Rule Overview

Date: November 18, 2026
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Rule Citation: NMAC 6.64.4, Mathematics 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 4, 2026, at 5:00p.m. (MDT)
Rule's Purpose: Requires teacher candidates to complete six semester hours of math methods coursework for licenses issued on or after July 1, 2028, in compliance with Laws 2026, Chapter 53 (Senate Bill 29). Requires common course content expectations across preparation programs. Changes math teacher competencies.

Summary of NMAC 6.64.4: Mathematics Endorsement

The Public Education Department (PED) gave notice of a proposed repeal and replacement of New Mexico Administrative Code (NMAC) 6.64.4. The proposed bill would align mathematics endorsement requirements with Laws 2026, Chapter 53 (SB29), LESC-endorsed legislation, which increased mathematics requirements for teaching licensure and endorsement, and changed math teacher competencies.

Endorsement Requirements

PED's proposed rule would align with Laws 2026, Chapter 53 (SB29), which requires individuals seeking a mathematics endorsement to licenses issued on or after July 1, 2028, to complete six semester hours of mathematics methods coursework. Teachers seeking a mathematics endorsement to an initial level 1 license may seek a mathematics endorsement for middle level education (grades five through nine), secondary education (grades seven through 12), or grades prekindergarten through 12th.

The current rule requires math endorsement applicants to complete at least 24 to 36 semester hours in mathematics. The language proposed in the rule is clearer, specifying at least 24 semester hours.

Competencies for Mathematics Teachers

The proposed rule would simplify the current competencies required of math teachers, which were established in 2001. The current competencies include a combination of pedagogical skills and student learning standards. The proposed rule focuses on broad pedagogical skills and practices, and specifies teachers must demonstrate knowledge of, and ability to apply, state-adopted content standards and benchmarks for mathematics.

Current rule describes the current competencies as aligning with state-adopted standards and the national standards of the National Council of Teachers of Mathematics (NCTM). The proposed rule describes the proposed competencies as aligning with these standards as well as those of the Association of Mathematics Teacher Educators (AMTE) and the National Research Council (NRC).

The proposed rule adds a definition for culturally and linguistically responsive and requires math teachers to plan and provide equitable and culturally and linguistically responsive learning opportunities.

Implementation

The proposed rule would require educator preparation program faculty across postsecondary institutions to reach agreement on the material to be taught, and the competencies to be gained, through math methods courses. The proposed rule would require courses to be comparable across institutions and sufficient to prepare candidates to provide high-quality instruction when they begin their teaching career.

Impact

The proposed beginning teacher endorsement requirements would apply to teachers seeking an endorsement in math to an initial level 1 New Mexico teaching license in middle level education (grades five through nine), secondary education (grades seven through 12), or prekindergarten through 12th grade. This would exclude beginning teachers who hold a kindergarten through eighth grade license, a prekindergarten through third grade license, a blind and visually impaired birth through 12th grade license, a deaf and hard of hearing birth through 12th grade license, a secondary vocational-technical seventh through 12th grade license, or a special education prekindergarten through 12th grade license.

Proposed rule language specifying certain initial teaching licenses that can carry a math endorsement might result in confusion among teachers and PED licensure staff as licenses which may currently carry a math endorsement are excluded in the proposed rule.

The New Mexico Association of Colleges for Teacher Education (NMACTE) has convened a math standards task force in collaboration with PED and Education Research and Development, a national research organization, to develop math standards for teacher preparation that articulate the knowledge, skills, and dispositions that all new teachers of mathematics should possess. The task force also aims to develop new math methods courses, including student learning objectives. The task force is discussing how best to align the new math standards with the national AMTE standards and the general teacher preparation standards (not specific to math) that NMACTE developed this year. The math standards are expected to be finalized by December 2026.

The proposed rule would simplify the existing competencies for mathematics teachers. However, although the proposed competencies are broad, there could be conflict between the proposed competencies and the competencies the math standards task force is developing. PED staff expressed to the math standards task force that the proposed rule change would closely align with AMTE standards, however, LESC analysis found alignment with AMTE standards is limited.

Technical Issues

While some elements of the proposed competencies align with the national standards and performance benchmarks of NCTM, AMTE, and NRC, alignment is strongest with the Common Core State Standards for mathematics. While the proposed rule generally aligns with the referenced national standards specific to ensuring student equity and rigorous instruction, the proposed rule does not align with those standards for math content, instructional practices, or assessment.

The proposed rule change would eliminate “entry-level” from NMAC 6.64.4.6, which would change the associated math teacher competencies to apply to all math teachers, rather than only entry level math teachers. Proposed changes to NMAC 6.64.5: Science Endorsement would change “entry-level” to “beginning teachers.” If both proposed rule changes are adopted, math teacher competencies in NMAC 6.64.4 would apply to all math teachers, while science teacher competencies in NMAC 6.64.5 would be specific to beginning science teachers.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL – [~~COMPETENCIES FOR LICENSURE~~] LICENSURE ENDORSEMENTS
PART 4 [~~COMPETENCIES FOR ENTRY-LEVEL MATHEMATICS TEACHERS~~] MATHEMATICS ENDORSEMENT

6.64.4.1 ISSUING AGENCY: Public Education Department (PED), hereinafter the department.
[6.64.4.1 NMAC – Rp, 6.64.4.1 NMAC, 12/22/2026]

6.64.4.2 SCOPE: [~~Chapter 64, Part 4, governs the competencies that will be used by New Mexico institutions of higher education to establish a curriculum for persons seeking an endorsement in mathematics to a New Mexico educator license.~~] All institutions of higher education in New Mexico that establish or maintain a curriculum for persons seeking an endorsement in math to a New Mexico educator license. These requirements are K-12 expectations and are specifically designed to inform K-12 teacher preparation programs.
[6.64.4.2 NMAC – Rp, 6.64.4.2 NMAC, 12/22/2026]

6.64.4.3 STATUTORY AUTHORITY: Sections 9-24-8, 22-2-1, 22-2-2, [~~and~~] 22-10A-3, and 22-10A-6 NMSA 1978.
[6.64.4.3 NMAC – Rp, 6.64.4.3 NMAC, 12/22/2026]

6.64.4.4 DURATION: Permanent.
[6.64.4.4 NMAC – Rp, 6.64.4.4 NMAC, 12/22/2026]

6.64.4.5 EFFECTIVE DATE: [~~July 15, 1999~~] December 22, 2026, unless a later date is cited at the end of a section.
[6.64.4.5 NMAC – Rp, 6.64.4.5 NMAC, 12/22/2026]

6.64.4.6 OBJECTIVE: This rule is adopted by the [~~(PED)~~] department [~~for the purpose of establishing~~] to establish [~~entry-level~~] mathematics competencies that are based on what mathematics teachers must know and be able to do to provide effective mathematics programs in New Mexico schools. The competencies were developed to ensure alignment with the [~~New Mexico's~~] state-adopted content standards and benchmarks for mathematics, [~~and with~~] the national standards of the national council of teachers of mathematics, the association of mathematics teacher education, and the national standards of the national research council.
[6.64.4.6 NMAC – Rp, 6.64.4.6 NMAC, 12/22/2026]

6.64.4.7 DEFINITIONS:
A. "Culturally and linguistically responsive" means validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.
[6.64.4.7 NMAC – Rp, 6.64.4.7 NMAC, 12/22/2026]

6.64.4.8 REQUIREMENTS:
A. Beginning teachers seeking an endorsement in mathematics to an initial level 1 New Mexico teaching license in middle level education (grades 5-9), secondary education (grades 7-12), or grades Pre K-12 [~~must~~] shall satisfy all [~~of~~] the requirements of the license as provided in [~~PED~~] department rule for that license, which includes, among other requirements, [~~24-36~~] 24 semester hours in mathematics and passage of a content area test in mathematics. For licenses issued on or after July 1, 2028, six of the 24 semester hours shall be mathematics methods courses.
B. Teachers seeking to add an endorsement in mathematics to an existing New Mexico teaching license of any level shall meet one of the following requirements:
(1) pass the content knowledge test(s) of the New Mexico teacher assessments as provided in 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in mathematics;
(2) successfully complete an undergraduate academic major equivalent to [~~24-36~~] 24 semester hours, or coursework equivalent to an undergraduate major or a graduate degree in mathematics; or
(3) obtain certification in mathematics for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

[6.64.4.8 NMAC – Rp, 6.64.4.8 NMAC, 12/22/2026]

6.64.4.9 COMPETENCIES FOR [~~ENTRY-LEVEL~~] MATHEMATICS TEACHERS: CONTENT KNOWLEDGE AND SKILLS FOR TEACHING MATHEMATICS

[~~**A.** Teachers will understand and use mathematics in problem-solving.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** use problem-solving approaches to investigate and understand mathematical content;~~

~~**(b)** formulate and solve problems from both mathematical and everyday situations;~~

~~**(c)** identify, select and use appropriate problem-solving strategies; as well as develop and apply their own strategies;~~

~~**(d)** verify and interpret solutions to problems;~~

~~**(e)** use mathematical language and symbolism to model problem situations.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** use a problem solving approach to investigate and understand mathematical concepts;~~

~~**(b)** formulate and solve problems from both mathematical and everyday experiences;~~

~~**(c)** develop their own processes and techniques for solving problems.~~

~~**B.** Teachers will understand and use mathematics in communication.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** identify and define mathematical concepts in a variety of situations;~~

~~**(b)** communicate mathematical ideas both verbally and in writing;~~

~~**(c)** use drawings, discussion, reading, and listening to learn and communicate mathematical ideas;~~

~~**(d)** use a variety of electronic media and manipulatives to explore and communicate mathematical concepts and problem solutions.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** develop skills in both written and oral communication of mathematical concepts;~~

~~**(b)** learn to communicate effectively at various levels of formality and with people who have differing levels of mathematical understanding.~~

~~**C.** Teachers will understand and use mathematics in reasoning.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** describe logical conclusions;~~

~~**(b)** use information sources, models and known facts to explain mathematical thinking;~~

~~**(c)** make and evaluate mathematical conjectures and validate their own mathematical thinking;~~

~~**(d)** recognize and construct logical arguments for mathematical statements, concepts, and principles;~~

~~**(e)** apply a variety of reasoning processes to include deductive and inductive reasoning.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** recognize patterns, make and refine conjectures and definitions, and construct both formal and heuristic proofs;~~

~~**(b)** judge the validity of mathematical arguments;~~

~~**(c)** formulate counterexamples.~~

~~**D.** Teachers will understand and use mathematical connections.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** show an understanding of the interrelationships within mathematics;~~

~~**(b)** connect mathematics to other disciplines and everyday situations.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** develop an understanding of the interrelationships within mathematics and an appreciation of its unity;~~

~~**(b)** understand and appreciate the power of mathematical language and symbolism in the development of mathematical concepts;~~

~~**(c)** explore the connections between mathematics and other disciplines;~~

~~**(d)** apply mathematics learned in one context to other contexts.~~

~~**E.** Teachers will understand and use numbers, and their relationships, systems and theory.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** construct number meanings through everyday experiences and the use of physical materials;~~

~~**(b)** understand prenumeration concepts.~~

~~**(c)** describe and compare ancient and modern numeration systems by relating counting, grouping, and place value concepts;~~

~~**(d)** develop number sense;~~

~~**(e)** identify different sets of numbers in the real number system;~~

~~**(f)** understand representations of numbers, including mixed numbers, fractions, decimals, and scientific notation;~~

~~**(g)** demonstrate ability to use models to explore and explain relationships among fractions, decimals, percents, ratios, and proportions;~~

~~**(h)** use the relations of equality and inequality.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to: Explore and discuss the properties, relations, and extensions of the real and complex numbers.~~

~~**F.** Teachers will understand and use computation and estimation.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** model, explain, and develop proficiency with the basic number facts and algorithms, including addition, subtraction, multiplication and division;~~

~~**(b)** recognize alternative algorithms for the four basic operations;~~

~~**(c)** select and use computation techniques appropriate to specific problems and determine the reasonableness of solutions;~~

~~**(d)** use estimation strategies;~~

~~**(e)** recognize when estimates are appropriate.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** understand and apply numerical computational and estimation techniques and extend them to symbolic expressions;~~

~~**(b)** use estimation to assess the reasonableness of solutions.~~

~~**G.** Teachers will have a foundation in geometric concepts.~~

~~**(1)** Teachers for grades K-8 will be able to:~~

~~**(a)** describe, model, draw and classify geometric figures;~~

~~**(b)** investigate, predict, and describe the results of combining, subdividing and changing shapes;~~

~~**(c)** develop spatial sense and relationships;~~

~~**(d)** relate geometric and measurement ideas;~~

~~**(e)** use geometric concepts and relationships to describe and model mathematical ideas and relationships to the world;~~

~~**(f)** solve simple problems in two- and three-dimensional geometry involving parallelism, perpendicularity, congruence, similarity, translation, reflection, rotation, symmetry, and incidence.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** understand the role of axiomatic systems in geometry;~~

~~**(b)** develop both synthetic and algebraic geometric concepts using coordinates and vectors;~~

~~**(c)** use geometry as a source of mathematical models for a variety of applications;~~

~~**(d)** employ geometric reasoning as a problem solving strategy;~~

~~**(e)** model features of the real world using different geometries.~~

H. Teachers will understand and use measurement.

(1) Teachers for grades K-8 will be able to:

(a) determine what needs to be measured, select an appropriate unit of measurement, and then select an appropriate tool with which to measure;

(b) use standard and nonstandard units for measurement to an appropriate degree of accuracy;

(c) use estimation, informal procedures, and formulas to solve problems involving linear measures, area, volume, mass, and temperature by using both traditional and metric systems.

(2) Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.

(3) Teachers for grades 7-12 will be able to:

(a) identify and use the appropriate units, tools of measurement, and degree of accuracy required in particular problems, making calculations of relative error as necessary;

(b) apply measurement as a tool in other disciplines.

I. Teachers will understand and use statistics and probability.

(1) Teachers for grades K-8 will be able to:

(a) collect data from real world experiences or surveys, organize and display data using various charts/graphs manually and by using appropriate technology, analyze and interpret the data, and write convincing arguments based on the data;

(b) solve elementary statistical problems relating to measures of central tendency, measures of dispersion, regression equations, and non-linear regression;

(c) critically examine and analyze data for reliability and validity;

(d) demonstrate an understanding of randomness by conducting sampling experiments;

(e) find experimental and theoretical discrete probabilities using sample spaces, tree diagrams, and other representations;

(f) plan and conduct simulations to determine experimental probabilities;

(g) compute the mathematical expectation of simple games and lotteries;

(h) solve simple problems involving probability, inference, and the testing of hypotheses;

(i) use simple combinations and permutations to solve counting problems.

(2) Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.

(3) Teachers for grades 7-12 will be able to:

(a) understand measures of central tendency, variability, and correlation;

(b) collect, display, analyze, and interpret sample data in a variety of situations;

(c) investigate the role of estimation and probability in statistical analysis;

(d) use experimental and theoretical probabilities to formulate and solve problems;

(e) develop strategies for reasoning and making decisions based on uncertainty;

(f) explore the probabilistic nature of statistical analyses including hypothesis testing, correlation, analysis of variance, and nonparametric methods.

J. Teachers will understand and use patterns and functions.

(1) Teachers for grades K-8 will be able to:

(a) recognize, describe, extend, and create a wide variety of patterns;

(b) represent relationships with manipulatives, tables, graphs, verbal and written statements, and formulas;

(c) describe what a function means both intuitively and using formal mathematical language;

(d) demonstrate a basic understanding of classes of functions and their properties; e.g. linear, exponential, polynomial, and periodic.

(2) Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.

(3) Teachers for grades 7-12 will be able to:

(a) use multiple representations of functions, including symbolic expressions, verbal descriptions, tables, and graphs, and relate one representation to another;

(b) use the language of functions to describe and model change;

(c) use the concept of function in the study of mathematics and other disciplines.

K. Teachers will understand and apply algebraic concepts.

(1) Teachers for grades K-8 will be able to:

(a) explore and use variables and open sentences to express mathematical relationships;

(b) solve real world problems involving linear and quadratic equations and inequalities by using traditional techniques and graphing methods that use technology.

(2) Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.

(3) Teachers for grades 7-12 will be able to:

(a) understand and apply the major concepts of linear and abstract algebra;

(b) use theoretical results to understand tangible situations.

L. Teachers will understand and apply concepts of calculus.

(1) Not required of teachers for grades K-8.

(2) Teachers for grade 5-9 will be able to:

(a) recognize particular types of change such as linear, quadratic and exponential;

(b) use graphs, diagrams, charts, physical models, and graphing technology to explore the notions of limit, differentiation, and integration, and interpret the relationships among them;

(c) construct infinite sequences and series, relating them to non-terminating decimals and the approximation of functions;

(d) solve real world problems involving average and instantaneous rates of change, area, volume, and curve length, and relate those to differentiation and integration.

(3) Teachers for grades 7-12 will be able to:

(a) investigate the phenomenon of change as a limiting process;

(b) explore intuitively and in depth the concepts of limit, continuity, differentiation, and integration;

(c) demonstrate an understanding of the underlying theory of analysis;

(d) use properties and techniques of calculus to model phenomena in diverse settings.

M. Teachers will understand and apply discrete processes.

(1) not required of teachers for grades K-8;

(2) not required of teachers for grades 5-9;

(3) teachers for grades 7-12 will be able to: understand concepts and applications of discrete mathematics, such as graph theory, recurrence relations, linear programming, difference equations, and combinatorics.

N. Teachers will understand the use of technology.

(1) Teachers for grades K-8 will be able to:

(a) use calculators and computers to represent mathematical ideas and construct different representations of mathematical concepts;

(b) use calculators and computers to develop and use alternate strategies for solving problems;

(c) use networking and information technologies to solve problems and broaden the scope of inquiry.

(2) Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.

(3) Teachers for grades 7-12 will be able to:

(a) engender a broad array of mathematical modes of thinking through the use of powerful computing tools (including function graphers, curve fitters, symbolic manipulators, dynamic geometric software, and programming languages);

(b) use calculators, spreadsheets, and statistical packages to solve problems;

(c) use technology to explore probabilities through simulations;

(d) use graphing calculators and computer algebra systems in the study and application of the calculus.

O. Teachers will develop perspectives on mathematics as a human endeavor.

(1) Teachers for grades K-8 will be able to:

(a) understand the dynamic nature of mathematics and its increasingly significant role in social, cultural, and economic development;

(b) develop an appreciation for the contributions made by various cultures to the growth and development of mathematical ideas;

(c) investigate the contributions made by individuals, both female and male, and from a variety of cultures, in the development of ancient, modern, and current mathematical topics;

~~**(d)** gain an understanding of the historical development of major school mathematics concepts.~~

~~**(2)** Teachers for grades 5-9 will be able to meet the standards set for K-8 teachers.~~

~~**(3)** Teachers for grades 7-12 will be able to:~~

~~**(a)** explore the dynamic nature of mathematics and its increasingly significant role in social, cultural, and economic development;~~

~~**(b)** gain an understanding of the historical development of major school mathematics concepts;~~

~~**(c)** understand the historical development of non-Euclidean geometries and the questions relating to the parallel postulate involved in this development;~~

~~**(d)** develop an appreciation of the contributions made by the various cultures to the growth and development of mathematical ideas;~~

~~**(e)** investigate the contributions made by individuals, both female and male, and from a variety of cultures, in the development of ancient, modern, and current mathematical topics.~~]

A. Teachers of mathematics shall provide students with a deep understanding of mathematics concepts and apply them through rigorous and intentional instructional practices. Teachers shall ensure that students understand and apply foundational principles in real-world contexts. Teachers shall give clear, step-by-step explanations and guide students to use mathematical reasoning to deepen and formalize their understanding of patterns.

B. Teachers of mathematics shall provide rigorous content-specific instruction which shall include:

(1) conceptual understanding. Teachers of mathematics shall provide a comprehensive understanding of mathematical concepts, including the underlying principles and rationale;

(2) application. Teachers of mathematics shall provide the appropriate concepts and skills in real-world problems; and

(3) procedural skill and fluency. Teachers of mathematics shall provide strategies for efficiency and accuracy in computations.

C. Teachers of mathematics shall demonstrate knowledge of and ability to apply state-adopted content standards and benchmarks for mathematics.

[6.64.4.9 NMAC – Rp, 6.64.4.9 NMAC, 12/22/2026]

6.64.4.10 [~~**IMPLEMENTATION:** Institutions of higher education that prepare teachers shall deliver the competencies in a PED-approved endorsement program within a range of 24 to 36 semester hours of credit 12 semester hours of which must be upper division credit.~~] **PEDAGOGICAL KNOWLEDGE REQUIRED FOR TEACHING MATHEMATICS:** Teachers shall plan and provide equitable and culturally and linguistically responsive learning opportunities and use teaching practices that provide access, support, and challenge in learning rigorous mathematics for all students as outlined in the standards of the association of mathematics teacher education.

[6.64.4.10 NMAC – Rp, 6.64.4.10 NMAC, 12/22/2026]

6.64.4.11 **IMPLEMENTATION:** Institutions of higher education that prepare teachers shall deliver the competencies in a department-approved educator preparation program with at least 24 semester hours of credit, 12 semester hours of which shall be upper division credit and, beginning July 1, 2027, six semester hours of which shall be in math methods. The math methods courses shall:

A. include a procedure for each course whereby faculty members from each segment teaching the academic discipline shall reach mutual agreement on the material to be taught and the competencies to be gained;

B. ensure that the content of each course is comparable across institutions offering that course;

C. ensure that substantially all the content agreed to among the institutions as the content to be covered by a course is in fact covered in that course and that students successfully completing the course shall achieve like competencies with respect to the content covered; and

D. ensure that the content requirements for each course shall be sufficient to prepare candidates for day-one-ready instruction.

[6.64.4.11 NMAC – N, 12/22/2026]

6.64.4.12 **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.

[6.64.4.12 NMAC – N, 12/22/2026]

HISTORY OF 6.64.4 NMAC:
Chapter 64, School Personnel - Competencies for Licensure, Part 4 - Competencies for Entry-Level Mathematics Teachers, filed 07/15/1999, was repealed and replaced by Chapter 64 School Personnel – Licensure Endorsements Part 4 - Mathematics Endorsement, effective 12/22/2026.