

**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)  
[11-14-98, 7-30-99; 6.61.6.1 NMAC - Rn, 6 NMAC 4.2.3.6.1, 10-31-00; A, 05-28-04; A, 10-31-07]

**6.61.6.2            SCOPE:** Chapter 61, Part 6 governs licensure in special education, grades pre K-12, for those persons seeking such licensure.  
[11-14-98; 6.61.6.2 NMAC - Rn, 6 NMAC 4.2.3.6.2, 10-31-00; A, 06-15-06]

**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.  
[11-14-98; 6.61.6.3 NMAC - Rn, 6 NMAC 4.2.3.6.3, 10-31-00; A, 06-01-02; A, 05-28-04]

**6.61.6.4            DURATION:** Permanent  
[11-14-98; 6.61.6.4 NMAC - Rn, 6 NMAC 4.2.3.6.4, 10-31-00]

**6.61.6.5            EFFECTIVE DATE:** November 14, 1998, unless a later date is cited in the history note at the end of a section.  
[11-14-98; 6.61.6.5 NMAC - Rn, 6 NMAC 4.2.3.6.5 & A, 10-31-00]

**6.61.6.6            OBJECTIVE:** This rule governs licensure requirements in special education for those persons seeking such licensure.  
[11-14-98; 6.61.6.6 NMAC - Rn, 6 NMAC 4.2.3.6.6, 10-31-00; A, 06-15-06]

**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 - N, 04-29-05; A, 06-15-06]

**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 1986, the following:

(a)       twelve (12) semester hours in English;

(b)       twelve (12) semester hours in history including American history and western civilization;

- (c) six (6) semester hours in mathematics;
- (d) six (6) semester hours in government, economics or sociology;
- (e) twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany;
- (f) six (6) semester hours in fine arts; and
- (2) credits from a regionally accredited college or university which include: thirty (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) twenty-four (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 (6) 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.  
 [11-14-98; 6.61.6.8 NMAC - Rn, 6 NMAC 4.2.3.6.8 & A, 10-31-00; A, 06-01-02; A, 05-28-04; A, 04-29-05; A, 06-15-06; A, 10-31-07]

**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.  
 [11-14-98; 6.61.6.9 NMAC - Rn, 6 NMAC 4.2.3.6.9 & A, 10-31-00; A, 05-28-04]

**6.61.6.10 REFERENCED MATERIAL:** Competencies for entry level special education teachers

- A. Professional knowledge
  - (1) Foundations
    - (a) the teacher explains and discusses models, theories, philosophies, and history that provide the basis for special education practice;
    - (b) the teacher explains and discusses current and historical state and national rules and regulations relating to special education practice;
    - (c) the teacher explains and discusses the procedural safeguards relating to educational services; and
    - (d) the teacher explains and discusses state and federal mandates for students with disabilities.
  - (2) Parent/professional communication skills
    - (a) the teacher discusses and applies a variety of communication techniques;
    - (b) the teacher provides information about community and state resources available to parents and staff;
    - (c) the teacher demonstrates the ability to work with parents of exceptional children on issues and problems;
    - (d) the teacher understands and uses various models of service delivery at all service levels (minimal, moderate, extensive, maximum); and
    - (e) the teacher demonstrates knowledge of and sensitivity to cultural, social, environmental and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals and professionals.
  - (3) Exceptionalities - to plan and implement effective programs
    - (a) the teacher defines each exceptionality
    - (b) the teacher identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each exceptionality;
    - (c) the teacher discusses general characteristics, etiologies, and learning styles of each exceptionality;

- (d) the teacher describes current theories and research for education of exceptional students; and
  - (e) the teacher demonstrates skills needed for effective advocacy on behalf of students and their parents.
- (4) Least restrictive environment - to plan and implement effective programs
- (a) the teacher describes rationale necessary to determine a child's least restrictive environment;
  - (b) the teacher demonstrates knowledge of common service delivery options related to least restrictive environment;
  - (c) the teacher demonstrates knowledge in facilitating least restrictive environment; and
  - (d) the teacher considers the pros and cons of various inclusive models.
- (5) Individual educational planning team
- (a) the teacher describes the role and responsibilities of the team;
  - (b) the teacher describes the composition of the team; and
  - (c) the teacher demonstrates and participates in developing individual educational plans, individualized family service plans, and transitions and post-secondary planning.
- B. Human growth and development
- (1) Motor, language, social-emotional, sensory and cognitive development
- (a) the teacher describes the developmental stages/milestones of normal motor, language, social-emotional, sensory and cognitive development; and
  - (b) the teacher discusses the impact of socio-economic, cultural, and physiological aspects on human development.
- (2) Medical and health needs
- (a) the teacher describes medical and health needs commonly found among special populations and their impacts on learning; and
  - (b) the teacher identifies and describes programs and assistive technologies that could enhance functioning.
- C. Assessment/evaluation
- (1) Screening, referral, evaluation, eligibility and re-evaluation procedures
- (a) the teacher describes screening, referral, evaluation and eligibility procedures;
  - (b) the teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion referenced tests;
  - (c) the teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans; and
  - (d) the teacher demonstrates skill in various formal and informal observation techniques.
- (2) Individualized educational plan implementation
- (a) the teacher identifies the procedural steps for the development and implementation of the individualized educational plan;
  - (b) the teacher describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system;
  - (c) the teacher collaborates with general educators, administrators, related services personnel and parents in the development and implementation of the IEP;
  - (d) the teacher develops appropriate annual goals and short term objectives/benchmarks; and
  - (e) the teacher develops the timelines and procedures for implementation of the individualized educational plan.
- D. Curriculum and development
- (1) Curriculum development
- (a) the teacher discusses and applies knowledge of teaching the curricula that is aligned with content standards with benchmarks;
  - (b) the teacher develops and implements individualized modifications and/or accommodations; and
  - (c) the teacher discusses and applies knowledge of alternate curricula that are aligned with content standards with benchmarks for students for whom the general education curriculum is not appropriate.
- (2) Instructional strategies
- (a) the teacher demonstrates knowledge of data based approaches to instruction, including assessment, assistive technology, direct instruction, monitoring, and evaluation;
  - (b) the teacher describes and demonstrates various methods for individualizing instruction that

ensures the child's access to the general curriculum;

- (c) the teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and individual instruction;
- (d) the teacher collects and analyzes instructional data for effectiveness of programs;
- (e) the teacher uses data to adapt and revise programs as necessary;
- (f) the teacher collaborates with regular education teachers and related services personnel for support of students with special needs in inclusive environments; and
- (g) the teacher teaches students in the use of self-advocacy skills.

(3) Materials

- (a) the teacher selects and matches instructional materials to the learning needs and styles of individual students;
- (b) the teacher evaluates commercial materials and technological products commonly used in special education programs;
- (c) the teacher selects appropriate materials for targeted curriculum classroom instruction;
- (d) the teacher adapts commercial materials and technological products for use with specific populations; and
- (e) the teacher constructs instructional materials and technological products to meet individual objectives.

(4) Transition

- (a) the teacher describes models for enabling exceptional learners to make transitions from special education to regular education, early intervention to school, level to level, and post-secondary options;
- (b) the teacher develops options for successful transitions with student participation; and
- (c) the teacher discusses and implements follow-up, evaluation and interagency collaboration for student.

(5) Technology

- (a) Basic computer and technology operations and concepts -
  - (i) the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results;
  - (ii) the teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed;
  - (iii) the teacher operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;
  - (iv) uses terminology related to technology appropriate to the teaching field in written and oral communication;
  - (v) describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices;
  - (vi) uses imaging devices;
  - (vii) demonstrates knowledge of uses of computers and technology in business, industry, and society; and
  - (viii) operates a variety of audio-visual devices.
- (b) Personal and professional use of technology -
  - (i) the teacher applies tools for enhancing his/her own professional growth and productivity;
  - (ii) the teacher uses technology in communicating, collaborating, conducting research, and solving problems;
  - (iii) in addition, the teacher plans and participates in activities that encourage lifelong learning and promotes equitable, ethical, and legal use of computer and technology resources;
  - (iv) the teacher uses productivity tools for word processing, database management, and spreadsheet applications;
  - (v) applies productivity tools for creating a multimedia presentation;
  - (vi) uses computer -based technologies including telecommunications to access information and enhance personal and professional productivity;
  - (vii) uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;
  - (viii) demonstrates awareness of resources for adaptive assistive devices and software

for students with special needs;

(ix) demonstrates awareness of resources for culturally and linguistically diverse students;

(x) demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;

(xi) demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator; and

(xii) demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(c) Application of technology to support teaching and learning -

(i) the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas.

(ii) the teacher integrates a variety of software, applications, and learning tools in the teaching and learning process; lessons developed must reflect effective grouping and assessment strategies for diverse populations;

(iii) the teacher explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;

(iv) describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;

(v) designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;

(vi) designs learning activities that foster equitable, ethical, and legal use of technology by students; and

(vii) practices responsible, ethical, and legal use of technology, information, and software resources.

(6) Diversity

(a) the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;

(b) the teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson;

(c) the teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender;

(d) the teacher identifies stereotypes in curriculum materials and adapts instruction appropriately;

(e) the teacher helps students develop critical perspectives on biased materials;

(f) the teacher identifies and develops appropriate responses to differences among language learners; and

(g) the teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.

(7) Classroom management

(a) Behavior

(i) the teacher implements disciplinary procedures consistent with state and federal rules and regulations;

(ii) the teacher conducts functional behavior assessments;

(iii) the teacher collaborates, develops, implements, and subsequently evaluates implemented behavior management programs; and

(iv) the teacher demonstrates appropriate group and individual interventions.

(b) environment

(i) the teacher demonstrates skill in establishing a safe and appropriate environment;

(ii) the teacher uses factors affecting motivation and learning; and

(iii) the teacher implements adaptations that are appropriate for students with special needs.

(8) Teaching of reading

(a) Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:

(i) research on reading;

- (ii) how children learn to speak, read, write, and listen;
- (iii) cultural, linguistic, environmental, and physiological factors in reading and language arts development;
- (iv) children's developmental processes;
- (v) characteristics of proficient and non-proficient readers;
- (vi) relationship between oral and written language; and
- (vii) language structure including graphophonics, semantics, syntax, and pragmatics systems.

(b) Assessment

- (i) the teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately; and
- (ii) the teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards;

(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

- (i) oral language development;
- (ii) phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;
- (iii) phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
- (iv) vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;
- (v) comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;
- (vi) writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.

(d) Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

- (i) the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;
- (ii) evaluation of text for quality, cultural, and linguistic appropriateness;
- (iii) connecting identified needs of students based on data with appropriate research-based resources and materials;
- (iv) creation of opportunities for students to consider, respond to and discuss spoken and written materials; and
- (v) the use of a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, and texts from various subject areas.

[11-14-98; 6.61.6.10 NMAC - Rn, 6 NMAC 4.2.3.6.10 & A, 10-31-00; A, 05-28-04]

### **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.