

Adopted Rule Abstract

1. **Agency:** Public Education Department
2. **Rule Citation:** 6.60.3 NMAC, Alternative Licensure
3. **Rulemaking Action:** Repeal and Replace
4. **Register Issue and Date of Notice of Proposed Rulemaking:** Volume 29, Issue 15, August 14, 2018
5. **Register Issue and Date of Adoption:** Volume 29, Issue 22, November 27, 2018
6. **Effective Date:** November 27, 2018
7. **Citation to Specific Legal Authority:** Sections 22-2-1, 22-2-2, 22-10A-6, and 22-10A-8 NMSA 1978
8. **Short Explanation of the Rule's Purpose:** Update the pathways and requirements for seeking alternative teaching and administrative licensure and to address the shift from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA).
9. **Link to Permanent Agency Rulemaking Record:**
http://statenm.force.com/public/SSP_RuleHearingSearchPublic

Summary of Adopted Rule

The November 27, 2018 issue of the *New Mexico Register* contained a final adoption of Part 3 of 6.60 NMAC, Alternative Licensure. The adopted rule eliminates the internship license and changes previous routes to alternative licensure including eliminating the competency-based portfolio. The adopted rule establishes three pathways to obtain an alternative teaching license. The rule also includes the requirements for an alternative administrator license and for an alternative student success advisor license. See **Attachment 1, 6.60.3 NMAC, Alternative Licensure Adopted Rule** and **Attachment 2, 6.60.3 NMAC, Alternative Licensure Repealed Rule**.

Analysis

Alternative Teaching Licensure The adopted rule repealed internship teacher licensure and replaced it with alternative teaching licensure. Under the previous regulation, candidates enrolled in an alternative or traditional educator preparation program (EPP) who had not completed the requirements for licensure, including initial testing or documentation requirements, could qualify for an internship license that allowed the candidates to serve as the teacher of record while they continued working toward licensure requirements.

The adopted rule requires a candidate for alternative licensure to have a post-baccalaureate degree in any field and to have achieved a minimum GPA of 2.75, as demonstrated by an official sealed transcript, and a completed background check. The previous regulation did not have a minimum GPA requirement for alternative licensure.

The adopted rule repealed the previous alternative licensure process and replaced it with three pathways for candidates seeking an alternative teaching license. Previously, applicants for alternative licensure received a five-year alternative teaching license, while the adopted rule changes the license term to reflect the chosen pathway. For example, both, alternative EPP pathway and alternative NMTeach pathway candidates receive an alternative license for a two-year period, while alternative post-baccalaureate experience pathway candidates only receive an alternative license for a one-year period. Candidates will be granted an alternative license after providing PED with specific documentation required for their chosen pathway. When candidates receive their alternative teaching license they will be able to serve as the teacher of record while concurrently fulfilling the testing and coursework requirements of the pathway. All alternative pathways included in the adopted rule will result in a standard teaching license upon completion of requirements. Alternative EPP and alternative NMTeach candidates will be issued a level one teaching license, while alternative post-baccalaureate experience pathway candidates will be issued a level two or a level three-A teaching license. The first two pathways noted below already existed in practice, though the procedural requirements were not previously in rule.

Alternative EPP Pathway: In the previous regulation, specific coursework requirements for obtaining alternative licensure in particular areas (e.g. K-8 or special education or 7-12 specialty area, etc.) were clearly outlined. The adopted rule outlines an alternative licensure pathway for candidates enrolled in an alternative EPP. Instead of explicitly describing coursework and program requirements, the adopted rule requires candidates to be accepted and enrolled in a PED-approved EPP; because the alternative licensure program has already been approved by PED, the program details are not outlined in the adopted rule. Candidates must meet all requirements of the alternative EPP including completing required coursework in the teaching of reading. Candidates must also submit to PED a letter of acceptance into a PED-approved alternative EPP and proof of a passing score on the New Mexico Teacher Assessments (NMTA) Essential Academic Skills Test. The license will be granted as the applicant begins the EPP and will be valid for two years, rather than the five-year alternative license previously in regulation. Candidates pursuing the alternative EPP pathway may be issued a one-year extension to allow additional time to complete coursework and testing requirements if they can demonstrate good standing with their local educational agency (LEA) or EPP. Upon completion of pathway requirements, candidates will receive a level one teaching license.

Alternative NMTeach Pathway: Another alternative pathway outlined in the adopted rule will allow candidates who wish to use their NMTeach scores in lieu of EPP coursework to obtain an alternative license. Candidates who select this path will be required to submit to PED: proof of registration for coursework in the teaching of reading, proof of a passing score on the NMTA Essential Academic Skills Test, a letter of support from the school district or state chartered-charter school, and a letter of

interest requesting to pursue the NMTeach pathway. When candidates have submitted all of the required documentation, they will receive their alternative license and be able to serve as the teacher of record for two years. Candidates will need to score effective or higher on their summative evaluation both years, and complete the required teaching of reading coursework and applicable testing requirements. Those who select this option will be granted a two-year alternative teaching license; this reflects a decrease from the five-year alternative teaching license that was previously in regulation. Upon completion of all pathway requirements, candidates will receive a level one teaching license. Candidates pursuing the alternative NMTeach pathway will not have their license renewed if they are not successful in demonstrating competency by way of NMTeach summative evaluations. The adopted rule does not have a procedure in place for providing remediation for teachers who do not score effective or higher during their first year of the alternative license term.

NMTEACH has been highly criticized by opponents of the value added model (VAM). Some research has shown that the VAM should not be used as a primary measure of teacher's effectiveness. This may create a barrier for alternatively licensed teachers. Candidates may invest time in the NMTEACH pathway but because of lack of supports, lose the opportunity to teach because of a controversial measure that may not be indicative of a teacher's actual effectiveness.

Alternative Post-Baccalaureate Experience Pathway. Previous regulation stated an individual with a post-baccalaureate degree and at least five years of post-secondary teaching experience would receive a one-year internship license as they completed the standard licensure requirements such as pertinent teaching of reading coursework. The previous regulation also stated that upon completion of internship requirements, candidates would receive a level two teaching license if they had at least five years of postsecondary teaching or a level three-A teaching license if they had at least six years of postsecondary teaching. Most of these components are also in the adopted rule.

The adopted rule outlines a pathway for candidates who have earned a post-baccalaureate degree in a field outside of education and who have taught at an accredited college or university for a minimum of five years. These candidates will be required to complete the required teaching of reading coursework and serve as a teacher of record for one full year. Candidates must submit to PED evidence of at least five full years of experience teaching at a college or university and proof of registration for coursework in the teaching of reading. However, they will not be required to complete any licensure assessments, consistent with previous regulation. These candidates will be granted a one-year alternative license instead of the internship license outlined in prior regulation. Upon completion of all post-baccalaureate experience pathway requirements, candidates will be eligible to transfer to a level two or three-A teaching license. The adopted rule does not outline how PED will determine the level of licensure for which candidates will qualify. Unlike the rule as proposed, candidates who pursue this pathway will be required to earn an effective or higher rating on their NMTeach summative evaluation during their one-year alternative licensure term to be eligible for a level two or three-A license.

Policy Consideration. Previously, candidates seeking alternative license were given the option to submit a portfolio that demonstrated teaching competencies along with the completion of licensure assessments. The portfolio was to be verified by a superintendent or other educator employer or supervisor and reviewed by PED. It is unclear why this option was removed from the rule since best practices in teacher

preparation demonstrate competency-based portfolios are a more indicative measure of teacher quality than multiple choice assessments.

It is unclear why administrators may participate in an internship in any school with any mentor pursuant to the adopted rule, while student teachers must be supervised by a cooperating teacher that has scored highly effective or exemplary on their NMTeach summative evaluation.

Alternative Administrator License In the prior regulation, a three-year internship license in educational administration was issued to candidates with at least a master's degree and six full school years of experience in post-secondary administration. Individuals were to complete an internship of at least one full school year. If candidates completed the requirements, they were issued an alternative level three-B administrator license. The adopted rule will grant only a one-year alternative administrator license if an individual holds a level two or three-A teaching license, has at least six full years of post-secondary administration experience and is working toward the completion of an administrator internship of at least 180 hours. Key differences between the previous regulation and adopted regulation are the decrease in internship requirements and the increase in teaching experience requirements at the prekindergarten through 12th grade level. Similar to the alternative teaching license, a level three-B administrator license will be granted once candidates complete all of the alternative administrator licensure requirements. Unlike the rule as proposed, deans, presidents, and vice presidents of post-secondary institutions are noted as acceptable positions to fulfill the post-secondary administration experience requirement. The proposed rule was not explicit in delineating acceptable positions that meet this requirement.

Alternative Student Success Advisors will be able to serve a number of functions, such as:

- Maintaining accurate and complete records and reports;
- Analyzing transcripts;
- Guiding students and parents with regard to programing;
- Supporting students with college applications, admission procedures, and financial aid options;
- Scheduling;
- Planning and conducting activities focused on career awareness;
- Test coordination; and
- Supporting students in meeting graduation requirements.

Alternative Student Success Advisor License The adopted regulation establishes a new student success advisor license to allow candidates to work toward a school counselor license. Candidates will be granted a five-year alternative student success advisor license if they have a bachelor's degree and pass a background check in accordance with Part 8 of 6.60 NMAC. The student success advisor will not be able to provide mental health services and must sign an ethical agreement to that effect as a part of the license requirements.

Public Comments. Five written responses were submitted to PED in response to the Notice of Proposed Rulemaking. One teacher commented on the importance of the competency-based portfolio and how it contributed to her high-quality teacher preparation process. She also noted this option would allow candidates to work at their own pace without the added cost of additional coursework.

Three responses were from current school guidance counselors and a representative from the New Mexico School Counselors Association (NMSCA). One counselor felt a student success advisor would not be beneficial to students because of the amount of background and technical knowledge a school guidance counselor must have to be effective. The NMSCA representative noted the misalignment between the alternative student success advisor license and the school counselor training outlined by the American School Counselor Association. All counselor responses requested PED implement a structured progress monitoring protocol so candidates could meet appropriate benchmarks as they attained the school counselor license. Finally, a representative

from Teach for America – New Mexico suggested a passing score on an NMTA content exam could be used in place of coursework in a licensed content area. The changes from the rule as proposed do not reflect the feedback received during the public commentary period.

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TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 3 ALTERNATIVE LICENSURE

6.60.3.1 ISSUING AGENCY: Public Education Department, herein after the department.
 [6.60.3.1 NMAC - Rp, 6.60.3.1 NMAC, 11/27/2018]

6.60.3.2 SCOPE: Applicants for alternative teaching licensure alternative administrative licensure, or student success advisor licensure.
 [6.60.3.2 NMAC - Rp, 6.60.3.2 NMAC, 11/27/2018]

6.60.3.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-10A-6, and 22-10A-8 NMSA 1978.
 [6.60.3.3 NMAC - Rp, 6.60.3.3 NMAC, 11/27/2018]

6.60.3.4 DURATION: Permanent
 [6.60.3.4 NMAC - Rp, 6.60.3.4 NMAC, 11/27/2018]

6.60.3.5 EFFECTIVE DATE: November 27, 2018 unless a later date is cited in the history note at the end of a section.
 [6.60.3.5 NMAC - Rp, 6.60.3.5 NMAC, 11/27/2018]

6.60.3.6 OBJECTIVE: To define the requirements for obtaining an alternative teaching license, alternative administrator license, or student success advisor license.
 [6.60.3.6 NMAC - Rp, 6.60.3.6 NMAC, 11/27/2018]

6.60.3.7 DEFINITIONS:

- A. "Alternative license"** means:
- (1) a temporary, two-year teaching license issued by the department to a candidate who does not yet meet the requirements for a level 1 standard license but is participating in an alternative route to licensure as defined in Subsections B and C of 6.60.3.9 NMAC; or
 - (2) a temporary, one-year teaching license issued by the department to a candidate who does not yet meet the requirements for a level 1 standard license but is participating in an alternative route to licensure as defined in Subsection D of 6.60.3.9 NMAC; or
 - (3) a temporary, one-year administrator certificate or license issued by the department to a candidate who does not yet meet the requirements for a level 3B administrator license but is participating in an alternative route to licensure as defined in 6.60.3.11 NMAC; or
 - (4) a temporary, five-year alternative student success advisor license issued by the department to a candidate who does not yet meet the requirements for school counselor licensure but is working toward meeting the requirements established in 6.63.6 NMAC.
- B. "Competencies for licensure"** means the content knowledge and skills a teacher shall know and apply in order to demonstrate competency in a particular content area as defined in Title 6, Chapter 64, Competencies for Licensure, Parts 2 through 18 NMAC.
- C. "Department-approved educator preparation program" or "department-approved EPP"** means an educational program approved by the department pursuant to 6.65.3 NMAC that offers coursework intended to lead to teacher licensure upon a candidate's successful completion of program requirements.
- D. "Full school year"** means a minimum of 160 instructional days or equivalent number of days in schools or local education agencies 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.
- E. "Internship"** means an official program with practical experience in which candidates for administrative licensure assume all responsibilities of a school administrator under the guidance of a mentor for a

minimum of 180 clock hours throughout one full school year, including those responsibilities that are unique to the beginning and end of the school year. Internships shall be served at a public school, private school, or state educational institution.

F. “Local education agency” or “LEA” means a school district or a state-chartered charter school.

G. “Mental health services” means the responsibilities of a school counselor as outlined in Subsection D and E of 6.63.6.9 NMAC.

H. “New Mexico teacher assessments” or “NMTA” means the tests required for individuals seeking initial New Mexico licensure.

I. “NMTEACH” means the department-approved educator effectiveness evaluation system defined in 6.69.8 NMAC that measures teacher performance using the five components:

- (1) improved student achievement;
- (2) classroom observation;
- (3) planning, preparation, and professionalism;
- (4) student or parent surveys; and
- (5) teacher attendance.

J. “Standard teaching license” means a certificate or license issued by the department at five and nine year intervals authorizing a person to teach, supervise an instructional program, counsel, provide special instructional services, or serve as an administrator in a New Mexico public school.

K. “Teacher of record” means the recipient of an alternative teaching license named in an employment contract with an LEA responsible for teaching students and managing a classroom the majority of the time. The teacher of record is responsible for lesson planning, assigning grades, meeting with parents, and completing all duties of a classroom teacher with a standard teaching license.

[6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 11/27/2018]

6.60.3.8 PATHWAYS FOR ALTERNATIVE TEACHING LICENSURE: Three pathways shall be available for candidates seeking to obtain an alternative teaching license in New Mexico.

A. Alternative EPP pathway. A two-year alternative teaching license may be granted to candidates who simultaneously complete face-to-face or online courses through a department-approved EPP while serving as a teacher of record for two years. Candidates who complete the EPP and meet coursework and testing requirements at the conclusion of the two-year alternative license period shall be eligible to transfer to a level 1 standard teaching license.

B. Alternative NMTEACH pathway. A two-year alternative teaching license may be granted to candidates who simultaneously complete required teaching of reading coursework and testing requirements while serving as a teacher of record. Candidates who complete coursework and testing requirements and who earn two consecutive ratings of effective or higher on NMTEACH at the completion of the two-year alternative license period shall be eligible to transfer to a level 1 standard teaching license.

C. Alternative post-secondary experience pathway. A one-year alternative license may be granted to candidates who have obtained a bachelor’s and master’s degree in a field outside education and who have taught at an accredited college or university for a minimum of five years. Candidates who serve as the teacher of record for one full school year who earn an effective or higher rating on NMTEACH and who satisfactorily demonstrate teaching competencies for the type and level of licensure being sought, as determined by the LEA, shall be eligible to transfer to a level 2 or level 3A standard teaching license. Candidates following the alternative post-secondary experience pathway shall not be required to complete testing requirements.

[6.60.3.8 NMAC - Rp, 6.60.3.8 NMAC, 11/27/2018]

6.60.3.9 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE:

A. General requirements. All applicants for alternative teaching licensure shall:

- (1) be at least 18 years of age;
- (2) hold either a bachelor of arts or science degree, master of arts or science degree, or doctorate degree from a regionally accredited college or university with a minimum grade point average of 2.75;
- (3) complete a background check in accordance with 6.60.8 NMAC; and
- (4) have no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (5) meet the application requirements for the license being sought.

B. Alternative EPP pathway. Applicants following the alternative EPP pathway shall:

(1) pass the required NMTA essential academic skills tests defined in 6.60.5 NMAC prior to receiving alternative licensure at any level;

(2) participate in a department-approved EPP with an alternative licensure program;

(3) serve as a teacher of record for two full school years; and

(4) complete no fewer than six semester hours including required hours of coursework in the teaching of reading aligned with the competencies for licensure for entry-level teachers for the type of license being sought.

C. Alternative NMTEACH pathway. Applicants following the alternative NMTEACH pathway shall:

(1) pass the required NMTA essential academic skills tests defined in 6.60.5 NMAC prior to receiving alternative licensure at any level;

(2) serve as a teacher of record for two full school years;

(3) receive two consecutive ratings of effective or higher on the NMTEACH summative evaluation; and

(4) complete required coursework in the teaching of reading.

(a) Applicants seeking early childhood birth to pre-K, early childhood age three to age eight, elementary K-8, or special education pre K-12 licensure, shall complete six semester hours of coursework in the teaching of reading.

(b) Applicants seeking middle level 5-9, secondary 7-12, or specialty area pre K-12 licensure, shall complete three semester hours of coursework in the teaching of reading.

D. Alternative post-secondary experience pathway. Applicants following the post-secondary experience pathway shall:

(1) provide documentation of at least five full school years' experience teaching at an accredited college or university;

(2) complete at least one full school year as a teacher of record while holding an alternative license; and

(3) complete required coursework in the teaching of reading.

(a) Applicants seeking early childhood birth to pre-K, early childhood age three to age eight, elementary K-8, or special education pre K-12 licensure, shall complete six semester hours of coursework in the teaching of reading.

(b) Applicants seeking middle level 5-9, secondary 7-12, or specialty area pre K-12 licensure, shall complete three semester hours of coursework in the teaching of reading.

[6.60.3.9 NMAC - Rp, 6.60.3.9 NMAC, 11/27/2018]

6.60.3.10 APPLICATION FOR ALTERNATIVE TEACHING LICENSURE:

A. Alternative EPP pathway. Applicants following the alternative EPP pathway who meet the criteria for alternative licensure as defined in 6.60.3 NMAC shall be issued a two-year alternative license and shall be permitted to serve as a teacher of record prior to completion of licensure requirements. The licensee shall complete coursework requirements within the two-year period and shall provide the department with documentation of coursework completion. Candidates with alternative licensure may be issued a one-year extension to allow additional time for completing coursework and testing requirements if they can demonstrate good standing with the LEA or EPP. Applicants for alternative licensure via the alternative EPP pathway shall provide:

(1) official sealed bachelor's degree transcript with at least 30 semester hours in the license subject area, a master's degree transcript with at least 12 graduate hours in the license subject area, or a doctoral degree in the license subject area;

(2) a letter of acceptance into a department-approved EPP; and

(3) proof of passage of required NMTA essential academic skills tests.

B. Alternative NMTEACH pathway. Applicants following the alternative NMTEACH pathway who meet the criteria for alternative licensure as defined in 6.60.3 NMAC shall be issued a two-year alternative license and shall be permitted to serve as a teacher of record prior to completion of licensure requirements. The licensee shall complete coursework requirements within the two-year period and shall provide the department with documentation of coursework completion. Candidates with alternative licensure following the NMTEACH pathway who are not successful in demonstrating competency by way of NMTEACH summative evaluations shall not have their alternative license extended or renewed. Applicants for alternative licensure via the alternative NMTEACH pathway shall provide:

- (1) official sealed transcript for a bachelor's degree transcript with at least 30 semester hours in the license subject area, a master's degree transcript with at least 12 graduate hours in the license subject area, or a doctoral degree in the license subject area;
- (2) proof of registration to complete required coursework in the teaching of reading;
- (3) proof of passage of required NMTA essential academic skills tests;
- (4) a letter of support from the LEA requesting that the applicant follow the alternative NMTEACH pathway; and
- (5) a letter of interest from the applicant requesting to follow the alternative NMTEACH pathway.

C. Alternative post-secondary experience pathway. Applicants following the alternative post-secondary experience pathway who meet the criteria for alternative licensure as defined in 6.60.3 NMAC shall be issued a one-year alternative license and shall be permitted to serve as a teacher of record prior to completion of licensure requirements. Applicants shall provide:

- (1) proof of registration to complete required coursework in the teaching of reading; and
- (2) verification of five-years' teaching experience at an accredited college or university. [6.60.3.10 NMAC - Rp, 6.60.3.11 NMAC, 11/27/2018]

6.60.3.11 REQUIREMENTS FOR ALTERNATIVE ADMINISTRATOR LICENSURE:

- A.** A one-year alternative license in educational administration may be issued to any candidate who:
- (1) holds a level 2 or level 3 teaching license; and
 - (2) has at least six full school years of experience in administration at an accredited college or university. Administrators shall be in a position of supervision which shall include:
 - (a) dean;
 - (b) president; and
 - (c) vice president.

B. Alternatively licensed educational administrators shall complete and internship of at least 180 hours. Upon completion of the internship, the candidate shall be issued a level 3B administrator license so long as they have met the administrator licensure competencies and indicators outlined in 6.62.2.10 NMAC, as verified to the department by the candidate's employer. [6.60.3.11 NMAC - Rp, 6.60.3.11 NMAC, 11/27/2018]

6.60.3.12 REQUIREMENTS FOR ALTERNATIVE STUDENT SUCCESS ADVISOR LICENSURE:

- A.** Applicants for an alternative student success advisor license shall:
- (1) be at least 18 years of age;
 - (2) hold either a bachelor of arts or science degree from a regionally accredited college or university; and
 - (3) complete a background check in accordance with 6.60.8 NMAC.
- B.** Applicants who meet the criteria established in Subsection A of 6.60.3.13 NMAC shall be issued a five-year alternative license to serve as a student success advisor. Student success advisors shall:
- (1) work with students in grades seven through 12; and
 - (2) sign an ethical statement, prescribed by the department, stating that the licensee shall not provide mental health services while employed as a student success advisor.
- C.** Alternative student success advisor licenses shall be non-renewable. Student success advisors shall complete the requirements to earn a school counselor license defined in 6.63.6 NMAC within the five-year term of their alternative license to maintain employment in the role of a student advisor or to transition into the role of school counselor.
- D.** Responsibilities of the student success advisor may include any of the following:
- (1) maintaining accurate and complete records and reports as required by federal and state law and regulation, department guidance, and district and charter school policies;
 - (2) analyzing transcripts;
 - (3) guiding student and parent decision making regarding courses and graduation pathways;
 - (4) supporting students with the college application and admission process, including preparation for college admissions tests;
 - (5) developing master schedules;
 - (6) arranging for dual or concurrent enrollment, career technical education, and advanced placement course offerings;

- (7) informing students about postsecondary financing options such as the free application for federal student aid that can be used to support advanced education and training;
- (8) supporting student documentation of career preparedness, including industry-recognized credentials or certificates, test results, grades, samples of student work, resumes, and cover letters to prospective employers;
- (9) planning and conducting activities focused on increasing career awareness;
- (10) conducting orientation and training programs for students, parents, and staff;
- (11) serving as a district or school test coordinator or administrator as defined in 6.10.7 NMAC; and
- (12) supporting students in meeting the requirements for a New Mexico diploma of excellence by providing guidance on coursework and demonstration of competency requirements.

E. Responsibilities of the student success advisor shall not include providing mental health services. [6.60.3.12 NMAC - Rp, 6.60.3.12 NMAC, 11/27/2018]

HISTORY OF 6.60.3 NMAC:

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with State Records Center and Archives under:

SBE Regulation No. 86-6, Alternative Licensure, filed July 14, 1986; and
SBE Regulation No. 86-6, Amendment No, 1, Alternative Licensure filed December 4, 1990.

HISTORY OF REPEALED MATERIAL:

6 NMAC 4.2.2.1, Alternative Licensure, was repealed by the State Board of Education effective July 1, 2000 and repromulgated effective July 1, 2000.

6.60.3 NMAC, Alternative Licensure, filed June 1, 2001 -was repealed and replaced by 6.60.3 NMAC, Alternative Licensure, effective 10/31/2007.

6.60.3 NMAC, Alternative Licensure, filed 10/31/2007 - was repealed and replaced by 6.60.3 NMAC , Alternative Licensure, effective 11/27/2018.

**PART 3
ALTERNATIVE LICENSURE**

- 6.60.3.1 ISSUING AGENCY
- 6.60.3.2 SCOPE
- 6.60.3.3 STATUTORY AUTHORITY
- 6.60.3.4 DURATION
- 6.60.3.5 EFFECTIVE DATE
- 6.60.3.6 OBJECTIVE
- 6.60.3.7 DEFINITIONS
- 6.60.3.8 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE
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- 6.60.3.10 REQUIREMENTS FOR INTERNSHIP TEACHER LICENSURE
- 6.60.3.11 REQUIREMENTS FOR ADMINISTRATOR INTERNSHIP LICENSURE
- 6.60.3.12 ALTERNATIVE LEVEL 2 OR LEVEL 3 LICENSE

6.60.3.1 ISSUING AGENCY:

Public Education Department (PED)

[6.60.3.1 NMAC - Rp, 6.60.3.1 NMAC, 10-31-07]

6.60.3.2 SCOPE:

This rule establishes alternative pathways to teacher licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education for persons who have earned at least a baccalaureate degree from a regionally accredited college or university but have never completed an educator preparation program and for persons who hold a post-baccalaureate degree and have teaching experience at the post-secondary level. This rule also establishes an alternative licensure pathway in administration for persons who hold a post-baccalaureate degree and have administration experience at the post-secondary level. The alternative pathways to teaching licensure in this rule may also be used by teachers employed in New Mexico public schools, charter schools, accredited or private schools who hold standard teaching licensure, to obtain additional licensure at the same level as their existing license or licenses.

[6.60.3.2 NMAC - Rp, 6.60.3.2 NMAC, 10-31-07; A, 06-15-09]

6.60.3.3 STATUTORY AUTHORITY:

22-2-1, 22-2-2, 22-10A-6, and 22-10A-8, NMSA 1978.

[6.60.3.3 NMAC - Rp, 6.60.3.3 NMAC, 10-31-07]

6.60.3.4 DURATION:

Permanent

[6.60.3.4 NMAC - Rp, 6.60.3.4 NMAC, 10-31-07]

6.60.3.5 EFFECTIVE DATE:

October 31, 2007, unless a later date is cited in the history note at the end of a section.
[6.60.3.5 NMAC - Rp, 6.60.3.5 NMAC, 10-31-07]

6.60.3.6 OBJECTIVE:

Through this rule the PED implements a state law that provides alternative routes to New Mexico teacher licensure for persons who hold at least a baccalaureate degree from a regionally accredited college or university but have not completed a traditional educator preparation program.

[6.60.3.6 NMAC - Rp, 6.60.3.6 NMAC, 10-31-07]

6.60.3.7 DEFINITIONS:

- A. "Particular field" means the license or endorsement area being sought.
- B. "Appertains and corresponds to the subject area of instruction and level of instruction"

means:

(1) that for early childhood licensure, the degree, including the credit hours, shall be related to early childhood education, birth through grade 3;

(2) that for elementary licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language;

(3) that for middle level, secondary, and pre K-12 specialty area licensure the degree, including the credit hours, shall be in the license or endorsement area being sought; and,

(4) that for special education licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language, or shall be related to special education (such as general elementary or secondary education, special education, psychology, child development, reading education).

C. "A program approved by the PED" means that the same program approval standards and procedures used by the PED for approving university preparatory programs shall be applied to alternative programs in New Mexico.

D. "Core academic subjects" means English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except for the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

E. "A highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12 specialty area" teacher, under this rule, means a teacher who is fully qualified to teach the core academic subjects, who is new to the profession, who has pursued an alternative route to licensure and who:

(1) meets the requirements for alternative licensure in 6.60.3.8 NMAC; and
(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 the level of licensure under 6.60.5.8 NMAC.

F. "A highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure", under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school, and who is new to the profession and has

pursued an alternative route to licensure, and who:

- (1) meets the requirements for alternative elementary K-8 licensure in 6.60.3.8 NMAC; and
- (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 elementary K-8 licensure in 6.60.5.8 NMAC; and
- (4) if the teacher is new to the profession after June 30, 2006, or if the teacher was hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide program:
 - (a) has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree, in each core academic subject the teacher teaches.

G. “A highly qualified beginning pre K-12 special education teacher,” under this rule, means a teacher who is new to the profession and who has pursued an alternative route to licensure and who 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, by being fully qualified to teach each core academic subject the special education teacher teaches, or by being fully qualified to teach either language arts or 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; and
- (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.

H. “A highly qualified teacher candidate for level 1 alternative licensure” means a person participating in an alternative route to licensure, who meets all of the following requirements:

- (1) has fulfilled the degree requirements set forth in Subsection A of 6.60.3.8 NMAC; and
- (2) receives high-quality professional development that is sustained, intensive, and classroom-focused, and includes classroom management and lesson planning for teaching New Mexico’s diverse student population, both before and while teaching; and
- (3) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
- (4) assumes duties as a teacher of record for a period of at least one full school year under the internship license not to exceed three years, and
- (5) demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in an alternative licensure program or successfully demonstrating competency by way of portfolio assessment or by way of local evaluations for two full school years in an approved school district alternative program.

I. “Internship license” means a three-year certificate or license issued by the PED authorizing a candidate to teach where the candidate does not yet meet the requirements for a level 1 alternative license but is satisfactorily participating in an alternative route to licensure under 6.60.3 NMAC, or a three-year administrator certificate or license authorizing the candidate to work as an administrator where the person does not yet meet the requirements for a level 3B alternative administrator license but is participating in an alternative route to licensure under Subsection D of 6.60.3.8 NMAC.

J. "Undergraduate academic major", under this rule, means thirty (30) semester hours in a subject area.

K. "Full school year" means a minimum of 160 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.

L. "Teacher of record" is the person named in the standard teaching contract who will be covering the class and teaching the students in that classroom the majority of the time. This is the contracted individual who will plan the lessons, assign grades, meet with parents and other duties of the regular class room teacher according to the standard teaching contract.

[6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 10-31-07; A, 06-15-09]

Prior versions: 10-31-2007

6.60.3.8 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE:

To receive a level 1, five-year alternative teaching license, an applicant must meet the following requirements:

A. Degree requirements - An applicant for alternative licensure must meet the provisions of Subsection A, Paragraphs (1), (2) or (3):

(1) must possess a bachelor of arts or science degree from a regionally accredited college or university including completion of a minimum of thirty semester hours of graduate or undergraduate credit in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(2) must possess a master of arts or science degree from a regionally accredited college or university including completion of a minimum of twelve graduate credit hours in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(3) must possess a doctor's degree from a regionally accredited college or university; the degree shall correspond to the subject area of instruction and particular grade level that will enable the applicant to teach in a competent manner as determined by the PED.

B. Professional teacher education requirements - An applicant for alternative licensure who has earned at least a baccalaureate degree from a regionally accredited college or university but has never completed an educator preparation program must meet the provisions of Paragraphs (1), (2), or (3) or (4) of this subsection.

(1) persons seeking either early childhood birth-grade 3, elementary K-8, or special education pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than twenty-one (21) semester hours of credit and meeting the following criteria:

(a) the credits must include six (6) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(2) persons seeking either middle level 5-9, secondary 7-12 or specialty area pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than eighteen (18) semester hours of credit and meeting the following criteria:

(a) the credits must include three (3) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED's competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(3) Beginning February 1, 2007, successfully demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by presenting for assessment by trained reviewers an internet web-based online portfolio which contains all of the components and fulfills all of the requirements described in Paragraph (3) of Subsection B of 6.60.3.8 NMAC. Such applicants shall also complete the reading coursework as set forth at Paragraphs (1) or (2) of this subsection and serve as the teacher of record for a full school year prior to being granted a portfolio review. Under no circumstance shall an individual be granted a portfolio review unless that person has passed all sections of the current PED required New Mexico teacher licensure tests in 6.60.5 NMAC, completed all required reading coursework and submitted verification from administration of the public school, charter school, accredited private school that the individual has been the teacher of record for at least one full school year. Teachers employed in New Mexico public schools, charter schools, accredited private schools who already hold standard teaching licensure at levels 1, 2, or 3-A, may obtain additional licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education by submitting an alternative licensure portfolio as long as they demonstrate the teaching competencies in 6.69.14 NMAC for the new license at the same level as their existing license or licenses.

(a) The portfolio shall include evidence of teaching competence that is collected from actual teaching experience as the teacher of record with pre K-12 students while the candidate is employed or works as the teacher of record in a New Mexico public, charter, private school or other early childhood, elementary, middle level or secondary educational setting. The portfolio shall be organized in the following five strands, with strands a, b and c presented together for review:

(i) an instruction strand that demonstrates knowledge of academic content, curriculum development, instructional planning, student assessment and appropriate use of technology and which includes specific evidence of: student achievement; and assessment techniques and procedures; and instructional plans and materials; and examples of student work and performance; and evidence of effective classroom management strategies and procedures; and evidence of implementation of state curriculum standards; and

(ii) a student learning strand that demonstrates knowledge of child or adolescent growth and development, classroom management techniques, communication skills and addressing the needs of diverse student needs and inclusion and which includes specific evidence of: adaptations/modifications for diverse learners; and classroom observation reports; and evidence of communication with students and parents;

(iii) a professional learning strand that demonstrates knowledge of professional growth and development and how the candidate works productively with parents, community and colleagues and which includes specific evidence of: collaboration with professional community; or research undertaken to improve classroom practice; and

(iv) verification by the superintendent of a public school district or other

education employer or supervisor, that the work product in the portfolio is that of the candidate and that the data submitted is reasonable and accurate, that the candidate has served as the teacher of record for one full school year by the time of submission of the portfolio; and

(v) the recommendation of a public school superintendent or other education employer or supervisor, that based on local evaluations that the candidate be granted a level 1 alternative license.

(b) Unless special accommodations are requested in writing to PED 30 days in advance of portfolio submission, the portfolio and associated fees in Subsection E of 6.60.7.8 NMAC shall be submitted electronically through the online portfolio submission system following procedures established by the PED.

(c) The portfolio shall be assessed for authenticity by the superintendent of the candidate's school district, (superintendent designee) or equivalent administrative officer of a school and shall be reviewed for demonstration of entry-level teacher competencies by three independent reviewers, as follows:

(i) The superintendent or equivalent school administrator shall complete the verification and recommendation strands in items (iv) and (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC and the independent reviewers will rate the three competency strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC as "meets" or "does not meet" the competencies.

(ii) The three competency strands of a candidate's portfolio must be rated as "meets" by at least two reviewers and the verification and recommendation strands completed by the superintendent (superintendent designee) or equivalent administrative officer or a school must indicate verification authenticity, recommendation for licensure and verification of full school year experience in order for a candidate to be granted a level 1 alternative license.

(iii) If one of the independent reviewers rates any of the three competency strands as "meets" and the other reviewer rates the same strand as "does not meet," the rating will remain as "does not meet"; if two of the reviewers rate any of the three competency strands as "meets" and the third reviewer rates a strand as "does not meet", the strand will remain as "meets" for that strand.

(iv) The director of professional licensure at the PED will evaluate the ratings of the superintendent or equivalent school administrator of a school along with the ratings of the independent reviewers and shall approve or deny the candidate's application for level 1 alternative licensure.

(v) A candidate who does not successfully demonstrate the competencies in all three strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC may submit any failed strand one time as long as the resubmission is completed within one calendar year of the date of the original submission.

(vi) A candidate's employing school or school district must act on strands in item (iv) - (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC within 45 calendar days of the date of the portfolio submission or resubmission of any failed strands. Failure of an administrator to complete the process could cause the portfolio to become null and void.

(4) Demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by way of evaluations conducted by a local school district over a period of at least two full school years as the teacher of record as part of a PED-approved school-based or statewide teacher preparation program that provides the professional development that is required to support a highly qualified teacher candidate for level 1 alternative licensure as defined in this rule. The professional development program shall be developed in collaboration with a college, university, or other professional development provider. Such applicants shall also complete the reading courses set forth at

Paragraphs (1) or (2) of this subsection prior to being recommended for licensure by a local school district. Under no circumstance shall an individual be recommended for licensure by a local school district unless that person has passed all sections of the current PED-required New Mexico teacher test and serve as the teacher of record for at least one full school year.

C. Professional teacher education requirements - An applicant for alternative teaching licensure who has earned a post-baccalaureate degree and has at least five years of teaching experience at the post-secondary level must meet the provisions of Paragraphs (1) or (2) and (3) and (4) of this subsection.

(1) Persons seeking either early childhood B-3, elementary K-8, or special education pre K-12 licensure, must complete six (6) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(2) Persons seeking either middle level 5-9, or secondary 7-12 licensure, must complete three (3) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(3) Complete an internship of at least one full school year while holding an internship license and working as a teacher in a school district, charter school, private school or state agency education program.

(4) Upon completion of the requirements in Subsections A, and E; and Paragraphs (1) - (3) of Subsection C of 6.60.3.8 the candidate for alternative teaching licensure who has met PED-approved competencies as verified to the PED by the candidate's employer will be issued an alternative license as follows:

(a) level 2 for the teacher who has at least five years post-secondary teaching experience;

(b) level 3-A for the teacher who has at least six years post-secondary teaching experience.

D. Testing requirements: Except as provided in Paragraph (2) of Subsection C of 6.60.5.8 NMAC, an applicant for alternative licensure must pass all of the New Mexico teacher assessments including any applicable content knowledge assessment required by 6.60.5 NMAC, prior to receiving alternative licensure at any level.

E. An applicant for alternative teaching licensure must be a highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12, or special education teacher, or be a highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure.

[6.60.3.8 NMAC - Rp, 6.60.3.8 NMAC, 10-31-07; A, 01-29-10]

Prior versions: 10-31-2007

6.60.3.9 REQUIREMENTS FOR ALTERNATIVE ADMINISTRATOR LICENSURE:

Professional administrator education requirements - An applicant for alternative administrator licensure who has earned a post-baccalaureate degree and has at least six years administrator experience at the post-secondary level must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon completion of the internship the candidate for alternative administrator licensure who has met PED-approved administrator competencies as verified to the PED by the candidate's employer will be issued an alternative level 3-B administrator license

[6.60.3.9 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.10 REQUIREMENTS FOR INTERNSHIP TEACHER LICENSURE:

A. A candidate for alternative licensure may be permitted to assume the functions of a teacher prior to completion of licensure requirements and be issued a three-year internship license, if the candidate is a highly qualified teacher candidate for level 1 alternative licensure, as defined in this rule.

(1) Such a candidate may be issued a three-year internship license to allow time to complete the teacher testing requirements of 6.60.5.8 NMAC, the reading coursework requirement set forth in Paragraphs (1) or (2) of Subsection B of 6.60.3.8, NMAC, the requirement to be the teacher of record for at least one full school year and to pass portfolio submission process or be evaluated for competency by a local school district.

(2) At the time of internship licensure application, the candidate must:

(a) present proof of registration for a New Mexico teacher assessment at the next available testing date, and

(b) present proof of enrollment in the required coursework for the teaching of reading or proof of having completed the required coursework.

(3) If a candidate for this licensure is not successful in demonstrating competency by way of portfolio assessment or by way of local public school district evaluations, the candidate may still proceed by way of the alternative route set forth in this subsection although the three-year license issued under Paragraph (1) of Subsection B of 6.60.3.10 NMAC shall not be extended or renewed in order to provide additional time to complete an alternative licensure program.

B. A candidate enrolled in a PED approved post-baccalaureate teacher preparation program or advanced degree program with a teacher preparation component may be considered to be participating in an alternative route to licensure and be issued an internship license under Subsection A of 6.60.3.10 NMAC. Upon the completion of the approved teacher traditional preparation program requirements, and the testing requirements the candidate may be issued a standard level 1 alternative license if, in addition, the candidate meets the requirements for standard licensure within the three-year period allowed to complete an alternative route to licensure.

C. After June 30, 2003, the time that a person provides services under an internship license shall not be counted toward or considered for advancement to level 2, or level 3 licensure.

[6.60.3.10 NMAC - Rp, 6.60.3.9 NMAC, 10-31-07; A, 06-15-09]

6.60.3.11 REQUIREMENTS FOR ADMINISTRATOR INTERNSHIP LICENSURE:

A three-year, internship license in educational administration may be issued to any candidate who holds at least a master's degree and has at least six full school years of experience in administration at the post-secondary level.

[6.60.3.11 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.12 ALTERNATIVE LEVEL 2 OR LEVEL 3 LICENSE:

A. A one-year internship license shall be issued to an applicant who meets the following requirements:

(1) is at least eighteen years of age; and

(2) provides an official transcript for a bachelor's degree from a regionally accredited

college; and

(3) provides an official transcript for a post-baccalaureate degree from a regionally accredited college; and

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of five years experience teaching at the post-secondary level.

B. A level 2 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2), (3) and (4) of Subsection A of 6.60.3.12, NMAC;

(2) verification from the superintendent of a public school district or administrator at a state agency, charter school or private school that the candidate has met the level 2 competencies for the grade level and subject area the person is teaching; and

(3) verification that the candidate has completed one full school year as the teacher of record under the internship license.

C. A level 3 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2) and (3) of Subsection A of this section;

(2) verification as in Paragraph (2) of Subsection B of this of this section;

(3) same as in Paragraph (3) of Subsection B of this section;

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of six years experience teaching at the post-secondary level.

[6.60.3.12 NMAC - N, 10-31-07]

HISTORY OF 6.60.3 NMAC:

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with State Records Center and Archives under:

SBE Regulation No. 86-6, Alternative Licensure, filed July 14, 1986; and

SBE Regulation No. 86-6, Amendment No, 1, Alternative Licensure filed December 4, 1990.

HISTORY OF REPEALED MATERIAL:

6 NMAC 4.2.2.1, Alternative Licensure, was repealed by the State Board of Education effective July 1, 2000 and repromulgated effective July 1, 2000.

6.60.3 NMAC, Alternative Licensure, filed June 1, 2001 - repealed effective 10-31-2007.