**[~~TITLE 6 PRIMARY AND SECONDARY EDUCATION~~**

**~~CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE~~**

**~~PART 11 TESOL COMPETENCIES~~**

**~~6.64.11.1 ISSUING AGENCY:~~** ~~Public Education Department (PED)~~

~~[6.64.11.1 NMAC - N, 9/29/2000; A, 6/30/2006; A, 10/31/2007]~~

**~~6.64.11.2 SCOPE:~~** ~~All persons who are seeking an endorsement in TESOL to a New Mexico educator license.~~

~~[6.64.11.2 NMAC - N, 9/29/2000]~~

**~~6.64.11.3 STATUTORY AUTHORITY:~~** ~~Sections 22-2-1, 22-2-2 and 22-10A-3, NMSA 1978.~~

~~[6.64.11.3 NMAC - N, 9/29/2000; A, 9/30/2003]~~

**~~6.64.11.4 DURATION:~~** ~~Permanent~~

~~[6.64.11.4 NMAC - N, 9/29/2000]~~

**~~6.64.11.5 EFFECTIVE DATE:~~** ~~September 29, 2000, unless a later date is cited in the history note at the end of a section.~~

~~[6.64.11.5 NMAC - N, 9/29/2000]~~

**~~6.64.11.6 OBJECTIVE:~~** ~~This rule establishes entry-level TESOL (teaching English as a second language) competencies that are based on what beginning TESOL teachers must know and be able to do to provide effective TESOL programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico’s content standards and benchmarks and with the English as a new language certificate developed by the~~ *~~national board for professional teaching standards~~* ~~and must be used by New Mexico institutions of higher education to establish TESOL preparatory programs.~~

~~[6.64.11.6 NMAC - N, 9/29/2000; A, 6/30/2006]~~

**~~6.64.11.7 DEFINITIONS:~~** ~~[RESERVED]~~

~~[6.64.11.7 NMAC - N, 9/29/2000]~~

**~~6.64.11.8 REQUIREMENTS:~~**

**~~A.~~** ~~Beginning teachers seeking an endorsement in TESOL to an initial level 1 New Mexico teaching license must satisfy all of the requirements of the license as provided in PED rule for that license, which includes, 24-36 semester hours in TESOL.~~

**~~B.~~** ~~Teachers seeking to add an endorsement in TESOL to an existing New Mexico teaching license of any level shall meet the requirements of Paragraphs (1)-(2) of Subsection B of 6.64.11.8 NMAC, or the requirements of Paragraph (3) of Subsection B of 6.64.11.8 NMAC:~~

**~~(1)~~** ~~pass the content knowledge test(s) of the New Mexico teacher assessments provided in Subsection B of 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in TESOL; and~~

**~~(2)~~** ~~successfully complete at least 12 credit hours in TESOL preparation, six hours of which must be in a language other than English and six hours of which must be upper division or post baccalaureate credits that address the competencies in Subsection C through F of 6.64.11.9 NMAC, except that the credit hours in a language other than English may be waived if the candidate has passed the language proficiency examination for bilingual education in Spanish or the Navajo language proficiency test.~~

**~~(3)~~** ~~satisfy all of the requirements of the license as provided in PED rule for the appropriate license, which includes, (among other requirements), 24-36 semester hours in TESOL.~~

**~~C.~~** ~~Beginning teachers seeking an endorsement in TESOL, or teachers seeking to add an endorsement in TESOL to an existing New Mexico license may obtain the endorsement by providing evidence of certification in TESOL for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.~~

~~[6.64.11.8 NMAC - N, 9/29/2000; A, 9/30/2003; A, 6/30/2006; A, 10/31/2007; A, 6/15/2009]~~

**~~6.64.11.9 COMPETENCIES FOR ENTRY-LEVEL TESOL TEACHERS:~~**

**~~A.~~** ~~Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.~~

**~~(1)~~** ~~The teacher recognizes and accepts the home language as a valid system of communication.~~

**~~(2)~~** ~~The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.~~

**~~(3)~~** ~~The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.~~

 **~~(4)~~** ~~The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.~~

**~~B.~~** ~~Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.~~

 **~~(1)~~** ~~The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.~~

 **~~(2)~~** ~~The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.~~

**~~(3)~~** ~~The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.~~

 **~~(4)~~** ~~The teacher understands the integrated nature of cognitive and affective language development.~~

 **~~(5)~~** ~~The teacher understands and respects vernaculars, including social and regional varieties.~~

**~~(6)~~** ~~The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.~~

**~~C.~~** ~~Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.~~

 **~~(1)~~** ~~The teacher assists students in maintaining pride in and extending identification with the mother culture.~~

 **~~(2)~~** ~~The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.~~

 **~~(3)~~** ~~The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.~~

**~~D.~~** ~~Knowledge of subject matter: The teacher draws on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction and facilitate student learning.~~

**~~E.~~** ~~Meaningful learning through multiple paths to knowledge - New Mexico teachers of English as a second language use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. They provide multiple paths to help students develop language proficiency and strengthen understanding of the pertinent disciplines. They effectively use the English language to enhance subject-matter learning.~~

 **~~(1)~~** ~~The teacher develops a large repertoire of active teaching and learning strategies appropriate to distinct learning styles and developmental levels of students.~~

 **~~(2)~~** ~~The teacher develops a knowledge base and teaching strategies related to the basic elements and methodologies appropriate to the development of literacy and content area knowledge.~~

 **~~(3)~~** ~~The teacher demonstrates an ability to utilize innovative, communicative-based teaching techniques to enhance the language acquisition process.~~

 **~~(4)~~** ~~Instructional resources - New Mexico teachers of English as a second language select, adapt, create, and use rich and varied resources.~~

 **~~(5)~~** ~~The teacher knows procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.~~

 **~~(6)~~** ~~The teacher knows strategies to develop, acquire, adapt and evaluate materials appropriate to the alternative language/multicultural classroom.~~

 **~~(7)~~** ~~The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.~~

 **~~(8)~~** ~~Learning environment - New Mexico teachers of English as a second language establish a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.~~

**~~(9)~~** ~~The teacher demonstrates knowledge of and applies management techniques appropriate to classrooms.~~

**~~(10)~~** ~~The teacher creates a climate of high expectations for all students.~~

**~~(11)~~** ~~The teacher creates a secure learning atmosphere in order to facilitate a risk-taking environment.~~

 **~~(12)~~** ~~The teacher creates meaningful curricula with materials and activities that foster critical thinking skills.~~

**~~F.~~** ~~Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.~~

 **~~(1)~~** ~~The teacher understands the principles and theories of second language assessment.~~

 **~~(2)~~** ~~The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.~~

 **~~(3)~~** ~~The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.~~

 **~~(4)~~** ~~The teacher utilizes alternative assessment measures including portfolio and authentic assessments.~~

**~~G.~~** ~~Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.~~

**~~(1)~~** ~~The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.~~

 **~~(2)~~** ~~The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.~~

**~~H.~~** ~~Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.~~

 **~~(1)~~** ~~The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.~~

 **~~(2)~~** ~~The teacher develops the ability to identify and utilize available community resources.~~

**~~(3)~~** ~~The teacher demonstrates the ability to involve families within the school environment.~~

**~~I.~~** ~~Professional leadership - New Mexico teachers of English as a second language contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.~~

 **~~(1)~~** ~~The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.~~

**~~(2)~~** ~~The teacher demonstrates knowledge of the different theories and philosophies related to alternative language programs.~~

 **~~(3)~~** ~~The teacher demonstrates knowledge of the history of alternative language programs.~~

 **~~(4)~~** ~~The teacher demonstrates knowledge of the importance of advocating knowledge of English as a second language among peers, family and community.~~

 **~~(5)~~** ~~The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.~~

 **~~(6)~~** ~~The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.~~

~~[6.64.11.9 NMAC - N, 9/29/2000]~~

**~~6.64.11.10 IMPLEMENTATION:~~** ~~Institutions of higher education that prepare teachers shall deliver the competencies in a PED approved endorsement program within a range of 24 to 36 semester hours of credit. For persons with secondary and pre K-12 licenses, a minimum of 12 semester hours must be upper division credit.~~

~~[6.64.11.10 NMAC - N, 9/29/2000; A, 6/30/2006]~~

**~~HISTORY OF 6.64.11 NMAC:~~****~~[RESERVED]~~]**

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE**

**PART 11 TESOL COMPETENCIES**

**6.64.11.1 ISSUING AGENCY:** Public Education Department, hereinafter the department.

[6.64.11.1 NMAC - Rp 6.64.11.1 NMAC, 10/26/2021]

**6.64.11.2 SCOPE:** All persons seeking a licensure endorsement in teaching English to speakers of other languages (TESOL).

[6.64.11.2 NMAC - Rp 6.64.11.2 NMAC, 10/26/2021]

**6.64.11.3 STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, and 22-10A-3 NMSA 1978.

[6.64.11.3 NMAC - Rp 6.64.11.3 NMAC, 10/26/2021]

**6.64.11.4 DURATION:** Permanent.

[6.64.11.4 NMAC - Rp 6.64.11.4 NMAC, 10/26/2021]

**6.64.11.5 EFFECTIVE DATE:** October 26, 2021, unless a later date is cited in the history note at the end of a section.

[6.64.11.5 NMAC - Rp 6.64.11.5 NMAC, 10/26/2021]

**6.64.11.6 OBJECTIVE:** To establish the requirements and key competencies for licensure endorsements in TESOL.

[6.64.11.6 NMAC - Rp 6.64.11.6 NMAC, 10/26/2021]

**6.64.11.7 DEFINITIONS:**

 **A. “Content knowledge assessment”** means the collection of department-adopted assessments taken to demonstrate competency in a particular endorsement area by individuals seeking to add an endorsement to an initial or existing license.

 **B. “English language proficiency examination”** means a department-approved assessment for evaluating a teacher’s proficiency in English.

 **C. “Key competencies”** means the set of knowledge and skills defined in 6.64.11.9 NMAC.

[6.64.11.7 NMAC - Rp 6.64.11.7 NMAC, 10/26/2021]

**6.64.11.8 TESTING AND COURSEWORK REQUIREMENTS:**

 **A.** Teacher candidates seeking to add a TESOL endorsement to an initial level 1 license shall meet the following requirements:

 **(1)** pass the content knowledge assessment in TESOL or a department-approved licensure test in TESOL from another state; and

 **(2)** complete a minimum of 24 hours in TESOL coursework in alignment with the key competencies defined in 6.64.11.9 NMAC:

 **(a)** Six (6) hours shall be in one language other than English or any combination of coursework in applied linguistics, second language acquisition, or second language teaching methodology.

 **(b)** Twelve (12) hours shall be upper division or post-baccalaureate credits in alignment with the key competencies defined in 6.64.11.9 NMAC.

 **B.** Teachers seeking to add a TESOL endorsement to an existing license shall meet either the requirements of Paragraph (1) of Subsection B of 6.64.11.8 NMAC or the requirements of Paragraph (2) of Subsection B of 6.64.11.8 NMAC.

 **(1)** The first option shall include the following:

 **(a)** pass the content knowledge assessment in TESOL, a department-approved licensure test in TESOL from another state, or a predecessor New Mexico teacher licensure examination in TESOL; and

 **(b)** earn 12 semester hours of credit in TESOL.

 **(i)** Six (6) hours shall be in one language other than English or any combination of coursework in applied linguistics, second language acquisition, or second/foreign language teaching methodology.

 **(ii)** Six (6) hours shall be upper division or post-baccalaureate credits in alignment with the key competencies defined in 6.64.11.9 NMAC.

 **(2)** The second option shall include the following: earn a minimum of 24 semester hours of credit in TESOL in alignment with the key competencies defined in 6.64.11.9 NMAC.

 **(a)** Six (6) hours shall be in one language other than English or any combination of coursework in applied linguistics, second language acquisition, or second/foreign language teaching methodology.

 **(b)** Twelve (12) hours shall be upper division or post-baccalaureate credits in alignment with the key competencies defined in 6.64.11.9 NMAC.

 **C.** Licensed teachers with TESOL certification from the national board for professional learning standards shall pass the content knowledge assessment in TESOL or a department-approved licensure test in TESOL from another state.

 **D.** Teachers with a reciprocal license from a country outside the United States shall meet the following testing and coursework requirements:

 **(1)** pass the content knowledge assessment in TESOL;

 **(2)** earn a minimum of 24 semester hours of credit in TESOL; and

 **(3)** pass an English language proficiency examination.

 **E.** Teacher candidates seeking to waive credit hours in one language other than English shall provide documentation that the candidate:

 **(1)** has passed the language proficiency examination(s) for bilingual education in Spanish; or

 **(2)** has passed the language proficiency examination for any language other than English; or

 **(3)** holds a Native American language and culture certification pursuant to 6.63.14 NMAC; or

 **(4)** holds a New Mexico diploma of excellence with the state seal of bilingualism-biliteracy in a language other than English or its equivalent from another state; or

 **(5)** holds either a bachelor of arts or science degree, master of arts or science degree, or doctorate degree in a language other than English from an accredited college or university outside the United States.

 [6.64.11.8 NMAC - Rp 6.64.11.8 NMAC, 10/26/2021]

**6.64.11.9 COMPETENCIES FOR ENTRY-LEVEL TESOL TEACHERS**

 **A.** New Mexico TESOL teachers shall draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

 **(1)** The teacher shall recognize and accept the student’s primary or home language as a valid system of communication.

 **(2)** The teacher shall know the effects of cultural and social variables on the students’ general level of development and socialization.

 **(3)** The teacher shall understand the cultural, linguistic, and societal factors that contribute to the lifestyles of various peoples which determine both their uniqueness and their interrelationships in a pluralistic society.

 **(4)** The teacher shall know about differentiation of learning and be able to access resources and facilitate inclusive learning for all students, including English language learners.

 **B.** New Mexico TESOL teachers shall draw on their knowledge of language acquisition and language development to understand the process by which students learn both their first and second languages and additional languages.

 **(1)** The teacher shall have knowledge of first and second language acquisition and language development, including:

 **(a)** developmental stages;

 **(b)** variability in learners’ language;

 **(c)** the role of input and attitudes;

 **(d)** learning styles and strategies;

 **(e)** language transfer; and

 **(f)** the differences between academic, social, and instructional language.

 **(2)** The teacher shall demonstrate knowledge of receptive and expressive language through the four domains of language: speaking, listening, reading, and writing.

 **(3)** The teacher shall have knowledge of language universals and shall be able to apply knowledge of phonology, morphology, syntax, semantics, and pragmatics.

 **(4)** The teacher shall understand the integrated nature of cognitive and affective language development.

 **(5)** The teacher shall respect vernaculars, including social and regional varieties of English.

 (6) The teacher shall respect the students they are serving.

 **C.** New Mexico TESOL teachers shall be knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This shall enable the teacher to structure a successful academic experience for students using culturally and linguistically responsive instruction.

 **(1)** The teacher shall recognize the funds of knowledge students bring to the classroom and regards the linguistic, cultural, experiential, and social-emotional experiences of each student as assets.

 **(2)** The teacher shall recognize and respect the culture, history, and contributions of each student’s ancestry.

 **(3)** The teacher shall model the value of cultural diversity and validate the contemporary life styles of diverse cultural groups.

 **D.** New Mexico TESOL teachers shall be models of language proficiency and draw on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction, and facilitate student learning.

 **(1)** The teacher shall demonstrate proficiency in English literacy at a level commensurate with the teacher's role as a language model.

 **(2)** The teacher shall have knowledge of the nature of the English language and demonstrate knowledge of English phonology, morphology, syntax, semantics, and pragmatics.

 **(3)** The teacher shall have knowledge of the department-approved English language development standards and be able to use them in instruction.

 **(4)** The teacher shall understand and apply second language acquisition theories and methods for teaching speaking, listening, reading and writing.

 **(5)** The teacher shall know how to set expectations for language use based on students’ developing English proficiency levels.

 **(6)** The teacher shall use a variety of strategies to help students listen, read, comprehend, and produce oral and written output in English.

 **(7)** The teacher shall demonstrate knowledge of the English language development instructional component of bilingual education.

 **E.** New Mexico TESOL teachers shall use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. The teacher shall provide multiple paths to help students develop language proficiency and strengthen understanding of the pertinent disciplines. The teacher shall effectively use the English language to enhance subject-matter learning.

 **(1)** The teacher shall develop a large repertoire of active teaching and learning strategies appropriate to distinct learning styles and developmental levels of students, including English language learners.

 **(2)** The teacher shall develop a knowledge base and teaching strategies related to the basic elements and methodologies appropriate to the development of literacy and content area knowledge.

 **(3)** The teacher shall demonstrate an ability to utilize innovative, communicative-based teaching techniques to enhance the language acquisition process.

 **(4)** The teacher shall select, adapt, create, and use rich and varied age-appropriate instructional resources that meet the development needs of students.

 **(5)** The teacher shall know procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.

 **(6)** The teacher shall know strategies to develop, acquire, adapt, and evaluate materials appropriate to the English language program.

 **(7)** The teacher shall explore, evaluate, and use technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.

 **(8)** The teacher shall create a secure learning environment that establishes a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.

 **(9)** The teacher shall demonstrate knowledge of and apply culturally and linguistically responsive management techniques appropriate to classrooms.

 **(10)** The teacher shall create a climate of high expectations for all students, including English language learners.

 **(11)** The teacher shall create a secure learning atmosphere that leads to a low affective filter in order to facilitate a risk-taking environment.

 **(12)** The teacher shall create meaningful curricula with materials and activities that foster critical thinking skills.

 **F.** New Mexico TESOL teachers shall employ a variety of assessment methods to obtain useful information about student learning and development to inform instruction and to assist students in reflecting on their own progress.

 **(1)** The teacher shall understand the principles and theories of second language assessment.

 **(2)** The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.

 **(3)** The teacher shall recognize potential linguistic and cultural biases in assessment instruments including standardized tests.

 **(4)** The teacher shall utilize alternative assessment measures including portfolio and authentic assessments.

 **G.** New Mexico TESOL teachers shall regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

 **(1)** The teacher shall develop the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students and seeks opportunities to strengthen these skills.

 **(2)** The teacher shall continuously assesses and adjust his or her own language usage in the classroom in order to maximize student comprehension and verbal participation.

 **H.** New Mexico TESOL teachers shall create partnerships with families that enhance the educational experience of students.

 **(1)** The teacher shall demonstrate the ability to guide families to be active participants in their child’s education.

 **(2)** The teacher shall develop the ability to identify and utilize available community resources.

 **(3)** The teacher shall demonstrate the ability to involve families within the school environment.

 **I.** New Mexico TESOL teachers shall contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.

 **(1)** The teacher shall demonstrate awareness of the need to actively seek and participate in professional growth activities for English language learners (e.g. workshops, coursework, and research).

 **(2)** The teacher shall demonstrate knowledge of the legal obligations concerning the education of identified English language learners in New Mexico and in the United States.

 **(3)** The teacher shall demonstrate knowledge of the different theories and philosophies related to English language learner programs.

 **(4)** The teacher shall demonstrate knowledge of the history of English language learner programs in New Mexico and the United States.

 **(5)** The teacher shall demonstrate knowledge of the importance of advocating for English language learner programs with parents, families, community members, teachers, support staff, and administrators.

 **(6)** The teacher shall demonstrate knowledge of current trends related to the education of culturally and linguistically diverse students.

 **(7)** The teacher shall demonstrate knowledge of the ability to collaborate with all other education professionals.

[6.64.11.9 NMAC - Rp 6.64.11.9 NMAC, 10/26/2021]

**6.64.11.10 IMPLEMENTATION:** Institutions of higher education that prepare teachers shall deliver the key competencies in a department-approved endorsement program within a range of 24 to 36 semester hours of credit. For persons with secondary and pre K-12 licenses, a minimum of 12 semester hours must be upper division credit.

[6.64.11.10 NMAC - Rp 6.64.11.10 NMAC, 10/26/2021]

**HISTORY OF 6.64.11 NMAC:** **[RESERVED]**

6.64.11 NMAC, TESOL Competencies, filed 9/29/2000, was replaced and replaced by 6.64.11 NMAC, TESOL Competencies, effective 10/26/2021.