

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 64       SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE**  
**PART 12            COMPETENCIES FOR ENTRY LEVEL MODERN, CLASSICAL AND NATIVE**  
**LANGUAGE TEACHERS**

**6.64.12.1            ISSUING AGENCY:** Public Education Department (PED)  
[6.64.12.1 NMAC - N, 02-14-03; A, 06-30-06; A, 10-31-07]

**6.64.12.2            SCOPE:** All persons who are seeking an endorsement in modern, classical, and native languages to a New Mexico educator license.  
[6.64.12.2 NMAC - N, 02-14-03]

**6.64.12.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.  
[6.64.12.3 NMAC - N, 02-14-03; A, 09-30-03]

**6.64.12.4            DURATION:** Permanent  
[6.64.12.4 NMAC - N, 02-14-03]

**6.64.12.5            EFFECTIVE DATE:** February 14, 2003, unless a later date is cited in the history note at the end of a section.  
[6.64.12.5 NMAC - N, 02-14-03]

**6.64.12.6            OBJECTIVE:** This rule establishes entry-level modern, classical, and native languages competencies that are based on what beginning language teachers must know and be able to do to provide effective language programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks and with the American council of teachers of foreign languages (ACTFL).  
[6.64.12.6 NMAC - N, 02-14-03; A, 06-30-06]

**6.64.12.7            DEFINITIONS:**

- A. "Language competency" is defined as the proficiency level for language communication. Language competency classification for modern, classical and native language teachers is based on the American council of teachers of foreign languages *program standards for foreign language teacher preparation (March, 2002)*.
  - B. "Heritage language" means that students speak a language other than English as their first or native language, either because they were born in another country, or because their families speak a language other than English at home.
  - C. "Idiolect" means the speech of an individual, considered as a linguistic pattern unique among speakers of his language or dialect.
  - D. "Second language" refers to the language of study that is not the native or home language of the student.
  - E. "Target language" refers to the language that is being taught in the classroom.
- [6.64.12.7 NMAC - N, 02-14-03]

**6.64.12.8            REQUIREMENTS:**

- A. Beginning teachers seeking an endorsement in modern, classical, and native languages to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in (PED) rule for that license, which includes, among other requirements, 24-36 semester hours in a single modern, classical, or native language and passage of a content area test in the same single language if required or provided in Paragraph (3) of Subsection B of 6.60.5.8 NMAC.
- B. Teachers seeking to add an endorsement in modern, classical, and native languages to an existing New Mexico teaching license of any level shall meet one of the following requirements:
  - (1) pass the content knowledge test(s) of the New Mexico teacher assessments, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in a single language if required or provided in Paragraph (3) of Subsection B of 6.60.5.8 NMAC; or

(2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major in a single modern, classical or native language or a graduate degree in a single modern, classical, or native language; or

(3) obtain certification in modern, classical, and native languages in a single language for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards. [6.64.12.8 NMAC - N, 02-14-03; A, 09-30-03; A, 06-30-06; A, 10-31-07]

### **6.64.12.9 COMPETENCIES FOR ENTRY-LEVEL MODERN, CLASSICAL, AND NATIVE LANGUAGES TEACHERS**

#### **A. Language competency**

(1) **Speaking:** The modern, classical, and native language teacher is able to converse fluently in the target language in instructional settings. The teacher is able to engage students in a variety of conversations that relate to the acquiring of the target language and to their unique cultural and linguistic contexts as appropriate. The teacher uses clear and precise language and is able to use a variety of effective strategies to help students build their skills in acquiring the spoken target language.

(2) **Listening comprehension:** The modern, classical, and native language teacher is capable of understanding the spoken target language both formally and informally and can accurately relate meaning. The teacher is able to identify specific strategies and approaches to help students develop listening comprehension skills. The teacher understands main ideas of speech in a standard dialect and most details on a variety of topics. The teacher comprehends description and narration in different time frames and understands interviews, short lectures on familiar topics, news items, and reports dealing with facts. The teacher is aware of culturally implied meaning.

(3) **Reading:** The modern, classical, and native language teacher is able to read with comprehension expository prose and a variety of literary texts. The teacher can readily follow author intent in materials (e.g., editorials, journal articles, novels, plays, poems). The teacher is able to move beyond literal comprehension to analyze author's perspective and/or cultural perspectives, and offer personal interpretation of text.

(4) **Writing:** The modern, classical, and native language teacher is able to write correspondence about familiar topics by means of narratives, descriptions, and summaries in major time frames (present, past, and future). Teachers are able to write paragraphs and demonstrate good control of frequently-used syntactic structures.

#### **B. Knowledge of language variation, and the relations of language to culture and community**

(1) The modern, classical, and native language teacher understands the connections among the perspectives of a culture and its practices and products. The teacher:

(a) recognizes cultural perspectives and provides support through description and use of practices and products;

(b) demonstrates understanding and sensitivity toward the existence of multiple perspectives within a culture; and

(c) demonstrates an understanding of the role of language as a social instrument (e.g., socio-linguistic variation, styles and registers, dialects and idiolects, the characteristics of a multilingual society).

(2) The modern, classical, and native language teacher recognizes the value and role of literary and cultural texts and artifacts and uses them to interpret and reflect upon the perspectives of the culture over time. The teacher:

(a) understands and uses the intellectual, artistic and literary contributions of the culture; and

(b) uses a variety of works that depict culture and literary value.

(3) The modern, classical, and native language teacher knows similarities and differences between the target language and other languages; identifies key differences in varieties and perspectives of the language. The teacher:

(a) describes the concept of subcultures and provides examples of subcultures; and

(b) understands and explains how social and political conditions influence language variations;

and

(c) recognizes that languages change over time.

#### **C. Knowledge of the nature of language and language acquisition**

(1) The modern, classical, and native language teacher demonstrates knowledge and understanding of language structure as applied to language instruction. The teacher

(a) demonstrates an understanding of the concepts of native language, heritage language, and second language;

(b) demonstrates correct pronunciation;

(c) describes how words are formed and used, how sentences are put together, and how discourse is constructed;

(d) explains major components of the grammar system of the target language;

(e) describes syntactic patterns of the target language; and

(f) models and explains structures of the target language and relevant contrasts and similarities with English and/or the home language.

(2) The modern, classical, and native language teacher demonstrates an understanding of language acquisition theories, to include:

- (a) developmental stages;
- (b) variability in learners' language;
- (c) role of input and attitudes;
- (d) learning styles and strategies;
- (e) language transfer; and
- (f) differences between academic and informal language.

D. Knowledge of instructional methodology (pedagogy)

(1) The modern, classical, and native language teacher understands and applies second language theories and methods for teaching: speaking, listening, reading, and writing. The teacher:

- (a) uses the target language to the maximum extent in classes at all levels of instruction;
- (b) encourages student use of the target language to the maximum extent possible in all classes at all levels;
- (c) tailors language use to students' developing proficiency levels;
- (d) uses a variety of strategies to help students understand oral and written input, and produce oral and written output in the target language; and
- (e) uses the target language to design content-based language lessons.

(2) The modern, classical, and native language teacher plans, develops, implements, and assesses a standard-driven curriculum that is aligned with New Mexico content standards and benchmarks for modern, classical and native languages.

(3) The modern, classical, and native language teacher selects and uses appropriate instructional materials and technologies that apply to language acquisition, to include the following criteria:

- (a) age-appropriateness;
- (b) developmental level;
- (c) authenticity/accuracy;
- (d) cultural and linguistic background;
- (e) awareness of bias and/or stereotyping;
- (f) relevance to curriculum; and
- (g) user friendliness.

(4) The modern, classical, and native language teacher selects and uses appropriate technology to access information.

(5) The modern, classical, and native language teacher creates a culturally appropriate, language-rich environment that is conducive to language acquisition.

(6) The modern, classical, and native language teacher uses strategies that support and encourage the learning of languages and cultures in a global society.

(7) The modern, classical, and native language teacher employs techniques of classroom management, lesson planning, and implementation for effective teaching, as well as strategies to engage students (e.g., discussion, cooperative learning, interdisciplinary activities) in the promotion of language acquisition.

(8) The modern, classical, and native language teacher demonstrates an awareness of varied students' needs and knows how to modify and implement instruction for diverse learners.

(9) The modern, classical, and native language teacher understands and uses a variety of assessment modes and instruments (e.g., norm-referenced, criterion-referenced, performance-based, teacher observation, informal) to guide instruction and program development.

(10) The modern, classical, and native languages teacher establishes a classroom environment that supports development of students' taking responsibility for their own learning (e.g., self-evaluation, cooperative learning, role playing.)

(11) The modern, classical, and native language teacher knows and uses strategies for involving and working with parents, community members, support staff, teachers and administrators for effective program implementation. The teacher:

- (a) describes ways to relate language knowledge with other subject areas and topics;
- (b) coordinates language instruction with the school community and encourages students to explore the resources of languages(s) and culture(s) within and beyond the community;
- (c) describes ways to use the target language to participate effectively in social, professional, civic, and avocational (e.g., hobbies, sports) activities in communities beyond the school; and
- (d) designs and implements curriculum that incorporates interdisciplinary resources, cultural events and celebrations.

E. Professional development

(1) The modern, classical, and native language teacher demonstrates awareness of the need to actively seek and participate in professional growth activities (e.g., professional organizations, conferences, workshops, coursework, research projects, immersion opportunities).

(2) The modern, classical, and native language teacher self-assesses teaching practices and language proficiency, and seeks opportunities to strengthen these skills (e.g., peer coaching, mentoring, academic coursework).

(3) The modern, classical, and native language teacher is able to use a variety of technologies for professional growth.

(4) The modern, classical, and native language teacher advocates for second language learning (e.g., with students, parents, colleagues, community leaders, government representatives).

[6.64.12.9 NMAC - N, 02-14-03]

**6.64.12.10 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 persons with secondary and pre K-12 licenses, a minimum of twelve (12) semester hours must be upper division credit.

[6.64.12.10 NMAC - N, 02-14-03; A, 06-30-06]

**HISTORY OF 6.64.12 NMAC:** [RESERVED]