

# **Requirements & Guidelines for the Preparation of the New Mexico Online Portfolio for Alternative Licensure**

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**Prepared for the New Mexico Public Education Department  
Educator Quality Division  
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## Introduction

Welcome to the process of preparing your New Mexico Online Portfolio for Alternative Licensure (OPAL). These *Requirements & Guidelines* will help you prepare your portfolio. The *Requirements & Guidelines* include input from groups of teachers in the state of New Mexico and build on the Professional Development Dossier (PDD) Work Group and the PDD Teacher Training Design Work Group.

The OPAL is used to determine whether you will receive your Level 1 teaching license, and the *Requirements & Guidelines* for its preparation are standardized to provide a structure for demonstrating the competencies. However, you should also remember that the intent of the *Requirements & Guidelines* is to allow you to tell a set of stories from your practice, stories that are illustrated and validated by concrete evidence from your work with your students and others. The OPAL is not a test with the right answer. Instead it allows you to construct a picture of your teaching practice.

To meet this goal, you are asked to provide **explanations**<sup>1</sup> of what you did on several occasions in your teaching and to substantiate each explanation with **data**. Reviewers will make decisions based on both the explanation and the data. As they review your portfolio, they will seek to understand what you do and how you think about instruction, student learning, and professional growth. All reviewers will be experienced educators. Keep in mind this purpose and audience as you construct your portfolio.

These *Requirements & Guidelines* provide background information on the assessment and specific instructions for completing your portfolio. Interspersed throughout are “Helpful Hints” that are meant to give you additional insight into how to complete your portfolio. In the Appendices, you will find a Glossary of OPAL terms and the New Mexico Teacher Competencies for initial licensure.

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<sup>1</sup> Terms in bold are defined in the Glossary found in the *OPAL Requirements & Guidelines* Appendices.  
*New Mexico OPAL Requirements & Guidelines*  
February 2007

## Background and Overview

### Assessment of Initial Teaching Competency

Advancement to Level 1 licensure in the State of New Mexico is based on the regulations in Title 6, Chapter 61 of the New Mexico Administrative Code. These regulations outline the entry-level competencies for each license. The Public Education Department has established guidelines to assist teachers in demonstrating essential competencies for advancement to Level 1 as specified in the regulations.

The online portfolio is a structured approach to demonstrating teaching competency for those educators seeking licensure via the portfolio route. A portfolio structure is included in these guidelines. This structure is the same for all teaching licenses. At the end of the directions for each strand are Criteria for Success documents for each license. The Criteria for Success are based on the Specific Licensure Requirements for Instructors, or entry-level competencies, as found in NMAC 6.61. The OPAL is designed to elicit evidence on the entry-level standards through an organization similar to the Professional Development Dossier, which teachers will complete to apply for their Level II and III licenses.

Candidates should carefully review the Criteria for Success and the entry-level competencies (found in the Appendix) for the license(s) for which they are applying. Candidates must ensure that they provide adequate evidence for the Criteria for Success for their designated license(s). Candidates who are applying for more than one license must provide evidence for each license through the portfolio structure.

### The OPAL

The **Online Portfolio for Alternative Licensure (OPAL)** is a focused, compact collection of documentation compiled by the teacher seeking initial licensure. The OPAL documentation is a collection of **data** (e.g., lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of that data written by the teacher. No one part of the portfolio fully represents a teacher's work, but the entire portfolio is intended to provide evidence to determine whether a teacher is qualified to attain a Level 1 license through the alternative route.

The OPAL is organized into five **strands**. These five strands are aligned with the New Mexico Teacher Competencies and Indicators and the competencies for initial licensure<sup>2</sup> and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Requirements & Guidelines for the Preparation of the New Mexico Online Portfolio for Alternative Licensure*, provides detailed instructions for preparing each strand and for submitting a completed portfolio. The strands and the documentation required for each are outlined in the following chart.

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<sup>2</sup> Both sets of competencies are located in the appendix of this booklet. Additionally a table showing the alignment of the two sets of competencies is included.

<p style="text-align: center;"><b>Strand A. Instruction</b> (Competencies 1, 2, 5, and 6)</p> <p style="text-align: center;"><b>Strand B. Case Study of Student Learning</b> (Competencies 3, 4, 5, and 7)</p> <p style="text-align: center;"><b>Strand C. Professional Learning</b> (Competencies 8 and 9)</p>	<p>Strands A, B, and C will be represented by data from the teacher’s instruction, explained and organized by the teacher to show how s/he meets the competencies.</p>
<p style="text-align: center;"><b>Strand D. Verification of Authenticity</b></p>	<p>The teacher will verify that the work submitted in the portfolio is his/her own work, and</p> <p>The teacher’s principal will verify that this is the work of the teacher.</p>
<p style="text-align: center;"><b>Strand E. Verification of Completion of Requirements</b></p>	<p>The Public Education Department (PED) will use Strand E to verify that all additional requirements for licensure have been met.</p>

### Review of Strands A, B, and C

The Instruction, Student Learning, and Professional Learning Strands (Strands A, B, and C) will be evaluated by two reviewers. Each of these strands will be rated DOES NOT MEET or MEETS. Reviewers will be trained to ensure fair and reliable ratings, and the two reviewers will rate each portfolio independently of the other reviewer. In the event the assigned ratings for any strand do not agree, the strand is submitted to a third reviewer.

### Award of Level 1 License

Licensure advancement is awarded when:

- a. The teacher and/or principal provides verification for Strand D and a representative of the PED for Strand E; and
- b. Strands A, B, and C are rated MEETS by two reviewers. Each strand must be rated MEETS for a Level 1 license to be awarded.

### Getting Started

Read all of the *Requirements and Guidelines* before you begin. They will help you prepare a portfolio that will be easily understood by reviewers. You may work on and complete the strands in any order, but you will need to carefully organize them as instructed in the *Requirements and Guidelines*. Because each strand requires some collection of data over different periods of time, it would be helpful to establish a schedule to ensure a timely completion. The presentation of each strand includes the following sections:

- Overview
- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review
- Helpful Hints
- Final Checklist
- Criteria for Success

## Strand A. Instruction (Competencies 1, 2, 5, and 6)

### Overview

The documentation that you prepare for this strand will allow reviewers to make decisions related to Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Follow the directions below to complete all requirements for Strand A:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

### Preparation Activities

To prepare for Strand A. Instruction, select a 4-6 hour segment of your instruction. This segment of instruction should demonstrate your work with one group of students and may take place during one day or in consecutive or connected lessons. Select instruction that provides evidence of

- Your knowledge of **content**
- Your knowledge of **instructional planning**
- **Student achievement** related to your instruction
- Your use of **classroom management** strategies

### Data Collection Activities

As you plan and implement this segment,

- Collect **data** that show the range of achievement levels in the class you have selected.
- Keep a close record of what you and your students did during the 4-6 hours of instruction. You may take good notes yourself, ask your students to chronicle the events and what they learned, have a colleague observe, and/or audio or videotape instruction.
- Collect and photocopy resources that you and your students used.

- Collect examples of work that students completed as a result of this instruction. This work may have been completed during or after the segment of instruction. It should provide evidence of what students learned and demonstrate different levels of achievement.
- Obtain consent to use students' work as part of your portfolio. Use the portfolio Student Release Form found in the Appendices in both English and Spanish. Keep these release forms on file for two years after your application for Level 1 licensure.

## Documentation Guidelines for Review

Read the guidelines for documentation that follow. These guidelines will assist you in telling the story of this segment of instruction by giving directions in how to explain your instruction, prepare selected data, and organize both into documentation that will offer reviewers a clear and concise picture of this segment of instruction. When you are finished, you will have completed six sections in Strand A:

- I. Context
- II. Introduction
- III. Instructional Record
- IV. Student Work
- V. Student Achievement
- VI. Resources

Directions for preparing each section follow below.

**\*\* Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum number of minutes of audio or video recording allowed for Strand A. They will consider up to the maximum number of resources or examples of student work allowed for Strand A. Exceeding the limits for any section may jeopardize your score for Strand A.**

**I. Context:** This section of your documentation informs reviewers about your students and your classroom context.

A. Provide the following information about the instruction you are presenting:

1. Grade level(s):
2. Course title/subject area:
3. Number of students in the class:
4. Number of students with identified special needs as indicated by IEPs:
5. Number of students who are English Language Learners:

B. Briefly respond to the following:

- Describe the range of achievement levels of students in the class.
- Why is the 4-6 hour segment of instruction you are submitting in the portfolio appropriate for this group of students? Support your claims by referring to standardized assessment data or other assessments appropriate to your content area, grade level, and/or specialty area.
- What are your goals for this instruction?

C. List no more than three New Mexico Student Performance Standards, Benchmarks, and Performance Standards; District Curriculum Standards, Benchmarks, and Performance Standards; or other approved learning goals for your content area that the selected 4-6 hour segment of instruction helped students achieve. Please indicate the subject area(s) and the complete standards or other approved learning goals.

D. (Optional) Provide any additional information necessary for a reviewer to understand the context of your instruction (e.g., how instruction must be modified for specific students, school or district curriculum specifications).

**II. Introduction:** This section of your documentation introduces reviewers to the 4-6 hour segment of instruction you are presenting in this strand.

Provide a brief introduction to your 4-6 consecutive or connected hours of instruction with one group of students. Include the following:

- What knowledge and skills did this instruction help students learn?
- How did this segment fit in with previous and continuing instruction?
- How did this segment integrate skills or content from another subject area?
- How did you incorporate technology and other resources into this instruction?
- How did the classroom environment support this learning?
- How did you differentiate instruction for students with diverse needs?

**III. Instructional Record:** This part of your documentation provides reviewers with a detailed description of your ongoing instruction during this segment.

The Instructional Record has three columns. In the left-hand column, write a narrative description of events that occurred during the 4-6 consecutive or connected hours of instruction that you have selected to document. In the middle column, describe how the educational setting contributed to the learning. In the right hand column, write an explanation of your reasoning related to this activity, including how the activity was adapted for students with diverse needs. Center the Activity Title across the three columns.



*Instructional Record*

**Activity Title:** Write a name for each activity, the configuration of student groups, and record the approximate duration of the activity in minutes. Center this information above the three columns.

<p><b>Description: <i>What you did and what the students did.</i></b> On the left side of each page of your Instructional Record, describe the learning experiences in your classroom.</p> <ul style="list-style-type: none"><li>▪ Be specific about your actions and characterize what you said.</li><li>▪ Refer to any materials or resources used. These will be labeled and included in Section VI: Resources.</li><li>▪ Be specific about what students did and the nature of their interactions.</li></ul>	<p><b>Description: <i>How the educational setting contributed to the learning.</i></b> In the middle column of each page of your Instructional Record, describe how you managed the classroom to support learning.</p> <ul style="list-style-type: none"><li>▪ Be specific about how your classroom management contributed to the learning.</li><li>▪ Refer to any materials or resources used to manage the classroom. These will be labeled and included in Section VI: Resources.</li><li>▪ Be specific about how you prepared for the instruction, any unexpected interruptions, and how you handled them.</li></ul>	<p><b>Explanation: <i>Why you did it.</i></b> On the right side of each page of your Instructional Record, explain why you did what you described in the left and middle columns. Within your explanation, talk about why (and how, if relevant) these activities allowed you to:</p> <ul style="list-style-type: none"><li>▪ adapt instruction to your students' diverse learning needs;</li><li>▪ help students to make connections with other ideas that they have encountered in your class or in other disciplines; and</li><li>▪ help students build upon and extend their knowledge and abilities.</li></ul>
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**IV. Student Work:** This section of your documentation provides data that shows the range of achievement of students and how you provided for them based on the instruction you documented in Sections I, II, and III.

- Before you start the instruction, select two students who typically represent high and low levels of achievement in your class. You will show how you provided instruction that helped both students make progress in learning through the instruction you documented in the instructional record. For each student you will provide a work sample, which should be a single assignment, performance, task or other activity that demonstrates what the two students learned in the instruction. These examples may include student written or drawn work, photographs, audio recordings (3 minute maximum for each work example), or video recordings (3 minute maximum for each work example). You will explain the levels of achievement demonstrated in these work examples in Section V: Analysis of Student Achievement.

- Label each appropriately as "Example of High Achieving Student" and "Example of Low Achieving Student." Remember to keep all signed OPAL Student Release forms on file. *Do not include them in your portfolio.*
- Black out or avoid using student, school, and teacher names and any other identifying features.

**V. Analysis of Student Achievement: This section of your documentation provides the reviewer with evidence that students in your class learned from this instruction.**

A. How did you know the class's current level of knowledge or understanding before starting the instruction? Describe the two students' level of understanding before the beginning of instruction.

B. Why did you select these two students to illustrate how you provided instruction that helped a range of students learn?

C. How did the instruction the two students received differ? How was it the same?

D. How successful was this class of students overall in the instruction related to the goal you described in IB? What evidence supports your conclusion (e.g., test, work sample, performance)?

E. What are the criteria you used to determine levels of student performance? (If you used a rubric, you should include it in the resources section.) Why did you use these specific assessment techniques?

F. How do the work samples presented in Section IV: Student Work demonstrate the students' achievement? How did this achievement relate to the goals, standards, and/or benchmarks you identified in Section I: Context? Specifically quote aspects of the two student work examples (one high achieving and one low achieving) to illustrate the levels of achievement of the class as a whole.

G. How did the classroom environment contribute to the differences in the two students' learning?

H. How did you communicate these students' achievement to the students and their caregivers?

I. How did you take these data into account in planning your next instructional segment for this class, including future differentiation based on various levels of performance?

**VI. Resources:** This part of your documentation presents resources and materials that you and your students used in your 4-6 hours of consecutive or connected instruction.

Collect an example of up to four of the resources referred to in Sections II and III of Strand A. These resources may include handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; or classroom rules/procedures. You do not have to include all resources you discuss or describe in Sections II and III, but may select up to four that demonstrate your competence in utilizing a variety of resources. **Special Note: Because of issues related to electronic file size, any pictures or other visual representations of room displays used in Strand A can included only in Section VI: Resources. Such visual representations will be considered as part of the maximum of four resources included in this section.**

Clearly label each resource at the top of each page:

- Label each page as “Resource.”
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Sections II and III.
- Number each one consecutively.
- Go back to Sections II and III and make sure you refer to each resource by name and place the resource number in parentheses after each reference, (e.g., Resource 1).
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand A.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:

Title:

Resource number:

Author:

Source:

Date of publication:

2. *Viewing/ listening selections:* Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. *Differentiated Materials:* If students used different materials, provide a description of the kinds of materials used (350 word maximum), with complete labels (see above) for 3-5 of them.

4. *Room Displays*: Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8 1/2 x 11 inch printable format.

## Helpful Hints

- Think of preparing Section I: Context as setting the scene for the story of this segment of teaching.
- Standards and benchmarks are usually available at your school or district. New Mexico Standards and Benchmarks are available on line at [www.ped.state.nm.us](http://www.ped.state.nm.us) (click on Programs, then CILT and Standards). If your content area has guiding standards other than these, be sure to identify these as appropriate for learning goals in your subject or licensure area.
- Remember that you may include a total of only two examples of student work for Strand A: one example of high achievement and one example of low achievement. The work may have taken place during the 4-6 hours of instruction, or it may have come later. In either case, try to show reviewers the relationship between the instruction and the student work you included.
- It's a good idea to discuss the student work with colleagues so that you can learn more about what it shows. When you write your analysis of student achievement, really go into detail about how each piece of work demonstrates your criteria for different levels of performance. Point out, highlight, or quote different aspects of each student's work. Don't assume that your reader can make the connections from the rubric or other grading criteria to the student work.

## Final Checklist

It is important to organize your documentation carefully so that reviewers can make sense of it. To organize Strand A. Instruction, please make sure that:

- \_\_\_\_\_ You have completed all sections of the Strand A. Instruction.
- \_\_\_\_\_ All identifying information, including your name, student names, and school names are blacked out, so reviewers cannot read them.
- \_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.

- \_\_\_\_\_ Optional video or audio recordings are clearly labeled as the appropriate level of “Student Work.” Clearly indicate which example of student work represents “High Achieving Student” and “Low Achieving Student.” Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.
  
- \_\_\_\_\_ Make a copy of your Strand A documentation and keep it on file with your OPAL Student Release Forms.
  
- \_\_\_\_\_ Check the Criteria for Success and entry-level competencies for the license(s) for which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

## Criteria for Success – Instruction

## Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

### Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts presented are accurate for mathematics, reading and language arts, science, social studies, and/or the arts. Instruction is aligned with identified standards.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher applies computers and related technologies to support teaching and learning.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.

## Criteria for Success – Instruction

## Middle Level, 5-9

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

### Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts are accurate for the content areas addressed.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher applies computers and related technologies to support teaching and learning.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.

## Criteria for Success – Instruction

## Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

### Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts are accurate for the content areas addressed.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher applies computers and related technologies to support teaching and learning.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.



Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**Advancement to Level 1: Criteria for Success for Instruction**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts are accurate for the teaching of reading and writing and any other content addressed.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher applies computers and related technologies to support teaching and learning.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**Advancement to Level 1: Criteria for Success for Instruction**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts are accurate for the content areas addressed.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher devises, uses, and interprets assessments and evaluations to various groups of people for a variety of purposes.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.

## Criteria for Success – Instruction

## Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5 and 6:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

### Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of the teacher’s instruction.
- \_\_\_\_\_ Information and concepts presented are accurate for reading, writing, and integrated content.
- \_\_\_\_\_ Instruction promotes student development of accurate concepts and acceptable skills within the content areas addressed. Instruction is aligned with identified standards.
- \_\_\_\_\_ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher applies computers and related technologies to support teaching and learning.
- \_\_\_\_\_ The teacher communicates a positive attitude toward students and high expectations for success.
- \_\_\_\_\_ The teacher implements effective classroom management techniques.

## Strand B. Case Study of Student Learning (Competencies 3, 4, 5, and 7)

### Overview

The documentation that you prepare for Strand B will allow reviewers to make decisions related to Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Follow the directions below to complete all requirements for Strand B:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

### Preparation Activities

To prepare for Strand B. Case Study of Student Learning, select one student who represents how you work over time with students with differing levels of achievement, learning rates, learning styles, and/or learning needs. Select a student who:

- Is ***different from the students whose work you used in Strand A.***
- May be in the same class as the ones you used for Strand A, or he/she may be from a different class.
- Represents some of the **diversity** in your class.
- Is willing to allow their work to be used in your PORTFOLIO.

## Data Collection Activities

As you work with this student, closely follow his/her progress for an extended period of time—from one week up to one semester. **Collect data that will allow you to document the student's development of a specific concept, understanding, and/or skill.** The data you collect should provide a body of evidence that illustrates the student's growth over time in the specific concept, understanding, and/or skill. To collect data for this strand:

- Obtain consent to use this student's work as part of your portfolio. Use the OPAL Student Release Form found in the Appendices. Keep this release form on file for two years after your application for licensure advancement.
- Date the student's work and organize it chronologically. Label it with a brief description of the assignment (or attach a copy) that generated each piece of work. You may use paper documents, or you may periodically videotape a student's performance of a task. In any case, be ready to explain concepts, understandings, and/or skills developed.
- Observe the student while he/she is working. Keep dated records of your observations.
- Note your interventions and interactions with the student and your observations of the student's interaction with others.
- Note and keep copies of any resources and materials that you and your student used.
- Periodically discuss the student's work with the student and with his/her parents. Try to find out more about what may have influenced the student's work. Note what you learn.

## Documentation Guidelines for Review

Read the guidelines for documentation that follow. The guidelines will assist you in telling the story of your student's growth.

Student X

- I. Introduction
- II. Explanation of **Student Learning**
- III. Examples of Student Work (with assignments)
- IV. Resources

When you have sufficient data that show how the student is learning one or more concepts, understandings, or skills in a content area, you should begin your documentation. To document the Student Learning Strand for review, you will need to carefully analyze your notes and other data to determine how to describe student growth and what work best illustrates that growth.

**Refer to the student as Student X.**

**\*\* Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum minutes of audio or video recording allowed for Strand B. They will consider up to the maximum number of resources or examples of student work allowed for Strand B. Exceeding the limits for any section may jeopardize your score for Strand B.**

**I. Introduction:** This section of your documentation introduces Student X.

Provide the following information for Student X:

- A. Age:
- B. Grade level:
- C. Subject(s) or discipline area(s):
- D. Number of students in his/her class:
- E. Concepts, understandings, and/or skills illustrated in this strand for Student X:
- F. How the student's level of work compares to others in his/her class:
- G. Learning strengths, needs, and interests of the student:

**II. Explanation of Student Learning:** This section explains in detail how you documented student learning.

Explain in writing:

- A. Why did you select this student to represent how you work with the diversity in your class?
- B. How were these pieces of work produced?
- C. What did the first piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- D. What did the second piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- E. What did the third piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- F. If included, what did the fourth piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- G. If included, what did the fifth piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- H. How did you help the student analyze and reflect on his/her own learning?
- I. How did you communicate with and involve the student and his/her caregivers?
- J. How will you apply what you learned in this case study to future instruction you plan for the student?

**III. Examples of Student Work:** This section of your documentation provides concrete **evidence** of what you explain in Section II.

Select 3-5 examples of his/her work to illustrate how s/he is learning in one content area. Learning may be seen in dramatic, large-scale change, or, more likely, as subtle incremental change. It may not always be a linear progression toward mastery; more likely, it is full of stops and starts, with learning in one area, while holding still or going backwards in another. It can result in misconception and overgeneralization, dramatic insight and subtle nuance. As you

select examples of student work, identify details, changes, and patterns in the student's work that illustrate your explanation of how the student is learning.

After you have selected 3 to 5 examples of one student's work, prepare them as follows:

- Black out all school, teacher, and student names and other identifying information.
- Arrange the student's work in the order in which it was produced and number each, starting with number 1 and continuing up to number 5. Write the example number large at the top of the first page or in another prominent place on the example. If you are including video or audio (up to 3 minutes for each work example), place the example number at the beginning.

**IV. Resources:** This section of your documentation presents the influential resources and materials that you and Student X used to support learning.

Collect up to four resources that were influential in the student's learning. Include any materials that will help reviewers understand the student's learning, such as handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; or rubrics. You do not have to include all resources you discuss or describe in Section II, but you may select up to four that demonstrate your competence in meeting diverse student needs and ensuring understanding. Special Note: Because of electronic file size issues, any pictures or other illustrations of room displays used in Strand B must be included only in Section IV: Resources and will be considered as part of the maximum of four resources included in this section.

Clearly label each resource at the top of each page. To do so:

- Label each page as "Resource."
  - Title each resource, if it is not already titled.
  - Arrange the resources in the order in which you discuss them in Section II.
  - Number each one consecutively.
  - Go back to Section II and make sure you refer to each resource by name and place the resource number in parentheses after each reference in your Explanation of Student Learning.
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand B.

*1. Reading, Viewing, and Listening Selections:*

Title:

Resource number:

Author/Producer:

Source:

Date of publication:

- *Room Displays:* Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8 1/2 x 11 inch printable format.

## Helpful Hints

- The student work in Strand B serves a different purpose from what it served in Strand A. In Strand A, student work is meant to represent different levels of achievement on the same task in relation to established criteria. In Strand B, student work should show how a student is learning during an extended period of time.
- Start this strand by collecting data on more than one student (2 to 4) in case students leave before data collection is complete.
- Get Consent Forms signed in advance of data collection.
- Feel free to complete the sections in a different order than you will present them in Strand B. Just order them according to the guidelines in the template when you are finished.
- Focus on a few concepts, understandings or skills (even just one) in one content area and be specific in identifying features of the student work that show how the student learned. Don't just put in work and assume that the reviewer will automatically see the progress.
- Look for evidence in your observations and student work that show how the student understood your instruction or interventions. Include your interpretation of that evidence in your explanation.

## Final Checklist

It is important to organize your documentation carefully so reviewers can make sense of it. To organize Strand B. Student Learning, please make sure that:

- \_\_\_\_\_ You have completed all sections of the Strand B. Student Learning.
- \_\_\_\_\_ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- \_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- \_\_\_\_\_ Optional video or audio recordings are clearly labeled. Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.
- \_\_\_\_\_ Make a copy of your Strand B documentation and keep it on file with your OPAL Student Release Forms.
- \_\_\_\_\_ Check the Criteria for Success and entry-level competencies for the license(s) for



which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

## Criteria for Success – Case Study of Student Learning      Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### **Advancement to Level 1: Criteria for Success for Student Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

## Criteria for Success – Case Study of Student Learning Middle Level, 5-9

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

## Criteria for Success – Case Study of Student Learning      Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### **Advancement to Level 1: Criteria for Success for Student Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**Advancement to Level 1: Criteria for Success for Student Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development, and learning and best practices in special education (e.g., state and federal laws, least restrictive environment, individual educational planning team, transition).
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**Advancement to Level 1: Criteria for Success for Student Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

## Criteria for Success – Case Study of Student Learning      Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### **Advancement to Level 1: Criteria for Success for Student Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of student learning.
- \_\_\_\_\_ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- \_\_\_\_\_ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- \_\_\_\_\_ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- \_\_\_\_\_ Feedback supports student learning.

## **Strand C. Professional Learning (Competencies 8 & 9)**

### **Overview**

The documentation that you prepare for this strand will allow reviewers to make decisions related to Competencies 8 & 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents and community members.

Strand C has two parts, Section I that focuses primarily on Competency 8, how you examine and implement change in your professional practice; and Section II that focuses primarily on Competency 9, how you work productively with colleagues, parents and/or community members. On the whole, the two sections represent different aspects of Professional Learning and should be documented separately. In addition, these two sections do not have to be related to one another. The sections may describe either independent activities or those related in some way. (For example, your consideration of change in Section I may be an outgrowth of a collaborative activity.)

### **Section I. Examining and Implementing Change in Professional Practice**

Follow the directions below to complete all requirements for Strand C:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

#### **Preparation Activities**

As a beginning teacher, you are expected to be competent in content knowledge, knowledge of students, instructional practices, assessment, classroom management, and communication.

- Pick two of these areas in which you seek to improve your professional practice.



## Data Collection Activities

As you investigate each area over time (weeks, months, a semester, or a year),

- Keep records of any reading, workshops, coursework, professional development, classroom observations, or other ways you sought information.
- Keep a running record of what you have learned and insights you have gained as you gathered information.
- Collect evidence of changes in your practice (e.g., documents, photographs, student or parent testimony, observer's description, short video or audio, student work products, public presentations, or any other concrete representation of your practice).

## Documentation Guidelines for Review

This section of your documentation is meant for you to tell the story of how you explored one or more ideas for improving your teaching.\*\*

**\*\* Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum number of minutes of audio or video recording allowed for Strand C. They will consider up to the maximum number of resources or examples of student work allowed for Strand C. Exceeding the limits for any section may jeopardize your score for Strand C.**

To document Section I: Examining and Implementing Change:

A. Which was the first area you investigated? Why did you select this area?
B. What professional development experiences did you pursue to improve your practice in this area? (Note: Professional development experiences can include not only workshops and courses, but also many other strategies, such as coaching conversations with mentors, action research, journaling, self-study, or observations of other teachers.)
C. What did you learn from each experience?
D. How did you apply what you learned in your classroom?
E. How did your practice change? What are your plans for future growth in this area?
F. To support your explanation, select two pieces of evidence that illustrate how your new learning impacted your classroom practice (3 minutes maximum for audio or video recording). Label and number your illustrations and refer to them in your explanation by name and number. Include them as appendices to your explanation.
G. Provide a list of the resources, including technology tools (up to 5), that you consulted.

H. What was the second area you investigated? Why did you select this area?
I. What professional development experiences did you pursue to improve your practice in this area? (Note: Professional development experiences can include not only workshops and courses, but also many other strategies, such as coaching conversations with mentors, action research, journaling, self-study, or observations of other teachers.)
J. What did you learn from each experience?
K. How did you apply what you learned in your classroom?
L. How did your practice change? What are your plans for future growth in this area?
M. To support your explanation, select two pieces of evidence that illustrate how your new learning impacted your classroom practice (3 minutes maximum for audio or video recording). Label and number your illustrations and refer to them in your explanation by name and number. Include them as appendices to your explanation.
N. Provide a list of the resources, including technology tools (up to 5), that you consulted.

## Section II. Collaboration

Follow the directions below to complete all requirements for Strand C:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

### Preparation Activities

To prepare for Section II: Collaboration of the Strand C. Professional Learning:

- Identify an area in which to monitor your collaboration with others. Choose one of the following: colleagues, caregivers, or community members.

### Data Collection Activities

As you collaborate during the year,

- Collect data and keep notes about your collaborative activities and their outcomes. It is not necessary to document all of your collaborative efforts; instead tell a detailed story of one

effort. For example, you may want to focus on how you maintain communication with caregivers about their student(s); or you may want to tell the story of a project in which you were involved.

- Collect evidence that illustrates your productivity in this area (copies of documents, photographs, student or caregiver testimony, observer’s description, short video or audio, student work products, public presentation, or any other concrete representation of your activity).

### Documentation Guidelines for Review

This section of your documentation helps reviewers understand how you collaborate with others in education.\*\*

**\*\* Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider only the maximum number of words and/or the maximum minutes of audio or video allowed for any section of Strand C. They will consider only the maximum number of illustrations or resources allowed for Strand C. Exceeding the limits for any section may jeopardize your score for Strand C.**

To document Section II: Collaboration:

Explain one way you work with others. Choose one of the following groups: colleagues, caregivers, or community members. Please include:
A. Your goals for this collaboration.
B. How you interacted with others to achieve these goals.
C. The outcomes of this collaboration in terms of your students and their learning.
D. To illustrate your explanation, provide evidence that offers concrete representation of your collaboration. Please include up to 4 of any of the following:  Documents Photographs Student or caregiver testimony Observer’s description Short video <u>or</u> audio (up to 3 minutes for video <u>or</u> up to 3 minutes for audio) Student work products Public presentations Any other concrete representation of your collaboration
Label and number your illustrations so that you can refer to them in your description by name and assigned number. Include them as appendices to your explanation.

## Helpful Hints

- When selecting an aspect of your practice that you want to change or improve, consider your interests, annual evaluation, and Professional Development Plan.
- To document change, be specific about what areas you sought to improve. Make sure that the data that you provide reflects the change you are claiming to have made. Remember that not all change is successful in the short run and your explanation should include your experiments and decisions. What counts is what you learn from your experimentation.
- Choose evidence for Sections I and II that supports the description of the activities involved in a substantive way. A certificate of completion of a workshop, a reference to a specific article or book, or a community member's letter of commendation without direct connection to the narrative will not support or enhance the presentation of this strand.

## Final Checklist

It is important to organize your documentation carefully so reviewers can make sense of it. To organize Strand C. Professional Learning, please make sure that:

- \_\_\_\_\_ You have completed all sections of the Strand C. Professional Learning.
- \_\_\_\_\_ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- \_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- \_\_\_\_\_ All pieces of evidence are clearly labeled.
- \_\_\_\_\_ Make a copy of your Strand C documentation and keep it on file with your Student Release Forms.
- \_\_\_\_\_ Check the Criteria for Success and entry-level competencies for the license(s) for which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

## Criteria for Success – Professional Learning

## Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### **Advancement to Level 1: Criteria for Success for Professional Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
  - \_\_\_\_\_ The teacher applies technology tools for enhancing his/her own growth and productivity.
  - \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
  - \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- \_\_\_\_\_ The teacher collaborates with colleagues and/or community members.

## Criteria for Success – Professional Learning

## Middle Level, 5-9

Reviewers will make decisions about the teacher's abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
  - \_\_\_\_\_ The teacher applies technology tools for enhancing his/her own growth and productivity.
  - \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
  - \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- \_\_\_\_\_ The teacher collaborates with colleagues and/or community members.

## Criteria for Success – Professional Learning

Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
  - \_\_\_\_\_ The teacher applies technology tools for enhancing his/her own growth and productivity.
  - \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
  - \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- \_\_\_\_\_ The teacher collaborates with colleagues and/or community members.

## Criteria for Success – Professional Learning      Special Education, K-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### **Advancement to Level 1: Criteria for Success for Professional Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
  - \_\_\_\_\_ The teacher applies technology tools for enhancing his/her own growth and productivity.
  - \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
  - \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- \_\_\_\_\_ The teacher collaborates with colleagues and/or community members.



Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

- 8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
- 9. The teacher works productively with colleagues, parents, and community members.

**Advancement to Level 1: Criteria for Success for Professional Learning**

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
  - \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
  - \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- \_\_\_\_\_ The teacher works as a team member with colleagues and/or community members in responsibilities outside of the classroom.

## Criteria for Success – Professional Learning    Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- \_\_\_\_\_ The portfolio provides complete, clear evidence of professional learning.
- \_\_\_\_\_ The teacher applies technology tools for enhancing his/her own growth and productivity.
- \_\_\_\_\_ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
- \_\_\_\_\_ The teacher communicates with parents/guardians about their children in a professional way.

OR

- \_\_\_\_\_ The teacher collaborates with colleagues and/or community members.

# Finishing Your Portfolio: Strands D and E

## STRAND D: ADMINISTRATOR LETTER OF NOTIFICATION

Prior to submission of your portfolio it is essential for you to download this form, print it out, fill out step 1 and deliver it to the appropriate administrator who will be reviewing Strand D of your online portfolio. Subsequently, that administrator will verify requirements of Strand D for the teacher using the information provided in this form and by visiting the **NM Online Portfolio for Alternative Licensure System (OPAL)** located at the following website <http://teachnm.org>

Please Note: Strand E can not be completed by the Public Education Department until Strand D is completed by the appropriate administrator in your school/ district. And your portfolio will not be reviewed until Strands D & E are complete.

### STEP 1:

Fill out the required information below and sign this document before presenting it to your school's administrator.

Name (Please print):	
Position:	
Name of school	
NM Education License #	
Date you became teacher of record:	
Signature:	
Date signed	

### For Administrative Reviewers only

#### STEP 2:

Internet Access is required to complete this section

In order to complete the teacher candidate's Strand D, administrators must proceed to the **Teachnm.org website** where an administrator must either register as a new user or login as a returning user to the **NM Online Portfolio for Alternative Licensure System (OPAL)**. This is the online system administrators use to complete Strand D. Administrators may begin this immediately as this process is ongoing.

## **STRAND E: PUBLIC EDUCATION DEPARTMENT REVIEW**

**Professional Licensure Bureau Verification OPAL Submission and Review Strand "E"**

Strand E is completed by the Public Education Department's (PED) professional licensure bureau. The PED will verify if the candidate has completed and/or submitted the following:

1. Required NM Teacher Assessments (NMTAs)
2. Required reading in the content area of coursework
3. Official transcripts to reflect required reading courses
4. License Holder has been the teacher of record and taught with a Level 1/Internship for at least one school year (minimum of 160 instructional days or 320 days over multiple full school years).

Once verification is completed, the PED will release the candidate's OPAL portfolio for review.

# **Online Portfolio for Alternative Licensure Appendices**

Appendix 1: OPAL Student Release Forms

Appendix 2: Glossary of Terms

Appendix 3: New Mexico Teacher Competencies and Indicators

Appendix 4: New Mexico Specific Licensure Requirements for Instructors (for each license)

## **Appendix 1: Student Release Form**

A copy of the OPAL Student Release Form in both English and Spanish is presented on the next two pages. Photocopy as many forms as you need. Make sure that you have a signed form for each student whose work or image you are using in your portfolio. Keep these on file with a copy of your completed portfolio for two years after your application for licensure advancement.

## OPAL Student Release Form

Dear Parent/Guardian:

Please read the following information. Then complete, sign, and detach the Permission Slip and return it to me as soon as possible.

This school year, I am preparing an Online Portfolio for Alternative Licensure for the New Mexico Public Education Department. The purpose of the portfolio is to provide evidence of my teaching so that it can be assessed. I am required to complete the portfolio in order to apply for Level 1 licensure.

To provide this evidence, I may be videotaping lessons taught in your child's class. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. Also, I need to submit samples of student work as evidence of my teaching competence, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be used only as evidence of my competency or as part of training materials for OPAL reviewers. Your child's image and/or work will not be made available to the general public.

Please sign the form below to grant or deny your permission for videotaping or using your child's work.

Sincerely,

\_\_\_\_\_  
Teacher Signature

---

### *OPAL Permission Slip*

Student Name:

Address:

Teacher:

School:

I am the parent/legal guardian of the student named above. I have received and read your letter regarding your Online Portfolio for Alternative Licensure. Please check all that apply below.

- Yes, I give my permission to include my child's image on videotape for purposes of the OPAL.
- No, I do not give my permission to include my child's image on videotape for purposes of the OPAL.
- Yes, I give my permission to reproduce and include my child's work for purposes of the OPAL.
- No, I do not give my permission to reproduce and include my child's work for purposes of the OPAL.

\_\_\_\_\_  
**Signature of Parent or Guardian**

\_\_\_\_\_  
**Date**

## Forma De Consentimiento Para La Participación de Estudiantes En El Program OPAL

Estimado padre o guardian:

Favor de leer la información que aparece a continuación. Después de llenar la form que se encuentra enseguida de este aviso, recorte la form y entregela a la maestra(o) lo más pronto posible.

Este año escolar voy a preparar un portafolio que pondrá en muestra mis prácticas de enseñanza y aprendizaje. El portafolio es parte de un requisito para obtener la licencia de primer nivel de enseñanza. Las muestras de mis prácticas serán colocadas en la red de internet en el programa llamado Online Portfolio for Alternative License (OPAL) mantenido por el Departamento de Educación de New México.

Con el fin de proporcionar dichas muestras, yo grabaré en video algunas de mi lecciones que daré en la clase de su hijo(a). Aunque los maestros y varios estudiantes pueden aparecer en el video, el objeto principal de la grabación serán las prácticas de enseñanza y aprendizaje y no los estudiantes. Así mismo, tendré que incluir ejemplos del trabajo de los estudiantes como prueba de mi capacidad para enseñar, y entre estos ejemplos tal vez incluya el trabajo de su hijo(a). En los materiales que aparecieran en el portafolio no aparecieran los nombres de los estudiantes. Las imágenes en video de su hijo(a) o su trabajo no serán información pública y solo estarán disponibles a consejeros de OPAL .

Favor de firmar para dar o negar su consentimiento para grabar a su hijo(a) en video o para poner en muestra su trabajo escolar.

Atentamente,

\_\_\_\_\_  
Firma del maestro o de la maestra

---

### *Forma De Consentimiento Para OPAL*

Nombre del estudiante:

Dirección:

Maestro(a):

Escuela:

Soy el padre o guardian legal del estudiante mencionado en este aviso. He recibido y leído su carta sobre el portafolio que será parte del OPAL. Favor de marcar todas las opciones que correspondan.

Doy permiso para que se use la imagen de mi hijo(a) en videos como parte del portafolio que será parte del OPAL.

No doy permiso para que se use la imagen de mi hijo(a) en video como parte del portafolio que será parte del OPAL .

Doy permiso para que copien y incluyan el trabajo escolar de mi hijo(a) como parte del portafolio que será parte del OPAL.

No doy mi permiso para que copien o incluyan el trabajo escolar de mi hijo(a) como parte del portafolio que será parte del OPAL.

\_\_\_\_\_  
Firma del padre o guardian:

\_\_\_\_\_  
Fecha



## Appendix 2: Glossary

**Data** Concrete evidence related to the teaching represented in the portfolio. Data illustrate the teacher's explanations of particular aspects of his/her teaching and allow reviewers to better understand the teacher's reasoning and action. In the portfolio, data include lesson descriptions, handouts, photocopies of materials, summaries of materials, student work, test reports, video and audio recordings, photos, and any other artifact of the teacher's work. Strands A, B, and C require data to support written explanations.

**Diversity** Variability among students. Diversity includes, for example, variations in socio-economic status, race, ethnicity, gender, language, religion, learning style, culture, capabilities, achievement levels, age, interests, and/or personality. Strand B asks teachers to provide examples of how they attend to students' diverse individual needs.

**Documentation** An organized combination of explanations and data that external reviewers will use as evidence of meeting the competencies for Level 1 licensure. Teachers should carefully collect sufficient data over an extended period of time and follow the guidelines for documentation for each strand. Doing so will allow a teacher to select appropriate data, write clear and concise explanations, and organize both so that a reviewer can create an accurate picture of his/her teaching.

**Evidence** Data that is used to support an explanation. Data and evidence are used interchangeably.

**Explanation** Opportunity for teachers to tell the story of their teaching to reviewers. Explanations create a picture of what happened in the classroom, provide insight into teacher decision making, describe relationships between the teacher and selected students, and provide the context for the data included in Strands A, B, and C.

**Instruction** Learning experiences facilitated by the teacher where students actively engage in exploring content, solving problems, practicing skills, or developing new understanding of how academic content has connections to the world around them. Differentiated instruction is the intentional application of multiple modes of instruction in order to meet the needs of all students. Adapting content lessons for linguistically diverse learners or special needs students are examples of differentiated instruction.

**Integrate** To combine more than one content area or set of process skills into instruction. For example, a teacher might integrate language arts and science by having students learn how to write lab reports; or instruction in career readiness may incorporate the use of mathematics; or students may draw characters that they read about in history. Strand A of OPAL asks teachers to show how they work within and across disciplines—how they integrate instruction.

**Online Portfolio for Alternative Licensure A** A focused, compact collection of documentation compiled by the teacher seeking licensure advancement. OPAL documentation is a collection of classroom **data** (lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of that data written by the teacher. No one part of the portfolio serves to fully represent a teacher's work, but the entire portfolio is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure.

**Resources** Instructional and other materials that teachers use to enhance, extend or reinforce student learning. Resources include handouts; worksheets; reading, listening or viewing material; written instructions; representations or relevant room displays; criteria; and other materials.

**Reviewer** Experienced educator trained in the OPAL scoring system.

**Strand** Section of OPAL that focuses on a specific aspect of teaching. Each strand is constructed by the teacher in response to a set of guidelines. By carefully following the guidelines, teachers provide documentation of each aspect for reviewers. Each strand is evaluated using a cluster of standards related to that aspect. OPAL has five strands. Strand A focuses on Instruction; Strand B on a Case Study of Student Learning; and Strand C on Professional Learning. Strand D provides verification that the work is the teacher's own work, and Strand E requires PED verification of all other requirements for licensure.

**Student achievement** The notion that students have learned something, that they have moved toward fulfilling some predetermined goal, meeting some standard of performance, or acquiring some desired knowledge. Student achievement is usually determined by comparing a student product to a desired outcome. For example, a score on a norm-referenced test compares a student to the average of all student scores; a piece of writing is compared to expected features of different levels of writing performance as described on a rubric; a student's completion of a math problem is compared to the correct answer and/or the accepted process for solution. Strand A asks teachers to document high and low achievement in relationship to the desired outcomes of their collaboration with a classroom teacher.

**Student learning** – The notion that students grow over time, in their own time, in their own ways. Unlike student achievement, student learning may not be directed to predetermined standards or related to classroom instruction. It may be highly individualized.

**4-6 hour segment of instruction** -- For purposes of the portfolio, a period of time focused on one concept, skill, and/or theme. This unit of instruction may take place all on the same day in a self-contained setting where the teacher teaches all subjects. Or it may take place on consecutive class meetings when a teacher focuses mainly on one subject area. In other words, a teacher who meets with his/her class all day may document three to five hours of instruction on one day; whereas a teacher who meets with his/her class for only 45 minutes per day may document a week or more of instruction; or a teacher who meets with his/her class for only one hour once a week may document classes that stretch over a period of weeks. In other words, Strand A asks teachers to document instruction that is tied together in some way, building toward some larger goal.

## **Appendix 3: New Mexico Teacher Competencies and Indicators**

## New Mexico Teacher Competencies for Licensure Levels I, II, and III Assessment Criteria

*New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria.*

<b>1. The teacher accurately demonstrates knowledge of the content area and approved curriculum</b>		
<b>Provisional Teacher – LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

<b>2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</b>		
<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.

	technology.	
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

**3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

**4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.**

<b>Provisional Teacher – LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

**5. The teacher effectively utilizes student assessment techniques and procedures.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

**6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.



**7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.
I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.

**8. The teacher demonstrates a willingness to examine and implement change, as appropriate.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

**9. The teacher works productively with colleagues, parents and community members.**

<b>Provisional Teacher - LEVEL 1</b>	<b>Professional Teacher - LEVEL 2</b>	<b>Master Teacher - LEVEL 3</b>
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.
D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.

## **Appendix 4: New Mexico Specific Licensure Requirements for Instructors**

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61    SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
INSTRUCTORS**

**PART 2            LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8**

**6.61.2.1            ISSUING AGENCY:** Public Education Department

[11-14-98, 7-30-99; 6.61.2.1 NMAC - Rn, 6 NMAC 4.2.3.2.1, 10-31-00; A, 05-28-04]

**6.61.2.2            SCOPE:** Chapter 61, Part 2 governs licensure in elementary education, grades K-8, for those persons seeking such licensure.

[11-14-98; 6.61.2.2 NMAC - Rn, 6 NMAC 4.2.3.2.2, 10-31-00]

**6.61.2.3            STATUTORY AUTHORITY:** Sections 22-1-1, 22-1-1.1, 22-1-1.2, 22-2-1, 22-2-2, 22-10A-3, 22-10A-4, and 22-10A-6, NMSA 1978.

[11-14-98; 6.61.2.3 NMAC - Rn, 6 NMAC 4.2.3.2.3, 10-31-00; A, 06-01-02; A, 05-28-04]

**6.61.2.4            DURATION:** Permanent

[11-14-98; 6.61.2.4 NMAC - Rn, 6 NMAC 4.2.3.2.4, 10-31-00]

**6.61.2.5            EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.

[11-14-98; 6.61.2.5 NMAC - Rn, 6 NMAC 4.2.3.2.5 & A, 10-31-00]

**6.61.2.6            OBJECTIVE:** This regulation governs licensure requirements in elementary education for persons seeking such licensure.

[11-14-98; 6.61.2.6 NMAC - Rn, 6 NMAC 4.2.3.2.6, 10-31-00]

**6.61.2.7            DEFINITIONS:**

A.        "A highly qualified beginning elementary teacher," under this rule, means a teacher who is fully qualified for teaching in grades K-8, who is new to the profession, who has pursued a standard route to licensure, and who:

(1)      meets all the requirements for elementary K-8 licensure required by Subsections A or B in Section 8 of this rule, and

(2)      has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and

(3)      has passed all applicable competency or teacher testing requirements for licensure in 6.60.5.8 NMAC (Competency Testing for Licensure).

B.        "A highly qualified beginning middle or junior high school teacher holding elementary K-8 licensure," under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public

middle or junior high school , who is new to the profession, who has pursued a standard route to licensure, and who:

(1) meets all the requirements for elementary K-8 licensure required by Subsections A or B of Section 8 of this rule, and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and

(3) has passed all applicable competency or teacher testing requirements for elementary K-8 licensure in 6.60.5.8 NMAC (Competency Testing for Licensure), and

(4) has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each core academic subject the teacher teaches and in which the teacher is required to have a licensure endorsement, or

(5) has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree in each core academic subject the teacher teaches and in which the teacher is required to have a licensure endorsement.

C. “Core academic subjects” means English, language arts, reading, mathematics, science, modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography.

D. “Undergraduate academic major” under this rule, means twenty-four (24) to thirty-six (36) semester hours in a core academic subject area.

[6.61.2.7 NMAC - N, 06-30-03; A, 05-28-04]

#### **6.61.2.8 REQUIREMENTS:**

A. Persons seeking licensure in elementary education pursuant to the provisions of this regulation shall meet the requirements enumerated in Subsection A or Subsection B of this section.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

(a) twelve (12) semester hours in English;

(b) twelve (12) semester hours in history including American history and western civilization;

(c) six (6) semester hours in mathematics;

(d) six (6) semester hours in government, economics or sociology;

(e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;

(f) six (6) semester hours in fine arts; and

(2) credits from a regionally accredited college or university which include thirty to thirty-six (30-36) semester hours of professional education in an elementary education program approved by the public

education department (“department”), including completion of the department’s approved functional areas and related competencies in professional education; and

(3) a mandatory student teaching component; and

(4) twenty-four to thirty-six (24-36) semester hours in one teaching field such as mathematics, science(s), language arts, reading, and social studies (or other content related areas). Individuals must also complete the department’s approved functional areas and related competencies in the teaching field; and

(5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4), (6) and (7) of 6.61.2.8 NMAC, six (6) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) pass all required portions of the New Mexico teacher assessments or any successor teacher examination adopted by the department; and

(7) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a Title I targeted assistance program or a Title I school-wide, and teaching in an elementary school, satisfy the requirements of a highly qualified beginning elementary teacher, and

(8) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a Title I targeted assistance program or a Title I school-wide teaching the core academic subjects in a middle or junior high school, satisfy the requirements of a highly qualified beginning middle or junior high school teacher holding elementary K-8 licensure, or

B. Persons seeking licensure in elementary education grades K-8 pursuant to the provisions of this rule must possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.2.8 NMAC - Rn, 6 NMAC 4.2.3.2.8 & A, 10-31-00; A, 06-01-02; A, 06-30-03; A, 05-28-04]

**6.61.2.9** [Reserved]

[11-14-98; 6.61.2.9 NMAC - Rn, 6 NMAC 4.2.3.2.9, 10-31-00; Repealed, 06-30-03]

**6.61.2.10 REFERENCED MATERIAL:** Competencies for entry level elementary teachers

A. Professionalism

(1) The teacher reflects on, analyzes, and evaluates the effect of his or her choices and actions on others, including students, parents, and other professionals in the learning community, and will be able to use this knowledge to improve the learning process.

(2) The teacher is aware of the need to actively seek out opportunities to grow professionally, including participation in professional organizations and professional development such as conferences, workshops, classes and research, and use this information to improve professional practices and to become a life-long learner.

(3) The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.

(4) The teacher understands his or her role in the educational decision-making process as an advocate for children, school, district, community, and self.

- (5) The teacher is aware of and adheres to the educator code of ethics and professional standards.
- (6) The teacher demonstrates an awareness of relevant legal requirements of teachers and schools.
- (7) The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.
- (8) The teacher critically reviews, selects, and adapts materials, resources, and technologies and analyzes them for:
  - (a) age appropriateness;
  - (b) developmental level;
  - (c) cultural and linguistic background;
  - (d) exceptionalities;
  - (e) biases and stereotypes;
  - (f) content appropriateness in regard to curriculum;
  - (g) reading level;
  - (h) relevance to students.

**B. Instructional planning and implementation:**

- (1) The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.
- (2) The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.
- (3) The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.
- (4) The teacher creates short- and long-term plans that are linked to student needs, performance, and learning styles.
- (5) The teacher becomes familiar with students' families, cultures and communities, and plans related learning activities.
- (6) The teacher plans lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.
- (7) The teacher integrates a variety of technologies into planned activities including software, applications, and other learning tools.
- (8) The teacher plans activities to promote higher order thinking skills, creativity, and independent thinking.
- (9) The teacher plans and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.

(10) The teacher evaluates lesson plans by observing classroom interactions, questioning, and analyzing student work.

(11) The teacher develops sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

C. Classroom management:

(1) The teacher knows effective models of classroom management and has the opportunity to observe these in classroom situations.

(2) The teacher develops and implements a classroom management plan.

(3) The teacher responds to children as individuals.

(4) The teacher provides a safe classroom environment where individual differences are respected.

(5) The teacher arranges the classroom environment for optimal learning and students' success.

(6) The teacher seeks student understanding and input for classroom procedures, rules, and consequences.

(7) The teacher models and encourages positive social interaction.

(8) The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.

(9) The teacher uses data collection techniques to document classroom management.

(10) The teacher manages time and materials effectively to minimize distractions and disruptions.

(11) The teacher develops activities and transitions that guide students to be focused.

D. Assessment:

(1) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.

(2) The teacher develops valid evaluation tools to measure student outcomes.

(3) The teacher selects materials and means for measuring progress.

(4) The teacher assesses students' current knowledge in order to plan instruction.

(5) The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.

(6) The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.

(7) The teacher uses observation skills for informal assessment.



(8) The teacher is able to use effective questioning techniques to better assess the student's knowledge.

(9) The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.

(10) The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

(11) The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.

(12) The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors (error analysis).

(13) The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.

(14) The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

E. Technology:

(1) Basic computer and technology operations and concepts - the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.

(a) operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;

(b) uses terminology related to technology appropriate to the teaching field in written and oral communication;

(c) describes and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices;

(d) uses imaging devices;

(e) demonstrates knowledge of uses of computers and technology in business, industry, and society;

(f) operates a variety of audio-visual devices.

(2) Personal and professional use of technology - the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.

(a) uses productivity tools for word processing, database management, and spreadsheet applications when developmentally appropriate;

(b) applies productivity tools for creating a multimedia presentation;

(c) uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity;

(d) uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;

(e) demonstrates awareness of resources for adaptive assistive devices and software for students with special needs;

(f) demonstrates awareness of resources for culturally and linguistically diverse students;

(g) demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;

(h) demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator;

(i) demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(3) Application of technology to support teaching and learning - the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

(a) explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;

(b) describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;

(c) designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;

(d) designs learning activities that foster equitable, ethical, and legal use of technology by students;

(e) practices responsible, ethical, and legal use of technology, information, and software resources.

F. Diversity:

(1) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

(2) The teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson.

(3) The teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender.

(4) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.

(5) The teacher helps students develop critical perspectives on biased materials.

(6) The teacher identifies and develops appropriate responses to differences among language learners.

(7) The teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.

G. Family and community:

(1) The teacher is aware of the culture, history, and values of the community in which he or she teaches.

(2) The teacher understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.

(3) The teacher understands that there must be a reciprocal relationship between the school and the community.

(4) The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.

(5) The teacher recognizes that families and community can be used as teaching resources to enhance learning and children's self value.

(6) The teacher communicates to parents and community members student progress, important events, and school activities.

(7) The teacher understands the importance of inviting parents and community members to participate in classroom and school curriculum development and the decision making process.

(8) The teacher conveys and demonstrates to students the importance of being an active part of the community.

H. Inclusion:

(1) The teacher understands special education regulations.

(2) The teacher understands the differing levels of disabilities.

(3) The teacher understands the development and use of individualized education plans (IEPs).

(4) The teacher understands his/her responsibilities in implementing objectives set in an IEP.

(5) The teacher develops lessons according to IEPs.

(6) The teacher monitors achievement and growth as set by an IEP and recommends changes when necessary.

(7) The teacher collaborates with special education teachers for individualized program implementation.

(8) The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.

(9) The teacher understands the social, emotional, physical, and academic needs of students with exceptionalities.

(10) The teacher assists students to understand social responsibilities.

(11) The teacher assists students with exceptionalities to have positive experiences in the regular classroom.

I. Development of student:

(1) The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development.

(2) The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.

(3) The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each child, leading to continuous progress.

J. Knowledge of content:

(1) Mathematics

(a) The teacher understands mathematical concepts including but not limited to:

(i) the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers;

(ii) three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects;

(iii) elements of algebra including elementary functions;

(iv) measurement of length, angles, time, weights, and temperature; and

(v) handling money problems such as cost and unit price.

(b) The teacher demonstrates skill including but not limited to:

(i) mental computations and proper use of four operation and non-programmable scientific calculators in the context of problem-solving;

(ii) constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction;

(iii) defining relevant variables and writing formulas describing their relationships in problem-solving activities; and

(iv) using measurement tools and appropriate techniques for recording data and displaying results.

(c) The teacher demonstrates adequate communication skills to be able to discuss mathematical ideas verbally and in writing.

(d) The teacher knows a variety of teaching techniques and chooses ones appropriate to the topic of study and the level and needs of students.

(e) The teacher constructs situations in which students learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.

(f) The teacher provides opportunities for students to learn how to use tools, technology, and manipulatives in problem solving.

(g) The teacher uses measurements and other data gathered by students as a basis for classroom activities.

(h) The teacher provides a classroom environment in which students develop skills in communicating, discussing, and displaying mathematical ideas.

(i) The teacher provides enough open-ended problems and activities to allow students to expand creatively on the material learned in classrooms.

(2) Reading and language arts:

(a) Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:

(i) research on reading;

(ii) how children learn to speak, read, write, and listen;

(iii) cultural, linguistic, environmental, and physiological factors in reading and language arts development;

(iv) children's developmental processes;

(v) characteristics of proficient and non-proficient readers;

(vi) relationship between oral and written language;

(vii) language structure including graphophonics, semantics, syntax, and pragmatics systems.

(b) Assessment:

(i) The teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately.

(ii) The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

(i) oral language development;

(ii) phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;

(iii) phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;

(iv) vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;

(v) comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

(vi) writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

(d) Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

(i) the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;

(ii) evaluation of text for quality, cultural, and linguistic appropriateness;

(iii) connecting identified needs of students based on data with appropriate research-based resources and materials;

(iv) creation of opportunities for students to consider, respond to and discuss spoken and written materials;

(v) the use of a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas;

(3) Science:

(a) The teacher knows, understands, and uses the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry.

(b) The teacher is familiar with the scientific method and uses it to develop students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.

(c) The teacher integrates a variety of technologies into planned science activities.

(d) The teacher helps children build understanding about science and technology.

(e) The teacher recognizes and responds to student diversity and encourages all students to participate fully in science learning.

(4) Social studies:

(a) The teacher understands the principles of teaching and learning processes that underlie social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration.

(b) The teacher understands that the social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.

(c) The teacher understands that the definition of social studies requires that students are socially aware of and are active participants in local, state, national, and global issues.

(d) The teacher helps students understand the relationship between social studies and other disciplines.

(e) The teacher helps students to recognize and respect diverse local and global perspectives concerning cultures other than their own.

(f) The teacher implements a variety of strategies for helping students use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g. books, newspapers, internet) as part of the inquiry/research process.

(g) The teacher constructs experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures.

(h) The teacher engages students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.

(i) The teacher constructs activities that encourage students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.

(5) Arts:

(a) The teacher understands and implements arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students developmental levels.

(b) The teacher uses the arts as interdisciplinary units and themes.

(c) The teacher understands distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation.

(d) The teacher enables students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.

(e) The teacher enables students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.

(f) The teacher exposes students to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.

(g) The teacher relates basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.

K. Communication:

(1) The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.

(2) The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences (e.g., peers, school, community) and encourage this in students.

(3) The teacher understands communications theories, language development, and the role of language in student learning.

(4) The teacher understands how to use a variety of strategies to facilitate language acquisition and development.

(5) The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.

(6) The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression.

(7) The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.

(8) The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.

(9) The teacher recognizes that social interaction enhances thinking and learning.

(10) The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.

(11) The teacher encourages culturally sensitive communication by and among all students.

(12) The teacher is a thoughtful and responsive listener and encourages this quality in students.

(13) The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.

(14) The teacher recognizes the importance of technology as a tool for learning and communication.

[11-14-98; 6.61.2.10 NMAC - Rn, 6 NMAC 4.2.3.2.10 & A, 10-31-00; A, 05-28-04]

#### **HISTORY OF 6.61.2 NMAC:**

#### **PRE-NMAC HISTORY:**

The material in this Part was derived from that previously filed with the State Records Center and Archives under: SBE Regulation No. 67-1.1 Certification Requirements Five Year Elementary Certificate, filed August 28, 1978;

SBE Regulation No. 71-28 Continuing Five Year Elementary Certificate, filed August 28, 1978;

SBE Regulation No. 71-29 Professional Elementary Licensure, filed August 28, 1978;



SBE Regulation No. 76-3 Four Year Standard Elementary Certificate filed March 26, 1976;

SBE Regulation No. 78-19 Four Year Standard Elementary Certificate, filed September 29, 1978;

SBE Regulation 78-19 Amendment No. 1 Four Year Standard Elementary Certificate, filed November 28, 1978;

SBE Regulation No. 78-23 Certification Requirements for Ten Year Professional Elementary Licensure, filed November 29, 1998;

SBE Regulation No. 81-7 Four Year Standard Elementary Certificate, filed September 23, 1981;

SBE Regulation No. 86-8 Licensure in Elementary Education, Grades K-8, filed January 19, 1987;

SBE Regulation 86-8 Amendment No. 1 Licensure in Elementary Education, Grades K-8, filed December 4, 1990;

SBE Regulation No. 86-8 Amendment 2 Licensure in Elementary Education, Grades K-8, filed April 3, 1995.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
                         INSTRUCTORS**

**PART 3            LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9**

**6.61.3.1           ISSUING AGENCY:** Public Education Department

[09-30-96; 07-30-99; 6.61.3.1 NMAC - Rn, 6 NMAC 4.2.3.3.1, 10-31-01; A, 05-13-05]

**6.61.3.2           SCOPE:** Chapter 61, Part 3, governs licensure in middle level education, grades 5-9 for those persons seeking such licensure.

[09-30-96; 6.61.3.2 NMAC - Rn, 6 NMAC 4.2.3.3.2, 10-31-01]

**6.61.3.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2-8.7, NMSA 1978.

[09-30-96; 6.61.3.3 NMAC - Rn, 6 NMAC 4.2.3.3.3, 10-31-01; A, 06-01-02]

**6.61.3.4           DURATION:** Permanent

[09-30-96; 6.61.3.4 NMAC - Rn, 6 NMAC 4.2.3.3.4, 10-31-01]

**6.61.3.5           EFFECTIVE DATE:** September 30, 1996.

[09-30-96; 6.61.3.5 NMAC - Rn, 6 NMAC 4.2.3.3.5, 10-31-01]

**6.61.3.6           OBJECTIVE:** This regulation governs the requirements for New Mexico licensure for persons seeking licensure in middle level education, grades 5-9.

[09-30-96; 6.61.3.6 NMAC - Rn, 6 NMAC 4.2.3.3.6, 10-31-01]

**6.61.3.7           DEFINITIONS:**

A.        "Advisory" - means a middle level arrangement intended to insure that each student is part of a small peer group with an adult advisor or mentor where communication within the group is open and non-threatening.

B. "Early adolescence" - means the developmental period that encompasses ages 10 through 15, or grades five through nine.

C. "Integrative curriculum" - means a curriculum model which coordinates or blends the interests of the learner into a unified whole, utilizing a variety of disciplines for investigating a central question.

D. "Interdisciplinary curriculum" - means a curriculum model designed to incorporate knowledge from two or more academic, scientific, or artistic disciplines.

E. "License" - means the professional certificate or credential which is issued upon completion of specified requirements and which designates the grade level(s) at which the holder is authorized to teach and/or administer.

F. "Middle level" - means grades five through nine.

G. "National board for professional teaching standards" - means a nonprofit, nongovernmental organization which operates a voluntary assessment system to grant national teacher certification to persons who meet an established set of national standards.

H. "Young adolescent" - means a student in grades five through nine.

I. "Core academic subjects" means English, language arts, reading, mathematics, science, modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography.

J. "A highly qualified beginning middle level teacher" under this rule means a teacher who is fully qualified to teach the core academic subjects in grades 5-9, is new to the profession, has pursued a standard path to licensure, and:

- (1) meets the requirements for middle level licensure in Subsections A, or C in 6.61.3.8 NMAC,
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

[09-30-96; 6.61.3.7 NMAC - Rn, 6 NMAC 4.2.3.3.7, 10-31-01; A, 06-30-03; A, 05-13-05]

### **6.61.3.8 REQUIREMENTS:**

A. Persons seeking a teaching license or licensure endorsements pursuant to the provisions of this regulation shall meet the following requirements of Subsection A, Paragraph (1) of 6.61.3.8 NMAC, or Subsection B of 6.61.3.8 NMAC, or Subsection C of 6.61.3.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

- (a) twelve (12) semester hours in English;
- (b) twelve (12) semester hours in history including American history and western civilization;
- (c) six (6) semester hours in mathematics;

- (d) six (6) semester hours in government, economics, or sociology;
- (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;
- (f) six (6) semester hours in fine arts; and

(2) thirty - thirty-six (30-36) semester hours of professional education in a middle level education program approved by the public education department (PED), including completion of the PED's New Mexico middle level teacher competencies and a mandatory student teaching experience; and

(3) twenty-four (24) semester hours in at least one (1) teaching field such as mathematics, science(s), language arts, reading, and social studies (or other content related areas), twelve (12) semester hours of which must be in upper division courses as defined by the college or university; individuals must also complete the PED's approved competencies in the teaching field; and

(4) in addition to the requirements specified in Subsection A, Paragraphs (1), (3) and (5) of 6.61.3.8 NMAC, three (3) hours in the teaching of reading in subject matter content for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(5) passage of all applicable portions of the current PED-approved teacher test; and

(6) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide, shall satisfy the requirements of a highly qualified beginning middle level teacher, or

B. Persons holding a standard New Mexico license in K-8 elementary education, 7-12 secondary education K-12 specialty area education, or K-12 special education, and

(1) five years (5) of documented, successful teaching experience at the middle school level during the ten-year period immediately preceding the date of application for middle level education licensure; and

(2) has demonstrated competency in the academic subjects the teacher teaches by:

(a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject the teacher teaches; or

(b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or

(c) demonstrating competence in each of the subject areas the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in Subsections C or D of 6.69.4.9 NMAC; or

C. A valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[09-30-96; 6.61.3.8 NMAC - Rn, 6 NMAC 4.2.3.3.8, 10-31-01; A, 06-01-02; A, 06-30-03; A, 05-13-05]

**6.61.3.9 IMPLEMENTATION:** Persons who meet these requirements may obtain a license or endorsements at a level established by the PED unless otherwise barred by New Mexico statute or PED rule.

**6.61.3.10 REFERENCED MATERIAL:** The New Mexico middle level teacher competencies follow:

A. Teacher as guide - Middle level teachers understand the developmental nature of young adolescents.

(1) Knowledge of the physical, intellectual, emotional, and psychological changes that occur developmentally during early adolescence including the special needs of exceptional students.

(2) Knowledge and understanding of the influence of linguistic, cultural, and sociological factors on the development of young adolescents.

(3) Knowledge of specialized professional techniques used at the middle level including advisory programs, interdisciplinary team organizations, interdisciplinary planning, and cooperative learning.

B. Teacher as instructional leader - rationale: Middle level teachers work in ways which correspond to what they know about early adolescence.

(1) ability to develop middle level students' appreciation, enthusiasm, and skills as listeners, readers, speakers, writers, thinkers, problem-solvers, decision-makers, and researchers;

(2) ability to design and present instruction commensurate with the developmental needs and readiness of young adolescents;

(3) ability to plan, organize, manage, and evaluate student learning and classroom activities, including lesson planning, student discipline and classroom management, and the connectedness of knowledge by means of interdisciplinary and integrated instruction;

(4) knowledge of at least one content area appropriate to middle level curriculum; the middle level teacher must meet the content area knowledge base requirements of a highly qualified beginning middle level teacher; and

(5) ability to interest and actively involve students in the study of issues related to their lives and the environment in which they live, drawing on the disciplined knowledge of mathematics, science, language arts, health, physical education, social studies, including history, the arts, and computer science.

C. Teacher as person - rationale: Middle level teachers have a strong sense of self and foster the same in their students.

(1) Ability to encourage students to express themselves creatively in a number of ways, including visual and performing arts.

(2) Ability to provide an environment which encourages each student to become aware of himself or herself, to develop the ability to express, understand and control his or her feelings, and to develop a sense of trust and independence.

D. Teacher as advisor - rationale: Middle level teachers exhibit strong interpersonal skills.

(1) an understanding of each student in his or her family, school and community context, and cognizant of the variety of economic and cultural influences which affect each student's life;

(2) ability to provide an environment which encourages positive peer relations.

E. Teacher as colleague - rationale: Middle level teachers establish and maintain collegial and collaborative relationships. Ability to establish and maintain positive and productive relationships with professional colleagues, students, families, and the community.

[09-30-96; 6.61.3.10 NMAC - Rn, 6 NMAC 4.2.3.3.10, 10-31-01; A, 05-13-05]

**HISTORY OF 6.61.3 NMAC: [RESERVED]**

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
INSTRUCTORS**

**PART 4            LICENSURE IN SECONDARY EDUCATION, GRADES 7-12**

**6.61.4.1           ISSUING AGENCY:** Public Education Department

[11-14-98, 7-30-99; 6.61.4.1 NMAC - Rn, 6 NMAC 4.2.3.4.1, 10-31-00; A, 06-15-06]

**6.61.4.2           SCOPE:** Chapter 61, Part 4 governs licensure in secondary education, grades 7-12, for those persons seeking such licensure.

[11-14-98; 6.61.4.2 NMAC - Rn, 6 NMAC 4.2.3.4.2, 10-31-00]

**6.61.4.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.

[11-14-98; 6.61.4.3 NMAC - Rn, 6 NMAC 4.2.3.4.3, 10-31-00; A, 06-01-02; A, 06-15-06]

**6.61.4.4           DURATION:** Permanent

[11-14-98; 6.61.4.4 NMAC - Rn, 6 NMAC 4.2.3.4.4, 10-31-00]

**6.61.4.5           EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.

[11-14-98; 6.61.4.5 NMAC - Rn, 6 NMAC 4.2.3.4.5 & A, 10-31-00]

**6.61.4.6           OBJECTIVE:** This rule governs licensure requirements in secondary education for grades 7-12 for persons seeking such licensure. It waives the requirement of this licensure for persons already holding a valid state secondary license as of June 30, 1989.

[11-14-98; 6.61.4.6 NMAC - Rn, 6 NMAC 4.2.3.4.6 & A, 10-31-00; A, 06-15-06]

**6.61.4.7           DEFINITIONS:**

A.            “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and

geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

B. "A highly qualified beginning secondary teacher", under this rule, means a teacher who is fully qualified to teach the core academic subjects in grades 7-12, who is new to the profession, who has pursued a standard route to licensure and who:

(1) meets the requirements for secondary 7-12 licensure in Subsections A or B of 6.61.4.8 NMAC, and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and

(3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

[6.61.4.7 NMAC - N, 08-15-03]

#### **6.61.4.8 REQUIREMENTS:**

A. Persons seeking licensure in secondary education pursuant to the provisions of this rule shall meet the requirements of Subsection A or Subsection B of 6.61.4.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

(a) twelve (12) semester hours in English;

(b) twelve (12) semester hours in history including American history and western civilization;

(c) six (6) semester hours in mathematics;

(d) six (6) semester hours in government, economics or sociology;

(e) twelve (12) semester hour in science, including biology, chemistry, physics, geology, zoology, or botany;

(f) six (6) semester hours in fine arts; and

(2) credits from a regionally accredited college or university which include twenty-four to thirty (24-30) semester hours of professional education in a secondary education program approved by the public education department ("PED") including completion of the PED's approved functional areas and related competencies in professional education; and including:

(3) a mandatory student teaching component; and

(4) twenty-four to thirty-six (24-36) semester hours in at least one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other content related areas), twelve (12) hours of which must be in upper division courses as defined by the college or university; individuals must also complete the PED approved functional areas and related competencies in the teaching field; and



(5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4), (6) and (7) of 6.61.4.8 NMAC, three (3) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all portions of the current PED approved teacher test; and

(7) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide, satisfy the requirements of a highly qualified beginning secondary teacher; or

B. Possess a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.4.8 NMAC - Rn, 6 NMAC 4.2.3.4.8 & A, 10-31-00; A, 06-01-02; A, 08-15-03; A, 06-15-06]

#### **6.61.4.9 [RESERVED]**

[11-14-98; 6.61.4.8 NMAC - Rn, 6 NMAC 4.2.3.4.9, 10-31-00; Repealed 08-15-03]

#### **6.61.4.10 REFERENCED MATERIAL: Competencies for entry level secondary teachers**

##### **A. Professionalism**

(1) The teacher is knowledgeable of and understands the expectations for educators as positive community members.

(2) The teacher reflects on, analyzes, and evaluates the effect of choices and actions on others, including students, parents, and other professionals in the learning community, and uses this knowledge to improve the learning process.

(3) The teacher seeks opportunities to grow professionally, including participation in professional organizations and development opportunities such as conferences, workshops, classes and research, and uses this information to improve professional practices.

(4) The teacher researches current educational issues then practices and applies them in the classroom.

(5) The teacher understands his/her role in the educational decision-making process as an advocate for children, school, district, community, and self.

(6) The teacher is aware of and adheres to the New Mexico code of ethics for educators.

(7) The teacher demonstrates awareness of relevant legal requirements of teachers and schools.

(8) The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.

(9) The teacher utilizes professional organizations as a learning tool to increase professional knowledge.

(10) The teacher interacts as a member of a school - and/or district-wide instructional team.

## B. Instructional planning and implementation

- (1) The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.
- (2) The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.
- (3) The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.
- (4) The teacher creates short- and long-term plans that are linked to student needs, performance, and learning styles.
- (5) The teacher integrates into all curriculum planning, delivery, assessment strategies, and materials that recognize and build upon the strengths of diverse cultures, languages, traditions, environment, and background.
- (6) The teacher understands areas of exceptionality in learning.
- (7) The teacher integrates a variety of technologies into planned activities.
- (8) The teacher plans activities to promote creativity and independent thinking.
- (9) The teacher prepares and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.
- (10) The teacher evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.
- (11) The teacher utilizes diagnostic data to help develop instructional programs as part of an instructional team.
- (12) The teacher integrates and applies content area concepts across all areas of the curriculum.
- (13) The teacher understands that federal statutes, state statutes, state board regulations, and local curriculum guidelines are the basis for instruction for all content areas.
- (14) The teacher demonstrates the ability to use academic content in planning, implementation, instruction, and assessment.

## C. Classroom management

- (1) The teacher arranges the physical environment for optimal learning and safety.
- (2) The teacher provides a safe classroom environment where individual differences are respected.
- (3) The teacher develops and implements effective classroom management techniques.
- (4) The teacher demonstrates an awareness of classroom interactions.
- (5) The teacher demonstrates effective use of preventive management techniques.
- (6) The teacher uses various signals and cues to assist in effective classroom management.

(7) The teacher effectively manages transition times.

(8) The teacher models and expects positive social interaction with students that encourages a productive learning environment.

(9) The teacher uses techniques that develop positive self-esteem, social and emotional skills, and character traits necessary for healthy, productive individuals and positive social interactions.

(10) The teacher manages time and materials effectively to minimize distraction and disruptions for optimal student involvement.

(11) The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.

(12) The teacher uses data collection techniques to document student behavior.

#### D. Assessment

(1) The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.

(2) The teacher develops valid evaluation tools to measure student outcomes.

(3) The teacher selects materials and means for measuring progress.

(4) The teacher determines the entry level of students in a learning continuum.

(5) The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.

(6) The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.

(7) The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.

(8) The teacher uses formal and informal observation skills for information gathering.

(9) The teacher is able to use effective questioning techniques to better assess the student's knowledge.

(10) The teacher designs assessment strategies which are specific to the developmental levels of student knowledge and skills including typical and atypical patterns.

(11) The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.

(12) The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolio, performance-based assessment, and student writing.

(13) The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors.

(14) The teacher is aware of and accepts that there may be a variety of methods or procedures that will give a correct answer.

(15) The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.

(16) The teacher uses effective questioning techniques to better assess the student's knowledge.

#### E. Technology

(1) Basic computer and technology operations and concepts - the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.

(a) Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.

(b) Uses terminology related to technology appropriate to the teaching field in written and oral communication.

(c) Describes and [implements] basic troubleshooting techniques for multimedia computer systems with related peripheral devices.

(d) Uses imaging devices.

(e) Demonstrates knowledge of uses of computers and technology in business, industry, and society.

(f) Operates a variety of audio-visual devices.

(2) Personal and professional use of technology - the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.

(a) Uses productivity tools for word processing, database management, and spreadsheet applications.

(b) Applies productivity tools for creating a multimedia presentation.

(c) Uses computer -based technologies including telecommunications to access information and enhance personal and professional productivity.

(d) Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.

(e) Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs.

(f) Demonstrates awareness of resources for culturally and linguistically diverse students.

(g) Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.

(h) Demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.

(i) Demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(3) Application of technology to support teaching and learning - the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

(a) Explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation.

(b) Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum.

(c) Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations.

(d) Designs learning activities that foster equitable, ethical, and legal use of technology by students.

(e) Practices responsible, ethical, and legal use of technology, information, and software resources.

#### F. Diversity

(1) The teacher responds to students as individuals.

(2) The teacher identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.

(3) The teacher applies current research findings about social and cultural environments, individual differences, linguistically diverse populations, students of different ages, students with exceptionalities, and gender differences.

(4) The teacher understands how students differ in their approaches to learning and creates instructional approaches that are adaptive to diverse learners.

(5) The teacher organizes and manages varied group learning strategies, as appropriate, to diverse strengths, needs, and/or interests of students and to the goals of the lesson.

(6) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.

(7) The teacher helps students develop critical perspectives on biased materials.

(8) The teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.

#### G. Family and community

(1) The teacher demonstrates an awareness of the diverse cultures, histories, and values of the community.

(2) The teacher demonstrates understanding, respects, and values for the central role that community and family play in the learning process of a child and is able to utilize these experiences to enhance learning.

(3) The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.

(4) The teacher recognizes that families and community can be used as teaching resources to enhance learning and children's self value.

(5) The teacher effectively communicates to student's parents progress involving academic, behavioral, and social issues that influence learning.

(6) The teacher communicates to community members about important events and school activities.

(7) The teacher understands the importance of including parents and community members in classroom and school curriculum development and the decision making process.

(8) The teacher conveys good citizenship and demonstrates to students the importance of being an active part of the community.

(9) The teacher participates and attends various after school functions.

#### H. Inclusion

(1) The teacher understands special education regulations.

(2) The teacher understands the different levels of disabilities.

(3) The teacher understands the development and use of individualized education plans (IEPs) and individualizes transition plans/504 plans.

(4) The teacher understands the responsibilities in implementing objectives set in an IEP, an individualized transition plan/504 plan and utilizes modifications.

(5) The teacher develops lessons according to IEPs, an individualized transition plan/504 plan and utilizes modifications.

(6) The teacher monitors achievement and growth as set by an IEP, an individualized transition plan/504 plan and uses appropriate procedures to recommend changes when necessary.

(7) The teacher partners with special education teachers and others as necessary for implementation of the IEP.

(8) The teacher adjusts lessons and strategies as specified by the modifications for students with exceptionalities with regard to academic levels, physical environment, emotional, and transition needs.

(9) The teacher understands the social, emotional, physical, academic, and transition needs of students with exceptionalities.

(10) The teacher assists students with exceptionalities to understand social responsibilities to the environments in which they are engaged such as the school, community, and workplace.

(11) The teacher assists students with exceptionalities to have positive experiences in the regular classroom.

I. Development of student

(1) The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development as it relates to the student's needs and strengths.

(2) The teacher understands how the student learns and develops, and provides learning opportunities to support their cognitive, social, aesthetic, emotional, and physical development as it relates to the student's needs and strengths.

(3) The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each student, leading to effective management of transitional time.

(4) The teacher creates learning experiences in his/her discipline that demonstrates knowledge of student learning styles, diversity, and cognitive development.

J. Communication

(1) The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.

(2) The teacher effectively communicates orally and in writing using appropriate standard written and spoken English and encourages this in students.

(3) The teacher understands communications theory, language development, and the role of language appropriate to student learning styles.

(4) The teacher understands how to use a variety of strategies to facilitate language acquisition and development.

(5) The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.

(6) The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression and is an empowering personal internalization process.

(7) The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.

(8) The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.

(9) The teacher recognizes that all modes of communication are enhanced by social interaction and that speaking and writing help process and refine thinking and learning.

(10) The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.

(11) The teacher encourages culturally sensitive communication by and among all students in the class.

(12) The teacher is a thoughtful and responsive listener and encourages this quality in students.

(13) The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.

(14) The teacher recognizes the importance of technology as a tool for learning and communication.

(15) The teacher uses appropriate public relations skills, particularly in relation to parent and community members.

**K. Motivation**

(1) The teacher uses verbal, nonverbal, and other communication techniques that enhance the motivation of students.

(2) The teacher varies teaching strategies and modifies learning activities to facilitate student motivation.

(3) The teacher establishes a classroom environment and utilizes feedback in a manner that encourages motivation.

(4) The teacher demonstrates an enthusiasm for teaching.

(5) The teacher maintains high expectations for the success of all students while establishing a classroom environment where students believe they can be successful.

(6) The teacher projects a positive attitude toward the subject and students.

(7) The teacher uses a variety of student assessment techniques to encourage student learning.

(8) The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

[11-14-98; 6.61.4.10 NMAC - Rn, 6 NMAC 4.2.3.4.10 & A, 10-31-00]

**HISTORY OF 6.61.4 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 71-26 Continuing Five Year Secondary Certificate, filed August 28, 1978;

SBE Regulation No. 72-3 Four Year Provisional Secondary Certificate, filed February 17, 1972;

SBE Regulation No. 72-4 Five Year Secondary Certificate, filed February 17, 1972;

SBE Regulation No. 76-4 Four Year Standard Secondary Certificate, filed March 26, 1976;

SBE Regulation No. 78-20 Four Year Standard Secondary Certificate, filed November 28, 1978;

SBE Regulation No. 78-24 Ten Year Professional Secondary Licensure, filed November 28, 1978;

SBE Regulation No. 86-9 Licensure in Secondary Education, Grades 7-12, filed January 19, 1987;



SBE Regulation No. 86-10 Licensure in Secondary Education, filed February 20, 1987;

SBE Regulation No. 87-4 Licensure in Secondary Education, Grades 7-12, filed June 18, 1987;

SBE Regulation No. 87-4 Amendment No. 1 Licensure in Secondary Education, Grades 7-12, filed December 4, 1990;

SBE Regulation No. 87-4 Amendment No. 2 Licensure in Secondary Education, Grades 7-12, filed April 3, 1995.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
INSTRUCTORS**

**PART 5            LICENSURE FOR GRADES PRE KINDERGARTEN THROUGH 12**

**6.61.5.1           ISSUING AGENCY:** Public Education Department

[11-14-98; 07-30-99; 6.61.5.1 NMAC - Rn, 6 NMAC 4.2.3.5.1, 06-01-02; A, 06-15-06]

**6.61.5.2           SCOPE:** Chapter 61, Part 5, governs licensure in grades pre kindergarten pre k-12 through 12, for those persons seeking such licensure.

[11-14-98; 6.61.5.2 NMAC - Rn, 6 NMAC 4.2.3.5.2, 06-01-02; A, 06-15-06]

**6.61.5.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-10A-6, NMSA 1978.

[11-14-98; 6.61.5.3 NMAC - Rn, 6 NMAC 4.2.3.5.3 & A, 06-01-02; A, 06-15-06]

**6.61.5.4           DURATION:** Permanent.

[11-14-98; 6.61.5.4 NMAC - Rn, 6 NMAC 4.2.3.5.4, 06-01-02]

**6.61.5.5           EFFECTIVE DATE:** November 14, 1998, unless a later date is cited at the end of a section.

[11-14-98; 6.61.5.5 NMAC - Rn, 6 NMAC 4.2.3.5.5 & A, 06-01-02]

**6.61.5.6           OBJECTIVE:** This rule governs licensure requirements in grades pre k-12 for those persons seeking such licensure.

[11-14-98; 6.61.5.6 NMAC - Rn, 6 NMAC 4.2.3.5.6, 06-01-02; A, 06-15-06]

**6.61.5.7           DEFINITIONS:**

A.            “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and

geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

B. "A highly qualified beginning pre k-12 teacher", under this rule, means a teacher who is fully qualified to teach the core academic subjects in grades pre k-12, who is new to the profession, who has pursued a standard route to licensure and who:

- (1) meets the requirements for pre k-12 licensure in Subsections A or B in 6.61.5.8 NMAC, and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

C. "Pre-kindergarten" means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1.

[6.61.5.7 NMAC - N, 08-15-03; A, 06-15-06]

#### **6.61.5.8 REQUIREMENTS:**

A. Persons seeking pre k-12 licensure pursuant to the provisions of this rule shall meet the requirements of Subsection A of 6.61.5.8 NMAC or Subsection B of 6.61.5.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

- (a) twelve semester hours in English;
- (b) twelve semester hours in history including American history and western civilization;
- (c) six semester hours in mathematics;
- (d) six semester hours in government, economics or sociology;
- (e) twelve semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;
- (f) six semester hours in fine arts; and

(2) credits from a regionally accredited college or university which include twenty-four to thirty-six semester hours of professional education in an education program approved by the public education department (PED), including completion of the PED approved functional areas and related competencies in professional education for grades pre k-12; and including

- (a) a mandatory student teaching component; and
- (b) twenty-four to thirty-six semester hours in at least one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other content related areas), twelve hours of which must be in upper division courses as defined by the college or university; individuals must also complete the PED approved functional areas and related competencies in the teaching field; and

(3) in addition to the requirements specified in Subsection A, Paragraphs (1), (2) and (4) of 6.61.5.8 NMAC, three (3) hours in the teaching of reading in subject matter content for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(4) passage of all portions of the New Mexico teacher assessments or any successor teacher examination adopted by the PED; and

(5) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide, satisfy the requirements of a highly qualified beginning pre k-12 teacher; or

B. a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.5.8 NMAC - Rn, 6 NMAC 4.2.3.5.8 & A, 06-01-02; A, 08-15-03; A, 06-15-06]

**6.61.5.9 IMPLEMENTATION:** All persons holding a valid pre k-12 New Mexico license or endorsement on June 30, 1989 shall be entitled to pre k-12 licensure. Such licensure may be further continued pursuant to rule(s) as established by the PED.

[11-14-98; 6.61.5.9 NMAC - Rn, 6 NMAC 4.2.3.5.9, 06-01-02; A, 06-15-06]

**6.61.5.10 REFERENCED MATERIAL:** Competencies for entry level pre k-12 teachers

A. Essential competencies for all areas

(1) Makes rational decisions including development and implementation of plans within the classroom or involving other areas of concern.

(2) Communicates, written and orally, to all groups in an appropriate manner, including demonstrating effective writing skills, and uses standard English skills where appropriate.

(3) Evaluates oneself in all areas of professional work.

(4) Understands how social and cultural environments affect the development and selection of various strategies and techniques used to meet the needs of the students.

(5) Responds to students as individuals.

(6) Maintains a classroom environment where individual differences are respected.

(7) Is sensitive to and knows resources available for meeting students' diverse language needs.

B. Management skills

(1) Arranges physical environment of the classroom for optimum learning.

(2) Develops and implements appropriate classroom management.

(3) Sets appropriate goals for self and students in regard to expected classroom behavior and nonacademic activities.

(4) Establishes student cohesiveness in the classroom.

(5) Acts as a good role model within the context of the individual school culture.

(6) Uses techniques which develop positive self esteem.

(7) Maintains students' involvement in appropriate tasks.

(8) Maintains documentation to insure accountability.

(9) Maintains time on task.

(10) Uses and applies appropriate conflict resolution skills.

C. Human relations

(1) Works as a member of a team.

(2) Utilizes knowledge of child and adolescent behavior.

(3) Uses appropriate public relation skills dependent on the group involved, particularly in relation to parent and community members.

(4) Communicates and uses appropriate interaction strategies with students regardless of exceptionalities.

(5) Interprets and explains data in a manner appropriate to parents and other groups.

(6) Develops and uses community and professional resources.

(7) Recognizes and reports signs of child abuse.

(8) Communicates with parents about students' achievement and progress.

(9) Recognizes impact of family life on child's ability to learn.

D. Knowledge of the profession

(1) Demonstrates knowledge of the role of the teacher which includes other responsibilities outside of the classroom.

(2) Demonstrates knowledge of teaching as a professional including the responsibilities and rights inherent in that profession, including adherence to ethical behavior as defined by state and local boards.

(3) Demonstrates awareness of professional organizations, of legal guidelines and their ramifications, and of the structure of local, state, and federal educational systems.

(4) Uses stress and time-management skills.

E. Instructional planning and implementation

- (1) Organizes instruction around developmental levels of students using knowledge of learning theory and cognitive development.
- (2) Uses appropriate techniques, strategies and materials to achieve the desired instructional goal.
- (3) Integrates basic skills with various content areas.
- (4) Carries out instructional planning, preparation, and implementation.
- (5) Establishes appropriate instructional goals for the class and the individual student.
- (6) Teaches concepts and applies those concepts to all subject areas.
- (7) Develops and uses appropriate questioning techniques.
- (8) Uses instructional techniques which will develop critical thinking for all students.
- (9) Adapts curriculum to meet the needs of individual students.
- (10) Uses current technology for instructional and management needs.
- (11) Translates diagnostic data and prescribes sound instructional programs.
- (12) Demonstrates knowledge of community and professional resources which are useful for instructional purposes.
- (13) Provides alternate teaching strategies based on individual/group learning styles and the nature of the content being taught.
- (14) Facilitates social, emotional, visual, and physical development.
- (15) Adapts activities and materials to physical condition of students (e.g. hand dominance, vision, and hearing).

F. Assessment and evaluation of students

- (1) Understands tests and measurements.
- (2) Selects, uses, and interprets assessment/evaluation techniques.
- (3) Interprets and explains evaluation data to various groups of people.
- (4) Recognizes exceptional students and understands the referral process.
- (5) Devises appropriate instructional and testing instruments.

[11-14-98; 6.61.5.10 NMAC - Rn, 6 NMAC 4.2.3.5.10, 06-01-02; A, 06-15-06]

**HISTORY OF 6.61.5 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that originally filed with the state records center and archives under

SBE Regulation No. 87-12, Licensure for Grades Kindergarten through 12, filed April 13, 1988;

SBE Regulation No. 87-12, Amendment No. 1 Licensure for Grades Kindergarten through 12, filed December 4, 1990;

SBE Regulation No 87-12, Amendment No. 2. Licensure for Grades Kindergarten through 12, filed April 3, 1995.

**HISTORY OF REPEALED MATERIAL:** [RESERVED]

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL-SPECIFIC LICENSURE REQUIREMENTS FOR  
                         INSTRUCTORS**

**PART 6            LICENSURE IN SPECIAL - EDUCATION PRE K-12**

**6.61.6.1           ISSUING AGENCY:** Public Education Department

[11-14-98, 7-30-99; 6.61.6.1 NMAC - Rn, 6 NMAC 4.2.3.6.1, 10-31-00; A, 05-28-04]

**6.61.6.2           SCOPE:** Chapter 61, Part 6 governs licensure in special education, grades pre k-12, for those persons seeking such licensure.

[11-14-98; 6.61.6.2 NMAC - Rn, 6 NMAC 4.2.3.6.2, 10-31-00; A, 06-15-06]

**6.61.6.3           STATUTORY AUTHORITY:** Sections 22-1-1, 22-1-1.1, 22-1-1.2, 22-2-1, 22-2-2, 22-10A-3, 22-10A-4, and 22-10A-6, NMSA 1978.

[11-14-98; 6.61.6.3 NMAC - Rn, 6 NMAC 4.2.3.6.3, 10-31-00; A, 06-01-02; A, 05-28-04]

**6.61.6.4           DURATION:** Permanent

[11-14-98; 6.61.6.4 NMAC - Rn, 6 NMAC 4.2.3.6.4, 10-31-00]

**6.61.6.5           EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.

[11-14-98; 6.61.6.5 NMAC - Rn, 6 NMAC 4.2.3.6.5 & A, 10-31-00]

**6.61.6.6           OBJECTIVE:** This rule governs licensure requirements in special education for those persons seeking such licensure.

[11-14-98; 6.61.6.6 NMAC - Rn, 6 NMAC 4.2.3.6.6, 10-31-00; A, 06-15-06]

**6.61.6.7           DEFINITIONS:**

A.            “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and



geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos.

B. "A highly qualified beginning pre k-12 special education teacher" under this rule means a teacher who is new to the profession, has pursued a standard route to licensure and is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, or being fully qualified to teach each core academic subject the special education teacher teaches, or being fully qualified to teach either language arts, mathematics or science and becoming fully qualified to teach any other core academic subjects which the teacher teaches within two years after the date of initial employment, and who:

- (1) meets the requirements for pre k-12 special education licensure in Subsections A or B in 6.61.6.8 NMAC;
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

C. "Pre-kindergarten" means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1.

[6.61.6.7 NMAC - N, 04-29-05; A, 06-15-06]

#### **6.61.6.8 REQUIREMENTS:**

A. Persons seeking licensure in special education pursuant to the provisions of this rule shall meet all the requirements enumerated in Subsections A or B of this section.

- (1) bachelor's degree from a regionally accredited college or university and including, for those licensees or applicants first entering a college or university beginning in the fall of 1986, the following:
  - (a) twelve (12) semester hours in English;
  - (b) twelve (12) semester hours in history including American history and western civilization;
  - (c) six (6) semester hours in mathematics;
  - (d) six (6) semester hours in government, economics or sociology;
  - (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;
  - (f) six (6) semester hours in fine arts; and
- (2) credits from a regionally accredited college or university which include: thirty (30) semester hours of professional education in a special education program approved by the public education department ("PED") ("department"), including completion of the department's approved functional areas and related competencies; and including
- (3) a mandatory student teaching component and at the option of the college or university, a practicum component; and

(4) twenty-four (24) semester hours in one of the following teaching fields: mathematics, science(s), language arts, reading, and social studies (or other content related areas); and

(5) in addition to the requirements specified in Subsection A of this section, six (6) hours of reading in subject matter content for those licensees or applicants who first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all required portions of the current New Mexico teacher test or any successor teacher test adopted by the department; and

(7) if new to the profession and hired after the first day of school of the 2003-2004 school year, satisfy the requirements of a highly qualified beginning pre k-12 special education teacher; or

B. a valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.6.8 NMAC - Rn, 6 NMAC 4.2.3.6.8 & A, 10-31-00; A, 06-01-02; A, 05-28-04; A, 04-29-05; A, 06-15-06]

**6.61.6.9 IMPLEMENTATION:** All persons holding a valid endorsement in special education areas (excluding educational diagnosticians, speech pathologists, and related services personnel who do not currently hold special education licensure) on June 30, 1987, shall be entitled to licensure in special education. Such licensure may be further continued pursuant to regulation(s) as established by the department.

[11-14-98; 6.61.6.9 NMAC - Rn, 6 NMAC 4.2.3.6.9 & A, 10-31-00; A, 05-28-04]

**6.61.6.10 REFERENCED MATERIAL:** Competencies for entry level special education teachers

A. Professional knowledge

(1) Foundations

(a) the teacher explains and discusses models, theories, philosophies, and history that provide the basis for special education practice;

(b) the teacher explains and discusses current and historical state and national rules and regulations relating to special education practice;

(c) the teacher explains and discusses the procedural safeguards relating to educational services;  
and

(d) the teacher explains and discusses state and federal mandates for students with disabilities.

(2) Parent/professional communication skills

(a) the teacher discusses and applies a variety of communication techniques;

(b) the teacher provides information about community and state resources available to parents and staff;

(c) the teacher demonstrates the ability to work with parents of exceptional children on issues and problems;

(d) the teacher understands and uses various models of service delivery at all service levels (minimal, moderate, extensive, maximum); and

(e) the teacher demonstrates knowledge of and sensitivity to cultural, social, environmental and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals and professionals.

(3) Exceptionalities - to plan and implement effective programs

(a) the teacher defines each exceptionality

(b) the teacher identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each exceptionality;

(c) the teacher discusses general characteristics, etiologies, and learning styles of each exceptionality;

(d) the teacher describes current theories and research for education of exceptional students; and

(e) the teacher demonstrates skills needed for effective advocacy on behalf of students and their parents.

(4) Least restrictive environment - to plan and implement effective programs

(a) the teacher describes rationale necessary to determine a child's least restrictive environment;

(b) the teacher demonstrates knowledge of common service delivery options related to least restrictive environment;

(c) the teacher demonstrates knowledge in facilitating least restrictive environment; and

(d) the teacher considers the pros and cons of various inclusive models.

(5) Individual educational planning team

(a) the teacher describes the role and responsibilities of the team;

(b) the teacher describes the composition of the team; and

(c) the teacher demonstrates and participates in developing individual educational plans, individualized family service plans, and transitions and post-secondary planning.

B. Human growth and development

(1) Motor, language, social-emotional, sensory and cognitive development

(a) the teacher describes the developmental stages/milestones of normal motor, language, social-emotional, sensory and cognitive development; and

(b) the teacher discusses the impact of socio-economic, cultural, and physiological aspects on human development.

- (2) Medical and health needs
  - (a) the teacher describes medical and health needs commonly found among special populations and their impacts on learning; and
  - (b) the teacher identifies and describes programs and assistive technologies that could enhance functioning.

C. Assessment/evaluation

- (1) Screening, referral, evaluation, eligibility and re-evaluation procedures
  - (a) the teacher describes screening, referral, evaluation and eligibility procedures;
  - (b) the teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion referenced tests;
  - (c) the teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans; and
  - (d) the teacher demonstrates skill in various formal and informal observation techniques.
- (2) Individualized educational plan implementation
  - (a) the teacher identifies the procedural steps for the development and implementation of the individualized educational plan;
  - (b) the teacher describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system;
  - (c) the teacher collaborates with general educators, administrators, related services personnel and parents in the development and implementation of the IEP;
  - (d) the teacher develops appropriate annual goals and short term objectives/benchmarks; and
  - (e) the teacher develops the timelines and procedures for implementation of the individualized educational plan.

D. Curriculum and development

- (1) Curriculum development
  - (a) the teacher discusses and applies knowledge of teaching the curricula that is aligned with content standards with benchmarks;
  - (b) the teacher develops and implements individualized modifications and/or accommodations; and
  - (c) the teacher discusses and applies knowledge of alternate curricula that are aligned with content standards with benchmarks for students for whom the general education curriculum is not appropriate.
- (2) Instructional strategies

(a) the teacher demonstrates knowledge of data based approaches to instruction, including assessment, assistive technology, direct instruction, monitoring, and evaluation;

(b) the teacher describes and demonstrates various methods for individualizing instruction that ensures the child's access to the general curriculum;

(c) the teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and individual instruction;

(d) the teacher collects and analyzes instructional data for effectiveness of programs;

(e) the teacher uses data to adapt and revise programs as necessary;

(f) the teacher collaborates with regular education teachers and related services personnel for support of students with special needs in inclusive environments; and

(g) the teacher teaches students in the use of self-advocacy skills.

(3) Materials

(a) the teacher selects and matches instructional materials to the learning needs and styles of individual students;

(b) the teacher evaluates commercial materials and technological products commonly used in special education programs;

(c) the teacher selects appropriate materials for targeted curriculum classroom instruction;

(d) the teacher adapts commercial materials and technological products for use with specific populations; and

(e) the teacher constructs instructional materials and technological products to meet individual objectives.

(4) Transition

(a) the teacher describes models for enabling exceptional learners to make transitions from special education to regular education, early intervention to school, level to level, and post-secondary options;

(b) the teacher develops options for successful transitions with student participation; and

(c) the teacher discusses and implements follow-up, evaluation and interagency collaboration for student.

(5) Technology

(a) Basic computer and technology operations and concepts -

(i) the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results;

(ii) the teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed;

(iii) the teacher operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;

(iv) uses terminology related to technology appropriate to the teaching field in written and oral communication;

(v) describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices;

(vi) uses imaging devices;

(vii) demonstrates knowledge of uses of computers and technology in business, industry, and society; and

(viii) operates a variety of audio-visual devices.

(b) Personal and professional use of technology -

(i) the teacher applies tools for enhancing his/her own professional growth and productivity;

(ii) the teacher uses technology in communicating, collaborating, conducting research, and solving problems;

(iii) in addition, the teacher plans and participates in activities that encourage lifelong learning and promotes equitable, ethical, and legal use of computer and technology resources;

(iv) the teacher uses productivity tools for word processing, database management, and spreadsheet applications;

(v) applies productivity tools for creating a multimedia presentation;

(vi) uses computer -based technologies including telecommunications to access information and enhance personal and professional productivity;

(vii) uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;

(viii) demonstrates awareness of resources for adaptive assistive devices and software for students with special needs;

(ix) demonstrates awareness of resources for culturally and linguistically diverse students;

(x) demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;

(xi) demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator; and

(xii) demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(c) Application of technology to support teaching and learning -

(i) the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas.

(ii) the teacher integrates a variety of software, applications, and learning tools in the teaching and learning process; lessons developed must reflect effective grouping and assessment strategies for diverse populations;

(iii) the teacher explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;

(iv) describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;

(v) designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;

(vi) designs learning activities that foster equitable, ethical, and legal use of technology by students; and

(vii) practices responsible, ethical, and legal use of technology, information, and software resources.

(6) Diversity

(a) the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;

(b) the teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson;

(c) the teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender;

(d) the teacher identifies stereotypes in curriculum materials and adapts instruction appropriately;

(e) the teacher helps students develop critical perspectives on biased materials;

(f) the teacher identifies and develops appropriate responses to differences among language learners; and

(g) the teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.

(7) Classroom management

(a) Behavior

(i) the teacher implements disciplinary procedures consistent with state and federal rules and regulations;

(ii) the teacher conducts functional behavior assessments;

(iii) the teacher collaborates, develops, implements, and subsequently evaluates implemented behavior management programs; and

- (iv) the teacher demonstrates appropriate group and individual interventions.
- (b) environment
  - (i) the teacher demonstrates skill in establishing a safe and appropriate environment;
  - (ii) the teacher uses factors affecting motivation and learning; and
  - (iii) the teacher implements adaptations that are appropriate for students with special needs.

(8) Teaching of reading

(a) Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:

- (i) research on reading;
- (ii) how children learn to speak, read, write, and listen;
- (iii) cultural, linguistic, environmental, and physiological factors in reading and language arts development;
- (iv) children's developmental processes;
- (v) characteristics of proficient and non-proficient readers;
- (vi) relationship between oral and written language; and
- (vii) language structure including graphophonics, semantics, syntax, and pragmatics systems.

(b) Assessment

(i) the teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately; and

(ii) the teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards;

(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

- (i) oral language development;
- (ii) phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;
- (iii) phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
- (iv) vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;



(v) comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

(vi) writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.

(d) Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

(i) the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;

(ii) evaluation of text for quality, cultural, and linguistic appropriateness;

(iii) connecting identified needs of students based on data with appropriate research-based resources and materials;

(iv) creation of opportunities for students to consider, respond to and discuss spoken and written materials; and

(v) the use of a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, and texts from various subject areas.

[11-14-98; 6.61.6.10 NMAC - Rn, 6 NMAC 4.2.3.6.10 & A, 10-31-00; A, 05-28-04]

#### **HISTORY OF 6.61.6 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records and Archives Center under:

SBE Regulation No. 74-2 Governing New Mexico General Certification in Special Education, filed February 26, 1974;

SBE Regulation No. 74-3 Governing New Mexico Professional Certification in Interrelated Areas of Special Education, filed February 26, 1974;

SBE Regulation No. 74-4 Governing New Mexico Professional Certification in a Categorical Area of Special Education, filed February 26, 1974;

SBE Regulation No. 77-7 Governing New Mexico Special Education Endorsement, filed September 13, 1977; SBE Regulation No. 77-11 Governing New Mexico General Certification in Special Education, filed October 25, 1977;

SBE Regulation No. 78-15 New Mexico Certification Requirements for Special Education Endorsement, filed September 6, 1978;

SBE Regulation No. 79-6 New Mexico Certification Requirements for Special Education Endorsement, filed May 21, 1979;

SBE Regulation 84-2 Governing New Mexico Certification Requirements for Special Education Endorsement, filed March 19, 1984;

SBE Regulation No. 86-4, Licensure in Special Education, K-12, filed July 28, 1986.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61      SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR INSTRUCTORS**

**PART 7            LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION**

**6.61.7.1           ISSUING AGENCY:** Public Education Department

[11-14-98, 7-30-99; 6.61.7.1 NMAC - Rn, 6 NMAC 4.2.3.7.1, 10-13-00; A, 06-15-06]

**6.61.7.2           SCOPE:** Chapter 61, Part 7 governs licensure in secondary vocational-technical education for those persons seeking such licensure.

[11-14-98; 6.61.7.2 NMAC - Rn, 6 NMAC 4.2.3.7.2, 10-13-00]

**6.61.7.3           STATUTORY AUTHORITY:** Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978 and 22-10A-6(E) NMSA 1978.

[11-14-98; 6.61.7.3 NMAC - Rn, 6 NMAC 4.2.3.7.3, 10-13-00; A, 06-15-06]

**6.61.7.4           DURATION:** Permanent

[11-14-98; 6.61.7.4 NMAC- Rn, 6 NMAC 4.2.3.7.4, 10-13-00]

**6.61.7.5           EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.

[11-14-98; 6.61.7.5 NMAC- Rn, 6 NMAC 4.2.3.7.5 & A, 10-13-00]

**6.61.7.6           OBJECTIVE:** This rule governs licensure requirements in secondary vocational- technical education for those persons seeking such licensure. It exempts those persons already holding a valid state vocational-technical education license as of June 30, 1989, from the requirements of this licensure.

[11-14-98; 6.61.7.6 NMAC- Rn, 6 NMAC 4.2.3.7.6 & A, 10-13-00; A, 06-15-06]

**6.61.7.7           DEFINITIONS:** [RESERVED]

**6.61.7.8 REQUIREMENTS:**

A. Persons seeking licensure in secondary vocational-technical education pursuant to the provisions of this rule shall meet the requirements of Paragraphs (1) or (2) or (3) or (4) of Subsection A of 6.61.7.8 NMAC and Subsection B of 6.61.7.8 NMAC.

(1) bachelor's degree which includes 32 credit hours of vocational-technical training related to the occupational area; or

(2) associate degree plus two (2) years work experience related to the occupational area; or

(3) certificate plus three (3) years work experience related to the occupational area; or

(4) high school diploma/(GED) plus five (5) years work experience related to the occupational area; and

B. Satisfactory demonstration of the competencies as approved by the public education department ("PED") for vocational-technical teachers within three (3) years of the date of employment. The applicant must meet this requirement through Paragraphs (1) and (2) or (3) of Subsection B of 6.61.7.8 NMAC.

(1) credits from a regionally accredited institution which include fifteen (15) semester hours of professional education which must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC; and

(2) a supervised classroom internship/student teaching experience which may be completed at a regionally accredited college or university or under the supervision of a local school district or private school; or

(3) a school district or private school may develop and implement a professional development plan (PDP) in lieu of the required fifteen (15) semester hours of professional education and supervised student teaching experience, which on approval of the PED, shall be used to meet licensure requirements; when appropriate and feasible, more than one school district/private school may jointly prepare a PDP for PED approval; the PDP must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC.

[11-14-98; 6.61.7.8 NMAC - Rn, 6 NMAC 4.2.3.7.8 & A, 10-13-00; A, 06-15-06]

**6.61.7.9 IMPLEMENTATION:** All persons holding a valid New Mexico license in vocational-technical education on June 30, 1989, shall be entitled to licensure in vocational-technical education. Such licensure may be further continued pursuant to rule(s) as established by the PED.

[11-14-98; 6.61.7.9 NMAC - Rn, 6 NMAC 4.2.3.7.9, 10-13-00; A, 06-15-06]

**6.61.7.10 REFERENCED MATERIAL:** Competencies for entry level secondary vocational-technical teachers

A. Professionalism

(1) The teacher maintains membership and participates in appropriate professional affiliations.

(2) The teacher establishes and maintains positive relationships with school colleagues, parents, and business and industry in the larger community to support students' learning and success.

(3) The teacher maintains a level of professional development that reflects current industry standards.

B. Instructional planning and implementation.

(1) The teacher applies current learning theories and modern technology to instructional activities.

(2) The teacher directs and evaluates laboratory and project-based learning.

(3) The teacher organizes and conducts learning experiences outside the classroom such as field trips, co-op, work study, apprenticeships, internships, and community service.

(4) The teacher establishes performance objectives based on task analysis and national industry standards, where available.

(5) The teacher develops and teaches units of instruction and lesson plans.

(6) The teacher integrates basic skills instruction in such areas as reading, writing, math, and technology into vocational-technical lessons.

(7) The teacher integrates content knowledge from across the disciplines such as science, history, economics, health, and business into vocational-technical lessons.

(8) The teacher develops teamwork skills through group work, collaborative learning, mentoring, and cooperative education.

(9) The teacher develops student project management skills in the use of materials, tools, costs, and scheduling to completion.

(10) The teacher individualizes instruction based on student needs and learning styles.

(11) Demonstrates awareness of resources for culturally and linguistically diverse students.

C. Classroom management: The teacher maintains an orderly environment that is conducive to learning.

D. Assessment

(1) The teacher assesses student knowledge of vocational-technical course content.

(2) The teacher assesses student attitudes toward classroom and workplace performance and responsibilities.

(3) The teacher assesses student performance skill levels.

(4) The teacher evaluates mastery of basic academic skills within vocational-technical applications.

(5) The teacher uses a variety of assessment techniques.

(6) The teacher individualizes assessment on the basis of student needs.

(7) The teacher develops a grading system that considers student performance in terms of knowledge, attitudes, and skills.

(8) The teacher interprets and applies results of standardized testing with regard to student performance levels and career goals.

E. Technical-vocational skill

(1) The teacher applies current philosophical foundations and pedagogical practices of vocational-technical education.

(2) The teacher demonstrates knowledge, attitudes, and skills reflecting current practices in occupational areas.

(3) The teacher demonstrates command of technical vocabulary in occupational areas.

(4) The teacher integrates applied communication skills within the vocational-technical program.

(5) The teacher organizes and maintains vocational labs.

(6) The teacher develops positive public relations with the community.

(7) The teacher projects instructional resource needs and pursues internal and external funding.

(8) The teacher manages program budgeting and reporting responsibilities.

(9) The teacher develops a five-year plan for vocational facilities and equipment maintenance, improvement, and replacement.

(10) The teacher maintains a filing system for program and student records.

(11) The teacher maintains the instructional facility in compliance with state standards for health and safety.

(12) The teacher instructs students in approved safety practices.

(13) The teacher integrates activities of student organizations with vocational-technical education.

(14) The teacher relates student performance (knowledge, attitudes, and skills) to student career goals.

(15) The teacher assists students in the development of a work ethic and job readiness skills.

F. Teaching skills

(1) The teacher develops student skills and habits as independent learners, creative thinkers, and problem solvers.

(2) The teacher motivates and engages students using a variety of reinforcement techniques.

(3) The teacher demonstrates proficiency in language and communication skills.

(4) The teacher employs an appropriate variety of teaching techniques to meet learning objectives, for example, demonstrations, discussion, questioning, simulations, panel discussions, symposiums, brainstorming, hands-on activities.

(5) The teacher demonstrates the ability to present a lesson (introduce, present, discuss, summarize, and evaluate).

(6) The teacher uses team teaching and presentations by subject matter experts as appropriate.

(7) The teacher applies principles and practices of career education, advising, and guidance to vocational-technical education.

[11-14-98; 6.61.7.10 NMAC - Rn, 6 NMAC 4.2.3.7.10 & A, 10-13-00]

#### **HISTORY OF 6.61.7 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 77-9 Four Year Standard Secondary Certificate with a Vocational Teaching Area Endorsement, filed September 22, 1997;

SBE Regulation No. 77-10 Vocational-Technical Education Certificate, filed September 22, 1977;

SBE Regulation No. 78-5 Vocational-Technical Education Certificate with an Area Endorsement, filed May 1, 1978;

SBE Regulation No. 78-5 Amendment 1 Vocational-Technical Education Certificate with an Area Endorsement, filed June 27, 1988;

SBE Regulation No. 88-5 Licensure in Secondary Vocational-Technical Education, filed April 13, 1988.

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
INSTRUCTORS**

**PART 8            LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - GRADE 3**

**6.61.8.1           ISSUING AGENCY:** Public Education Department

[11-14-98, 07-30-99; 6.61.8.1 NMAC - Rn, 6 NMAC 4.2.3.17.1, 03-31-01; A, 06-15-06]

**6.61.8.2           SCOPE:** All persons seeking licensure in early childhood education, birth - grade 3.

[11-14-98; 6.61.8.2 NMAC - Rn, 6 NMAC 4.2.3.17.2 & A, 03-31-01]

**6.61.8.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2-8.7, NMSA 1978.

[11-14-98; 6.61.8.3 NMAC - Rn, 6 NMAC 4.2.3.17.3, 03-31-01; A, 06-01-02]

**6.61.8.4           DURATION:** Permanent

[11-14-98; 6.61.8.4 NMAC - Rn, 6 NMAC 4.2.3.17.4, 03-31-01]

**6.61.8.5           EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.

[11-14-98; 6.61.8.5 NMAC - Rn, 6 NMAC 4.2.3.17.5 & A, 03-31-01]

**6.61.8.6           OBJECTIVE:** This rule establishes licensure requirements for those seeking to work in early childhood education, that is, with children from birth to grade 3 whether they are developing either typically or atypically.

[11-14-98; 6.61.8.6 NMAC - Rn, 6 NMAC 4.2.3.17.6 & A, 03-31-01; A, 06-15-06]

**6.61.8.7           DEFINITIONS:**

A.           "Adaptive living skills" means the development in several skill areas such as 1) living skills: eating, dressing, and toileting; 2) independence/safety skills: crossing the street properly and avoiding dangerous situations such as hot stoves and hot water; and 3) environmental adaptation skills: adapting



behavior as a function of the limitations or demands of the particular environment, such as being quiet in a library or hospital and walking, not running, inside school hallways. Adaptive behavior means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups.

B. "Alternative means of communication" means other forms of communication, particularly non-vocal; such as the use of sign language with and without speech; communication boards; or other technological aides such as computers and speech output devices.

C. "Anti bias" means actively confronting, transcending, and eliminating personal and institutional barriers based on race, sex, or ability.

D. "At risk" means the following as it applies to children birth through age two years: A biological or medical risk is the presence of early medical conditions which are known to produce developmental delays in some children. An environmental risk is the presence of physical, social, and/or economic factors in the environment which pose a substantial threat to development as indicated by a discrepancy between chronological age, after correction for prematurity, and developmental age in two or more areas of development as documented by the evaluation process. A determination of environmental risk shall be made by an interagency team and shall not be based upon behavior related to cultural or language differences.

E. "Individual education program" means a plan that describes the delivery of services to a child with a disability, age three through twenty-one. The plan serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child's needs are, what services will be provided to meet those needs, what the anticipated outcomes may be, and how the child's progress towards meeting the projected outcomes will be evaluated.

F. "Individualized family service plan" means a plan that describes the delivery of services to a child with a developmental delay or at risk for a developmental delay, birth through two years of age, and the child's family. Components of the plan include a statement describing the child's level of functioning in developmental areas; major outcomes including criteria, procedures, and timelines to determine the degree of progress and revision of the plan; specific services needed to achieve outcomes, other services needed by the child and family, name of service coordinator, a transition plan, and an optional statement of family concerns, priorities and resources.

G. "Integrated curriculum" means an approach to curriculum that recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

H. "Intervention strategies" means various techniques utilized in teaching a child a particular skill such as physical and/or verbal prompts and cues, visual aides, modeling, imitation, repetition, task analysis, environmental or stimulus prompts and cues. These strategies are attempts to facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization and data keeping. The goal of this approach is to systematically fade the particular technique utilized as the child demonstrates abilities to practice, initiate, and generalize the skill.

I. "Variations across cultures/cultural diversity" means the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally.

J. "A highly qualified beginning early childhood teacher", under this rule, means a teacher who is fully qualified for teaching children from birth through grade 3, who is new to the profession, who has pursued a standard route to licensure, and who:

(1) meets the requirements for early childhood B-3 licensure in Subsections A or B of 6.61.8.8 NMAC, and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and

(3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

[11-14-98; 6.61.8.7 NMAC - Rn, 6 NMAC 4.2.3.17.7, 03-31-01; A, 11-11-02; A, 08-15-03]

**6.61.8.8 REQUIREMENTS:** All persons who perform instructional services in early childhood education (i.e., birth through grade 3) as defined in this rule in public schools or in those special state-supported schools within state agencies, must hold valid standard licensure in early childhood development issued by the public education department ("PED").

A. Persons seeking licensure in early childhood education pursuant to the provisions of this rule shall meet the following requirements:

(1) possess a bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

(a) twelve (12) semester hours in English;

(b) twelve (12) semester hours in history including American history and western civilization;

(c) six (6) semester hours in mathematics;

(d) six (6) semester hours in government, economics, or sociology;

(e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;

(f) six (6) semester hours in fine arts; and

(2) earn credits from a regionally accredited college or university which include: thirty-six to forty-two (36-42) semester hours of professional education in an early childhood education program approved by the PED, including completion of the PED's approved early childhood education competencies; and

(3) earn eighteen to thirty (18-30) semester hours of practicum and supervised field experiences beginning in the first eighteen (18) semester hours of instruction in professional early childhood education to include a mandatory student teaching component in early childhood education for one of the following age ranges: B-3, 3-5, or 5-8 with children who are developing either typically or atypically; and

(a) one-hundred fifty (150) contact hours of practicum and/or supervised field experience at a developmental stage (s) other than the stage selected for student teaching set forth in Paragraph (3) above; or

(b) evidence of three years of documented, verified, satisfactory work experiences with at least two of the age ranges set forth in paragraph (3) of Subsection A of 6.61.8.8 NMAC above at a center accredited by the national academy of early childhood programs, a postsecondary laboratory early care and education setting, or an early childhood program accredited by the PED; and

(4) in addition to the requirements specified in Subsection A, Paragraphs (1), (3) and (5) of 6.61.8.8 NMAC, six (6) hours in the teaching of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(5) pass all required portions of the New Mexico teacher assessment or any successor teacher examination adopted by the PED; and

(6) if new to the profession after June 30, 2006, or hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide, satisfies the requirements of a highly qualified beginning early childhood teacher; or

B. Possess valid certificate issued by the national board for professional teaching standards for the appropriate grade level and type.

[11-14-98; 6.61.8.8 NMAC - Rn, 6 NMAC 4.2.3.17.8 & A, 03-31-01; A, 06-01-02; A, 08-15-03; A, 06-15-06]

**6.61.8.9 IMPLEMENTATION:** All persons who are applying for licensure in early childhood education on or before June 30, 1996, who possess a bachelor's degree and who have three years of documented successful experience during the five-year period immediately preceding the effective date of this rule in the following types of programs will be entitled to licensure in early childhood education:

A. pre kindergarten - third grade elementary programs accredited by the PED; or

B. early childhood special education programs for pre-school aged children accredited by the PED; or

C. community programs or agencies which are contracted through the department of health for children birth through two years of age with developmental delays or who are at risk for such delays as defined by the Individuals with Disabilities Education Act (IDEA) Part H and the New Mexico family, infant, toddler policies and procedures.

[11-14-98; 6.61.8.9 NMAC - Rn, 6 NMAC 4.2.3.17.9, 03-31-01; A, 06-15-06]

**6.61.8.10 REFERENCED MATERIAL: COMPETENCIES FOR EARLY CHILDHOOD EDUCATION**

A. Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.

(1) Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.

(2) Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.

(3) Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities.

(4) Demonstrate knowledge of the similarities between children who are developing typically and those with special needs.

(5) Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.

(6) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society.

(7) Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.

(8) Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.

(9) Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.

(10) Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.

(11) Use appropriate guidance to support the development of self-regulatory capacities in young children.

B. Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

(1) Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs.

(2) Appropriately plan, maintain, and facilitate the use of the indoor and outdoor learning environments to promote each child's physical and emotional well-being.

(3) Use appropriate health appraisal and management procedures and makes referrals when necessary.

(4) Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.

(5) Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being.

(6) Provide a consistent daily schedule for rest/sleep, as developmentally appropriate.

(7) Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.

(8) Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.

C. Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's  
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family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

- (1) Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs each child.
- (2) Create and maintain a safe and welcoming environment for families and community members.
- (3) Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.
- (4) Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.
- (5) Demonstrate understanding of the complexity and dynamics of family systems.
- (6) Demonstrate understanding of the effects of family stress on the behavior of children and other family members.
- (7) Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies.
- (8) Develop partnerships with family members to promote early literacy in the home.
- (9) Involve families and community members in contributing to the learning environment.
- (10) Establish partnerships with community members in promoting literacy.
- (11) Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

- (1) Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.
- (2) Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- (3) Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.
- (4) Demonstrate knowledge of the reading and writing components of literacy at each developmental level.

(5) Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences and cultural values.

(6) Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) and/or individualized education plans (IEP) for children with special needs through the team process with families and other team members.

(7) Provides and uses anti-bias materials/literature and experiences in all content areas of the curriculum.

E. Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

(1) Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.

(2) Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, special needs, and the language and cultures in New Mexico.

(3) Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

(4) Create and manage learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

(5) Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.

(6) Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.

(7) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.

(8) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

(9) Create and manage a literacy-rich environment that is responsive to each child's unique path of development.

(10) Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought.

(11) Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.

(12) Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.

(13) Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.

(14) Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

F. Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

(1) Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.

(2) Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.

(3) Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP).

(4) Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.

(5) Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child.

(6) Share assessment results as appropriate with families in clear, supportive ways.

(7) Involve all stakeholders in program evaluations.

(8) Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

(9) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

(10) Use both self and collaborative evaluations as part of on going program evaluations.

G. Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early

childhood professionals advocate for excellence in early childhood programs and participate in one-going professional development to enhance their knowledge and skills.

- (1) Consistently adheres to professional codes of ethics and conduct.
- (2) Demonstrate knowledge of federal, state, and local regulations regarding programs and services for children birth through eight years of age.
- (3) Demonstrate understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
- (4) Articulate a personal philosophy of appropriate early care and education that responds to practices that support inclusion and cultural and linguistic diversity through actions and attitudes.
- (5) Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.
- (6) Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.
- (7) Demonstrate a commitment to advocacy for excellence in programs and services for young children and their families.
- (8) Demonstrate knowledge of other professions that provide related services for young children and their families.
- (9) Participate in professional organizations and in on-going professional development to enhance knowledge and skills in working with young children and adults.
- (10) Demonstrate knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers.

[11-14-98; 6.61.8.10 NMAC - Rn, 6 NMAC 4.2.3.17.10, 03-31-01]

## **HISTORY OF 6.61.8 NMAC**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 63-1 New Mexico Certification Regulations Kindergarten Plan I Five Year Kindergarten Certificate, and Plan II Four Year Provisional Elementary Certificate with a Kindergarten Endorsement, filed August 28, 1978; SBE Regulation No. 78-11 Certification Requirements for Five Year Kindergarten Certificate, filed September 6, 1978; SBE Regulation No. 78-11.1 Certification Requirements for Five Year Kindergarten Certificate, filed October 20, 1978; SBE Regulation No. 78-11.1 Amendment No. 1 Certificate for Requirement for Five Year Kindergarten Certificate, filed December 8, 1978; SBE Regulation No. 86-5 Supersession of Regulations Pertaining to Kindergarten Licensure and Endorsement And Provision for Continuation of Certain Licenses Granted Pursuant to Said Regulations, filed July 28, 1986; SBE Regulation No. 93-17, Licensure in Early Childhood Education Birth - Grade 3, filed July 20, 1993; SBE Regulation No. 93-17 Amendment 1 Licensure in Early Childhood Education Birth - Grade 3, filed April 3, 1995.





**TITLE 6            PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 61       SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR  
                         INSTRUCTORS**

**PART 10            TEACHERS OF STUDENTS WITH BLINDNESS/VISUAL IMPAIRMENT B-12**

**6.61.10.1           ISSUING AGENCY:** Public Education Department

[6.61.10.1 NMAC - N, 08-15-03; A, 06-15-06]

**6.61.10.2           SCOPE:** Chapter 61, Part 10 governs licensure of teachers of students with blindness and visual impairment, birth through grade 12, for those persons seeking such licensure.

[6.61.10.2 NMAC - N, 08-15-03]

**6.61.10.3           STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2-8.7, NMSA 1978.

[6.61.10.3 NMAC - N, 08-15-03]

**6.61.10.4           DURATION:** Permanent

[6.61.10.4 NMAC - N, 08-15-03]

**6.61.10.5           EFFECTIVE DATE:** August 15, 2003, unless a later date is cited in the history note at the end of a section.

[6.61.10.5 NMAC - N, 08-15-03]

**6.61.10.6           OBJECTIVE:** This rule governs licensure requirements in teaching of students with blindness and visual impairment, birth through grade 12, for persons seeking such licensure.

[6.61.10.6 NMAC - N, 08-15-03; A, 06-15-06]

**6.61.10.7           DEFINITIONS:**

A.            “Assistive technology” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

B. “Aural literacy skills” means listening skills that must be developed for students who have an impaired visual system. These skills provide a solid foundation for learning, reading, mobility clues, social conversation, and interpretation of a variety of auditory signals received from the environment. These skills begin to develop in infancy and need to be sequentially and deliberately expanded during the school years. Listening becomes particularly important in secondary and post-secondary schools, when Braille or print reading assignments become long and laborious.

C. “Braille” means a system of reading and writing that uses dot codes that are embossed on paper, developed by Louis Braille around 1829.

D. “Braillewriter” means a machine used to produce embossed Braille symbols.

E. “Career education” means a curriculum designed to teach individuals the skills and knowledge necessary in the world of work. This instruction may include field trips into the community to explore work opportunities and job requirements that would be gained by others with normal vision through incidental learning.

F. “Compensatory skills” means any technique, habit, or activity that must be developed to overcome a severe visual impairment; e.g., daily living skills, social and emotional skills.

G. “Continuum of services” means a full range of educational placements arranged in a stairstep fashion, where one level of service leads directly to the next one.

H. “Daily living skills” means skills that enable a visually impaired student to live independently.

I. “Educational placement” means the location or type of classroom program (for example, resource room) arranged for a child’s education; the setting in which a student receives educational services.

J. “Functional vision” means the presence of enough usable vision, giving the student the ability to use sight as a primary channel for learning. This term also means the total act of seeing and how the student uses sight to function educationally.

K. “Functionally blind” means a student whose primary channels for learning are tactual and auditory.

L. “Least restrictive environment” (LRE) means the environment, on the scale of a full continuum of services, where the student is given the maximum opportunity to learn.

M. “Mobility” means the ability to navigate from one’s present fixed position to one’s desired position in another part of the environment.

N. “Nemeth” means a system for reading and writing mathematical symbols based on the six-cell Braille cell and developed by Dr. Abraham Nemeth.

O. “Orientation” means the process of using the remained senses in establishing one’s position and relationship to all other significant objects in the environment.

P. “Residual vision” means the amount and degree of functional vision that one retains despite a visual handicap.

Q. “Social interaction skills” means that persons with normal vision most often learn social interaction skills social skills incidentally. The visual cues are not available for students with poor or no vision. These skills must be taught from infancy to adulthood in order for persons with visual impairment to gain the necessary skills.

R. "Tactual skills" means tactual awareness must be developed in infancy and need to be sequentially and deliberately expanded during the school years. These skills will become an effective method of literacy as well provide a method to gain information. This skill will have a major impact on concept development and future learning.

S. "Visual efficiency" means how well a person can use sight.

T. "Visual impairments" is overall term that refers to all levels of vision loss.

[6.61.10.7 NMAC - N, 08-15-03]

#### **6.61.10.8 REQUIREMENTS:**

A. Persons seeking licensure to teach students with blindness and visual impairment pursuant to the provisions of this rule shall either hold special education licensure as provided in 6.61.6.8 NMAC or meet the requirements of Subsections A and B of 6.61.10.8 NMAC.

(1) bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

- (a) twelve (12) semester hours in English;
- (b) twelve (12) semester hours in history including American history and western civilization;
- (c) six (6) semester hours in mathematics;
- (d) six (6) semester hours in government, economics or sociology;
- (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;
- (f) six (6) semester hours in fine arts; and

(2) credits from a regionally accredited college or university which include twenty four to thirty-six (24-36) semester hours of professional education in a program of studies that prepares candidates to teach blind and visually impaired students, including completion of the public education department's (PED's approved functional areas and related competencies in professional education; and

(3) a mandatory student teaching or practicum component; and

(4) twenty-four to thirty-six (24-36) semester hours in one teaching field such as mathematics, science(s), language arts, reading, or from among history, geography, economics, civics and government (or other social studies content related areas). Individuals must also complete the PED's approved functional areas and related competencies in the teaching field; and

(5) in addition to the requirements specified in Subsection A, Paragraphs (1), (3), (4) and (6) of 6.61.10.8 NMAC, six (6) hours of reading for those who have first entered any college or university on or after August 1, 2001 regardless of when they graduate or earn their degree; and

(6) passage of all required portions of the New Mexico teacher assessments or any successor teacher examination adopted by the PED; or

B. Possess a valid certificate issued by the association of educational rehabilitation of students with visual impairments for the appropriate grade level and type.

[6.61.10.8 NMAC - N, 08-15-03; A, 06-15-06]

**6.61.10.9 REFERENCED MATERIAL:** Competencies for entry level teachers of blind and visual impairment.

A. Philosophical, historical, and legal foundations of special education for students with visual impairment. The teacher demonstrates his/her understanding of the unique role of the teacher of students with blindness/visual impairment including those with multiple impairment, through the knowledge of philosophical, historical, and legal foundations of special education for students with visual impairment.

- (1) Teacher understands federal entitlements (e.g., American printing house for the Blind quota funds).
- (2) Teacher understands historical foundations for education of children with visual impairments, including the array of service options.
- (3) Teacher understands current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incident and prevalence figures.

B. Characteristics of the learner with blindness/visual impairment including those with multiple impairment to be addressed by the teacher:

- (1) Teacher demonstrates an understanding of the unique learning needs of the child/student with blindness/visual impairment, including those with multiple impairment, through implementation showing knowledge of the unique characteristics of loss or impairment of vision;
- (2) Teacher understands normal development of the human visual system;
- (3) Teacher understands basic terminology related to the structure and function of human visual system;
- (4) Teacher understands basic terminology related to diseases and disorders of the human visual system;
- (5) Teacher understands development of secondary senses (hearing, touch, taste, smell) when the primary sense is impaired;
- (6) Teacher understands the effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, language);
- (7) Teacher understands the effects of a visual impairment on social behaviors and independence;
- (8) Teacher understands the effects of a visual impairment on language and communication;
- (9) Teacher understands the effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem;
- (10) Teacher understands the psychosocial aspects of a visual impairment;

(11) Teacher understands effects of medications on the visual system;

(12) Teacher understands the impact of additional exceptionalities on students with visual impairments.

C. Implications of diagnosis, assessment and evaluation. The teacher effectively utilizes assessment techniques and procedures by understanding the implications of loss or impairment of vision.

(1) Teacher understands the impact of visual disorders on learning and experience.

(2) Teacher understands specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.

(3) Teacher understands ethical considerations and legal provisions, regulations, and guidelines (federal, state/provincial, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision.)

(4) Teacher understands specialized policies regarding referral and placement procedures for students with visual impairments.

(5) Teacher understands procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

(6) Teacher understands alternative assessment techniques for students who are blind or have low vision.

(7) Teacher understands appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.

(8) Teacher understands relationships among assessment, IEP development, and placement as they affect vision-related services.

D. Instructional content and practice. The teacher demonstrates the skills required to plan for and teach students with blindness/visual impairment, including those with multiple impairment, by understanding current instructional content and practices.

(1) Teacher understands methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:

(a) Braille reading and writing;

(b) handwriting for students with low vision and signature writing for students who are blind;

(c) listening skills and compensatory auditory skills;

(d) typing and keyboarding skills;

(e) the use of unique technology for individuals with visual impairments;

(f) the use of alternatives to nonverbal communication.

(2) Teacher understands methods to acquire disability-unique academic skills, including, but not exclusive to:

- (a) the use of an abacus;
  - (b) the use of a talking calculator;
  - (c) tactile graphics (including maps, charts, tables, etc.);
  - (d) adapted science equipment
- (3) Teacher understands methods for the development of basic concepts needed by young students who do not learn visually.
- (4) Teacher understands methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.
- (5) Teacher understands methods to develop alternative reasoning and decision-making skills in students with visual impairments.
- (6) Teacher understands methods to develop alternative organization and study skills for students with visual impairments.
- (7) Teacher understands methods to prepare students with visual impairments for structured pre-cane orientation and mobility assessment and instruction.
- (8) Teacher understands methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
- (9) Teacher understands methods to teach human sexuality to students who have visual impairments, using tactual models that are anatomically accurate.
- (10) Teacher understands methods to develop adapted physical and recreation skills for individuals who have visual impairments.
- (11) Teacher understands methods to develop social and daily living skills that are normally learned or reinforced by visual means.
- (12) Teacher understands strategies for developing career awareness in and providing vocational counseling for students with visual impairments.
- (13) Teacher understands strategies for promoting self-advocacy in individuals with visual impairments.
- (14) Teacher understands functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments including:
- (a) methods for accessing printed public information;
  - (b) methods for accessing public transportation;
  - (c) methods for accessing community resources;
  - (d) methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).
- (15) Teacher understands sources of specialized materials for students with visual impairments.

(16) Teacher understands techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.

E. Planning and managing the teaching/learning environment.

(1) The teacher demonstrates the ability to plan and managing the teaching/learning environment.

(2) Teacher understands a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.

(3) Teacher understands model programs, including career-vocational and transition, which have been effective for students with visual impairments.

F. Managing student behavior and social skills. The teacher is able to manage student behavior and social interaction skills of students with loss or impairment of vision.

(1) Teacher understands teacher attitudes and behaviors that affect the behaviors of students with visual impairments.

(2) Teacher creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

G. Communication and collaborative partnerships. The teacher promotes communication and collaborative partnerships.

(1) Teacher understands strategies for assisting parents and other professionals in planning appropriate transitions for students who have visual impairments.

(2) Teacher understands sources of unique services, networks, and organizations for students with visual impairments.

(3) Teacher understands roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

(4) Teacher understands the need for role models who have visual impairments, and who are successful.

H. Professionalism and ethical practices. The teacher demonstrates professionalism and ethical practices.

(1) Teacher understands the consumer and professional organizations, publications, and journals relevant to the field of visual impairment.

(2) Teacher adheres to the code of ethics for teachers of students with visual impairments.

[6.61.10.9 NMAC - N, 08-15-03]

**History of 6.61.10 NMAC:** [Reserved]