

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, 7/1/2022]

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, 7/1/2022]

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, 7/1/2022]

6.64.11.4 DURATION: Permanent.
[6.64.11.4 NMAC - Rp 6.64.11.4 NMAC, 7/1/2022]

6.64.11.5 EFFECTIVE DATE: July 1, 2022, 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, 7/1/2022]

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, 7/1/2022]

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, 7/1/2022]

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 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) 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 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 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 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) 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, 7/1/2022]

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, 7/1/2022]

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, 7/1/2022]

HISTORY OF 6.64.11 NMAC:

6.64.11 NMAC, TESOL Competencies, filed 9/29/2000, was repealed and replaced by 6.64.11 NMAC, TESOL Competencies, effective 7/1/2022.