Rule Overview

Date: November 18, 2026
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Rule Citation: NMAC 6.65.2, Professional Learning Framework

Overview of Proposed Rule

Agency: Public Education Department
Rulemaking Action: New rule
Date of Notice: October 20, 2026
Public Comment Period: Tuesday, October 20, 2026, to Friday, November 20, 2026, at 5:00 p.m. (MDT)
Rule's Purpose: The proposed new rule replaces the department's standards for professional learning with professional learning standards published by Learning Forward, an educator professional learning development organization.

Summary of NMAC 6.65.2: Professional Learning Framework

The Public Education Department (PED) gave notice of a proposed rulemaking to amend New Mexico Administrative Code (NMAC) 6.65.2 to change professional learning standards and requirements, including department review of local education agency (LEA) literacy and math professional learning plans every other year. PED's proposed rulemaking also notes LEAs, state-supported educational institutions, education programs conducted in state institutions, and agencies applications for state or federal funding to support professional learning activities must demonstrate alignment with the standards for professional learning in the proposed rulemaking.

The objective of the proposed rulemaking notes, "the rule adopts standards for professional learning published by the professional learning organization, learning forward, as the framework for all professional learning activities delivered by or on behalf of the department, schools, charter schools, and school districts." The standards for professional learning were developed by Learning Forward, a nonprofit professional learning organization, along with 40 other professional associations and education organizations; according to Learning Forward, 35 states have adopted or adapted versions of the standards for professional learning. However, PED's proposed rule directly references the professional learning organization (see **Technical Issues**).

It appears some provisions of PED's proposed rulemaking go beyond its cited statutory authority, notably the requirements for biannual department evaluation of LEA literacy professional learning plans pursuant to Laws 2026, Chapter 54 (Senate Bill 37) and mathematics professional learning plans pursuant to Laws 2026, Chapter 53 (Senate Bill 29).

Impact

PED's proposed rulemaking requires all public schools, state-supported educational institutions, and education programs conducted in state institutions—other than the New Mexico Military Institute—to follow enumerated standards for professional learning, and to submit literacy and math professional learning plans to be evaluated by PED every other year.

Professional Learning Design and Implementation

The proposed rule lists 11 standards for professional learning practices for educators and administrators and outlines professional learning requirements. Regarding the design and implementation of professional learning activities, they must:

- Improve educators' knowledge of the subjects they teach or their ability to teach those subjects;

- Prioritize educators' ability to implement the use of high-quality instructional materials (HQIM);
- Be integral to the school district, school, or charter school's plan for supporting educators to improve student achievement;
- Provide educators and administration with strategies, support, knowledge, skills, and abilities to help all students meet New Mexico adopted content standards; and
- Be high-quality, sustained, intensive, and focused on the classroom.

The proposed rulemaking defines HQIM as instructional materials "that are research-based, culturally and linguistically relevant, designed to support equitable learning for all students, aligned with the department's academic content and performance standards and benchmarks, and included on the department's instructional materials lists or otherwise approved by the department," The HQIM definitions limit core instruction materials to materials selected through PED's instructional materials review process. PED's Instructional Materials Bureau reviews and approves core instructional materials on the multiple lists through a summer review process. State law does not require LEAs to use HQIM.

Additionally, this HQIM definition is slightly different than the statutory definition in Section 22-15G-2 NMSA 1978 (see **Technical Issues**).

Professional Learning Plan Evaluation

PED's proposed rulemaking requires the department to evaluate LEA literacy professional learning plans, pursuant to NMAC 6.30.17.11, and mathematics professional learning plans, pursuant to NMAC 6.30.14.9.

PED is concurrently issuing a rulemaking for NMAC 6.30.17, which satisfies the statutory requirements of Laws 2026, Chapter 54 (SB37), LESC-endorsed legislation that enacted the High Quality Literacy Instruction Act. While this law requires LEAs to provide evidence-based professional learning for teachers who teach reading, it does not require literacy professional learning plans. Further, the terminology in PED's proposed rulemaking for NMAC 6.30.17 does not align with this proposed rulemaking in that it refers to the literacy professional learning plan as a literacy plan (see **Technical Issues**).

PED is also concurrently issuing a rulemaking for NMAC 6.30.14, which satisfies the statutory requirements of Laws 2026, Chapter 53 (SB29), LESC-endorsed legislation that created a mathematics instructional leadership framework; it appears these rulemakings are not in conflict.

Technical Issues

The proposed rule appears to have the following technical issues. On page 1, in the "Objective" section, the proposed rule references the professional learning organization Learning Forward; it does not appear NMAC contains any other references to learning organizations. On page 2, the definition for HQIM should be revised to match the statutory definition in Section 22-15G-2(B) NMSA 1978. On page 4, the term "literacy professional learning plan" should be revised to "literacy plan" to align with NMAC 6.30.17.11.

This is an amendment to 6.65.2 NMAC, Sections 1, 2, 3, 6, 7, 8, 9 and 10 effective 12/22/2026

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 65 SCHOOL PERSONNEL - EDUCATOR PREPARATION
PART 2 PROFESSIONAL [~~DEVELOPMENT~~] LEARNING FRAMEWORK

6.65.2.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
[6.65.2.1 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.2 SCOPE: The New Mexico professional [~~development~~] learning framework establishes statewide standards for all professional [~~development~~] learning that impacts licensed staff in New Mexico public schools.
[6.65.2.2 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.3 STATUTORY AUTHORITY: [~~Section 22-2-2 NMSA 1978, 22-2-2-8 MSA 1978, 22-10A-19 NMSA 1978, and 22-10A-19.1 NMSA 1978~~] Sections 9-24-8, 22-2-1, 22-2-2, 22-2-8, 22-10A-19, 22-15E-3, 22-15E-7, and 22-15G-5 NMSA 1978.
[6.65.2.3 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.6 OBJECTIVE: [~~The rule establishes criteria for all professional development programs delivered by the public education department, statewide professional development providers, charter schools, public school districts, and for all professional development providers that apply for professional development funds, or who are awarded funding by the public education department ("PED") or by the legislature. The criteria in this rule also establishes standards for an evaluation component that will be used by the PED in accessing charter school, and school district professional development plans. The rule creates standards for developing professional development activities for schools that improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students; are an integral part of the public school and school district plans for improving student achievement; provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet the New Mexico academic content standards; are high quality, sustained, intensive and focused on the classroom; are developed and evaluated regularly with extensive participation of school employees and parents~~] The rule adopts standards for professional learning published by the professional learning organization, learning forward, as the framework for all professional learning activities delivered by or on behalf of the department, schools, charter schools, and school districts.
[6.65.2.6 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.7 DEFINITIONS:

~~**[A. "Alignment"** means the degree to which program components match purposes and evaluation criteria.~~

~~**B. "Collaboration"** means the act of working positively and productively with others to meet a common goal or purpose.~~

~~**C. "Data"** means information from a variety of sources gathered for a purpose. For example, data related to student learning might include student work examples, scripted or video taped observations, student achievement scores, and/or teacher-generated assessments. Data related to teacher performance might include observations; instructional artifacts; and /or student, peer or parent evaluations. The terms data and evidence are often used interchangeably.~~

~~**D. "Developmental levels"** means descriptors of development for students and teachers.~~

~~**(1)** Developmental levels for students are descriptors of how they develop (cognitively, socially and in other ways) during their formative years in pre k-12 education.~~

~~**(2)** Developmental levels for teachers are descriptors of how they develop across the continuum of their careers. In New Mexico, the career continuum for teachers include three levels of development: the level 1 "provisional teacher" (the initial five years of a teaching career where the teacher demonstrates initial mastery of effective teaching); the level 2 "professional teacher" (at least three years of classroom teaching experience during which a teacher demonstrates expert practice); and the level 3 "master teacher" (at least six years of experience where the teacher demonstrates exemplary practice).~~

~~**E. "Differentiated"** means the intentional application of multiple modes of instruction or assessment in order to meet the needs of all members of a group. The New Mexico teacher competencies are differentiated~~

~~across levels of years of experience and teacher development: level 1 (provisional teacher); level 2 (professional teacher); and level 3 (master teacher).~~

~~**F. "Diversity"** means variety among individuals. Diversity includes, for example, variations in socio-economic status, race, developmental level, ethnicity, gender, language, learning styles, culture, abilities, age, interests, and/or personality.~~

~~**G. "Job-embedded"** means activities that are included as part of the responsibilities of the teacher's work day.~~

~~**H. "Leadership"** means the work of members of all levels of educational systems who engage in, collaborate in, and/or guide continuous instructional improvement for the benefit of the entire system.~~

~~**I. "Professional development"** means a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.~~

~~**J. "Professional development plan"** means a plan specifically designed to identify goals, activities and measurable objectives that will support continuous learning related to professional knowledge, skills and abilities.~~

~~**(1)** The district professional development plan is a component of the comprehensive educational plan for student success that supports academic learning for all students.~~

~~**(2)** The individual teacher's professional development plan (PDP) is part of the performance evaluation system requirements. The teacher's PDP is a collaborative enterprise involving the teacher and principal in establishing a yearly plan for professional learning goals, activities, and measurable objectives based on the nine New Mexico teacher competencies.~~

~~**K. "Professional development program"** means an organized set of professional development experiences for an education system that will support instructional learning in an identified area of improvement.~~

~~**L. "Research based"** means results from proven, rigorous educational research methodologies.~~

~~**M. "Staff development"** means organized professional learning activities. The terms "professional development and staff development" are used interchangeably by the national staff development council as well as in this rule.~~

~~**N. "Student success"** means attainment of knowledge, skills and attributes that will prepare and nurture individuals to become productive, engaged citizens in a democratic society.~~

~~**O. "Sustained"** means an effort or activity maintained in a coherent, planed manner over time.~~

~~**P. "Systematic"** means something that is characterized by order and planning.~~

~~**Q. "Systemic"** means related to an entire system: in this case, an educational organization that is made up of individual but interdependent components united by a common purpose, action plan, and accountability.~~

~~**R. "Training"** means a subset of professional development. Training includes specialized, often prescribed instruction and practice that help an individual become proficient in a skill or set of skills.~~

~~**S. "Standards for staff development"** means criteria and expectations that provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills.~~

~~**T. "Framework for professional development"** means a document that establishes the context, processes and content relative to professional development by way of a statewide definition and belief statements of professional development, guidelines for the effective designing, implementation, and evaluating of professional development initiatives at the district and school building-level, establishing the criteria for school districts to apply for professional development funds, and to provide information regarding professional development providers and other resources.~~]

A. "Differentiated" means the intentional application of multiple modes of instruction or assessment to meet the needs of all members of a group.

B. "High-quality instructional materials" means instructional materials that are research-based, culturally and linguistically relevant, designed to support equitable learning for all students, aligned with the department's academic content and performance standards and benchmarks, and included on the department's instructional materials lists or otherwise approved by the department.

C. "Pedagogy" means the method of how educators teach students, in theory and in practice, formed by an educator's teaching beliefs. Pedagogy also considers the interplay between culture and different ways to learn.

D. "Professional learning" means systematic learning experiences focusing on equity, cultural inclusivity, self-reflection, peer support, coaching, and feedback in which educators take responsibility for interactive, collaborative, sustained, and evidence-based customized practice that personalizes educators' understanding of content and pedagogy to support improved student outcomes.

E. "Professional learning plan" means a plan collaboratively developed by a school district or charter school to identify goals, activities, and measurable outcomes that support continuous learning related to professional knowledge, skills, and abilities for all educators.

[6.65.2.7 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.8 REQUIREMENTS FOR [~~PROGRAM~~] PROFESSIONAL LEARNING DESIGN AND IMPLEMENTATION: [~~School district and charter school professional development programs shall meet the highest standards for professional development. New Mexico has adopted the national staff development council standards for staff development as requirements for designing, implementing, and evaluating professional development programs. All statewide, PED, charter school and public school district professional development programs and activities shall address and align with the following standards and shall articulate:~~] All public schools, state-supported educational institutions, and education programs conducted in state institutions, other than the New Mexico military institute, shall follow the standards for professional learning.

[~~**A.** context standards which:~~

~~**(1)** improve the learning of all students by organizing adults into learning communities whose goals are aligned with those of the school district;~~

~~**(2)** require skillful school and district leaders who guide continuous instructional improvement;~~

~~**(3)** require resources to support adult learning and collaboration;~~

~~**B.** process standards which:~~

~~**(1)** improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;~~

~~**(2)** use multiple sources of information to guide improvement and demonstrate its impact;~~

~~**(3)** prepare educators to apply research to decision making;~~

~~**(4)** use learning strategies appropriate to the intended goal;~~

~~**(5)** apply knowledge about human learning and change;~~

~~**(6)** provide educators with the knowledge and skills to collaborate;~~

~~**C.** content standards which:~~

~~**(1)** improve the learning of all students by preparing educators to understand and appreciate all students;~~

~~**(2)** create safe orderly and supportive environments, and hold high expectations for their academic achievement;~~

~~**(3)** deepen educators' content knowledge;~~

~~**(4)** provide them with research based instructional strategies to assist students in meeting, rigorous academic standards and prepare them to use various types of classroom assessments appropriately;~~

~~**(5)** provide educators with knowledge and skills to involve families and other stakeholders appropriately.~~]

A. The standards for professional learning encompass practices where educators and administrators:

(1) understand students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities;

(2) prioritize high-quality instructional materials for students, assess student learning, and understand and implement instruction;

(3) apply standards and research to their work, develop expertise in their roles, and prioritize coherence and alignment in their learning;

(4) prioritize equity in professional learning practice, identify and address their own biases and beliefs, and collaborate with diverse colleagues;

(5) create expectations and build capacity for use of evidence and leverage evidence, data, and research from multiple sources to contextualize, measure, and report on the impact of professional learning;

(6) set relevant and contextual learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs;

(7) understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning;

(8) establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for staff;

(9) engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students;

(10) establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact professional learning; and

(11) allocate resources for professional learning, prioritize equity in resource decisions, and monitor the use and impact of resource investments.

B. Professional learning activities shall:

(1) improve educators' knowledge of the subjects they teach or their ability to teach those subjects;

(2) prioritize educators' ability to implement the use of high-quality instructional materials;

(3) be integral to the school district, school, or charter school's plan for supporting educators to improve student achievement;

(4) provide educators and administration with strategies, support, knowledge, skills, and abilities to help all students meet New Mexico adopted content standards; and

(5) be high-quality, sustained, intensive, and focused on the classroom.

[6.65.2.8 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.9 REQUIREMENTS FOR [~~PROGRAM~~] PROFESSIONAL LEARNING PLAN EVALUATION: All public schools, state-supported educational institutions, and education programs conducted in state institutions, other than the New Mexico military institute, shall evaluate professional learning plans according to the standards for professional learning in 6.65.2.8 NMAC.

[~~**A.** All statewide, PED, charter school and public school district professional development programs shall be evaluated at least every three years to determine the effectiveness of the program based on evidence of improved educator practice and student learning.~~

~~**B.** Levels of program evaluation shall include evidence of:~~

~~**(1)** participant response;~~

~~**(2)** participant learning;~~

~~**(3)** organizational change and support;~~

~~**(4)** participant use of knowledge and skills; and~~

~~**(5)** student learning.~~]

A. The department shall evaluate school district and charter school literacy professional learning plans every other year pursuant to 6.30.17.11 NMAC.

B. The department shall evaluate school district and charter school mathematics professional learning plans every other year pursuant to 6.30.14.9 NMAC.

C. School districts, charter schools, state-supported educational institutions, education programs conducted in state institutions, and agencies applications for state or federal funding to support professional learning activities shall demonstrate alignment with the standards for professional learning in 6.65.2.8 NMAC.

[6.65.2.9 NMAC - N, 6/30/2006; A, 12/22/2026]

6.65.2.10 [~~REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT FUNDING:~~ ~~Schools, school districts or independent programs or agencies that apply for or are awarded state or federal funding to support professional development programs or activities must demonstrate alignment between the proposed programs and the New Mexico professional development framework. Funding proposals shall explicitly address all of the following questions:~~] 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.

[~~**A.** context:~~

~~**(1)** how are the resources (time, leadership, personnel, and budget considerations) structured to support the plan?~~

~~**(2)** how are roles of leaders and participants defined and goals determined?~~

~~**(3)** how are data related to student learning to be used to determine goals and assess outcomes?~~

~~**(4)** how is collaboration among administrators and teachers embedded in the professional development process?~~

~~**B.** content:~~

~~**(1)** what should participants know and be able to do?~~

~~**(2)** is the content clearly connected to workplace requirements and clearly articulated goals?~~

~~**(3)** are appropriate adult learning strategies used that will support program effectiveness?~~
~~**(4)** is there a range of learning opportunities that address areas of need, diversity, skill development and refinement?~~
~~**(5)** how are data related to student learning to be used to determine goals and assessment outcomes?~~
~~**(6)** how is collaboration among administrators and teachers embedded in the professional development process?~~]
[6.65.2.10 NMAC - N, 6/30/2006; A, 12/22/2026]

HISTORY OF 6.65.2 NMAC: [RESERVED]