

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 61 SCHOOL PERSONNEL - SPECIFIC LICENSURE REQUIREMENTS FOR
INSTRUCTORS
PART 7 LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION

6.61.7.1 ISSUING AGENCY: Public Education Department
[11-14-98, 7-30-99; 6.61.7.1 NMAC - Rn, 6 NMAC 4.2.3.7.1, 10-13-00; A, 06-15-06]

6.61.7.2 SCOPE: Chapter 61, Part 7 governs licensure in secondary vocational-technical education for those persons seeking such licensure.
[11-14-98; 6.61.7.2 NMAC - Rn, 6 NMAC 4.2.3.7.2, 10-13-00]

6.61.7.3 STATUTORY AUTHORITY: Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978 and 22-10A-6(E) NMSA 1978.
[11-14-98; 6.61.7.3 NMAC - Rn, 6 NMAC 4.2.3.7.3, 10-13-00; A, 06-15-06]

6.61.7.4 DURATION: Permanent
[11-14-98; 6.61.7.4 NMAC- Rn, 6 NMAC 4.2.3.7.4, 10-13-00]

6.61.7.5 EFFECTIVE DATE: November 14, 1998, unless a later date is cited in the history note at the end of a section.
[11-14-98; 6.61.7.5 NMAC- Rn, 6 NMAC 4.2.3.7.5 & A, 10-13-00]

6.61.7.6 OBJECTIVE: This rule governs licensure requirements in secondary vocational- technical education for those persons seeking such licensure. It exempts those persons already holding a valid state vocational-technical education license as of June 30, 1989, from the requirements of this licensure.
[11-14-98; 6.61.7.6 NMAC- Rn, 6 NMAC 4.2.3.7.6 & A, 10-13-00; A, 06-15-06]

6.61.7.7 DEFINITIONS: [RESERVED]

6.61.7.8 REQUIREMENTS:

A. Persons seeking licensure in secondary vocational-technical education pursuant to the provisions of this rule shall meet the requirements of Paragraphs (1) or (2) or (3) or (4) of Subsection A of 6.61.7.8 NMAC and Subsection B of 6.61.7.8 NMAC.

- (1) bachelor's degree which includes 32 credit hours of vocational-technical training related to the occupational area; or
 - (2) associate degree plus two (2) years work experience related to the occupational area; or
 - (3) certificate plus three (3) years work experience related to the occupational area; or
 - (4) high school diploma/(GED) plus five (5) years work experience related to the occupational area;
- and

B. Satisfactory demonstration of the competencies as approved by the public education department ("PED") for vocational-technical teachers within three (3) years of the date of employment. The applicant must meet this requirement through Paragraphs (1) and (2) or (3) of Subsection B of 6.61.7.8 NMAC.

- (1) credits from a regionally accredited institution which include fifteen (15) semester hours of professional education which must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC; and
 - (2) a supervised classroom internship/student teaching experience which may be completed at a regionally accredited college or university or under the supervision of a local school district or private school; or
 - (3) a school district or private school may develop and implement a professional development plan (PDP) in lieu of the required fifteen (15) semester hours of professional education and supervised student teaching experience, which on approval of the PED, shall be used to meet licensure requirements; when appropriate and feasible, more than one school district/private school may jointly prepare a PDP for PED approval; the PDP must address the PED's secondary vocational-technical competencies in accordance with 6.61.7.10 NMAC.
- [11-14-98; 6.61.7.8 NMAC - Rn, 6 NMAC 4.2.3.7.8 & A, 10-13-00; A, 06-15-06]

6.61.7.9 IMPLEMENTATION: All persons holding a valid New Mexico license in vocational-technical education on June 30, 1989, shall be entitled to licensure in vocational-technical education. Such licensure may be further continued pursuant to rule(s) as established by the PED.
[11-14-98; 6.61.7.9 NMAC - Rn, 6 NMAC 4.2.3.7.9, 10-13-00; A, 06-15-06]

6.61.7.10 REFERENCED MATERIAL: Competencies for entry level secondary vocational-technical teachers

- A. Professionalism
 - (1) The teacher maintains membership and participates in appropriate professional affiliations.
 - (2) The teacher establishes and maintains positive relationships with school colleagues, parents, and business and industry in the larger community to support students' learning and success.
 - (3) The teacher maintains a level of professional development that reflects current industry standards.
- B. Instructional planning and implementation.
 - (1) The teacher applies current learning theories and modern technology to instructional activities.
 - (2) The teacher directs and evaluates laboratory and project-based learning.
 - (3) The teacher organizes and conducts learning experiences outside the classroom such as field trips, co-op, work study, apprenticeships, internships, and community service.
 - (4) The teacher establishes performance objectives based on task analysis and national industry standards, where available.
 - (5) The teacher develops and teaches units of instruction and lesson plans.
 - (6) The teacher integrates basic skills instruction in such areas as reading, writing, math, and technology into vocational-technical lessons.
 - (7) The teacher integrates content knowledge from across the disciplines such as science, history, economics, health, and business into vocational-technical lessons.
 - (8) The teacher develops teamwork skills through group work, collaborative learning, mentoring, and cooperative education.
 - (9) The teacher develops student project management skills in the use of materials, tools, costs, and scheduling to completion.
 - (10) The teacher individualizes instruction based on student needs and learning styles.
 - (11) Demonstrates awareness of resources for culturally and linguistically diverse students.
- C. Classroom management: The teacher maintains an orderly environment that is conducive to learning.
- D. Assessment
 - (1) The teacher assesses student knowledge of vocational-technical course content.
 - (2) The teacher assesses student attitudes toward classroom and workplace performance and responsibilities.
 - (3) The teacher assesses student performance skill levels.
 - (4) The teacher evaluates mastery of basic academic skills within vocational-technical applications.
 - (5) The teacher uses a variety of assessment techniques.
 - (6) The teacher individualizes assessment on the basis of student needs.
 - (7) The teacher develops a grading system that considers student performance in terms of knowledge, attitudes, and skills.
 - (8) The teacher interprets and applies results of standardized testing with regard to student performance levels and career goals.
- E. Technical-vocational skill
 - (1) The teacher applies current philosophical foundations and pedagogical practices of vocational-technical education.
 - (2) The teacher demonstrates knowledge, attitudes, and skills reflecting current practices in occupational areas.
 - (3) The teacher demonstrates command of technical vocabulary in occupational areas.
 - (4) The teacher integrates applied communication skills within the vocational-technical program.
 - (5) The teacher organizes and maintains vocational labs.
 - (6) The teacher develops positive public relations with the community.
 - (7) The teacher projects instructional resource needs and pursues internal and external funding.
 - (8) The teacher manages program budgeting and reporting responsibilities.

- (9) The teacher develops a five-year plan for vocational facilities and equipment maintenance, improvement, and replacement.
 - (10) The teacher maintains a filing system for program and student records.
 - (11) The teacher maintains the instructional facility in compliance with state standards for health and safety.
 - (12) The teacher instructs students in approved safety practices.
 - (13) The teacher integrates activities of student organizations with vocational-technical education.
 - (14) The teacher relates student performance (knowledge, attitudes, and skills) to student career goals.
 - (15) The teacher assists students in the development of a work ethic and job readiness skills.
- F. Teaching skills
- (1) The teacher develops student skills and habits as independent learners, creative thinkers, and problem solvers.
 - (2) The teacher motivates and engages students using a variety of reinforcement techniques.
 - (3) The teacher demonstrates proficiency in language and communication skills.
 - (4) The teacher employs an appropriate variety of teaching techniques to meet learning objectives, for example, demonstrations, discussion, questioning, simulations, panel discussions, symposiums, brainstorming, hands-on activities.
 - (5) The teacher demonstrates the ability to present a lesson (introduce, present, discuss, summarize, and evaluate).
 - (6) The teacher uses team teaching and presentations by subject matter experts as appropriate.
 - (7) The teacher applies principles and practices of career education, advising, and guidance to vocational-technical education.

[11-14-98; 6.61.7.10 NMAC - Rn, 6 NMAC 4.2.3.7.10 & A, 10-13-00]

HISTORY OF 6.61.7 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. 77-9 Four Year Standard Secondary Certificate with a Vocational Teaching Area Endorsement, filed September 22, 1997;

SBE Regulation No. 77-10 Vocational-Technical Education Certificate, filed September 22, 1977;

SBE Regulation No. 78-5 Vocational-Technical Education Certificate with an Area Endorsement, filed May 1, 1978;

SBE Regulation No. 78-5 Amendment 1 Vocational-Technical Education Certificate with an Area Endorsement, filed June 27, 1988;

SBE Regulation No. 88-5 Licensure in Secondary Vocational-Technical Education, filed April 13, 1988.