

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 62 SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ADMINISTRATORS
PART 2 LICENSURE FOR EDUCATIONAL ADMINISTRATION, GRADES PRE K-12

6.62.2.1 ISSUING AGENCY: Public Education Department (PED)
[6-15-98; 7-30-99; 6.62.2.1 NMAC - Rn, 6 NMAC 4.2.3.18.1, 8-15-03; A, 6-15-06; A, 10-31-07]

6.62.2.2 SCOPE: This rule governs licensure in educational administration, grades pre K-12, for those persons seeking such licensure.
[6-15-98; 6.62.2.2 NMAC - Rn, 6 NMAC 4.2.3.18.2, 8-15-03; A, 6-15-06]

6.62.2.3 STATUTORY AUTHORITY: Sections 22-2-1, NMSA 1978, 22-2-2, 22-10A-11, and 22-10A-11.3 NMSA 1978.
[6-15-98; 6.62.2.3 NMAC - Rn, 6 NMAC 4.2.3.18.3, 8-15-03; A, 6-15-06; A, 01-29-10]

6.62.2.4 DURATION: Permanent
[6-15-98; 6.62.2.4 NMAC - Rn, 6 NMAC 4.2.3.18.4, 8-15-03]

6.62.2.5 EFFECTIVE DATE: June 15, 1998, unless a later date is cited in the history note at the end of a section.
[6-15-98; 6.62.2.5 NMAC - Rn, 6 NMAC 4.2.3.18.5 & A, 8-15-03]

6.62.2.6 OBJECTIVE: This rule governs the requirements for New Mexico licensure for persons seeking licensure in educational administration, grades pre K-12, for those persons seeking such licensure on or after July 1, 1989.
[6-15-98; 6.62.2.6 NMAC - Rn, 6 NMAC 4.2.3.18.6, 8-15-03; A, 6-15-06]

6.62.2.7 DEFINITIONS: "Full school year" means a minimum of 160 instructional days in a school year or 480 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record or serves as an instructional coach or resource teacher in at least one class each school year while holding a standard teaching license. An equivalent number of instructional hours may be accepted for those teachers who do not teach every day. Instructional days may include teaching in summer school or similar educational setting.
[6.62.2.7 NMAC - N, 10-31-07; A, 01-29-10]

6.62.2.8 REQUIREMENTS FOR STANDARD LICENSURE: Persons seeking standard licensure in educational administration pursuant to the provisions of this rule shall meet the following requirements:

- A. hold a level 2 teaching license and have met all of the requirements for a level 3-A teaching license in Subsection B of 6.60.6.9 NMAC, or hold a level 2 teaching license and for at least four years have held a level 3 school counselor license while working as a teacher or school counselor; and
- B. hold a bachelor's degree and a post-baccalaureate degree from a regionally accredited college or university or hold current certification by the national board for professional teaching standards; and
- C. have completed a PED approved administration apprenticeship program:
 - (1) at a college or university through an educational administration program consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; a passing grade on the apprenticeship will verify completion of this requirement; or
 - (2) under the supervision of a local school superintendent, private school official, charter school licensed administrator, or state agency educational administrator consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; the superintendent, school official or administrator will verify that the apprenticeship has met the PED's adopted competencies for educational administration; such verification will be considered completion of this requirement; and
- D. a minimum of eighteen (18) semester hours of graduate credit in an educational administration program approved by the PED which addresses PED's approved functional areas and related competencies in educational administration; colleges and universities may offer these hours through their educational administration, educational leadership, public administration, business administration, or other appropriate departments; and

E. a candidate who applies for licensure in educational administration on or after the September, 2007 administration of the PED's specialty area licensure examinations shall take and pass the licensure test in administration as stated in 6.60.5 NMAC prior to the issuance of the license.
[6-15-98; 6.62.2.8 NMAC - Rn, 6 NMAC 4.2.3.18.8 & A, 8-15-03; A, 6-15-06; A, 10-31-07; A, 01-29-10]

6.62.2.9 REQUIREMENTS FOR PROVISIONAL LICENSURE FOR SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS:

A. A school district, charter school, private school or state agency school that has a shortage of qualified school principal or assistant principal candidates may request the PED to issue a provisional level 3-B license in educational administration to a candidate believed to be a potentially effective school leader; PED shall grant the request, if the candidate:

(1) has met all of the licensure and degree requirements in Subsections A and B of 6.62.2.8 NMAC; and

(2) is enrolled in a PED approved induction and mentoring program provided by the requesting school district, charter school, private school or state agency school, which presents high quality professional development that is sustained and intensive, and consists of structured guidance and regular ongoing support both before and throughout the time that the candidate serves as a principal or assistant principal under the provisional license; and

(3) has been accepted into a PED approved school administrator preparation program.

B. The provisional license is a four (4) year, non-renewable license which is valid only in the requesting school district, charter school, private school or state agency school that submitted the request on behalf of the candidate. In the event that a provisionally licensed principal or assistant principal transfers to another New Mexico school district, charter school, private school or state agency school and the new employer requires the transferred individual to provide services of a principal or assistant principal, that employer must request in writing that a successor provisional license be issued. Provided, however, that the expiration date of the successor provisional license shall not be extended beyond the initial expiration date of the provisional license.

C. PED may deny the provisionally licensed principal or assistant principal continuing licensure if the candidate fails to receive satisfactory evaluations annually from the mentoring program or from the administrator preparation program. If the candidate does not receive satisfactory mentoring evaluations, as determined by the school district, charter school, private school or state agency school or is not performing satisfactorily in the preparation program in school administration as determined by the administrator preparation institution, the district, school or institution shall report their findings and evidence of unsatisfactory performance to the PED. Failure to receive the described satisfactory evaluations shall constitute failure to meet continuing education requirements under of 6.68.2.9 NMAC, and may subject the candidate to denial of the provisional license.

D. At the end of the four (4) year effective period of the provisional license or when the candidate completes the mentoring program and school administrator preparation program, whichever occurs first, the candidate may be granted a standard level 3-B administrator license.
[6.62.2.9 NMAC - N, 01-29-10]

6.62.2.10 REFERENCED MATERIAL: Administrator licensure competencies and indicators

A. Ethical leadership - The ethical school leader demonstrates the knowledge and ability to promote the success of educational community by acting with integrity, fairness, and in an ethical manner. The administrator:

- (1) models a respect for the rights of others with regard to confidentiality and dignity;
- (2) engages in honest interactions with all groups and individuals;
- (3) demonstrates the ability to combine objectivity, sensitivity, fairness and ethical considerations in decisions as well as interactions with others;
- (4) makes and explains decisions based upon ethical and legal principles;
- (5) understands the New Mexico code of ethics of the education profession;
- (6) demonstrates an understanding of major historical, philosophical, social and economic influences affecting education in a democratic society.

B. Visionary leadership - The visionary leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by facilitating the development, articulation, implementation and stewardship of learning that is shared and supported by the learning community. The administrator:

- (1) develops and demonstrates the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse;
- (2) bases development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context;
- (3) uses data-based research strategies to create a vision that takes into account the diversity of learners in a district;
- (4) demonstrates knowledge of ways to use a district's vision to mobilize additional resources to support the vision;
- (5) demonstrates the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision;
- (6) demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs;
- (7) demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities;
- (8) demonstrates the ability to plan programs to motivate staff, students, and families to achieve a school district's vision;
- (9) designs research-based processes to effectively implement a district vision throughout an entire school district and community;
- (10) demonstrates the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision;
- (11) understands the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals;
- (12) demonstrates the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

C. Instructional leadership - The instructional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a positive school culture, ensuring a successful instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. The administrator:

- (1) develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students including students with disabilities and students who are culturally and linguistically diverse;
- (2) demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method;
- (3) uses qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems;
- (4) demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement;
- (5) demonstrates the ability to allocate and justify resources to sustain the instructional program;
- (6) demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs;
- (7) demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning;
- (8) understands and applies human development theory, proven learning, and motivational theories, and concern for diversity to the learning process;
- (9) understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups;
- (10) demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace;

(11) demonstrates the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel;

(12) develops personal professional growth plans that reflect commitment to life- long learning and best practices.

D. Multicultural leadership - The multicultural leader promotes the success of all students by addressing the needs of multicultural, multilingual diverse populations. The administrator:

(1) ensures that programs for linguistically and culturally diverse students are implemented and fully integrated into all district curricula and programs;

(2) disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender and disability in order to ensure all students are learning;

(3) understands and facilitates that the cultural and community needs and concerns are adequately identified and integrated into the educational process;

(4) reviews the assessment process through collaborative efforts between school and community to ensure sensitivity to local cultural values and norms;

(5) facilitates the development of curriculum that values and uses the experiences that students from diverse backgrounds bring to the classroom;

(6) understands the need for administrators, teachers and all support staff to become familiar with the cultural and socio-linguistic background as well as the learning and behavior needs of their students;

(7) continually researches assessment and curricula that promotes a culturally diverse model for recognizing differences as strengths that are valuable and enriching for schools and school districts;

(8) facilitates staff development for school personnel to recognize, appreciate and value diversity in language, culture, and social class;

(9) understands the importance of addressing in all aspects of the education system the unique cultural and linguistically diverse (CLD) needs of students;

(10) ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context;

(11) establishes or participates in a forum for parents, administrators and teachers to discuss school policies that fail to value or address cultural, linguistic and/or community needs;

(12) understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools.

E. Disability leadership - The disability leader promotes the success of all students by addressing the needs of students with disabilities. The administrator:

(1) ensures that programs for students with disabilities are implemented and fully integrated into all district curricula and programs;

(2) disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender and disability in order to ensure all students are learning;

(3) understands and facilitates that the needs and concerns of students with disabilities are adequately identified and integrated into the educational process;

(4) reviews the assessment process through collaborative efforts between school and community to ensure the appropriate assessment of students with disabilities;

(5) facilitates the development of curriculum that values and uses the experiences that students with disabilities bring to the classroom;

(6) understands the need for administrators, teachers and all support staff to become familiar with the learning and behavior needs of their students with disabilities;

(7) continually researches assessment and curricula that promotes a variety of models that recognize differences as strengths that are valuable and enriching for schools and school districts;

(8) facilitates staff development for school personnel to recognize, appreciate and value students with disabilities;

(9) understands the importance of addressing in all aspects of the education system the unique needs of students with disabilities;

(10) ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context.

F. Leadership in community relations - The leader in community relations has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

(1) demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning;

(2) demonstrates an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning;

(3) applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships;

(4) demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;

(5) demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community;

(6) demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning;

(7) demonstrates the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices;

(8) facilitates and engages in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders;

(9) demonstrates the ability to promote maximum involvement with, and visibility within the community;

(10) demonstrates the ability to interact effectively with individuals and groups that reflect conflicting perspectives;

(11) demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement;

(12) demonstrates the ability to advocate for students with special and exceptional needs;

(13) demonstrates an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals;

(14) demonstrates how to use district resources to the community to solve issues of joint concern;

(15) demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems;

(16) understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools;

(17) facilitates for families to receive all information regarding school, district and state educational initiatives and decisions;

(18) ensures that parents are provided an accurate account of the history of educational reform so that they can become active participants in supporting or rejecting new policies.

G. Political leadership - The political leader has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse through their understanding of the political, economic, legal, and social climate that exists in school settings. The administrator:

(1) demonstrates the ability to use appropriate research methods, theories, and concepts to improve district operations;

(2) demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;

(3) demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district;

(4) explains the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district;

- (5) demonstrates the ability to work with political leaders at the local, state, and national level;
- (6) applies an understanding of how specific laws at the local, state, and federal level affect school districts and residents;
- (7) espouses positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities;
- (8) demonstrates the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws;
- (9) applies understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students;
- (10) demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district;
- (11) demonstrates the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students including students with disabilities and students who are culturally and linguistically diverse regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

H. Legal and fiscal leadership - The legal and fiscal leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by managing the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment. The administrator:

- (1) understands the state laws governing the relationship of school boards and superintendents;
- (2) applies knowledge of the laws related to service providers;
- (3) analyzes and applies knowledge of the major U.S. legal landmark decisions and their effect on school contexts;
- (4) demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students including students with disabilities and students who are culturally and linguistically diverse;
- (5) demonstrates effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities;
- (6) demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement;
- (7) demonstrates the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability;
- (8) uses appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision;
- (9) develops staff communication plans for integrating district's schools and divisions;
- (10) develops a plan to promote and support community collaboration among district personnel;
- (11) uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning;
- (12) seeks new resources to facilitate learning;
- (13) applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district;
- (14) applies and assess current technologies for management, business procedures, and scheduling.

I. Personal and professional leadership - The personal and professional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a process of continuous personal and professional development. The administrator:

- (1) keeps current with school district guidelines, policies, and professional literature that enhance the educational opportunities for all learners;
- (2) nurtures and mentors the development of other educators;
- (3) participates in local, state, and other professional learning opportunities;
- (4) promotes leadership through active involvement in professional organizations;
- (5) models life-long learning.

[6-15-98; 6.62.2.10 NMAC - Rn, 6 NMAC 4.2.3.18.10 & A, 8-15-03]

HISTORY OF 6.62.2 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.78-13, Five Year Administrative Certificate, filed September 6, 1978.

SBE Regulation No. 78-14, Ten Year Administrative Certificate, filed September 6, 1978.

SBE Regulation 87-5 Amendment No. 1, Licensure in Educational Administration, Grades K-12, filed December 4, 1990.

History of Repealed Material: [RESERVED]