



NEW MEXICO TEACHER PREPARATION STANDARDS OVERVIEW

New Mexico Association of Colleges for Teacher Education (NMACTE)
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What is the **Purpose** of the Teacher Preparation Standards?

The New Mexico (NM) Teacher Preparation Standards establish a shared vision for what every new teacher should know and be able to do to support student learning and success.

Why does New Mexico **Need** Teacher Preparation Standards?

Strengthening Preparation for New Teachers – The Martinez/Yazzie lawsuit highlighted the urgent need to strengthen preparation programs so that aspiring teachers are equipped to understand historical and contemporary inequities, develop culturally and linguistically sustaining and revitalizing practices, and meet developmental needs of diverse learners.

Creating Greater Coherence – Competing requirements, criteria, assessments, and guidance create uneven expectations and inconsistent preparation experiences, especially across pathways.

What is the **Framework** for the Teacher Preparation Standards?

The standards are organized into three domains and nine standards that describe the knowledge, skills, and dispositions expected of beginning teachers.

Benefits of a Shared Framework

- Candidates receive more consistent preparation
- Beginning teachers enter classrooms better prepared
- Schools & districts can better support new teachers
- Students benefit from stronger instruction & learning environments

Learner & Learning Environment	Instructional Practices	Professional Learning & Collaboration
New teachers have the knowledge and skill to:		
1 Provide Developmentally Appropriate Lessons	4 Utilize Instructional Practices Aligned with Research on How People Learn	7 Commit to Professional Growth & Ethical Conduct
2 Adapt to Individual Backgrounds	5 Employ Content-Specific Instructional Strategies	8 Collaborate with Colleagues
3 Cultivate Safe, Engaging, & Collaborative Learning Environments	6 Use Assessments to Inform, Evaluate, & Adjust Instruction	9 Partner with Families & Communities
New teachers demonstrate foundational dispositions of: Commitment to equity, Cultural competence, Social-emotional capacity, Sense of efficacy, & Empathy		

What was the **Development Process**?

Informed by the Field – NMACTE convened a task force of teacher educators from a cross-section of NM Educator Preparation Programs (EPPs) representing colleges, universities, tribal colleges, community colleges, and alternative programs. The work was informed by representatives of state agencies, state and national policy organizations, philanthropies, non-profit organizations, and NM birth-12 educators.

Based on Research & National Frameworks – The task force’s work was informed by research on the science of learning and development and was aligned with national accreditation standards.

GOAL:

By 2030, the NM Teacher Preparation Standards will be a central organizing framework for all NM teacher preparation pathways.

What are major **Implementation Considerations**?

The standards should be enacted in ways that:

Balance Coherence with Flexibility – Programs should retain the ability to reflect their unique mission, partnerships, and local context; Alignment to the standards should not result in uniformity.

Honor New Mexico’s Diversity – Implementation of standards and aligned systems should honor tribal sovereignty and uplift local knowledge, community priorities, and culturally and linguistically sustaining practices; Programs and policies must avoid approaches that inadvertently erase or homogenize these perspectives.

Share Responsibility for Implementation – Achieving the vision will require coordinated and sustained collaboration across the educator preparation system.

Shared Responsibility	
➤ Develop a phased statewide implementation roadmap ➤ Establish a process for alignment and review of related policies and frameworks	
State Actors (Legislature & PED)	Education Preparation Programs
➤ Strengthen and standardize state review of all preparation pathways ➤ Align administrative code requirements to the standards ➤ Include alignment to the standards in EPP program approval criteria ➤ Align licensure requirements and assessments to the standards	➤ Assess teacher preparation offerings against the standards ➤ Participate in a cross-program community of practice to improve implementation ➤ Create and disseminate tools that translate the standards into practice

For more information, contact New Mexico Association of Colleges for Teacher Education Co-Chairs

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