

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 (PED).
[6.61.6.1 NMAC - Rp, 6.61.6.1 NMAC, 8/1/2018]

6.61.6.2 SCOPE: Chapter 61, Part 6 governs licensure in special education, grades pre K-12, for those persons seeking such licensure.
[6.61.6.2 NMAC - Rp, 6.61.6.2 NMAC, 8/1/2018]

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.
[6.61.6.3 NMAC - Rp, 6.61.6.3 NMAC, 8/1/2018]

6.61.6.4 DURATION: Permanent.
[6.61.6.4 NMAC - Rp, 6.61.6.4 NMAC, 8/1/2018]

6.61.6.5 EFFECTIVE DATE: August 1, 2018, unless a later date is cited in the history note at the end of a section.
[6.61.6.5 NMAC - Rp, 6.61.6.5 NMAC, 8/1/2018]

6.61.6.6 OBJECTIVE: This rule governs licensure requirements in special education for those persons seeking such licensure.
[6.61.6.6 NMAC - Rp, 6.61.6.6 NMAC, 8/1/2018]

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 - Rp, 6.61.6.7 NMAC, 8/1/2018]

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 2017, the following:

(a) nine semester hours in communication

(b) six semester hours in mathematics

(c) eight semester hours in laboratory science

- (d) nine semester hours in social and behavioral science
 - (e) nine semester hours in humanities and fine arts; and
 - (2) credits from a regionally accredited college or university which include: 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) 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 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) satisfy the requirements of a highly qualified beginning pre K-12 special education teacher;
- or

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

[6.61.6.8 NMAC - Rp, 6.61.6.8 NMAC, 8/1/2018]

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.

[6.61.6.9 NMAC - Rp, 6.61.6.9 NMAC, 8/1/2018]

6.61.6.10 REFERENCED MATERIAL: Competencies for entry level special education teachers

- A.** Learner development:
- (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
 - (2) The teacher shall:
 - (a) regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical) and scaffolds the next level of development;
 - (b) create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning;
 - (c) collaborate with families, communities, colleagues, and other professionals to promote learner growth and development;
 - (d) understand how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;
 - (e) understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;
 - (f) identify readiness for learning, and understands how development in any one area may affect performance in others;
 - (g) understand the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging;
 - (h) respect learners' differing strengths and needs and is committed to using the information to further each learner's development;
 - (i) commit to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;
 - (j) take responsibility for promoting learners' growth and development; and
 - (k) value the input and contributions of families, colleagues, and other professionals

in understanding and supporting each learner's development.

B. Learning differences:

- (1) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- (2) The teacher shall:
 - (a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;
 - (b) make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment and response modes) for individual students with particular learning differences or needs;
 - (c) design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;
 - (d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;
 - (e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency;
 - (f) access resource, supports, and specialized assistance and services to meet particular learning differences or needs;
 - (g) understand and identify differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;
 - (h) understand students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;
 - (i) know about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
 - (j) understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values;
 - (k) know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into instruction;
 - (l) believe that all learners can achieve at the high levels and persists in helping each learner reach their potential;
 - (m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests; and
 - (n) make learners feel valued and helps them learn to value each other;
 - (o) value diverse languages and dialects and seeks to integrate them into their instructional practice to engage students in learning.

C. Learning environments:

- (1) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- (2) The teacher shall:
 - (a) collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
 - (b) develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;
 - (c) collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;
 - (d) manage the learning environment to actively and equitably engage learners by organizing allocating, and coordinating resources of time, space, and learners' attention;
 - (e) use a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
 - (f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;
 - (g) promote responsible learner use of interactive technologies to extend the

possibilities for learning locally and globally;

- (h) intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills;
- (i) understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- (j) know how to help learners work productively and cooperatively with each other to achieve learning goals;
- (k) know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure;
- (l) understand how learner diversity can affect communication and knows how to communicate effectively in differing environments;
- (m) know how to use the technologies and how to guide learners to apply them in appropriate, safe and effective ways;
- (n) commit to working with learners, colleagues, families and communities to establish positive and supportive learning environments;
- (o) value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;
- (p) commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning;
- (q) seek to foster respectful communication among all members of the learning community; and
- (r) be thoughtful and responsive listener and observer.

D. Content knowledge:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content.
- (2) The teacher shall:
 - (a) effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;
 - (b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;
 - (c) engage learners in applying methods of inquiry and standards of evidence used in the discipline;
 - (d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' new experiences;
 - (e) recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding;
 - (f) evaluate and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners;
 - (g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
 - (h) create opportunities for students to learn, practice, and master academic language in their content;
 - (i) access school and district based resources to evaluate the learner's content knowledge in their primary language;
 - (j) understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach;
 - (k) understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
 - (l) know and use academic language of the discipline and knows how to make it accessible to learners;
 - (m) know how to integrate culturally relevant content to build on learners' background knowledge;
 - (n) have a deep knowledge of student content standards and learning progression in

the discipline(s) they teach;

- (o) realize that content knowledge is not a fixed body of facts but a complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field;
- (p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (q) recognize the potential bias in their presentation of the discipline and seeks to appropriately address problems of bias; and
- (r) commit to work toward each learner's mastery of disciplinary content and skills.

E. Application of content:

- (1) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (2) The teacher shall:
 - (a) develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills(e.g., a water quality study that draws upon biology or chemistry to look at factual information and social studies to examine policy implications);
 - (b) engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy);
 - (c) facilitate learners' use of current tools and resources to maximize content learning in varied contexts;
 - (d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;
 - (e) develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;
 - (f) engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;
 - (g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems;
 - (h) develop and implements supports for learner literacy development across content areas;
 - (i) understand the ways of knowing their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns;
 - (j) understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
 - (k) understand the demands of acceding and managing information as well as how to evaluate issues of ethics and quality related to the information and its use;
 - (l) understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;
 - (m) understand critical thinking processes and knows how to help learners develop high level questioning skills to promote independent learning;
 - (n) understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning;
 - (o) understand creative thinking processes and how to engage learners in producing original work;
 - (p) know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum;
 - (q) constantly explore how to use disciplinary knowledge as a lens to address local and global issues;
 - (r) value knowledge outside their own content area and how such knowledge enhances student learning; and
 - (s) value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

F. Assessment:

- (1) The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- (2) The teacher shall:
 - (a) balance the use of formative and summative assessment as appropriate to support, verify, and document learning;
 - (b) design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results;
 - (c) work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;
 - (d) engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
 - (e) engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
 - (f) model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others;
 - (g) use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;
 - (h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs;
 - (i) continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs;
 - (j) understand the differences between formative and summative applications of assessment and knows how and when to use each;
 - (k) understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;
 - (l) know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;
 - (m) know when and how to engage learners in analyzing their own assessment results and in helping set goals for their own learning;
 - (n) understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
 - (o) know when and how to evaluate and report learner progress against standards;
 - (p) understand how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;
 - (q) commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
 - (r) take responsibility for aligning instruction and assessment with learning goals;
 - (s) commit to providing timely and effective descriptive feedback to learners on their progress;
 - (t) commit to using multiple types of assessment processes to support, verify, and document learning;
 - (u) commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
 - (v) commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

G. Planning for instruction:

- (1) The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- (2) The teacher shall:
 - (a) individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;

- (b) plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
- (c) develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;
- (d) plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
- (e) plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language and learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences that meet unique learning needs;
- (f) evaluate plans in relation to short and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning;
- (g) understand content and content standards and how these are organized in the curriculum;
- (h) understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- (i) understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
- (j) understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (k) know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs;
- (l) know when and how to adjust plans based on assessment information and learner responses;
- (m) know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations);
- (n) respect learners’ diverse strengths and needs and is committed to using this information to plan effective instruction;
- (o) value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
- (p) take professional responsibility to use short and long-term planning as a means of assuring student learning; and
- (q) believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

H. Instructional strategies:

- (1) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- (2) The teacher shall:
 - (a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;
 - (b) continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
 - (c) collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;
 - (d) vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners;
 - (e) provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performance;
 - (f) engage all learners in developing higher order questioning skills and metacognitive processes;
 - (g) engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;
 - (h) use a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes;

- (i) ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question);
- (j) understand the cognitive process associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated;
- (k) know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (l) know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
- (m) understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships;
- (n) know how to use a wide variety of resources, including human and technological, to engage students in learning;
- (o) understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness;
- (p) commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
- (q) value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication;
- (r) commit to exploring how the use of new and emerging technologies can support and promote student learning; and
- (s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

I. Professional learning and ethical practice:

- (1) The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- (2) The teacher shall:
 - (a) engage in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards;
 - (b) engage in meaningful and appropriate professional learning experiences aligned with their own needs and the needs of the learners, school, and system;
 - (c) independently and in collaboration with colleagues use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice;
 - (d) actively seek professional community, and technological resources, within and outside the school, as supports for analysis, reflection and problem solving;
 - (e) reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;
 - (f) advocate, model, and teach safe, legal, and ethical use of information and technology including proper documentation of sources and respect for others in the use of social media;
 - (g) understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and adjustments;
 - (h) know how to use learner data to analyze practice and differentiate instruction accordingly;
 - (i) understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others;
 - (j) understand laws related to learners' rights and teacher responsibility (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse);
 - (k) The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities;
 - (l) take responsibility for student learning and uses on going analysis and reflection

to improve planning and practice;

(m) commit to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;

(n) see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and

(o) understand expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

J. Leadership and collaboration:

(1) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(2) The teacher shall:

(a) take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning;

(b) work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;

(c) engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;

(d) work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;

(e) working with school colleagues build ongoing connections with community resources to enhance student learning and wellbeing;

(f) engage in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;

(g) use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;

(h) use and generate meaningful research on education issues and policy;

(i) seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;

(j) advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change;

(k) take on leadership roles at the school, district, state, and national level and advocates for the school, the community, and the profession;

(l) understand schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;

(m) understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

(n) know how to work with other adults and develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts;

(o) know how to contribute a common culture that supports high expectations for student learning;

(p) actively share responsibility for shaping and supporting the mission of their school as one of the advocates for learners and accountability for their success;

(q) respect families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;

(r) take initiative to grow and develop with colleagues through interactions and enhance practice and support student learning;

(s) take responsibility for contributing to and advancing the profession; and

(t) embrace the challenge of continuous improvement and change.

[6.61.6.10 NMAC - Rp, 6.61.6.10 NMAC, 8/1/2018]

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.

History of Repealed Material:

6.61.6 NMAC, Licensure in Special Education Pre K-12, filed 11/14/1998 - Repealed effective 8/1/2018.

Other History of 6.61.6 NMAC:

6.61.6 NMAC, Licensure in Special Education Pre K-12, filed 11/14/1998, was repealed and replaced by 6.61.6 NMAC, Licensure in Special Education Pre K-12, effective 8/1/2018.