

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 64       SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE**  
**PART 10            COMPETENCIES FOR ENTRY-LEVEL BILINGUAL EDUCATION TEACHERS**

**6.64.10.1            ISSUING AGENCY:** Public Education Department  
[6.64.10.1 NMAC - N, 09-29-00; A, 05-31-06]

**6.64.10.2            SCOPE:** All persons seeking an endorsement in bilingual education to a New Mexico educator license and persons seeking to qualify for an internship license in bilingual education.  
[6.64.10.2 NMAC - N, 09-29-00; A, 05-31-06]

**6.64.10.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, 22-10-3, and 22-10-22, NMSA 1978.  
[6.64.10.3 NMAC - N, 09-29-00]

**6.64.10.4            DURATION:** Permanent  
[6.64.10.4 NMAC - N, 09-29-00]

**6.64.10.5            EFFECTIVE DATE:** September 29, 2000, unless a later date is cited in the history note at the end of a section.  
[6.64.10.5 NMAC - N, 09-29-00]

**6.64.10.6            OBJECTIVE:** This public education department (PED) rule establishes entry-level bilingual education competencies that are based on what beginning bilingual education teachers must know and be able to do to provide effective bilingual programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks and with the national standards of the national association for bilingual education and must be used by New Mexico institutions of higher education to establish bilingual education preparatory programs.  
[6.64.10.6 NMAC - N, 09-29-00; A, 05-31-06; A, 10-31-06]

**6.64.10.7            DEFINITIONS:** [RESERVED]  
[6.64.10.7 NMAC - N, 09-29-00]

**6.64.10.8            CORE LICENSURE REQUIREMENTS:**

A. Except as provided in Subsections C or D of 6.64.10.8 NMAC, teachers seeking to add an endorsement in bilingual education to an initial level 1 New Mexico teaching license must meet all of the requirements of the license provided in PED rule for that license, which includes, among other requirements, completing 24-36 semester hours in bilingual education and passage of the bilingual education licensure exam as required in 6.60.5 NMAC.

B. Teachers seeking to add an endorsement in bilingual education to an existing New Mexico teaching license of any level shall meet one of the following requirements:

(1) pass the bilingual education licensure exam as required in 6.60.5 NMAC or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in bilingual education and complete at least 12 semester hours in the teaching of bilingual education that address the competencies in Subsections C-F in 6.64.10.9 NMAC, or

(2) obtain certification in bilingual education for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

C. Persons who are "highly qualified" in the core academic subjects that they teach and who are enrolled in a public education (PED) approved bilingual education licensure or endorsement program or similar program in another state, whether as part of a teacher preparation program or in a licensure endorsement program only, may be issued a three-year non-renewable internship license in bilingual education under 6.60.3.9 NMAC if they have passed the required bilingual education licensure examination in 6.60.5 NMAC. Persons who have passed the required bilingual education licensure examination in 6.60.5 NMAC shall be required to complete at least 12 semester hours in the teaching of bilingual education that address the competencies in Subsections C-F in 6.64.10.9 NMAC.

D. Persons who hold a licensure endorsement in teaching English as a second language (TESOL) on an existing New Mexico teaching license may add an endorsement in bilingual education by passing the required

bilingual education licensure examination in 6.60.5 NMAC and completing at least 6 semester hours in the teaching of bilingual education that address the competencies in Subsections C-F in 6.64.10.9 NMAC.  
[6.64.10.8 NMAC - N, 09-29-00; A, 05-31-06; A, 10-31-06]

**6.64.10.9 COMPETENCIES FOR ENTRY-LEVEL BILINGUAL EDUCATION TEACHERS:**

A. Language other than English

(1) The teacher communicates effectively orally and in writing \*(where the written form exists and is allowed) in the language other than English. For Native American languages which have locally developed tribal standards for language proficiency, tribal standards may be used.

(a) The teacher \*demonstrates at least a minimum of an eighth grade level of proficiency in oral and written language (where the written form exists and is allowed), necessary to deliver content pre K-12 in the language other than English.

(b) The teacher demonstrates a high level of accuracy and fluency in spoken language.

(c) The teacher utilizes vocabulary appropriate to a broad range of functions, topics and genres in speech.

(d) The teacher demonstrates competency as a participant in ordinary social situations in which the language other than English is spoken.

(e) The teacher \*responds adequately to written material by exercising the processes of comparing, contrasting, categorizing, summarizing, inferring, analyzing, synthesizing, hypothesizing, and evaluating.

(f) The teacher \*reads with comprehension a broad range of literary forms (folk, technical, classic, etc.) across the content areas.

(g) The teacher \*writes sentences, paragraphs and essays, utilizing formal language models which express original thought; communicates and accomplishes complete and well-organized ideas; and accomplishes a full set of written functions.

(2) The teacher carries out instruction in content areas of the curriculum to attain the standards and benchmarks for the content area in the language other than English.

B. Culture: Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.

(1) The teacher understands and accepts the diversity of behavior involved in multicultural settings.

(2) The teacher develops an ability to demonstrate to the learner the value of cultural diversity.

(3) The teacher prepares and assists students to interact successfully in pluralistic cultural settings.

(4) The teacher recognizes and accepts different patterns of child rearing within and between cultures in order to formulate realistic instructional strategies.

(5) The teacher assists students to maintain and extend identification with and pride in one's cultural heritage and awareness of being part of a larger global coalescence.

(6) The teacher demonstrates knowledge of the monumental (art, literature, architecture, history, civilization and literary history) and fundamental (food, folklore, customs, and traditions) elements of traditional and modern cultural influences affecting learners.

(7) The teacher recognizes and respects the similarities and differences among many cultures within a pluralistic society.

(8) The teacher demonstrates knowledge of the effects of cultural and socio-economic variables on the student's learning styles.

(9) The teacher accesses, analyzes, evaluates and applies current research to educate students from linguistically and culturally diverse backgrounds.

(10) The teacher recognizes the culture and history of each student's ancestry.

(11) The teacher recognizes the contributions of the diverse cultural groups to New Mexico and to the United States.

C. English language development

(1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.

(2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, language acquisition, language variation, language change, and the relations of language to society and culture.

(3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.

(4) The teacher identifies structural and semantic differences between the student's first and second

language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.

(5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

D. Instructional methodology

(1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and standards.

(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.

(3) The teacher demonstrate knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, different developmental levels.

(4) The teacher demonstrates knowledge of and use theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.

(5) The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.

(6) The teacher applies strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/multicultural classroom.

(7) The teacher demonstrates abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.

(8) The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.

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

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

E. Community/family involvement

(1) The teacher values family and community involvement for the success of learners and bilingual programs.

(2) The teacher demonstrates a concerned and caring attitude by establishing a trusting, mutual sharing relationships with families.

(3) The teacher demonstrates knowledge of the teaching and learning patterns of the student's home environment and incorporates these into the instructional areas of the program.

(4) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management and materials development.

(5) The teacher knows how to act as a catalyst in enhancing the educational skills of second language speaking family members to better assist their children.

(6) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children's education.

(7) The teacher acquires and uses culturally relevant information and materials from the community for curriculum content and instructional materials.

(8) The teacher understands the importance of encouraging bilingual students as they grow and develop to become proponents and models of bilingualism in the community.

F. Assessment

(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.

(2) The teacher assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription and evaluation.

(3) The teacher evaluates growth of learner's first and second language in the context of the curriculum.

(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

G. Professional leadership

- (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 bilingual education programs.
- (3) The teacher demonstrates knowledge of the history of bilingual education programs.
- (4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education 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.

[6.64.10.9 NMAC - N, 09-29-00; A, 05-31-06]

**6.64.10.10 IMPLEMENTATION:** Institutions of higher education that prepare teachers shall deliver the competencies in a PED approved endorsement program within a range of twenty-four (24) to thirty-six (36) semester hours of credit. For secondary, middle level and pre K-12 specialty area licensed teachers, a minimum of twelve (12) semester hours must be upper division credit.

[6.64.10.10 NMAC - N, 09-29-00; A, 05-31-06]

**HISTORY OF 6.64.10 NMAC:** [RESERVED]