

New Mexico's Definition of a Highly Qualified Teacher August, 2005

The Federal Requirement:

- **Regular education teachers who are new to the profession and hired after the first day of school of the 2002-2003 school year who work in a program supported with Title I funds must be "highly qualified" in the core academic subjects they teach.**
- **Not later than the end of the 2005-2006 school year, all regular education teachers must be "highly qualified" in the core academic subjects they teach.**
- **Special education teachers who are new to the profession and hired after the first day of school of the 2002-2003 school year who work in a program supported with Title I funds must be "highly qualified" to provide special education services and, if they also teach the core academic subjects, must be "highly qualified" in the core academic subjects they teach.**
- **Not later than the end of the 2005-2006 school year, all special education teachers must be "highly qualified" to provide special education services and, if they also teach the core academic subjects, must be "highly qualified" in the core academic subjects they teach.**

Time Flexibility in the Requirements:

- **A new hire who teaches in the core academic subjects in a rural school district may have up to three years from the date of hire to become "highly qualified" in all subjects the teacher teaches if he/she is highly qualified in at least one subject.**
- **Teachers hired prior to the first day of school of the 2002-2003 school year who teach the core academic subjects in a rural school district have until June 30, 2007 to demonstrate they are "highly qualified."**

NM DISTRICTS THAT QUALIFY FOR RURAL DISTRICT IMPLEMENTATION FLEXIBILITY

ANIMAS	ELIDA	LAKE ARTHUR	PENASCO
CAPITAN	ESTANCIA	LOGAN	QUEMADO
CARRIZOZO	FLOYD	LOVING	QUESTA
CHAMA VALLEY	FORT SUMNER	MAGDALENA	RESERVE
CIMARRON	GRADY	MAXWELL	ROY
CLAYTON	HAGERMAN	MELROSE	SAN JON
CLOUDCROFT	HONDO VALLEY	MESA VISTA	SPRINGER
CORONA	HOUSE	MORA	TATUM
CUBA	JAL	MOSQUERO	TEXICO
DES MOINES	JEMEZ MOUNTAIN	MOUNTAINAIR	VAUGHN
DORA	JEMEZ VALLEY	PECOS	WAGON MOUND
DULCE			

The Core Academic Subjects:

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

New hires who are new to the profession after the first day of school of the 2002-2003 school year – Early Childhood (B-3), Elementary (K-8) and Special Education K-12 teachers who teach the core academic subjects in an elementary school and Special Education K-12 teachers teaching exclusively special education students at any grade level (K-12) who are assessed against alternative achievement standards

When the term “highly qualified teacher” is used with respect to any regular education early childhood and elementary teacher who is new to the profession and hired after the first day of school of the 2002-2003 school year, and who

- holds an early childhood (Birth – Grade 3) or elementary (K-8) license, and
- who is teaching the core academic subjects in a public elementary school, and
- who is assigned to work in a Title I targeted assistance program or a Title I school-wide, and

When the term “highly qualified teacher” is used with respect to any special education teacher who is new to the profession who is hired after the first day of school of the 2002-2003 school year, and who

- holds a special education (K-12) license, and
- who is teaching the core academic subjects to special education students in a public elementary school,
- who is assigned to work in a Title I targeted assistance program or a Title I school-wide, and

When the term “highly qualified teacher” is used with respect to any special education (K-12) teacher teaching the core academic subjects EXCLUSIVELY to special education students who are assessed against alternative achievement standards at any grade level K-12 in a public school,

IT MEANS THAT THE TEACHER:

- holds at least a bachelor’s degree; and either
 - has demonstrated competency in language arts, social studies, math, and science by passing the elementary content knowledge test of the New Mexico Teacher Assessments and other required state test(s) for licensure or endorsements, or accepted comparable licensure tests from another state; or
 - holds certification from the National Board for Professional Teaching Standards for the appropriate grade level and type, and
- has obtained full state licensure as a teacher, including licensure obtained through alternative routes
- holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, or
- is participating in an alternative route to licensure under which the teacher
 - receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning; and
 - participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
 - holds New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure; and

- demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio or other approved assessment.
- A special education teacher who is new to the profession and is "highly qualified" in mathematics or language arts or science, may teach multiple subjects to special education students and may have two years from the date of hire in any school district to demonstrate through the HOUSSE process that he/she is "highly qualified" in all of the core academic subjects he/she teaches.

New hires who are new to the profession after the first day of school of the 2002-2003 school year – Elementary K-8 teachers teaching the core academic subjects in middle school or junior high school, 7-12 Secondary, 5-9 Middle Level, K-12 specialty area teachers, and K-12 special education teachers teaching the core academic subjects in a middle school, junior high school, or high school

When the term "highly qualified teacher" is used with respect to any middle school or junior high school regular education teacher who

- holds an Elementary K-8 license, and
- who is teaching the core academic subjects in a public middle or junior high school, and
- who is assigned to work in a Title I targeted assistance program or a Title I school-wide, and

When the term "highly qualified teacher" is used with respect to any middle school, junior high, or high school regular education teacher,

- who holds 7-12 Secondary, 5-9 Middle Level, K-12 specialty area licensure
- who is teaching the core academic subjects in a public middle, junior high or high school, and
- who is assigned to work in a Title I targeted assistance program or a Title I school-wide, and

When the term "highly qualified teacher" is used with respect to any middle school, junior high, or high school special education teacher,

- who holds K-12 special education licensure, and
- who is teaching the core academic subjects to special education students in a public middle, junior high or high school, and
- who is assigned to work in a Title I targeted assistance program or a Title I school-wide, and

IT MEANS THAT THE TEACHER:

- holds at least a bachelor's degree, and
- has passed all of the portions of the New Mexico Teacher Assessments or other required state test(s) for licensure or endorsements, or accepted comparable licensure tests from another state, and has either
 - passed the Content Knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another State in each subject area the teacher teaches, or
 - successfully completed an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each core area the teacher teaches, or

- holds certification from the National Board for Professional Teaching Standards in each core content area the teacher teaches, and
- holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, or
- is participating in an alternative route to licensure under which the teacher
 - receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning; and
 - participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
 - holds New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure; and
 - demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio or other approved assessment.
 - A new special education teacher who is "highly qualified" in mathematics or language arts or science, may teach multiple subjects to special education students and may have two years from the date of hire in any school district to demonstrate that he/she is "highly qualified" in all of the core academic subjects he/she teaches.

New hires who are new to the profession after the first day of school of the 2002-2003 school year – Special Education teachers who provide consultation services to highly qualified teachers in order to deliver curriculum to special education students K-12 but who do not, themselves, teach the core academic subjects

When the term "highly qualified teacher" is used with respect to any newly hired special education (K-12) teacher who provides consultation to highly qualified teachers of core academic subjects by adapting curricula, using behavioral support and intervention, and selecting appropriate accommodations, but who does not teach the core academic subjects,

IT MEANS THAT THE TEACHER:

- holds at least a bachelor's degree; and
- has obtained full State licensure as a special education teacher, including licensure obtained through alternative routes
- holds a special education license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, or
- is participating in an alternative route to special education licensure under which the teacher
 - receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning; and
 - participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and

- holds New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure; and
- demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio or other approved assessment.

Teachers hired prior the first day of school of the 2002-2003 school year - Teachers with Early Childhood B-3, Elementary K-8, and Special Education K-12 licenses teaching the core subjects in an elementary school and Special Education K-12 teachers teaching exclusively special education students at any grade level (K-12) who are assessed against alternative achievement standards

When the term "highly qualified teacher" is used with respect to any early childhood (Birth – Grade 3) or elementary (K-8), or special education (K-12) teacher teaching the core academic subjects in a public elementary school in New Mexico who was hired prior to the first day of school of 2003-2004, and

When the term "highly qualified teacher" is used with respect to any special education (K-12) teacher teaching the core academic subjects EXCLUSIVELY to special education students who are assessed against alternative achievement standards at any grade level K-12 in a public school who was hired prior to the first day of school of 2003-2004,

IT MEANS THAT NOT LATER THAN JUNE 30, 2006, THE TEACHER:

- holds at least a bachelor's degree, and
- has obtained full State licensure as a teacher, including licensure obtained through alternative routes, and
- holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and either
 - has demonstrated competency in language arts, social studies, math, and science by passing the elementary content knowledge test of the New Mexico Teacher Assessments and/or other required state test(s) including teacher proficiency tests for licensure or endorsements, or accepted comparable licensure tests from another state; or
 - holds certification from the National Board for Professional Teaching Standards in elementary education, or
- by completing Subject Area Competency HOUSSE (High Objective Uniform Statewide Standard of Evaluation) as follows:
- Have successful annual evaluations for the prior two school years
- Have two complete school years of teaching experience and either A or B below:
 - (A) Complete at least 24 lower or upper division credit hours across the elementary education core subjects of language arts, social studies, mathematics, and science, with at least six credit hours in each core area; or
 - (B) Complete at least 12 lower or upper division credit hours in the subject area being evaluated, and
 - Demonstrate competence in the instructional strand of the statewide teacher competencies and indicators for the level of licensure the

candidate holds to a local panel. The local panel shall consist of two teachers:

- i.) One teacher will be appointed by the principal in the school where the teacher seeking to demonstrate that he/she is highly qualified is teaching. The second teacher will be appointed by the candidate.
- ii.) Panelists must be highly qualified in the content area being evaluated, as defined in Public Education Department rules, and hold a current Level II or III-A license, and, if applicable, hold an endorsement in the subject area to be evaluated.
- iii.) Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico
- The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state's teacher competencies and indicators. Evidence must include:
 - i.) Documentation from student data, assessment techniques, instructional plans, information about student work, and implementation of state curriculum standards, as provided in 6.69.4.11. E (1) NMAC, and
 - ii.) Observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video, and
 - iii.) At least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified.
- Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds.
- If permitted in the public education department's rules governing the subject area, the candidate may be issued an endorsement in the evaluated subject area. It is possible to add licensure endorsements through this process in all of the content areas except bilingual education.

Teachers hired prior the first day of school of the 2002-2003 school year - Elementary K-8 teachers teaching the core academic subjects in middle school or junior high school and special education (K-12) teaching the core academic subjects to special education students in middle school, junior high school, or high school

When the term "highly qualified teacher" is used with respect to a K-8 licensed elementary teacher teaching the core academic subjects in a middle school or junior high school and who was hired prior to the first day of school of 2002-2003, and

When the term "highly qualified teacher" is used with respect to a K-12 special education licensed teacher who is teaching the core academic subjects to special education students in a public middle school, junior high school or high school in New Mexico, who was hired prior to the first day of school of 2002-2003,

IT MEANS THAT NOT LATER THAN JUNE 30, 2006, THE TEACHER:

- holds at least a bachelor's degree, and
- has obtained full State licensure as a teacher, including licensure obtained through alternative routes, and
- holds a license to teach in New Mexico, and

- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- has demonstrated competency in each core academic subject the teacher teaches by:
 - passing the Content Knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches, or
 - successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches, or
 - holding certification by the National Board for Professional Teaching Standards in each content area the teacher teaches, or
 - completing Subject Area Competency HOUSSE (High Objective Uniform Statewide Standard of Evaluation) as follows:
 - Have successful annual evaluations for the prior two school years
 - Have two complete school years of teaching experience and either A or B below:
 - (A) Complete at least 18 lower or upper division credit hours in each core academic subject the teacher teaches; or
 - (B) Complete lower or upper division credit hours as follows:
 - (1) 12 semester hours in a single core subject area; or
 - (2) 15 semester hours in two core subject areas, with at least 6 hours in each one; or
 - (3) 18 semester hours in three core subject areas, with at least 6 hours in each one; or
 - (4) 24 semester hours in four core subject areas, with at least 6 hours in each one; and
 - Demonstrate competence in the instructional strand of the statewide teacher competencies and indicators for the level of licensure the candidate holds to a local panel. The local panel shall consist of two teachers:
 - i.) One teacher will be appointed by the principal in the school where the teacher seeking to demonstrate that he/she is highly qualified is teaching. The second teacher will be appointed by the candidate.
 - ii.) Panelists must be highly qualified in the content area being evaluated, as defined in Public Education Department rules, and hold a current Level II or III-A license, and, if applicable, hold an endorsement in the subject area to be evaluated.
 - iii.) Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico
 - The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state's teacher competencies and indicators. Evidence must include:
 - i.) Documentation from student data, assessment techniques, instructional plans, information about student work, and implementation of state curriculum standards, as provided in 6.69.4.11. E (1) NMAC, and
 - ii.) Observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video, and
 - iii.) At least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject

area for which the candidate is seeking to be highly qualified.

- Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds.
- If permitted in the public education department's rules governing the subject area, the candidate may be issued an endorsement in the evaluated subject area. It is possible to add licensure endorsements through this process in all of the content areas except bilingual education.

Special Education teachers hired prior the first day of school of the 2002-2003 school year – Special Education teachers who provide consultation services to highly qualified teachers in order to deliver curriculum to special education students K-12 but who do not teach the core academic subjects

When the term "highly qualified teacher" is used with respect to any newly hired special education (K-12) teacher who provides consultation to highly qualified teachers of core academic subjects by adapting curricula, using behavioral support and intervention, and selecting appropriate accommodations, but who does not teach the core academic subjects,

IT MEANS THAT THAT NOT LATER THAN JUNE 30, 2006, THE TEACHER:

- holds at least a bachelor's degree; and
- has obtained full State licensure as a special education teacher, including licensure obtained through alternative routes
- holds a special education license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, or
- is participating in an alternative route to special education licensure under which the teacher
 - receives high-quality professional development that is sustained, intensive, and classroom-focused before and while teaching that includes classroom management and lesson preparation/planning; and
 - participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
 - holds New Mexico Internship Licensure authorizing the candidate to assume the functions of a teacher for a period of time not to exceed three years while completing all requirements for alternative licensure; and demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in his/her alternative licensure program at a New Mexico post-secondary institution or successfully demonstrates competency by way of portfolio or other approved assessment.

Teachers hired prior the first day of school of the 2002-2003 school year Teachers with secondary (7-12), middle level (5-9), specialty area (K-12) licensure teaching in a middle level, junior high or high school

When the term "highly qualified teacher" is used with respect to any middle school, junior high school or high school teacher who holds a secondary (7-12), middle level (5-9), or specialty area (K-12) license who is teaching the core academic subjects in a public school in New Mexico and who was hired prior to the first day of school of 2002-2003,

IT MEANS THAT NOT LATER THAN JUNE 30, 2006, THE TEACHER:

- holds at least a bachelor's degree, and
- has obtained full State licensure as a teacher, including licensure obtained through alternative routes, and
- holds a license to teach in New Mexico, and
- has no licensure requirements waived on an emergency or temporary basis, or for any other reason, and
- has demonstrated competency in each core academic subject the teacher teaches by:
 - passing the Content Knowledge test(s) of the New Mexico Teacher Assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches, or
 - successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches, or
 - holding certification by the National Board for Professional Teaching Standards in each content area the teacher teaches, or
 - completing Subject Area Competency HOUSSE (High Objective Uniform Statewide Standard of Evaluation) as follows:
 - Have successful annual evaluations for the prior two school years
 - Have two complete school years of teaching experience and either A or B below:
 - (A) Complete at least 18 credit hours in each core academic subject the teacher teaches, 12 semester hours of which must be upper division course work; or
 - (B) Complete at least 12 upper division credit hours in the subject area being evaluated and
 - Demonstrate competence in the instructional strand of the statewide teacher competencies and indicators for the level of licensure the candidate holds to a local panel. The local panel shall consist of two teachers:
 - i.) One teacher will be appointed by the principal in the school where the teacher seeking to demonstrate that he/she is highly qualified is teaching. The second teacher will be appointed by the candidate.
 - ii.) Panelists must be highly qualified in the content area being evaluated, as defined in Public Education Department rules, and hold a current Level II or III-A license, and, if applicable, hold an endorsement in the subject area to be evaluated.
 - iii.) Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico
 - The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state's teacher competencies and indicators. Evidence must include:
 - i.) Documentation from student data, assessment techniques, instructional plans, information about

- student work, and implementation of state curriculum standards, as provided in 6.69.4.11. E (1) NMAC, and
- ii.) Observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video, and
 - iii.) At least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified.
 - Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds.
 - If permitted in the public education department's rules governing the subject area, the candidate may be issued an endorsement in the evaluated subject area. It is possible to add licensure endorsements through this process in all of the content areas except bilingual education.

Clarifications regarding bilingual education and TESOL

Bilingual and TESOL (Teaching English to Speakers of Other Languages) teachers teach in the core academic subjects and are required to meet the standards of a highly qualified teacher for the grade levels they teach.

Clarifications regarding non-core academic subjects

Although teachers not teaching in the core academic areas are not required to meet the standards of a highly qualified teacher, they are strongly encouraged to do so. Content areas outside of the core academic subjects include, technology education, health, physical education, library/media, psychology, business education, family and consumer sciences, vocational/technical, and agriculture.