# Rule Overview

**Date:** November 18, 2026
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**Rule Citation:** [NMAC 6.30.14, Mathematics Instructional Leadership Framework, Instruction, Interventions, Screening and Professional Learning]

## 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 establishes mathematics professional learning, screening, and intervention requirements to satisfy the statutory requirements of Laws 2026, Chapter 53 (Senate Bill 29).

## Summary of NMAC 6.30.14: Mathematics Instructional Leadership Framework, Instruction, Interventions, Screening and Professional Learning

The Public Education Department (PED) gave notice of a proposed new rulemaking to satisfy the statutory requirements enacted with Laws 2026, Chapter 53 (SB29), LESC-endorsed legislation that created a statewide framework to address mathematics instruction by increasing teacher preparation requirements, creating requirements for a statewide mathematics instructional leadership framework, adding requirements for school district and charter school professional learning plans, and creating a system of screening and family notification regarding mathematics performance among kindergarten through third-grade (K-3) students.

It appears some provisions of the proposed rule go beyond the statutory requirements of Laws 2026, Chapter 53. However, it's also important to note PED has broad statutory authority to determine policy for the operation of all public schools in the state; PED cited its statutory authority in state law (Section 9-24-8 NMSA 1978, Section 22-2-1 NMSA 1978, and Section 22-2-2 NMSA 1978) as statutory authority for the rulemaking.

## Impact

PED's proposed rule establishes requirements for local education agencies (LEA) to implement the mathematics instructional leadership framework, professional learning, screening, student supports, and family notification and documentation in alignment with Laws 2026, Chapter 53.

### Mathematics Instructional Leadership Framework

The proposed rule outlines requirements for LEAs to implement—beginning in the 2027-2028 school year (SY28) and annually thereafter—the mathematics instructional leadership framework pursuant to Laws 2026, Chapter 53, and compiled as Section 22-15E-7 NMSA 1978.

The new mathematics law requires all LEAs to develop and implement elementary and secondary mathematics professional learning plans that include:

- Goals for teacher content knowledge and instructional practices in mathematics;
- A description of professional learning activities and instructional supports; and
- A plan to monitor and evaluate professional learning in mathematics over time.

The proposed rule aligns with the new amendments to the Mathematics and Science Education Act but has some meaningful differences. For example, the proposed rule requires secondary mathematics professional learning plans to include how the LEA will adopt and implement high-quality instructional materials (HQIM) and aligned interventions for mathematics.

***High-quality instructional materials.*** The newly amended Mathematics and Science Education Act does not define or mention HQIM; however, the proposed new rule's definition of HQIM closely aligns with, but does not match the definition, the definition in Laws 2026, Chapter 54 (Senate Bill 37), LESC-endorsed legislation that created the High Quality Literacy Instruction Act; see **Technical Issues**. 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 math core instructional materials on the multiple list through a summer review process.

While Laws 2026, Chapter 53 requires PED's Math and Science Bureau to monitor the use of LEA's instructional materials and provide training and technical assistance to LEAs on selecting evidence-based instructional materials, the proposed rule goes further, requiring the implementation of HQIM. The proposed rule asks LEAs to report to PED how they plan to adopt and implement HQIM and aligned interventions for mathematics as part of secondary mathematics professional learning plans. According to PED's Instructional Materials Bureau, 65 percent of LEAs have purchased HQIM for kindergarten through 12th grade (K-12) in math.

## Professional Learning

The requirements for implementing elementary and secondary professional learning plans in the proposed rule align well with the statutory requirements of Laws 2026, Chapter 53, but also go farther than enumerated law. The proposed rule requires all LEAs to integrate a multi-layered system of supports (MLSS) in classroom instruction, build a math-positive classroom culture, implement evidence-based instructional strategies, use assessment for teaching and learning, implement culturally and linguistically responsive math strategies, provide contextual instruction utilizing standards for mathematical practices, and revise instructional practices through coaching and collaboration with professional learning communities, grade-level teams, or communities of practice.

There appears to be a technical issue in this section of proposed rule. The proposed rule defines MLSS differently than existing rule (see **Technical Issues**).

## Requirements for Mathematics Screening

The proposed rule—in concert with Laws 2026, Chapter 53—requires all LEAs to administer a department-approved mathematics screener to every K-3 student that can be administered with minimal instructional impact, is aligned with grade-specific academic content and performance standards, and provides timely reporting of assessment results that are integrated with instructional supports for teachers and students through MLSS, beginning in SY28.

## Mathematics Student Support Plans

The proposed rule provides additional detail on mathematics student support plans enacted in Laws 2026, Chapter 53 for K-3 students displaying characteristics of a mathematics difficulty. The proposed rule requires, beginning in SY28, for LEAs to develop and implement mathematics student support plans to include:

- Assessment data, inclusive of early mathematics screening results, progress monitoring results, formative assessment results, observations, and interim assessment results;
- Skill(s) in which the students demonstrate proficiency;
- Targeted skill(s) for instruction;
- Targeted mathematics goal(s);
- Team members who plan and implement the instruction;
- A progress monitoring plan; and

- Evidence-based interventions that are aligned, targeted, differentiated, and supplemental to core instruction.

The proposed rule also has provisions for considering when a student who is demonstrating characteristics of a mathematical difficulty should be referred to a student assistance team and if a student is receiving appropriate English language programs or services.

### Family Notification and Documentation

Finally, the proposed rule requires all LEAs, beginning in SY28, to notify K-3 families annually of screening for mathematics difficulties, the results of those screenings, mathematics interventions that may be taking place in response to the results, and at-home parental support resources, in alignment with Laws 2026, Chapter 53.

## Technical Issues

The proposed rule's definition of MLSS does not align with the existing definition of MLSS in New Mexico Administrative Code. The proposed rule defines MLSS: "means a coordinated and comprehensive framework of evidence-based academic and behavioral supports that address a student's educational needs with graduated intensity based on data collected about the student." Existing rule defines MLSS "means a coordinated and comprehensive framework that uses increasing intensive evidence-based academic and behavioral supports that address student needs as evidenced by student data." This existing definition is also used by the department in its proposed rulemaking 6.30.17 NMAC, Structured Literacy Instruction, Interventions, and Professional Development.

In addition, the definition of HQIM does not match the statutory definition of HQIM in Section 22-15G-2(B) NMSA 1978.

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**
**CHAPTER 30 EDUCATIONAL STANDARDS - GENERAL REQUIREMENTS**
**PART 14 MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK, INSTRUCTION, INTERVENTIONS, SCREENING AND PROFESSIONAL LEARNING**

**6.30.14.1 ISSUING AGENCY:** Public Education Department, hereinafter the department.
[6.30.14.1 NMAC – N, 12/22/2026]

**6.30.14.2 SCOPE:** This rule applies to all school districts and state-chartered charter schools.
[6.30.14.2 NMAC – N, 12/22/2026]

**6.30.14.3 STATUTORY AUTHORITY:** Sections 9-24-8, 22-2-1, 22-2-2, 22-15E-2, 22-15E-3, 22-15E-7, 22-15E-8, NMSA 1978.
[6.30.14.3 NMAC – N, 12/22/2026]

**6.30.14.4 DURATION:** Permanent.
[6.30.14.4 NMAC – N, 12/22/2026]

**6.30.14.5 EFFECTIVE DATE:** December 22, 2026, unless a later date is cited at the end of a section.
[6.30.14.5 NMAC – N, 12/22/2026]

**6.30.14.6 OBJECTIVE:** This rule provides criteria for improving mathematics outcomes for all students through the collection and evaluation of professional learning plans to support implementation of mathematics instruction; screening grades K–3 students, including mathematics student support plans for those with mathematics difficulty; and implementing the mathematics instructional leadership framework to increase the number of students who achieve mathematics proficiency.
[6.30.14.6 NMAC – N, 12/22/2026]

**6.30.14.7 DEFINITIONS:**

**A. "Contextual"** means an understanding of mathematical concepts through real-world situations.

**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. "Mathematics instructional leadership framework"** means a structured, evidence-based model developed by the department to strengthen mathematics teaching and learning.

**D. "Mathematics professional learning plan"** means a plan developed by a school district or charter school on a department-approved template that is aligned with the department's mathematics instructional leadership framework.

**E. "Mathematics screening assessment"** means a department-approved, grade-specific and nondiagnostic assessment administered at the beginning of the school year to assess a student's performance in mathematics.

**F. "Mathematics support plan"** means a written plan developed for a student on a department-provided template that identifies individualized and differentiated areas of mathematics learning needs and describes specific intervention strategies that will be provided at school and strategies that can be used by parents to support student learning."

**G.** **"Multi-layered system of supports (MLSS)"** means a coordinated and comprehensive framework of evidence-based academic and behavioral supports that address a student's educational needs with graduated intensity based on data collected about the student.

**H.** **"Standards for mathematical practices"** means the eight standards included in the New Mexico mathematics content standards that describe the mathematical expertise, processes, and habits of mind students develop and apply while learning and doing mathematics.

[6.30.14.7 NMAC – N, 12/22/2026]

**6.30.14.8 REQUIREMENTS FOR MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK:** Beginning with the 2027-2028 school year, each school district and charter school leader shall annually implement the mathematics instructional leadership framework developed pursuant Section 22-15E-7 NMSA 1978 and consisting of:

**A.** Standards for high-quality mathematics instruction that:
- **(1)** align to state academic content and performance standards;
- **(2)** utilize high-quality instructional materials;
- **(3)** incorporate the five strands of mathematical proficiency;
- **(4)** utilize evidence-based mathematics instruction;
- **(5)** integrate MLSS in classroom instruction; and
- **(6)** engage staff in professional learning.

**B.** Standards for effective teaching practices that:
- **(1)** establish goals to focus on mathematics learning;
- **(2)** implement tasks that promote reasoning and problem-solving;
- **(3)** connect mathematics representations;
- **(4)** facilitate meaningful mathematical discourse;
- **(5)** pose purposeful questions;
- **(6)** build procedural fluency from conceptual understanding;
- **(7)** support productive struggle in learning mathematics; and
- **(8)** elicit and use evidence of student thinking.

**C.** Fostering professional learning communities that:
- **(1)** focus on student learning;
- **(2)** analyze evidence of student thinking;
- **(3)** collaboratively plan using high-quality instructional materials;
- **(4)** reflect on feedback and adjust instruction; and
- **(5)** provide intentional celebration.

**D.** Coaching, collaborating and mentoring that:
- **(1)** develops systems to observe, coach, and support teacher learning;
- **(2)** provide timely, actionable, content-specific, non-evaluative feedback;
- **(3)** fosters a culture that reflects upon feedback and adjusts instruction; and
- **(4)** builds a cohesive instructional leadership team.

[6.30.14.9 NMAC – N, 12/22/2026]

**6.30.14.9 REQUIREMENTS FOR PROFESSIONAL LEARNING:**

**A.** Beginning with the 2027–28 school year, each school district and charter school shall develop and implement an elementary mathematics professional learning plan that builds foundational mathematics content knowledge and pedagogy at elementary grades and offers professional learning opportunities in evidence-based, high-quality mathematics instruction for teachers and school administrators, developed from lists of recommended teacher professional learning materials. The department shall review the plan at a minimum every two years. The plan shall include how the school district or charter school will:

**(1)** adopt and implement high-quality instructional materials and aligned interventions for mathematics;

**(2)** integrate MLSS in classroom instruction;

**(3)** build a math-positive classroom culture;

**(4)** implement evidence-based instructional strategies;

**(5)** use assessment for teaching and learning;

**(6)** implement culturally and linguistically responsive math instruction;

**(7)** provide contextual instruction utilizing standards for mathematical practices in early numeracy and intermediate number and operations; and

**(8)** revise instructional practices through coaching and collaboration with professional learning communities, grade-level teams, or communities of practice.

**B.** Beginning with the 2027-2028 school year, each school district and charter school shall develop and implement a secondary mathematics professional learning plan that deepens content knowledge of mathematical concepts, best practices, and pedagogy in secondary grades and offers professional learning opportunities in evidence-based, high-quality mathematics instruction for teachers and school administrators, developed from lists of recommended teacher professional learning materials. The department shall review the plan at a minimum every two years. The plan shall include how the school district or charter school will:

**(1)** adopt and implement high-quality instructional materials and aligned interventions for mathematics;

**(2)** integrate MLSS in classroom instruction;

**(3)** build a math-positive classroom culture;

**(4)** implement evidence-based instructional strategies;

**(5)** use assessment for teaching and learning;

**(6)** implement culturally and linguistically responsive math instruction;

**(7)** provide contextual instruction utilizing standards for mathematical practices in algebra, geometry, statistics, data and/or quantitative reasoning; and

**(8)** revise instructional practices through coaching and collaboration with professional learning communities, grade-level teams, or communities of practice.

**C.** Each school district and charter school shall provide sustained mathematics professional learning for the following:

**(1)** school administrators;

**(2)** coaches that support mathematics; and

**(3)** teachers responsible for mathematics instruction.

**D.** Mathematics professional learning plans submitted for evaluation shall include evidence of:

**(1)** goals for teacher content knowledge and instructional practices in mathematics;

**(2)** student learning outcomes;

**(3)** participants' learning and use of new knowledge, skills, and abilities;

**(4)** professional learning activities, organizational change, and instructional supports; and

**(5)** a plan to monitor and evaluate participants' professional learning over time including participants' reflections and assessment of the plan's effectiveness.

**E.** The department shall provide lists of recommended teacher professional learning materials and opportunities for teachers and school administrators regarding evidence-based mathematics instruction for students at risk for mathematical difficulties.

[6.30.14.8 NMAC – N, 12/22/2026]

**6.30.14.10 REQUIREMENTS FOR MATHEMATICS SCREENING:** Beginning with the 2027-2028 school year, each school district and charter school shall administer a department-approved mathematics screening assessment to every student in kindergarten through third grade that:

**A.** shall be administered with minimal instructional impact;

**B.** shall be administered by the second NOVA reporting period in kindergarten;

**C.** shall be administered by the first NOVA reporting period in grades 1–3;

**D.** shall be aligned to grade-level specific academic content and performance standards; and

**E.** provide timely reporting of assessment results that integrate with instructional supports for teachers and students through the multi-layered system of supports.

[6.30.14.10 NMAC – N, 12/22/2026]

**6.30.14.11 REQUIREMENTS FOR MATHEMATICS STUDENT SUPPORT PLANS:**

**A.** Beginning with the 2027-2028 school year, for any kindergarten through grade 3 student whose mathematics screening assessment displays characteristics of mathematics difficulty, each school district and charter school shall develop and implement a mathematics student support plan that shall include:

**(1)** assessment data, inclusive of early mathematics screening results, progress monitoring results, formative assessment results, observations, and interim assessment results;

**(2)** skill(s) in which students demonstrate proficiency;

**(3)** targeted skill(s) for instruction;

**(4)** targeted mathematics goal(s);

**(5)** team members who plan and implement the instruction;

(**6)** a progress monitoring plan;

**(7)** evidenced-based interventions that are aligned, targeted, differentiated, and supplemental to core instruction, including but not limited to systematic instruction, math language routines, representations, number lines and word problems; and

**(8)** an assurance that parents will receive written reports on the student's progress at least four times each school year with strategies to support student learning.

**B.** A kindergarten through grade 3 student whose mathematics screening assessments display characteristics of mathematics difficulty shall receive targeted mathematics intervention, aligned to evidence-based instructional strategies, with a minimum of monthly progress monitoring to determine if the student is making adequate progress or be referred to a student assistance team.

**C.** Consideration shall be given to ensure the student is not demonstrating characteristics of mathematical difficulty solely due to a lack of appropriate English language programs or services.

**D.** If a student does not make adequate progress with targeted evidence-based mathematics interventions, a school shall convene a student assistance team to prescribe more frequent and intensive interventions with progress monitoring to determine the student's level of progress. The interventions prescribed by the student assistance team shall be in accordance with the department's guidance and multi-layered system of supports.

**E.** At no time shall a student identified as demonstrating characteristics of mathematical difficulty stop receiving targeted interventions.

[6.30.14.11 NMAC – N, 12/22/2026]

**6.30.14.12 PARENT OR LEGAL GUARDIAN NOTIFICATION:** Beginning with 2027-2028 school year, each school district and charter school shall notify parents or legal guardians annually that entering grades K–3 students shall be screened for mathematics difficulty. If a student is determined to display characteristics of mathematics difficulty per the department-approved screening assessment; school districts and charter schools shall notify parents of the results of the screening, the mathematics interventions that are taking place in response to the results and provide at-home parental support resources. School districts and charter schools shall decide the method by which to inform parents or legal guardians of the results and interventions. School districts and charter schools shall provide parental notification at least four times a school year for those students demonstrating difficulty.

[6.30.14.12 NMAC – N, 12/22/2026]

**6.30.14.13 REQUIREMENTS FOR DOCUMENTATION:** School districts and charter schools shall submit data in accordance with department guidance, including:

**A.** The number of students, by grade level, identified with mathematics difficulty and the number of students provided a mathematics support plan.

**B.** Which department-approved mathematics screening assessment was implemented at each grade level.

**C.** The types of interventions provided to students and measures of the effectiveness of these interventions.

**D.** A report on the status of the implementation of the mathematics leadership framework.

[6.30.14.13 NMAC – N, 12/22/2026]

**6.30.14.14 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.

[6.30.14.14 NMAC – N, 12/22/2026]