



NEW MEXICO TEACHER PREPARATION STANDARDS

May 2026

The New Mexico Association for Colleges of Teacher Education (NMACTE) convened the New Mexico Teacher Preparation Standards Task Force to develop a shared set of standards that define the knowledge and skills all entry level teachers should demonstrate by the completion of their preparation, regardless of pathway. These standards establish a common set of expectations for all aspiring teachers intending to serve students from birth through adolescence in public education settings. They are designed primarily for educator preparation programs (EPPs) to guide program design, clinical experiences, and candidate assessment.

Background and Context

New Mexico's educator preparation efforts are shaped by the urgent and ongoing responsibilities outlined in the Martinez and Yazzie consolidated lawsuit court ruling, which affirmed the state's obligation to ensure that all students—particularly those who are Native American, including students from New Mexico's sovereign Nations, Pueblos, and Tribes¹, Hispanic students, English learners, students with disabilities, and students from low-income backgrounds—have access to the educational opportunities and supports necessary to succeed. This ruling underscores the critical role of well-prepared teachers who are equipped to meet the diverse academic, linguistic, cultural, and developmental needs of New Mexico students.

A fundamental premise of this standards work is that meaningful shifts in teacher preparation are necessary to address the needs identified in the Martinez/Yazzie lawsuit. Preparation programs must equip aspiring teachers with a stronger understanding of historical and

¹ New Mexico is home to many sovereign Nations, Pueblos, and Tribes,: Pueblo of Acoma; Pueblo of Cochiti; Fort Sill Apache Tribe; Pueblo of Isleta; Pueblo of Jemez; Jicarilla Apache Nation; Pueblo of Laguna; Mescalero Apache Tribe; Nambé Pueblo; Navajo Nation; Ohkay Owingeh; Picuris Pueblo; Pueblo of Pojoaque; Pueblo of San Felipe; Pueblo of San Ildefonso; Pueblo of Sandia; Santa Ana Pueblo; Santa Clara Pueblo; Santa Domingo Pueblo; Taos Pueblo; Pueblo of Tesuque; Pueblo of Zia Pueblo; Pueblo of Zuni, and Ute Mountain Ute Tribe.

contemporary inequities in education so they do not unintentionally reproduce them in practice. Candidates also need deeper knowledge of the histories, identities, languages, and educational experiences of diverse student groups, along with preparation in culturally and linguistically sustaining and revitalizing practices that build on students' cultural knowledge, language resources, and community assets. Likewise, aspiring teachers need grounding in the developmental needs of students receiving special education services and young children in early childhood settings, along with developmentally appropriate instructional strategies that differentiate learning to support diverse learners. In addition to developing technical knowledge and skills, preparation programs must also recruit, support, and foster candidates' commitment to equity—particularly for students historically underserved based on race, tribal citizenship, language, disability status, socioeconomic background, gender identity, or other factors—so that all students have access to high-quality instruction, rigorous content, and meaningful opportunities to learn and succeed.

Currently, expectations for what teachers should know and be able to do are not defined through a single, coherent framework. Instead, they are distributed across multiple policy structures—including licensure requirements, program approval criteria, assessment systems, and pathway-specific guidance—which vary in specificity and are not consistently aligned across traditional, alternative, and portfolio pathways. This fragmentation creates challenges for preparation programs, candidates, and policymakers, and can lead to uneven expectations and inconsistent preparation experiences.

In response, EPPs across New Mexico have expressed a strong interest in establishing clearer, shared expectations that reflect both the demands of teaching in the state and the imperative to improve outcomes for students most impacted by the Martinez/Yazzie decision. The development of common Teacher Preparation Standards represents a collective effort by the field to strengthen coherence, increase rigor, and take an active leadership role in advancing the profession. These standards are intended not only to align policy and practice, but also to support continuous improvement across preparation pathways in service of better outcomes for New Mexico students. This includes preparing teachers to meet the needs of students across diverse educational settings, including rural, frontier, suburban, and urban communities. This also includes establishing common expectations that can support stronger collaboration between EPPs and districts in designing clinical experiences and in supporting new teacher induction and mentorship.

Intent and Design Principles

The Task Force developed these standards with a clear objective: to create a set of expectations that are both rigorous and usable across New Mexico's educator preparation system. The standards are intended to function not only as a statement of what new teachers should know and be able to do, but also as a practical tool to support program design, implementation, and continuous improvement.

To achieve this, the standards were guided by the following design principles:

Explicit Attention to Equity

The standards were intentionally designed to address longstanding inequities in educational opportunity and outcomes identified in the Martinez/Yazzie lawsuit. Equity considerations were also embedded throughout the development and review process through the representation of diverse stakeholders on the Task Force and by intentionally examining how the standards would support historically underserved students and communities across New Mexico.

Alignment and Coherence

The standards are designed to align with key state and national frameworks, including the InTASC Standards and New Mexico's Elevate NM teacher evaluation system. This alignment is intended to reduce fragmentation across policy structures and create greater coherence between preparation, licensure, and in-service expectations. While aligned with national frameworks, these standards reflect the specific educational context, student populations, and policy priorities of New Mexico, ensuring that preparation is responsive to the needs of the state's schools and communities.

Clarity, Focus, and Organization

The standards are intentionally structured to be clear, concise, and discrete. They are organized in a way that allows preparation programs to readily interpret expectations, identify key competencies, and use them consistently across coursework, clinical practice, and assessment.

Comprehensive but Targeted Scope

The standards define expectations for teachers serving students from birth through adolescence and include priority instructional areas such as literacy and mathematics. They also emphasize the knowledge and skills necessary to effectively serve New Mexico's diverse student population, particularly those identified in the Martinez/Yazzie court ruling. At the same time, the standards are not intended to cover requirements specific to specialized licenses or endorsements.

Balance of Rigor and Feasibility

The Task Force sought to ensure that the standards are ambitious enough to reflect the complexity of teaching, while remaining feasible for preparation programs to implement. This includes careful attention to the number, scope, and level of specificity of the standards to support meaningful implementation without creating unnecessary burden.

Usability for Program Design and Improvement

The standards are designed to serve as a practical foundation for preparation programs. They can be used to guide curriculum development, inform clinical experiences, and support ongoing program evaluation and improvement efforts.

Applicability Across Pathways

The standards are intended to apply across all educator preparation pathways, including traditional, alternative, and portfolio-based routes. They are intended to support candidate development across both coursework and clinical practice, and to inform aligned, performance-based assessments such as portfolios. While pathways may differ in structure and design, these standards establish shared expectations for candidate outcomes.

Foundation for Policy and Assessment Alignment

The standards are structured to support alignment with key policy and programmatic elements,

including course articulation, clinical experiences, and performance-based assessments such as portfolios. They are intended to provide a coherent “one-stop” framework that preparation programs can use to identify and organize the core expectations for general teacher preparation.

While not intended as a day-to-day instructional guide, the standards are aligned with broader systems—including teacher evaluation and professional learning frameworks—to support coherence from preparation into practice. These standards are intended to support shared expectations while allowing for professional judgment and contextual interpretation; additional guidance on implementation is provided in the Implementation Recommendations section.

Task Force Composition and Process

The Task Force includes leaders and faculty from a range of EPPs, along with invited observers from state agencies, professional associations, and other stakeholder organizations. Members were selected to reflect diverse institutional perspectives and deep experience in preparing and supporting new teachers in New Mexico.

Task force members included the following educator preparation leaders and faculty:

- Jesse Chenven, Central New Mexico Community College
- Kim Dominguez, Diné College
- Alexis Esslinger, Collaborative Educational Services
- Kristopher Goodrich, University of New Mexico
- Lee Hurren, Eastern New Mexico University
- Danielle Lansing, Southwestern Indian Polytechnic Institute
- Leanna Lucero, New Mexico State University
- Cindy Martinez, Western New Mexico University
- Chelsea Morris, New Mexico Early Childhood Higher Education Task Force
- Sandra Rodriguez, Northern New Mexico College
- ElizaBeth Utley, San Juan College

Invited observers included representatives from state agencies, policy organizations, and the field:

- Tim Bedeaux, Thornburg Foundation
- Ellen Bernstein, Albuquerque Teachers Federation
- Denise Beutel, New Mexico Public Education Department
- Dawn Bilbrey, San Jon High School
- Katherine Diaz, New Mexico Public Education Department

- Jessica Hathaway, John Sena, Annie Armatage, Legislative Education Study Committee
- Andrea Gallegos, New Mexico Early Childhood Education and Care Department
- Ron Noble, National Council on Teacher Quality
- Ryan Saunders, Learning Policy Institute
- Kathleen Sena, New Mexico Higher Education Department
- Mandi Torrez, Think New Mexico

The work was led by co-chairs Jesse Chenven and Kristopher Goodrich, and was supported by consultants Gina Ikemoto and Matthew Kelemen from Education Research and Development, with expert input from Ryan Saunders and Cathy Yun at the Learning Policy Institute. This draft reflects eight convenings of the Task Force, during which members reviewed research, examined existing state and national frameworks, and iteratively refined the standards.

Organization of the Standards and Dispositions

This document defines expectations for new teachers through two complementary components: standards and dispositions. Together, they provide a more complete picture of effective teaching practice.

- **Standards** describe the knowledge and skills teachers must demonstrate to support student learning.
- **Dispositions** describe the underlying beliefs and habits of mind that shape how teachers interpret situations and make instructional decisions.

Standards define what teachers should know and be able to do, while dispositions shape how those practices are interpreted and enacted in diverse and often complex classroom contexts.

Nine standards are organized into three domains: learner and learning environment; instructional practices; and professional learning and collaboration. They are derived from and closely resemble the InTASC standards, with some reorganization. Each standard includes indicators that further specify expectations, along with critical attributes that further elaborate what the indicator looks like in practice. Next the document includes five core dispositions—commitment to equity, cultural competence, social-emotional capacity, sense of efficacy, and empathy—each with a definition and examples of how they may be demonstrated by entry-level teachers.

Standards	Dispositions
Learner and Learning Environment 1. Provides developmentally appropriate instruction	Commitment to Equity Maintains high expectations and works to remove barriers and disparities in access to

2. Adapts to individual backgrounds 3. Cultivates safe, engaging, and collaborative learning environments Instructional Practices 4. Utilizes instructional practices aligned with how people learn 5. Employs content-specific instructional strategies 6. Uses assessments to inform, evaluate, and adjust instruction Professional Learning and Collaboration 7. Commits to professional growth and ethical conduct 8. Collaborates with colleagues 9. Partners with families and communities	learning. Cultural Competence Values and sustains students' diverse cultural, linguistic, and community assets to support meaningful learning. Social-Emotional Capacity Responds professionally and builds supportive relationships that foster safe, productive learning environments. Sense of Efficacy Believes effective teaching and persistence can improve student learning and outcomes. Empathy Understands and acknowledges students' perspectives, emotions, and experiences.
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Finally, the document includes a set of implementation recommendations that are likely to improve the usefulness of the standards as well as their success in meeting their objectives. Effective use of these standards will require policy alignment and the development of tools—such as rubrics, performance tasks, and program planning resources that provide guidance without infringing on autonomy—as well as ongoing collaboration across preparation programs and state partners.

The document also includes an appendix with a crosswalk of topics, including relevant policies and frameworks, that preparation programs agree should be addressed in every program in order to support candidates in developing the knowledge, skills, and dispositions outlined in the standards.

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Standards and Indicators



NEW MEXICO ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Teacher Preparation Standards

Learner & Learning Environment

1 Provides Developmentally Appropriate Lessons

- 1-1. Understands learner development from birth through adolescence
- 1-2. Plans and delivers developmentally appropriate learning experiences
- 1-3. Recognizes and responds to individual developmental conditions

2 Adapts to Individual Backgrounds

- 2-1. Understands the cultural, linguistic, tribal, historical, and community contexts of New Mexico students
- 2-2. Builds on student assets

3 Cultivates Safe, Engaging, and Collaborative Learning Environments

- 3-1. Establishes a safe and respectful learning community
- 3-2. Organizes the learning environment to support engagement.
- 3-3. Develops students' capacity for collaboration and ownership of learning.

Instructional Practices

4 Utilizes Instructional Practices Aligned with Research on How People Learn

- 4-1. Demonstrates knowledge of how learning occurs
- 4-2. Applies research on how people learn to practice
- 4-3. Differentiates instruction

5 Employs Content-Specific Instructional Strategies

- 5-1. Uses state standards and learning progressions to guide instruction
- 5-2. Teaches the core ideas and practices of the discipline
- 5-3. Engages students in authentic disciplinary application

6 Uses Assessments to Inform, Evaluate, and Adjust Instruction

- 6-1. Designs and implements assessments aligned with learning goals
- 6-2. Uses assessment evidence to support learning and guide instruction

Professional Learning & Collaboration

7 Commits to Professional Growth and Ethical Conduct

- 7-1. Engages in ongoing professional learning
- 7-2. Uses evidence and reflection to improve practice
- 7-3. Demonstrates ethical practice

8 Collaborates with Colleagues

- 8-1. Collaborates with colleagues to improve instruction
- 8-2. Coordinates with colleagues to support diverse learners

9 Partners with Families and Communities

- 9-1. Builds two-way partnerships with families to support student learning.
- 9-2. Engages family and community as assets for learning.
- 9-3. Understands Tribal sovereignty and uses appropriate protocols to engage with Tribal authorities, when relevant.

Standard #1: Provides developmentally appropriate instruction

Definition: The teacher understands how learners develop from birth through adolescence and provides instruction that is developmentally appropriate and responsive to learner variability and context across age levels.

1-1. Understands learner development from birth through adolescence

- a. Understands patterns of cognitive, language, social, emotional, and physical development from birth through adolescence.
- b. Recognizes variability in development across learners and across developmental periods, (such as rapid and uneven development in early childhood and increasing specialization and identity formation in adolescence), and how growth in one domain can influence learning in others.
- c. Uses knowledge of developmental progressions to anticipate readiness for learning and increasing levels of independence.
- d. Analyzes when a student's cognitive, social, or physical development is uneven and adjusts instruction to avoid overwhelming the student.

1-2. Plans and delivers developmentally appropriate learning experiences

- a. Assesses where learners are within developmental progressions and identifies next steps to support continued growth.
- b. Provides lessons and learning experiences aligned with students' developmental stage and readiness, including selecting and adapting high-quality materials.
- c. Uses instructional strategies appropriate to learners' developmental abilities, including language development, collaboration, attention, and self-regulation.
- d. Provides appropriate challenge and support to promote continued development and learning, including removing supports as learners move toward independence.

1-3. Recognizes and responds to individual developmental conditions

- a. Understands how developmental variations, including disabilities and neurodiversity, shape development and access to learning and proactively designs and adapts instruction, environments, and supports accordingly to ensure participation, belonging, and progress.

- b. Identifies and responds to the effects of trauma and adversity by implementing evidence-based interventions including adjusting learning environments, expectations, and supports, especially as outlined in Individual Education Plans (IEPs).
- c. Provides appropriate challenge and enrichment for advanced learners.

Standard #2: Adapts to individual backgrounds

Definition: The teacher provides instruction that is responsive to students' identities, tribal citizenship, racial and ethnic backgrounds, languages, prior knowledge, lived experiences, and community contexts.

- 2-1. Understands the cultural, linguistic, tribal, historic, and community contexts of New Mexico students
 - a. Demonstrates developing knowledge of community assets, including histories, sovereignty, cultures, languages, and contemporary experiences of New Mexico's student populations, including Indigenous students, multilingual/English learners, Hispanic/Latino students, Black students, and students from rural and low-income communities.
 - b. Understands how culture, language, community knowledge, and lived experience shape students' identities, perspectives, and approaches to learning.
- 2-2. Builds on student assets
 - a. Integrates students' prior knowledge, lived experiences, cultural traditions, and linguistic resources into lessons.
 - b. Explicitly connects new content to students' existing understandings and backgrounds.
- 2-3. Sustains Indigenous, cultural, and linguistic identities
 - a. Employs culturally and linguistically sustaining instructional practices.
 - b. Affirms and leverages students' home languages and linguistic resources as assets for learning.
 - c. Offers rich, frequent, and responsive language interactions that support multilingual learners in using their full linguistic resources to make meaning and demonstrate understanding.
 - d. Provides varied opportunities for students to demonstrate understanding.
 - e. Identifies and begins to address bias, omissions, and cultural misrepresentation in instructional materials.

Standard #3: Cultivates safe, engaging, and collaborative learning environments

Definition: The teacher establishes a respectful, well-organized learning environment that promotes positive relationships, active engagement, collaboration, and student ownership of learning.

3-1. Establishes a safe and respectful learning community

- a. Builds a classroom climate of trust, belonging, and mutual respect where students feel safe to express identify, participate, and take academic risks.
- b. Establishes shared norms, expectations, and routines that promote respectful interactions and responsibility for learning.
- c. Communicates with students in ways that are respectful, responsive, and attentive to diverse perspectives.
- d. Uses restorative and de-escalation strategies that respond to student behavior while holding them accountable to the communal learning goal.
- e. Identifies and works to address inequitable systems, such as exclusionary disciplinary and inequitable access to learning opportunities.

3-2. Organizes the learning environment to support engagement

- a. Organizes time, space, materials, and attention to support learning and reduce disruptions.
- b. Structures the classroom environment to support interaction, collaboration, and access to learning resources.
- c. Uses routines and clear expectations, including for the use of technology, to maintain productive learning conditions.

3-3. Develops students' capacity for collaboration and ownership of learning

- a. Structures opportunities for students to work collaboratively and engage in meaningful academic discussion, including high levels of academic discourse.
- b. Teaches and reinforces communication, cooperation, and conflict-resolution skills.
- c. Clearly articulates learning goals, which supports students' ability to engage in and take ownership of monitoring and assessing their own learning.
- d. Encourages student agency through self-direction, reflection, and shared responsibility for learning.

Standard #4: Utilizes instructional practices aligned with how people learn

Definition: The teacher provides instruction grounded in research on how people learn.

4-1. Demonstrates knowledge of how learning occurs

- a. Understands core principles of how people learn, including ideas from cognitive science, developmental theory, motivation theory, and sociocultural theory.
- b. Explains how factors such as prior knowledge, relationships, effort, variability, and adversity influence learning.
- c. Approaches instruction with the belief that all students can learn when provided with appropriate opportunities, supports, and scaffolds.

4-2. Applies research on how people learn to practice

- a. Selects (or contributes to selection of), implements, and adapts materials aligned with research on how students learn
- b. Provides coherent lessons with clear goals, logical sequencing, and connections to prior knowledge.
- c. Uses explicit instruction, modeling, guided practice, inquiry, discussion, and deliberate practice to promote deep understanding.
- d. Builds in opportunities for collaboration, explanation of thinking, and metacognitive reflection.

4-3. Differentiates instruction

- a. Plans differentiated pathways that address learner variability while maintaining rigor (see Standard 1).
- b. Structures participation to ensure all students engage meaningfully in complex learning.
- c. Uses instructional tools and technology strategically to increase access and cognitive engagement, including assistive technology for students with disabilities.

Standard #5: Employs content-specific instructional strategies

Definition: The teacher designs and delivers instruction grounded in the core concepts, inquiry methods, academic language, and problem-solving practices of the discipline, enabling students to master complex content and apply it authentically across contexts, supporting deep and lasting learning.

5-1. Uses state standards and learning progressions to guide instruction

- a. Understands state content standards and how knowledge and skills develop across ages and grade levels in the disciplines of English language arts, mathematics, science, and social studies.
- b. Plans instruction—grounded in high-quality instructional materials when available—that builds students' understanding, disciplinary language, and skills coherently over time.

5-2. Teaches the core ideas and practices of the discipline

- a. Teaches key concepts, vocabulary, questions, and ways of thinking in the discipline.
- b. Engages students in disciplinary practices, such as analyzing evidence, constructing arguments, solving problems, and communicating ideas using vocabulary from the disciplines.
- c. Recognizes and begins to anticipate common misconceptions and learning challenges in the discipline.

5-3. Engages students in authentic application of content knowledge while maintaining high cognitive demand

- a. Assigns rigorous, age-appropriate tasks and projects that require analysis, reasoning, problem-solving, and communication using knowledge of the disciplines, and demonstrate mastery of concepts and skills.
- b. Connects learning to real-world and cross-disciplinary contexts.

Standard #6: Uses assessments to inform, evaluate, and adjust instruction

Definition: The teacher uses well-designed assessments to monitor student learning, provide feedback, and make informed instructional decisions to support student learning and ensure progress toward mastery.

6-1. Designs and implements assessments aligned to learning goals

- a. Assigns formative and summative assessments that match learning objectives and the knowledge or skills being taught.
- b. Uses multiple assessment approaches (e.g., questioning, performance tasks, written work, discussion, quizzes), including developmentally appropriate use of technology.
- c. Anticipates common misconceptions and designs assessments that reveal student thinking and misunderstandings.
- d. Provides multiple ways for students to demonstrate knowledge and skills and offers accommodations that ensure assessments are accessible and valid.

6-2. Uses assessment evidence to support learning and guide instruction

- a. Checks for understanding regularly during the learning process to determine what students know and where they are struggling to inform instruction and interventions in real time.
- b. Uses a wide variety of assessment data and evidence of student thinking (such as responses, discussion, work samples) to guide instructional decisions.
- c. Adjusts instruction, pacing, explanations, or supports based on assessment evidence while maintaining rigor and reducing barriers to learning.
- d. Provides timely, specific feedback that helps students understand progress and improve their work.
- e. Engages students in reflection and revision based on feedback to monitor and improve their learning.
- f. Analyzes assessment results to identify patterns in understanding and plan next instructional steps.
- g. Uses assessment evidence to identify students who may need additional support or enrichment and collaborates with colleagues and families to support early and appropriate responses.

Standard #7: Commits to professional growth and ethical conduct

Definition: Engages in continuous professional learning, reflection, and collaboration to improve instructional practice and advance student learning.

7-1. Engages in ongoing professional learning

- a. Pursues professional learning aligned with instructional goals, student needs, and school priorities.
- b. Applies research, professional learning, and feedback to improve teaching.
- c. Continuously works to develop knowledge and strategies to better support culturally and linguistically diverse learners.

7-2. Uses evidence and reflection to improve practice

- a. Evaluates the effectiveness of instruction by using student data, observation, and feedback.
- b. Adjusts instruction based on evidence.

7-3. Demonstrates ethical practice

- a. Reflects on personal assumptions and how they affect decisions and practice.
- b. Models ethical responsibilities including use of information and technology to protect student rights and privacy.
- c. Models and advocates for equitable access by identifying and addressing barriers to high-level learning for marginalized students.

Standard #8: Collaborates with colleagues

Definition: Works productively with colleagues to improve instruction and support diverse learners.

8-1. Collaborates with colleagues to improve instruction

- a. Actively participates in collaborative planning and instructional teams to improve teaching and learning.
- b. Engages in professional dialogue, gives and receives constructive feedback, and reflects on practice with colleagues.
- c. Engages in co-planning, co-teaching, and feedback cycles with mentors, supervisors, and school-based colleagues to improve instruction and strengthen readiness for independent practice.

8-2. Coordinates with colleagues to support diverse learners

- a. Works with colleagues to plan appropriate supports and instructional strategies for students, including those with diverse learning needs.
- b. Shares relevant information and consults with colleagues to coordinate instructional, behavioral, and environmental supports.
- c. Maintains professional relationships characterized by respect, trust, and openness to multiple perspectives.

Standard #9: Partners with families and communities

Definition: Builds respectful, reciprocal partnerships with families and community members to support student learning and well-being, while recognizing the distinct roles of sovereign Tribal entities.

9-1. Builds two-way partnerships with families to support student learning

- a. Establishes regular, respectful communication with families about student learning, progress, and goals.
- b. Creates opportunities for families to share insights about their child's strengths, experiences, culture, and needs.
- c. Ensures families have agency to be partners in supporting learning at home and school, including through the IEP process when relevant.
- d. Ensures communication and engagement practices are accessible and inclusive for diverse families, including the use of interpretation, translation, and other accessible communication practices.

9-2. Engages family and community as assets for learning

- a. Recognizes and values the cultural, linguistic, and experiential knowledge of students' families and communities, including Indigenous knowledge holders such as elders, language keepers, and cultural teachers.
- b. Connects instruction and student support, when appropriate, to community-based resources, cultural institutions, tribal education departments, and other local assets that strengthen learning and belonging.
- c. Engages community partners in supporting learning.

9-3. Understands Tribal sovereignty and uses appropriate protocols to engage with Tribal authorities, when relevant.

- a. Recognizes the sovereign status of Tribes and the distinction between community engagement and government-to-government relationships.
- b. Engages with Tribal entities when relevant to the school or community context, in ways that respect formal roles and processes.

Disposition Definitions

Dispositions are the underlying beliefs, values, and habitual ways of thinking that shape how teachers interpret situations and make instructional decisions. While dispositions are not directly observable, they are expressed through consistent patterns of behavior in teaching, learning environments, and professional interactions. The statements labeled “At the entry level, this means the teacher...” illustrate how each disposition may be demonstrated through patterns of professional behavior in coursework and clinical practice.

Dispositions are distinct from professional conduct or compliance (e.g., punctuality, adherence to policies). Rather, they influence how teachers respond in complex or ambiguous situations where rules alone are insufficient. Including dispositions alongside standards is essential, as they shape not only what teachers do, but how consistently and effectively they enact high-quality, equitable instruction across contexts. As such, dispositions should inform candidate feedback, support, and progression within preparation programs.

1. Commitment to Equity	
Definition: A sustained set of beliefs, values, and habitual ways of thinking focused on eradicating instructional disparities by ensuring that all students—particularly those historically underserved based on race, tribal citizenship, language, disability status, socioeconomic background, gender identity, or other factors—have access to high-quality instruction, rigorous content, and meaningful opportunities to learn and succeed.	At the entry level, this means the teacher: • Uses student performance data to identify disparities in access or outcomes and adjusts instruction accordingly. • Plans and delivers instruction that maintains developmentally-appropriate expectations while providing appropriate supports for students who need them. • Works to ensure students’ access to appropriate supports and inclusive opportunities. • Seeks guidance or support when unsure how to meet the needs of specific students rather than reducing rigor. • Advocates within the classroom (e.g., grouping, participation, materials) to ensure all students are included in learning. • Questions deficit assumptions using evidence

2. Cultural Competence

Definition:

A sustained set of beliefs, values, and habitual ways of thinking that prioritize understanding, respecting, and responsively engaging with students' diverse cultural identities, linguistic backgrounds, lived experiences, and community contexts.

At the entry level, this means the teacher:

- Demonstrates curiosity about and respect for students' cultural and linguistic assets.
- Avoids deficit-based interpretations of student behavior or achievement.
- Incorporates culturally relevant examples, texts, and perspectives into instruction.
- Uses culturally responsive classroom management strategies with guidance.
- Communicates respectfully and seeks to communicate effectively with families from diverse backgrounds.
- Reflects on how culture (including their own) influences expectations, communication, and interaction, and how these shape students' worldviews.

3. Social-Emotional Capacity

Definition:

A set of beliefs, values, and habitual ways of thinking that support emotional regulation, positive relationships, and the creation of psychologically safe, high-challenge learning environments that foster students' social and emotional development.

At the entry level, this means the teacher:

- Regulates emotional responses in challenging classroom situations.
- Demonstrates empathy and perspective-taking.
- Establishes respectful, consistent classroom norms.
- Responds to student behavior with developmental awareness rather than reactivity.
- Recognizes signs of student distress and seeks appropriate support when needed.

4. Sense of Efficacy

Definition:

A professional belief that one's instructional decisions, persistence, use of data, reflection, and ability to use feedback to refine practice can positively influence student learning outcomes—even in challenging contexts.

At the entry level, this means the teacher:

- Accepts responsibility for student learning rather than attributing outcomes solely to external factors.
- Demonstrates persistence when students struggle.
- Seeks feedback and uses evidence to improve practice.
- Views challenges as opportunities for professional growth.
- Engages in reflective practice grounded in data.

5. Empathy

Definition:

A set of beliefs, values, and habitual ways of thinking oriented toward accurately perceiving, understanding, and acknowledging students' emotions, perspectives, and lived experiences in ways that preserve dignity, strengthen relationships, and support learning. Empathy, in the context of entry-level teaching, is not simply kindness or sympathy. It is the disciplined ability to validate student perspectives while maintaining professional judgment and instructional expectations.

At the entry level, this means the teacher:

- Seeks to understand the underlying needs or circumstances influencing student behavior before responding.
- Takes others' perspectives into account, particularly across differences in culture, language, ability, and background.
- Responds to mistakes or misbehavior with instructional intent rather than humiliation or escalation.
- Maintains high expectations while responding to developmental, emotional, or contextual factors that may affect performance or limit access to learning opportunities.
- Communicates in ways that affirm students' dignity and sense of belonging.

Implementation Recommendations

The Task Force believes that the actions described below will increase the likelihood of meeting the goals of this project -- to strengthen coursework and clinical experiences within EPPs, to increase coherence across programs, and to inform state policy in service of improved student learning outcomes for New Mexico students, especially those students identified in the Martinez/Yazzie court ruling as needing sustained and urgent attention.

The Task Force emphasizes that successful implementation of the Teacher Preparation Standards depends on balancing coherence with flexibility. These recommendations are intended to establish a shared foundation for quality while preserving the autonomy, distinct mission, and design of individual preparation programs. Alignment to the standards should not result in uniformity; rather, programs should retain the ability to reflect their unique contexts, partnerships, and areas of emphasis.

The Task Force further affirms that implementation must respect and reinforce tribal sovereignty and the diverse cultural and linguistic communities of New Mexico. The standards and their implementation should be enacted in ways that uplift local knowledge, community priorities, and culturally and linguistically sustaining practices, and must avoid approaches that inadvertently erase or homogenize these perspectives. This includes careful attention to data use, ensuring that data collection, interpretation, and sharing practices align with principles of Tribal data sovereignty and ethical data governance.

Finally, implementation should be phased, supported, and realistic. Implementation must also prioritize usability in practice, ensuring that the standards are translated into clear, observable expectations and supported by tools that can be consistently and feasibly used in planning, instruction, and clinical supervision. Achieving meaningful alignment will require time, state-developed tools and infrastructure, and sustained collaboration across stakeholders. These recommendations are intended to guide a developmental implementation process, not immediate high-stakes enforcement.

Legislature

- **Strengthen and standardize state review of all preparation pathways.** While many pathways are currently subject to state approval requirements, the rigor, consistency, and accountability mechanisms vary across pathway types. The legislature should direct the Public Education Department (PED) to establish and implement a common review framework across all pathways—including traditional undergraduate programs, alternative EPPs, postsecondary teaching experience pathways, and online portfolio pathways—that includes alignment to the Teacher Preparation Standards and clarifies shared responsibilities between preparation programs and employing districts in pathways where candidates are simultaneously serving as teachers of record.

Public Education Department

- **Align administrative code requirements across all preparation pathways to the Teacher Preparation Standards.** New Mexico Administrative Code (NMAC) Title 6, Chapter 61 currently defines competencies for a standard level one license. Replace the competencies in code with the Teacher Preparation Standards and require their use across all preparation pathways—including traditional undergraduate programs, alternative EPPs, postsecondary teaching experiences, and portfolio-based routes.
- **Phase in updates to EPP program approval criteria to require alignment with the Teacher Preparation Standards.** Current criteria include curriculum design and delivery aligned to the InTASC standards. Revise approval criteria to explicitly require alignment to the Teacher Preparation Standards, while maintaining broader program approval requirements and allowing for multiple program models and approaches. Establish a phased implementation timeline that provides programs with sufficient time and guidance to adapt prior to high-stakes review.
- **Align licensure requirements and assessments to the Teacher Preparation Standards.** Entry-level licensure requirements currently include specific coursework and assessments. Review and revise these license-specific requirements to ensure they address and assess the knowledge and skills defined in the Teacher Preparation Standards. Consider redesigning the teacher candidate portfolio to serve as a primary demonstration of proficiency aligned to the standards, and ensure that assessments allow for multiple forms of demonstrating competence, including those responsive to local context and culturally and linguistically relevant practices.
- **Establish a process for ongoing alignment and annual review of related policies and frameworks.** Designate responsibility within the Public Education Department for annually reviewing and recommending updates to topics based on evolving state priorities, policies, frameworks, research, and stakeholder feedback.

Education Preparation Programs

- **Conduct a structured self-assessment to align programs with the Teacher Preparation Standards.** Use the standards to systematically review current curriculum, coursework, clinical experiences, and assessments to identify strengths and gaps. Conduct the assessment in partnership with districts and other employers where candidates are completing job-embedded preparation and design it to support national accreditation. Based on this analysis, develop and implement a plan (including possible redesign) to strengthen alignment and ensure candidates have consistent opportunities to develop and demonstrate the required competencies, while maintaining each program's distinct mission, model, and area of emphasis.
- **Participate in a cross-program community of practice to build shared understanding and improve implementation.** Engage with other preparation

programs, the Public Education Department, district and school partners, tribal and community representatives, and relevant research and policy partners in ongoing collaboration to:

- develop a shared understanding of what the standards look like in practice, including ways they can be enacted in ways that reinforce tribal sovereignty and uplift New Mexico’s diverse cultural and linguistic communities;
 - calibrate expectations for candidate performance across faculty, supervisors, and mentor teachers;
 - share strategies, tools, and approaches for supporting candidates in developing the competencies; and
 - engage in collaborative problem-solving to address standards while preserving local control and program flexibility.
- **Develop and provide statewide alignment tools and implementation supports.** In accordance with the implementation roadmap, collaboratively create and disseminate tools that translate the standards into practice. These resources are essential infrastructure to support consistent, high-quality implementation across diverse program contexts, and are intended to support alignment while allowing for local adaptation, not to require uniform use of specific tools. These tools might include:
 - clear, shared “look-fors” and performance rubrics that define entry-level proficiency in observable terms;
 - curriculum blueprints and course guidance;
 - streamlined tools for planning and clinical observation that can be used consistently across settings without adding unnecessary complexity;
 - common or model performance assessments and aligned rubrics;
 - crosswalks to existing standards and licensure requirements; and
 - self-assessment and program improvement tools.

Shared Responsibility

All three sets of actors should collaboratively:

- **Develop a phased statewide implementation roadmap that defines shared priorities, timelines, and responsibilities for adopting the Teacher Preparation Standards.** The roadmap should:
 - establish realistic, staged timelines for implementation, including initial capacity-building, piloting, and eventual full alignment;
 - distinguish between:

- State-level actions, such as developing common assessments, approval criteria, and guidance to ensure consistency and coherence across programs; and
 - Program-level actions, such as aligning curriculum, coursework, and clinical experiences to the standards.
- identify the tools, resources, and supports required for successful implementation;
- clarify when and how alignment will be incorporated into program approval and review processes, ensuring expectations are transparent and not prematurely enforced; and
- ensure alignment across related state initiatives, policies, and frameworks (such as early childhood common core competencies and literacy standards) so that expectations for teacher preparation are coherent and mutually reinforcing rather than fragmented.
- **Establish a process for ongoing alignment and annual review of related policies and frameworks.** Designate responsibility within the Public Education Department for annually reviewing and recommending updates to topics based on evolving state priorities, policies, frameworks, research, and stakeholder feedback. Designate responsibility and process for updating Appendix A accordingly.

This roadmap should provide a clear sequence for implementation and enable both the state and preparation programs to track progress toward full alignment.