



## NEW MEXICO

### CERTIFICATION

According to its Title II report, New Mexico offers Type A, B, and C certification. Entry-level (Type A) licensure is entitled Level I in New Mexico. To obtain a Level I license a candidate must have a bachelor's degree, have completed a teacher preparation program, and must pass an appropriate exam.

#### **Elementary Certification**

Teachers certified in elementary education (grades K–8) must have a bachelor's degree from a regionally accredited college or university and must have earned specific credits as part of that degree. Teachers are required to have 12 hours in history, including American history and Western civilization and 6 hours in government, economics, or sociology in addition to other general education requirements. Candidates must also complete 30–36 hours of professional education and 24–36 hours in one teaching field.

#### **Middle-Level Certification**

Middle-level certification is not required. Middle-level certification or secondary (7–12) certification enables teachers to teach in middle schools.

#### **Secondary Certification**

To be licensed at the secondary level (grades 7–12), candidates must have a bachelor's degree from a regionally accredited college or university. The general education requirements for the degree must include 12 semester hours in history including American history and Western civilization and 6 hours in government, economics, or sociology. Also required are twenty-four to thirty hours of professional education. Twenty-four to thirty-six hours are required in at least one teaching field and twelve of those hours must be in upper division courses as defined by the college or university. No specific course hours in history are designated. The state does specify competencies that entry-level social studies teachers must meet.

## STANDARDS

### Standards for Teachers

The state of New Mexico outlines competencies that all social studies teachers are expected to meet. After each one, the state then lists the ways in which teachers demonstrate a working knowledge of ideas related to the competency. The key aspects of these competencies include the following:

- ❖ how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity;
- ❖ the purpose of democratic and civic values which act in accordance with democratic processes and principles to protect individual rights, promote the common good, and become an effective United States citizen;
- ❖ the use of language, tools, and skills of social studies;
- ❖ the ways in which human beings view themselves and others over time;
- ❖ understand relationships and patterns in history in order to understand the past and present and to prepare for the future;
- ❖ how personal and group identities are shaped by culture, physical environment, individuals, groups, and institutions;
- ❖ historical developments of structures of power, authority, governance, and the forms and purposes of governments in the world with emphasis on principles, ideals, and forms of governments of the United States;
- ❖ the responsibilities and privileges of United States citizens;
- ❖ to develop and employ the civic skills necessary for participatory citizenship;
- ❖ the impact of economic systems and institutions on individuals, families, careers, businesses, communities, and governments;
- ❖ the diverse, dynamic, and ever-changing nature of culture;
- ❖ physical environments and their relationships to ecosystems and human activities;
- ❖ the impact of science and technology on societies;
- ❖ the role of global connections and interdependence between and among individuals, groups, societies, and nations; and
- ❖ in addition to the general licensure requirements on assessment, the secondary social studies teacher should possess the capabilities, dispositions, and knowledge to assess student learning.

### Standards for Students

The Social Studies Standards in New Mexico are organized into four disciplinary strands: history, geography, government and civics, and economics. Content Standards, Benchmarks, and Performance Standards have been organized in a spiraling framework. Five Guiding Principles provide the basis for the standards.

- ❖ Guiding Principle 1: Social studies (history, geography, economics, and government/civics) should provide learning opportunities that build upon significant concepts and skills over time.
- ❖ Guiding Principle 2: An effective curriculum in social studies emphasizes content from the humanities and social sciences.
- ❖ Guiding Principle 3: Effective social studies curriculum recognizes each person as an individual, encourages respect for the human and civil rights of all people, and also emphasizes students’ shared heritage.
- ❖ Guiding Principle 4: Social studies provides a setting and a frame of reference from which current events and public policy issues directly impact student interest and commitment to the study of social studies content.
- ❖ Guiding Principle 5: Social studies should be supported by a variety of appropriate formative and summative assessments that measure knowledge and skills and determine whether students are progressing not only towards instructional objectives, but also towards the attainment of standards (local, state, and/or national).

In each of the four strands, content standards, benchmarks, and performance standards have been identified. Performance standards have been developed for each grade level and benchmarks have been created in grade clusters K–4, 5–8, and 9–12. The history strand includes United States, New Mexico, and world history. The following content standards exist in social studies:

- ❖ Content Standard I: Strand—History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
- ❖ Content Standard II: Strand—Geography.
- ❖ Content Standard III: Strand—Civics and Government.
- ❖ Content Standard IV: Strand—Economics.

## **HIGH SCHOOL GRADUATION/EXIT EXAM**

The state of New Mexico provides guidelines for high school graduation, but local districts set the specific requirements. The guidelines designate 23 units as required for graduation. Three of these units must be in social science, which include United States history and geography, world history and geography, and government and economics.

### **Exit Exam**

The New Mexico High School Competency Examination (NMHSCE) is a criterion-referenced assessment that measures students’ performance through the New Mexico Competencies and the New Mexico Content Standards and Benchmarks. The test examines students’ knowledge and skills in reading, language arts, mathematics, science, social science, and writing. In order to pass the NMHSCE a student must earn a scale score of 175 on all tests except for the writing exam. The social science exam addresses U.S. and New Mexico history, world geography

and world history, government, civics, economics, and people in societies. Beginning with the 1996–97 school year, the state graduation examination on social science has included a section on the United States Constitution and the constitution of New Mexico.

## **ASSESSMENT**

New Mexico's Statewide Articulated Assessment Program consists of the New Mexico Achievement Assessment Program, the New Mexico Writing Assessment Program, the New Mexico High School Competency Examination, and alternative assessment for students with special needs. The New Mexico Achievement Assessment Program includes the norm-referenced TerraNova Survey Plus. The criterion-referenced exam in grades 3–9 was discontinued in 2001. New criterion-referenced exams are under development. For 2003 tests were given only in grades 4 and 8 for language arts and math. The new high school standards assessment is also under development.