~~**(5)**~~]**(4)** The teacher demonstrates knowledge of and uses theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.

[~~**(6)**~~]**(5)** The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.

[~~**(7)**~~]**(6)** The teacher applies strategies to develop, acquire, adapt, and evaluate materials appropriate to the bilingual/multicultural classroom.

[~~**(8)**~~]**(7)** The teacher demonstrates abilities to organize, plan, and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.

[~~**(9)**~~]**(8)** The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.

[~~**(10)**~~]**(9)** The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.

[~~**(11)**~~]**(10)** The teacher knows about exceptionalities in learning and can access resources and facilitate inclusive learning for all students.

[~~**(12)** The teacher demonstrates knowledge of the interconnection of oracy, biliteracy, and multiliteracies.~~]

E. Community/family involvement.

(1) The teacher values family and community involvement for the success of learners and bilingual programs.

(2) The teacher demonstrates a concerned and caring attitude by establishing trusting, mutually sharing relationships with families.

(3) The teacher demonstrates knowledge of the teaching and learning patterns of the student's home environment and incorporates these into the instructional areas of the program.

(4) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management, and materials development.

(5) The teacher knows how to act as a catalyst in enhancing the educational skills of second language speaking family members to better assist their children.

(6) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children's education.

(7) The teacher acquires and uses culturally relevant information and materials from the community for curriculum content and instructional materials.

(8) The teacher understands the importance of encouraging bilingual students as they grow and develop to become proponents and models of bilingualism in the community.

F. Assessment.

(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.

(2) The teacher assesses oral and written language proficiency in academic areas in both languages, utilizing the results for instructional placement, prescription and evaluation.

(3) The teacher evaluates growth of learner's first and second language in the context of the curriculum.

(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

G. Professional leadership.

(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.

(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.

(3) The teacher demonstrates knowledge of the history of bilingual education programs.

(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family, and community.

(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.

(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

[6.64.10.9 NMAC - Rp, 6.64.10.9 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.10 IMPLEMENTATION: Institutions of higher education that prepare teachers shall deliver the competencies in a [~~PED~~] department approved endorsement program within a range of 24 semester hours of credit. For secondary, middle level and pre K-12 specialty area licensed teachers, a minimum of 12 semester hours shall be upper division credit.

[6.64.10.10 NMAC - Rp, 6.64.10.10 NMAC, [~~2/10/2026~~]12/22/2026]

6.64.10.11 SEVERABILITY: In the event that any one or more of the sections of this rule, in whole or in part, should be held to be invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining sections of this rule shall not in any way be affected or impaired.

[6.64.10.11 NMAC - [~~N, 2/10/2026~~] Rp, 6.64.10.10 NMAC, 12/22/2026]

HISTORY OF 6.64.10 NMAC:

6.64.10 NMAC - Competencies for Entry-Level Bilingual Education Teachers, filed 9/29/2000, was repealed and replaced by 6.64.10 NMAC - Bilingual Endorsement, effective 2/10/2026.

6.64.10 NMAC - Bilingual Endorsement, filed 2/10/2026, was repealed and replaced by 6.64.10 NMAC - Bilingual Endorsement, effective 12/22/2026.