

# **New Mexico 3-Tiered Licensure System**

## **Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers**

Sixth Revision  
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**Prepared by the New Mexico Public Education Department  
Educator Quality Division**

<http://ped.state.nm.us/ped/index.html>

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# Introduction

Welcome to the process of preparing your New Mexico Professional Development Dossier (PDD) for licensure advancement. These *Requirements & Guidelines* will help you prepare your PDD. The *Requirements & Guidelines* have been prepared with input from four groups of educators in the state of New Mexico—the PDD Development Work Group and the PDD Teacher Training Design Work Group, as well as participants in a field trial and a benchmarking session held in the spring and summer of 2004.

Because the PDD is used to make licensure decisions, the *Requirements & Guidelines* for its preparation are standardized, and you should follow them carefully. However, you should also remember that the intent of the *Requirements & Guidelines* is to allow you to tell a set of stories from your practice, stories that are illustrated and validated by concrete evidence from your work with your students and others in your classroom. The PDD is not a test with the right answer. Instead it allows you to construct a picture of your teaching. To meet this goal, you are asked to provide **explanations**<sup>1</sup> of what you did on several occasions in your teaching and to substantiate that explanation with **data**. Two outside reviewers will make decisions based on both the explanation and the data. As they review your dossier, they will seek to understand what you do and how you think about instruction, student learning, and professional growth. Both outside reviewers will be experienced educators, but at least one of the reviewers will have similar subject area expertise. Keep in mind this purpose and audience as you construct your PDD.

These *Requirements & Guidelines* provide background information on the assessment and specific instruction for completing your PDD. Interspersed throughout are “Helpful Hints” that are meant to give you additional insight into how to complete your PDD. In the Appendices, you will find a Glossary of PDD terms and the New Mexico Teacher Competencies and Indicators for Licensure Levels I, II, and III.

## Electronic Submission

The PDD must be submitted electronically for external review and scoring. Submission requirements and accompanying dossier submission templates are provided for you at <http://www.teachnm.org>.

## Extra Assistance

If you need further assistance, consult the *Teacher's Supplemental Handbook for Developing a Professional Development Dossier* and the *PDD Simulation Packet*. The *Simulations Packet* includes simulated example of each strand of the dossier. Obtain a copy of the *Supplemental Handbook* at <http://www.teachnm.org>, as well as the

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<sup>1</sup>Terms in bold are defined in the *Glossary* found in the *PDD Requirements & Guidelines Appendices*.  
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*PDD Simulations Packet* and updates on workshops, training, and support available throughout the state. Other resources available at <http://www.teachnm.org> include online tutorials and training modules for all aspects of the PDD and the submission process.

## **Regarding the Current Document Revision**

The sixth revision of this document included the following changes:

- Updated information on the Manager of PED/EQD
- Updated phone and fax numbers
- Updated zip code
- Updated URL for the NM Public Education Department
- Removal of the "Professional Development Dossier Design Work Group/3-Tier Licensure Implementation Projects 2003-2004" Directory Listing" from 4th Revision

# Background and Overview

## Assessment of Teacher Competency

Advancement to higher levels of teacher licensure in the State of New Mexico is based on the regulations in the Title 6, Chapter 69, of the NM Administrative Code. These regulations outline the competencies for each level and set the parameters for the assessment system. Every teacher will submit a **Professional Development Dossier (PDD)** at the end of three to five years of successful teaching at Level I in order to advance to Level II. Teachers who seek Level III licensure may submit an additional PDD after their third year of successful teaching at Level II. The Public Education Department has established guidelines to assist teachers in demonstrating essential competencies for advancement to Level II and Level III, as specified in the regulations.

## Level II Licensure

A teacher must apply for Level II licensure at the end of three to five years of successful teaching at Level I, including successful completion of a formal mentoring program in his or her district. Teachers who have obtained a NM teacher licensure under interstate reciprocity must have at least two years experience teaching in New Mexico before advancing to Level II. A teacher seeking Level II Licensure must submit a PDD compiled according to the *Requirements & Guidelines*.

## Level III Licensure

A teacher is eligible to apply for Level III licensure upon completion of at least three years of successful teaching at Level II AND achievement of either an approved post-baccalaureate (master's) degree or advanced certification from the National Board for Professional Teaching Standards. Teachers who have obtained a NM teacher license under interstate reciprocity must have at least two years experience in New Mexico before advancing to Level III.

## Application

A teacher applies for both Level II and Level III licensure by completing a Professional Development Dossier (PDD) and submitting it to the designated contractor of the New Mexico Public Education Department. To better serve the needs of teachers wishing to advance from one level of licensure to another, the PDD submission period will start July 15, 2010 at 12:01am and remain open until March 31, 2011, at 5:00pm. This single extended submission period allows PDD results to be posted quickly and allows for immediate resubmissions when needed. Each year there after, the session will start July 15, at 12:01 am and remain open until March 31 at 5pm. Instructions for submitting your completed PDD online are available at <http://www.teachnm.org>.

## The PDD

The **Professional Development Dossier (PDD)** is a focused, compact collection of documentation compiled by the teacher seeking licensure advancement with support from her/his school district. The PDD documentation is a collection of classroom **data** (lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure.

The PDD is organized into five **strands**. These five strands are aligned with the New Mexico Teacher Competencies and Indicators<sup>2</sup> and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed PDD. The strands and the documentation required for each are outlined in the following chart.

## Review of Strands A, B, and C

The Instructional, Student Learning, and Professional Learning Strands (Strands A, B, and C) will be evaluated by two reviewers from outside a candidate's district. At least one of the **external reviewers** will have teaching experience in the same or similar subject area and at the same or similar grade level.

Each of these strands will be rated DOES NOT MEET, MEETS, or EXCEEDS the standard for the level to which the teacher has applied. Reviewers will be trained to ensure fair and reliable ratings, and the two reviewers will rate each strand independently. If both reviewers agree on a rating, that will be the final rating. When reviewers disagree, the final ratings will be determined as follows:

- If one reviewer rates a strand MEETS and the other rates the same strand as EXCEEDS, the final rating will be MEETS.
- If one reviewer rates a strand DOES NOT MEET, and the other rates the same strand EXCEEDS, the final rating will be MEETS.
- If one reviewer rates a strand DOES NOT MEET, and the other rates the same strand MEETS, a third independent reviewer will rate the strand.

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<sup>2</sup>A copy of the competencies is available in the Appendices to these *Requirements & Guidelines*.  
*New Mexico PDD Requirements & Guidelines*  
Fourth Edition  
July 2010

# Licensure Advancement

Licensure advancement is awarded when:

- a. The superintendent provides verification for Strand D and recommends licensure advancement for Strand E; and
- b. Strands A, B, and C are rated MEETS or EXCEEDS. Licensure advancement will not be awarded if any strand not rated DOES NOT MEET. Applicants for licensure advancement will receive credit for strands rated MEETS and may resubmit any strand rated DOES NOT MEET under conditions established in the rules.

## Getting Started

Read all of the *Requirements & Guidelines* before you begin. They will help you prepare a dossier that will be easily understood by external reviewers. You may work on and complete the strands in any order, but you will need to carefully organize them as instructed in the *Requirement & Guidelines*. Because each strand requires some collection of data over different periods of time, it would be helpful to establish a schedule to ensure a timely completion. The presentation of each strand includes the following sections:

- Overview
- Preparation Activities
- Documentation Guidelines for External Review
- Helpful Hints
- Final Checklist
- Criteria for Success



# Strand A. Instruction

## (Competencies 1, 2, & 5)

### Overview

The documentation that you prepare for this strand will allow independent reviewers to make decisions related to Competencies 1, 2, & 5:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.

Follow the directions below to complete all requirements for Strand A: “Preparation Activities,” “Data Collection Activities,” and “Documentation Guidelines for External Review.” Use information in “Helpful Hints,” “Final Checklist,” and “Criteria for Success” to check for accuracy and completion of the documentation required for this Strand.

### Preparation Activities

To prepare for Strand A: Instruction, select a **3 to 5 hour segment of your instruction**. This segment of instruction should demonstrate your work with one group of students and may take place during one day or in consecutive or connected lessons. Select instruction that

- **Integrates** skills or content from more than one subject area.
- Is connected by a **concept, skill, and/or theme**.
- Provides evidence of **student achievement** related to your instruction.

### Data Collection Activities

As you teach this segment,

- Collect **data** that show the range of achievement levels in the class you have selected.
- Keep a close record of what you and your students did during the 3 to 5 hours of instruction. You may take good notes yourself, ask your students to chronicle the events and what they learned, have a colleague observe, and/or audio videotape instruction.
- Collect and photocopy resources that you and your students used.

- Collect examples of work that students completed as a result of this instruction. This work may have been completed during or after the segment of instruction. It should provide evidence of what students learned and demonstrate different levels of achievement.
- Obtain consent to use students' work as part of your PDD. Use the PDD Student Release Form found in the Appendices in both English and Spanish. Keep these release forms on file for two years after your application for licensure advancement.

## Documentation Guidelines for External Review

Read the guidelines for documentation that follow. These guidelines will assist you in telling the story of this segment of instruction by giving directions in how to explain your instruction, to prepare selected data, and to organize both into documentation that will offer external reviewers a clear and concise picture of this segment of instruction. When you are finished, you will have completed six sections in Strand A:

- I. Context
- II. Introduction
- III. Instructional Recordings
- IV. Resources
- V. Student Work
- VI. Student Achievement

Directions for preparing each section follow below.

\*\* A simulation of Strand A is available online in the *PDD Simulation Packet* at <http://teachnm.org>.

**\*\* Important Note: Do Not Exceed the maximum limits for any section specified in the guidelines. External reviewers will consider explanation up to the maximum number of words and up to the maximum number of minutes of audio or video recording allowed for any section of Strand A. They will consider items up to the maximum number of resources or examples of student work allowed for Strand A. Exceeding the limits for any section may jeopardize your score for Strand A.**

**I. Context:** This section of your documentation informs reviewers about your students and your classroom context.

<p>A. Provide the following information about the class you are presenting:</p> <ol style="list-style-type: none"><li>1. Grade level(s):</li><li>2. Course title/subject area:</li><li>3. Number of students in the class:</li><li>4. Number of students with identified special needs as indicated by IEP's:</li><li>5. Number of students who are English Language Learners:</li></ol>
<p>B. Write a brief description (350 word maximum) of the range of achievement levels of students in your class and explain why the 3 to 5 hour segment of instruction you are submitting in the PDD is appropriate for this group of students at this time. Support your claims by referring to standardized assessment data or other assessments appropriate to your content area, grade level, and/or specialty area.</p>
<p>C. List no more than three New Mexico Student Performance Standards and Benchmarks, District Curriculum Standards and Benchmarks or other approved learning goals for your content area that the selected 3 to 5 hour segment of instruction helped students achieve. Please indicate the subject area(s) and the complete standards or other approved learning goals.</p>
<p>D. (Optional) Provide any additional information necessary for a reviewer to understand the context of your instruction (350 word maximum).</p>

**II. Introduction:** This section of your documentation introduces reviewers to the 3 to 5 hour segment of instruction you are presenting in this strand.

<p>Provide a brief introduction (1000 word maximum) to your 3 to 5 consecutive or connected hours of instruction with one group of students. Include the following:</p> <ul style="list-style-type: none"><li>● The knowledge and skills this instruction helped students to learn.</li><li>● How this segment fit in with previous and continuing instruction.</li><li>● How this segment integrated skills or content from more than one subject area.</li><li>● How you organized the educational setting to enhance student learning in this segment.</li><li>● How you differentiated instruction for students with diverse needs.</li></ul>
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**III. Instructional Record:** This part of your documentation provides reviewers with a detailed description of your ongoing instruction during this segment.

The Instructional Record has two columns. In the left-hand column, write a narrative description of events that occurred during the 3 to 5 consecutive or connected hours of instruction that you have selected to document. In the right hand column, write an explanation of your reasoning related to this activity, including how the activity was

adapted for students with diverse needs. Center the Activity Title across both columns.

<i>Instructional Record</i>	
<b>Activity Title:</b> Write a name for each activity, the configuration of student groups, and record the approximate duration of the activity in minutes. Center this information above both columns.	
<p><b>Description:</b> <i>What you did and what the students did.</i></p> <p>On the left side of each page of your Instructional Record, describe the learning experiences in your classroom.</p> <ul style="list-style-type: none"><li>• Be specific about your actions and characterize what you said.</li><li>• Refer to any materials or resources used. These will be labeled and included in Section IV: Resources.</li><li>• Be specific about what students did, materials they used, and the nature of their interactions.</li></ul>	<p><b>Explanation:</b> <i>Why you did it.</i></p> <p>On the right side of each page of your Instructional Record, explain the experiences that you describe in the left column.</p> <p>Within your explanation, talk about why (and how, if relevant) these activities allowed you to:</p> <ul style="list-style-type: none"><li>• adapt instruction to your students' diverse learning needs</li><li>• help students to make connections with other ideas that they have encountered in your class or in other disciplines.</li><li>• help students build upon and extend their knowledge and abilities.</li></ul>

**IV. Resources:** This part of your documentation presents resources and materials that you and your students used in your 3 to 5 hours of consecutive or connected instruction.

Collect an example of up to four of the resources referred to in Sections II and III of the Instruction Strand. These resources may include handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; etc. You do not have to include all resources you discuss or describe in Sections II and III, but may select up to four that demonstrate your competence in utilizing a variety of resources. **Special Note: Because of issues related to electronic file size, any pictures or other visual representations of room displays used in Strand A must be included only in Section IV: Resources and will be considered as part of the maximum of four resources included in this section.**

Clearly label each resource at the top of each page:

- Label each page as "Resource."
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Sections II and III.
- Number each one consecutively.
- Go back to sections II and III and make sure you refer to each resource by name and place the resource number in parentheses after each reference, i.e., (Resource 1, etc).
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand A.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:

Title:

Resource Number:

Author:

Source:

Date of publication:

2. *Viewing/ listening selections:* Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. *Differentiated Materials:* If students used different materials, provide a description of the kinds of materials used (350 word maximum), with complete labels (see above) for 3 to 5 of them.

4. *Room Displays:* Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8

½ x 11 inch printable format.

**V. Student Work:** This section of your documentation provides data that shows the range of achievement of your students, based on the instruction you documented in Sections I, II, III, and IV.

- Select three examples of student work that represent high, mid-range, and low levels of achievement on an assignment, performance, task or other activity completed in connection with the 3 to 5 hour segment of instruction. A work example in this section of Strand A should be a single assignment, performance, task or other activity rather than several collected pieces of student work. You should include a maximum of three work examples in this section: one example of high level of achievement, one example of mid-range level of achievement, and one example of low level of achievement. These examples may include student written or drawn work, photographs, audio recordings (3 minute maximum for each work example), or video recordings (3 minute maximum for each work example). You will explain the levels of achievement demonstrated in these work examples in Section VI: Analysis of Student Achievement.
- Label each appropriately as "Example of High Achievement," "Example of Mid-Range Achievement," and "Example of Low Achievement." Remember to keep all signed PDD Student Release forms on file. Do not include them in your PDD.
- Black out or avoid using student, school, and teacher names and any other identifying features.

**VI. Analysis of Student Achievement: This section of your documentation provides the reviewer with evidence that students in your class learned from this instruction.**

A. Explain (350 word maximum) the way(s) in which this class of students demonstrated their achievement (e.g., test, work sample, performance) related to this segment of instruction. (You included three required examples of student work in Section V: Student Work).
B. Provide the criteria (350 word maximum) for determining different levels of achievement related to the segment of instruction and how you communicated these to students in the class. Describe specific criteria as well for the three work examples presented in Section V. Student Work. You may include a handout or other means of communication to students, clearly labeled "Criteria."
C. Explain (500 word maximum) how the three students differed in their achievement levels in the work examples presented in Section V. Student Work and how this achievement relates to the standards and/or benchmarks or other learning goals you identified in Section I: Context. Refer to specific features of the three student work examples (one high achieving, one mid-range achieving, and one low achieving) to support your claims.
D. Explain (350 word maximum) how this student achievement was communicated to parents.
E. Explain (350 word maximum) how you took this data into account in your next instructional segment for this class.

## Helpful Hints

- Think of the preparing Section 1: Context as setting the scene for the story of this segment of teaching.
- Standards and benchmarks are usually available at your school or district. New Mexico Standards and Benchmarks are available on line at <http://ped.state.nm.us/ped/index.html> (click on Programs, then CILT and Standards). If your content area has guiding standards other than these, be sure to identify these as appropriate for learning goals in your subject or licensure area.
- Remember that you may include only three examples of student work for Strand A: one example of high achievement, one example of mid-range achievement, and one example of low achievement. The work may have taken place during the three to five hours of instruction or it may have come later. In either case, try to show reviewers the relationship between the instruction you documented and the work you included.
- It's a good idea to discuss the student work with colleagues so that you can learn more about what it shows. When you write your analysis of student achievement,

really go into detail about how each piece of work demonstrates your criteria for different levels of performance. Point out, highlight, or quote different aspects of each student's work. Don't assume that your reader can make the connections from the rubric or other grading criteria to the student work.

## **Final Checklist**

It is important to organize your documentation carefully so that reviewers can make sense of it. To organize Strand A: Instruction, please make sure that:

\_\_\_\_\_ You have completed all sections of the Strand A: Instruction.

\_\_\_\_\_ Your name, student names, and school names are blacked out, so reviewers cannot read them.

\_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.

\_\_\_\_\_ Optional video or audio recordings are clearly labeled as the appropriate level of "Student Work." Clearly indicate which example of student work represents "High Achievement," "Mid-Range Achievement," and "Low Achievement." Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.

\_\_\_\_\_ Make a copy of your Strand A documentation and keep it on file with your PDD Student Release Forms.

## **Criteria for Success - Strand A**

Based on the evidence you provide in Strand A, external reviewers will make decisions about your abilities to meet Competencies 1, 2, & 5:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.



### **Advancement to Level II: Strand A Criteria for Success**

In order for your PDD to be rated as meeting the Strand A competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- Information and concepts you provide must be accurate for the content areas addressed.
- The segment of instruction should promote student development of accurate concepts and acceptable skills within the content areas addressed. You should use multiple teaching strategies and modes of instruction to accommodate different learning styles and adapt instruction for individual student needs. Your segment of instruction should be aligned with the standards you identify. New concepts and ideas should build upon previous experiences, skills, and concepts, with a clear directionality.
- Students must be assessed on what they have been taught or had the opportunity to learn. Students should be apprised of the criteria for their success prior to completion of their work. Criteria for differing levels of performance should be evident in the student work samples you provide.

**Failure to meet any of the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand A submissions that go beyond these criteria.**



### **Advancement to Level III: Strand A Criteria for Success**

In order for your PDD to be evaluated as meeting Strand A competencies at Level III, **Strand A must meet all of the Level II criteria listed above and go beyond Level II criteria in the following ways:**

- You explain the concepts and skills being taught in terms of the larger ideas of the content area and I or in terms of how students may understand and learn them.
- The segment of instruction promotes an understanding of how the concepts and skills taught fit into the larger ideas of the content area.
- The segment of instruction provides differentiated instruction using a variety of methods to reach all students effectively (according to learning modalities, style preferences, and intelligences) with a clear connection to student learning.
- You work with parents and/or colleagues to adapt instruction to meet the needs of students with disabilities.
- You help students and parents understand how and why the students are learning.

**Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand A submissions that go beyond these criteria.**



# Strand B. Student Learning (Competencies 3, 4, 6, & 7)

## Overview

The documentation that you prepare for Strand B will allow independent reviewers to make decisions related to Competencies 3, 4, 6, & 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Follow the directions below to complete all requirements for Strand B: "Preparation Activities," "Data Collection Activities," and "Documentation Guidelines for External Review." Use information in "Helpful Hints," "Final Checklist," and "Criteria for Success" to check for accuracy and completion of the documentation required for this Strand.

## Preparation Activities

To prepare for Strand B: Student Learning, select two students who represent how you work over time with differing learner levels, rates, styles, and needs. Select students who:

- Are ***different from the students whose work you used in Strand A.***
- May be in the same class as the one you used for Strand A, or they may be from a different class.
- Represent some of the **diversity** in your class.
- Are willing to allow their work to be used in your PDD.

## Data Collection Activities

As you work with these students, closely follow their progress for an extended period of time—from one week up to one semester. Collect data that will allow you to document each student's development of one or more specific concepts, understandings, and/or skills as they work in a content area you teach. To collect data for this strand:

- Obtain consent to use these students' work as part of your PDD. Use the PDD Student Release Form found in the Appendices. Keep these release forms on file for two years after your application for licensure advancement.
- Keep each student's work, date it, and organize it chronologically. Label it with a brief description of the assignment (or attach a copy) that generated each piece of work. You may use paper documents, or you may periodically videotape a student's performance of a task. In any case, be ready to explain how the concepts, understanding, and/or skills developed.
- Observe students while they are working. Keep dated records of your observations.
- Note your interventions and interactions with each student and your observations of each student's interaction with others.
- Note and keep copies of any resources and materials that you and your student used.
- Periodically discuss each student's work with the student and with his/her parents. Try to find out more about what may have influenced each student's work. Note what you learn.

## Documentation Guidelines for External Review

Read the guidelines for documentation that follow. The guidelines will assist you in telling the story of two students' learning—referred to as Student X and Student Y. The story of each student has four sections that work together to demonstrate your ability to work with diverse students:

### Student X

- I. Introduction
- II. Explanation of **Student Learning**
- III. Examples of Student Work (with assignments)
- IV. Resources

### Student Y

- I. Introduction
- II. Explanation of **Student Learning**
- III. Examples of Student Work (with assignments)
- IV. Resources

When you have sufficient data that show how each student is learning one or more concepts, understanding, or skills in a content area, you should begin your documentation. To document the Student Learning Strand for external review, you will need to carefully analyze your notes and other data to determine how to describe student growth and what work best illustrates that growth.

**Decide which student will be Student X and which will be Student Y.** Directions for preparing each section follow below\*\* A simulation of Strand B is available in the *PDD Simulation Packet* available online at <http://www.teachnm.org>.

**\*\* Important Note: Do Not Exceed the limits for any section specified in the guidelines. External reviewers will consider up to the maximum number of words and/or maximum minutes of audio or video recording allowed for any section of Strand B. They will consider up to the maximum number of resources or examples of student work allowed for Strand B. Exceeding the limits for any section may jeopardize your score for Strand B.**

## Student X

**I. Introduction:** This section of your documentation introduces Student X.

Provide the following information for Student X:

- A. Age:
- B. Grade level:
- C. Subject(s) or discipline area(s):
- D. Number of students in his/her class:
- E. Names of concepts, understandings, or skills illustrated in this Strand for Student X:
- F. How the student's level of work compares to others in his/her class:

**II. Explanation of Student Learning:** This section explains how Student X learned the concepts, understandings, and/or skills that you identified in Section I: Introduction.

For Student X, explain in writing (2000 words maximum):

- A. Why you selected this student to represent how you work with the diversity in your class.
- B. How these pieces of student work were produced.
- C. What these pieces of student work show you about his/her learning during the time frame you have chosen. Refer to specific passages or moments related to student learning, using the number of the piece of student work as a citation.
- D. How you helped the student understand his/her own learning.
- E. How you communicated with and involved the student's parents.

**III. Examples of Student Work:** This section of your documentation provides concrete evidence of what you explain in Section II. Select 3 to 5 examples of his/her work to illustrate how s/he is learning in one content area. Learning may be seen in dramatic, large-scale change, or, more likely, as subtle incremental change. It may not always be a linear progression toward mastery; more likely, it is full of stops and starts, with learning in one area, while holding still or going backwards in another. It can result in misconception and overgeneralization, dramatic insight and subtle nuance. As you select examples of student work, identify details, changes, and patterns in the student's work that illustrate your explanation of how the student is learning.

After you have selected 3 to 5 examples of one student's work, prepare them as follows:



- Black out all school, teacher, and student names and other identifying information.
- Write "Student X" at the top of each page of student work for the first student, and "Student Y" for the second student.
- Arrange the student's work in the order in which it was produced and number each, starting with number 1 and continuing up to number 5. Write the example number large at the top of the first page or in another prominent place on the example. If you are including video or audio (up to 3 minutes for each work example), state which student the work belongs to and place the example number at the beginning of each example.

**IV. Resources:** This section of your documentation presents the influential resources and materials that you and Student X used to support learning.

Collect an example of up to four of the resources that were influential in the student's learning. Please include any handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; and examples of other students' work. You do not have to include all resources you discuss or describe in Section II, but may select up to four that demonstrate your competence in meeting diverse student needs and ensuring understanding. **Special Note: Because of electronic file size issues, any pictures or other illustrations of room displays used in Strand B must be included only in Section IV: Resources and will be considered as part of the maximum of four resources included in this section.**

Clearly label each resource at the top of each page. To do so:

- Label each page as "Resource."
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Section II.
- Number each one consecutively.
- Go back to section II and make sure you refer to each resource by name and place the resource number in parentheses after each reference in your Explanation of Student Learning.

Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand B.

1. **Reading Selections:** If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:

Title:

Resource Number:

Author:

Source:

Date of publication:

2. *Viewing and listening selections*: Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. *Room Displays*: Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8 ½ x 11 inch printable format.

## **Student Y (Note that the instructions are the same for both students.)**

**I. Introduction:** This section of your documentation introduces Student Y.

Provide the following information for Student Y:

- A. Age:
- B. Grade level:
- C. Subject(s) or discipline area(s):
- D. Number of students in his/her class:
- E. Names of concepts, understandings, or skills illustrated in this strand for Student Y:
- F. How the student's level of work compares to others in his/her class:

**II. Explanation of Student Learning:** This section explains how Student Y learned the concepts, understandings, and/or skills that you identified in Section I: Introduction. For Student Y, explain in writing (2000 words maximum):

- A. Why you selected this student to represent how you work with the diversity in your class.
- B. How these pieces of student work were produced.
- C. What these pieces of student work show you about his/her learning during the time frame you have chosen. (Refer to specific passages or moments related to student learning, using the number of the piece of student work as a citation.)
- D. How you helped the student understand his/her own learning.
- E. How you communicated with and involved the student's parents.

**III. Examples of Student Work:** This section of your documentation provides concrete evidence of what you explain in Section II.

Select 3 to 5 examples of his/her work to illustrate how s/he is learning. Learning may be seen in dramatic, large-scale change, or, more likely, as subtle incremental change. It may not always be a linear progression toward mastery; more likely, it is full of stops and starts, with learning in one area, while holding still or going backwards in another. It can result in misconception and overgeneralization, dramatic insight and subtle nuance. As you select examples of student work, identify details, changes, and patterns in the student's work that illustrate your explanation of how the student is learning.

After you have selected 3 to 5 examples of one student's work, prepare them as follows:

- Black out all school, teacher, and student names and other identifying information.
- Write "Student X" at the top of each page of student work for the first student, and "Student Y" for the second student.

- Arrange the student's work in the order in which it was produced and number each, starting with number 1 and continuing up to number 5. Write the example number large at the top of the first page or in another prominent place on the example. If you are including video or audio (up to 3 minutes for each work example), state which student the work belongs to and place the example number at the beginning of each example.

**IV. Resources:** This section of your documentation presents the influential resources and materials that you and Student Y used to support learning.

Collect an example of up to four of the Resources that were influential in the student's learning. Please include any handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; and examples of other students' work.

Clearly label each resource at the top of each page. To do so:

- Label each page as "Resource."
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Section II.
- Number each one consecutively.
- Go back to section II and make sure you refer to each resource by name and place the resource number in parentheses after each reference in your Explanation of Student Learning.

Follow the special instructions below if you choose to use one or more of the types of resources described in these instructions as part of documentation for Strand B.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:

Title:

Resource Number:

Author:

Source:

Date of publication:

2. *Viewing and listening selections:* Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. Room Displays: Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8 ½ x 11 inch printable format.

## Helpful Hints

- The student work in Strand B serves a different purpose from what it served in Strand A. In Strand A, student work is meant to represent different levels of achievement on the same task in relation to established criteria. In Strand B, student work should show how a student is learning during an extended period of time. The student work and/or instruction may be different for Student X and Student Y, and the explanation of how they learn should reflect diverse ways of learning.
- Start this strand by collecting data on more than two students (3 to 5) in case students leave before data collection is complete.
- Get Release Forms signed in advance of data collection.
- Feel free to complete the sections in a different order than you will present them in Strand B. Just order them according to the guidelines in the template when you are finished.
- Focus on a few concepts, understandings or skills (even just one) in one content area and be specific in identifying features of the student work that show how each student learned. Don't just put in work and assume that the reviewer will automatically see the progress.
- Look for evidence in your observations and student work that show how a student understood your instruction or interventions. Include your interpretation of that evidence in your explanation.

## Final Checklist

It is important to organize your documentation carefully so reviewers can make sense of it. To organize Strand B: Student Learning, please make sure that:

\_\_\_\_\_ You have completed all sections of the Strand B: Student Learning.

\_\_\_\_\_ Your name, student names, and school names are blacked out, so reviewers cannot read them.

\_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.

\_\_\_\_\_ Optional video or audio recordings are clearly labeled as "Student X" or "Student Y." Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.

\_\_\_\_\_ Make a copy of your Strand B documentation and keep it on file with your PDD Student Release Forms.

## Criteria for Success - Strand B

Based on the evidence you provide in Strand B, external reviewers will make decisions about your abilities to meet Competencies 3, 4, 6, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

### **Advancement to Level II: Criteria for Success in Strand B**

In order for your PDD to be rated as meeting the Strand B competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- The samples of student work that you provide show growth in one discipline or content area over time.
- Your explanation highlights aspects of student work and analyzes those aspects in light of sound principles of student growth, development and learning.
- Your explanation of student progress communicates a positive attitude toward the student and reasonable expectations for growth.
- Your instruction and resources are reasonable for each student's development and include necessary adaptations for students with IEPs and English language learners.
- Your feedback supports student learning.
- You differentiate between the two students' work and how they are growing and learning.

**Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand B submissions that go beyond Level II criteria.**

### **Advancement to Level III: Criteria for Success in Strand B**

In order for your PDD to be evaluated as meeting Strand B competencies at Level III, **Strand B must meet all of the Level II criteria** and go beyond Level II criteria in the following ways:

- Samples of student work show growth in one or more specific concepts or skills within your discipline or content area.
- Your analysis provides an in-depth characterization of each student's learning and shows a clear relationship between the experiences encountered by the student and his/her learning.
- Your instruction and resources engage each student in reflecting on his/her own progress in light of learning goals and experiences.
- Students receive feedback from multiple sources and are helped to make decisions about what to do in response to that varied feedback.

**Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand B submissions that go beyond Level III criteria.**





# Strand C. Professional Learning (Competencies 8 & 9)

## Overview

The documentation that you prepare for this strand will allow independent reviewers to make decisions related to Competencies 8 & 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents and community members.

Strand C has two parts, Section I that focuses primarily on Competency 8, how you examine and implement change; and Section II that focuses primarily on Competency 9, how you work productively with colleagues, parents and/or community members. On the whole, the two sections represent different aspects of Professional Learning and should be documented separately. In addition, these two sections do not have to be related to one another. The sections may describe either independent activities or those related in some way. (For example, your consideration of change in Section I may be an outgrowth of a collaborative activity.) A simulation of Strand C is available in the PDD Simulation Packet available online at <http://teachnm.org>.

## Section I. Examining and Implementing Change

Follow the directions below to complete all requirements for Strand C: "Preparation Activities," "Data Collection Activities," and "Documentation Guidelines for External Review." Use information in "Helpful Hints," "Final Checklist," and "Criteria for Success" to check for accuracy and successful completion of the documentation required for this Strand.

### Preparation Activities

To prepare for Section I: Examining and Implementing Change of Strand C: Professional Learning:

- Identify an area in which you seek to improve your practice.

### Data Collection Activities

*New Mexico PDD Requirements & Guidelines  
Sixth Revision  
September 2012*

As you investigate this area over time (weeks, months, semester, or a year),

- Keep records of any reading, workshops, coursework, professional development, classroom observations, or other ways you sought information.
- Keep a running record of what you have learned and insights you have gained as you gathered information.
- Collect evidence of changes in your practice (e.g., documents, photographs, student or parent testimony, observer's description, short video or audio, student work products, public presentations, or any other concrete representation of your practice).

### Documentation Guidelines for External Review

This section of your documentation is meant for you to tell the story of how you explored one or more ideas for improving your teaching. \*\*

**\*\* Important Note: Do Not Exceed the limits for any section specified in the guidelines. External reviewers will consider up to the maximum number of words and/or the maximum minutes of audio or video allowed for any section of Strand C. They will consider up to the maximum number of illustrations or resources for Strand C. Exceeding the limits for any section may jeopardize your score for Strand C.**

To document Section I: Examining and Implementing Change:

A. Explain the area you investigated and what prompted you to do it (350 word maximum).
B. Explain what you learned from one or more resources and what you learned from trying new ideas in your classroom (350 word maximum).
C. Explain how your practice changed and what your plans are for future growth in this or another area (350 work maximum).
D. To support your explanation, select up to four pieces of evidence that illustrate changes (3 minutes maximum for audio or video recording). Label and number your illustrations and refer to them in your explanation by name and number. Include them as appendices to your explanation.
E. Provide a list of the resources (up to 10) that you consulted.

## **Section II. Collaboration**

Follow the directions below to complete all requirements for Strand C: "Preparation Activities," "Data Collection Activities," and "Documentation Guidelines for External Review." Use information in "Helpful Hints," "Final Checklist," and "Criteria for Success" to assess accuracy and successful completion of the documentation required for this Strand.

### **Preparation Activities**

To prepare for Section II: Collaboration of the Strand C: Professional Learning:

- Monitor your collaboration with colleagues, parents, and/or community members so that you can select an area and specific goals related to the selected area to share with reviewers.

### **Data Collection Activities**

As you collaborate during the year,

- Collect data and keep notes about your collaborative activities and their outcomes. It is not necessary to document all of your collaborative efforts; instead tell a detailed story of one effort. For example, you may want to focus on how you maintain communication with parents about their student(s); or you may want to tell the story of a project in which you were involved.
- Collect evidence that illustrates your productivity in this area (copies of documents, photographs, student or parent testimony, observer's description, short video or audio, student work products, public presentation, or any other concrete representation of your activity).

### **Documentation Guidelines for External Review**

This section of your documentation helps reviewers understand how you collaborate with others in education. \*\*

**\*\* Important Note: Do Not Exceed the limits for any section specified in the guidelines. External reviewers will consider only the maximum number of words and/or the maximum minutes of audio or video allowed for any section of Strand C.**

**They will consider only the maximum number of illustrations or resources allowed for**

**Strand C. Exceeding the limits for any section may jeopardize your score for Strand C.**

To document Section II: Collaboration:

<p>A. Explain one way you work with colleagues, parents, and/or community members (1000 word maximum). Please include:</p> <ol style="list-style-type: none"><li>1. Your goals for this collaboration</li><li>2. How you interacted with others to achieve these goals</li><li>3. The outcomes of this collaboration</li></ol>
<p>B. To illustrate your explanation, provide evidence that offer concrete representation of your collaboration. Please include up to four of any of the following:</p> <ul style="list-style-type: none"><li>Documents</li><li>Photographs</li><li>Student or parent testimony</li><li>Observer's description,</li><li>Short video <u>or</u> audio (up to 3 minutes for video <u>or</u> up to 3 minutes for audio)</li><li>Student work products</li><li>Public presentations</li><li>Any other concrete representation of your collaboration</li></ul> <p>Label and number your illustrations so that you can refer to them in your description by name and assigned number. Include them as appendices to your explanation.</p>

## Helpful Hints

- When selecting an aspect of your practice that you want to change or improve, consider your interests, annual evaluation, and Professional Development Plan.
- To document change, be specific about what areas you sought to improve. Make sure that the data that you provide reflects the change you are claiming to have made. Remember that not all change is successful in the short run and your explanation should include your experiments and decisions. What counts is what you learn from your experimentation.
- Choose evidence for Sections I and II that support the description of the activities involved in a substantive way. A certificate of completion of a workshop, a reference to a specific article or book, or a parent's or community member's letter of commendation without direct connection to the narrative will not support or enhance the presentation of this strand.

## Final Checklist

It is important to organize your documentation carefully so reviewers can make sense of it. To organize Strand C: Professional Learning, please make sure that:

\_\_\_\_\_ You have completed all sections of the Strand C: Professional Learning.

\_\_\_\_\_ Your name, student names, and school names are blacked out, so reviewers cannot read them.

\_\_\_\_\_ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.

\_\_\_\_\_ All pieces of evidence are clearly labeled.

\_\_\_\_\_ Make a copy of your Strand C documentation and keep it on file with your PDD Student Release Forms.

## Criteria for Success: Strand C

Based on the evidence you provide in Strand C, external reviewers will make decisions about your abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

### Advancement to Level II: Criteria for Success for Strand C

In order for your PDD to be rated as meeting the Strand C competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- You identify and investigate an area for improvement.
- You consult resources on methodology, research and current trends in education. You apply what you are learning to your practice, and reflect on the successes and failures of what you are trying out.
- You communicate with parents/guardians about their children in a professional way that supports student learning **-or-**  
You collaborate with colleagues, parents, and/or community members to positively influence the classroom, school, and/or community.

**Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand C submissions that go beyond Level II criteria.**

### Advancement to Level III: Criteria for Success for Strand C

In order for your PDD to be rated as meeting the Strand C competencies at Level III, **Strand C must meet all of the Level II criteria** and go beyond the Level II criteria in the following ways:

- You demonstrate improvement in your practice and clearly delineate how your experiences evoked that change.
- You fully integrate collaborative efforts into classroom practice.
- You facilitate participation of others in the education of students.

**Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand C submissions that go beyond these criteria.**



# Finishing Your PDD: Strands D and E

## The Administrator's Role in Teachers' Licensure Advancement

District-level administrators will complete Strands D and E online. For Strand D, they will review Strands A, B, and C and verify specified requirements, including the authenticity of the teacher's work in the dossier. For Strand E, they will recommend the teacher for licensure advancement based on evidence from annual evaluations. Administrators can access instructions for completion of Strands D and E online at <http://teachnm.org>.

# **Professional Development Dossier Appendices**

**Appendix 1: PDD Student Release Forms**

**Appendix 2: Glossary of Terms**

**Appendix 3: New Mexico Teacher Competencies and Indicators**

## **Appendix 1: Student Release Form**

A copy of the PDD Student Release Form in both English and Spanish are presented on the next two pages. Photocopy as many forms as you need. Make sure that you have a signed form for each student whose work or image you are using in your PDD. Keep these on file with a copy of your completed PDD for two years after your application for licensure advancement.

## PDD Student Release Form

Dear Parent/Guardian:

Please read the following information. Then complete, sign, and detach the Permission Slip and return it to me as soon as possible.

This school year, I am preparing a Professional Development Dossier (PDD) for the New Mexico Public Education Department. The purpose of the PDD is to provide evidence of my teaching so that it can be assessed. I am required to complete the PDD in order to apply for licensure advancement.

To provide this evidence, I may be videotaping lessons taught in your child's class. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. Also, I need to submit samples of student work as evidence of my teaching competence, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be used only as evidence of my competency or as part of training materials for PDD reviewers. Your child's image and/or work will not be made available to the general public.

Please sign the form below to grant or deny your permission for videotaping or using your child's work.

Sincerely,

---

Teacher Signature

## PDD Permission Slip

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

I am the parent/legal guardian of the student named above. I have received and read your letter regarding your Professional Development Dossier. Please check all that apply below.

\_\_\_\_\_ Yes, I give my permission to include my child's image on videotape for purposes of the PDD.

\_\_\_\_\_ No, I do not give my permission to include my child's image on videotape for purposes of the PDD.

\_\_\_\_\_ Yes, I give my permission to reproduce and include my child's work for purposes of the PDD.

\_\_\_\_\_ No, I do not give my permission to reproduce and include my child's work for purposes of the PDD.

---

Signature of Parent or Guardian

Date

## PERMISO PARA GRABAR EN VIDEO AL ESTUDIANTE O USAR SUS TRABAJOS

Estimado padre o tutor:

Le rogamos que, después de leer la información que aparece a continuación, llene el permiso, lo recorte y me lo devuelva lo más pronto posible.

Este año escolar voy a preparar mi "Dossier de Desarrollo Profesional" (siglas en inglés, PDD) para el Departamento de Educación Pública de Nuevo México. El propósito de este Dossier es presentar muestras de cómo enseño para que me puedan evaluar. Me piden que elabore el dossier para poder solicitar una certificación más avanzada de maestro(a).

Con el fin de proporcionar dichas muestras, tal vez yo grabaré en video algunas de las lecciones que enseño en la clase de su hijo(a). Aunque en los videos aparecerá el maestro y varios estudiantes, el objeto principal es la enseñanza del maestro y no los estudiantes. Así mismo, tengo que incluir en el Dossier ejemplos del trabajo de los estudiantes como prueba de mi capacidad para enseñar, y entre estos ejemplos tal vez incluya el trabajo de su hijo(a).

En los materiales que presentaré, no va a aparecer el nombre de ningún estudiante. Todo lo que forme parte del Dossier se usará solamente para mostrar mi capacidad docente o mi entrenamiento profesional para las personas que evaluarán el dossier. La imagen en video de su hijo(a) o su trabajo no aparecerá en público.

Sírvase firmar abajo para dar o negar su permiso para grabar a su hijo en video o para usar su trabajo escolar.

Atentamente,

---

Firma del maestro o de la maestra



**Permiso de los padres**

Nombre del estudiante: \_\_\_\_\_

Dirección: \_\_\_\_\_

Maestro(a): \_\_\_\_\_

Escuela: \_\_\_\_\_

Soy el padre a tutor legal del estudiante arriba mencionado. He recibido y leído su carta sobre su Dossier de Desarrollo Profesional.

(Marque todas las opciones que correspondan.)

\_\_\_\_\_ Day mi permiso para que se use la imagen de mi hijo(a) en videos como parte del PDD.

\_\_\_\_\_ No day mi permiso para que se use la imagen de rni hijo(a) en video como parte del PDD.

\_\_\_\_\_ Day mi permiso para que copien e incluyan el trabajo escolar de mi hijo(a) como parte del PDD.

\_\_\_\_\_ No day mi permiso para que copien a incluyan el trabajo escolar de mi hijo(a) como parte del PDD.

---

Firma del padre a tutor

Fecha



## Appendix 2: Glossary

**Data:** Concrete evidence related to the teaching represented in the PDD. Data illustrate the teacher's explanations of particular aspects of his/her teaching and allow reviewers to better understand the teacher's reasoning and action. In the PDD, data include lesson descriptions, handouts, photocopies of materials, summaries of materials, student work, test reports, video and audio recordings, photos, and any other artifact of the teacher's work. Strands A, B, and C require data to support written explanations.

**Diversity:** Variability among students. Diversity includes, for example, variations in socio-economic status, race, ethnicity, gender, language, religion, learning style, culture, capabilities, achievement levels, age, interests, and/or personality. Strand B asks teachers to provide examples of how they attend to students' diverse individual needs.

**Documentation:** An organized combination of explanations and data that external reviewers will use as evidence of meeting the competencies for Level II or Level III. Teachers should carefully collect sufficient data over an extended period of time and follow the guidelines for documentation for each strand. Doing so will allow a teacher to select appropriate data, write clear and concise explanations, and organize both so that an external reviewer can create an accurate picture of his/her teaching.

**Evidence:** Data that is used to support an explanation. Data and evidence are used interchangeably.

**Explanation:** Opportunity for teachers to tell the story of their teaching to outside reviewers. Explanations create a picture of what happened in the classroom, provide insight into teacher decision-making, describe relationships between the teacher and selected students, and provide the context for the data included in Strands A, B, and C.

**External Reviewer:** Experienced educator trained in the PDD scoring system. Each PDD will be reviewed by two external reviewers. At least one external reviewer for each PDD will have experience in the same or similar subject area as the PDD under review.

**Instruction:** Learning experiences facilitated by the teacher where students actively engage in exploring content, solving problems, practicing skills, or developing new understanding of how academic content has connections to the world around them. Differentiated instruction is the intentional application of multiple modes of instruction in order to meet the needs of all students. Adapting content lessons for linguistically

diverse learners or special needs students are examples of differentiated instruction.

**Integrate:** To combine more than one content area or set of process skills into instruction. For example, a teacher might integrate language arts and science by having students learn how to write lab reports; or instruction in career readiness may incorporate the use of mathematics; or students may draw characters that they read about in history. Strand A of the PDD asks teachers to show how they work within and across disciplines - how they integrate instruction.

**Professional Development Dossier (PDD):** A focused, compact collection of documentation compiled by the teacher seeking licensure advancement and her/his school district. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure.

**Resources:** Instructional and other materials that teachers use to enhance, extend or reinforce student learning. Resources include handouts; worksheets; reading, listening or viewing material; written instructions; representations or relevant room displays; criteria; and other materials. Strand A asks teacher to provide up to four examples of resources they used in a segment of instruction.

**Strand:** Section of the PDD that focuses on a specific aspect of teaching. Each strand is constructed by the teacher in response to a set of guidelines. By carefully following the guidelines, teachers provide documentation of each aspect for outside reviewers. Each strand is evaluated using a cluster of standards related to that aspect. The PDD has five strands. Strand A focuses on Instruction; Strand B on Student Learning; and Strand C on Professional Learning. Strand D requires that the teacher's district superintendent verify the authenticity of the work in the PDD; and Strand E is a culminating report of annual evaluations conducted by the school district.

**Student achievement:** The notion that students have learned something, that they have moved toward fulfilling some predetermined goal, meeting some standard of performance, or acquiring some desired knowledge. Student achievement is usually determined by comparing a student product to a desired outcome. For example, a score on a norm-referenced test compares a student to the average of all student scores; a piece of writing is compared to expected features of different levels of writing performance as described on a rubric; a student's completion of a math problem is compared to the correct answer and/or the accepted process for solution. Strand A

asks teachers to document high, mid-range, and low achievement in relationship to the desired outcomes of their instruction.

**Student learning:** The notion that students grow over time, in their own time, in their own ways. Unlike student achievement, student learning may not be directly to predetermined standards or as related to classroom instruction. It may be highly individualized.

**3 to 5 hour segment of instruction:** For purposes of the PDD, a period of time focused on one concept, skill, and/theme. This unit of instruction may take place all on the same day in a self-contained setting where the teacher teaches all subjects. Or it may take place on consecutive class meetings when a teacher focuses mainly on one subject area. In other words, a teacher who meets with his/her class all day may document three to five hours of instruction on one day; whereas a teacher who meets with his/her class for only 45 minutes per day may document a week or more of instruction; or a teacher who meets with his/her class for only one hour once a week may document classes that stretch over a period of weeks. In other words, Strand A asks teachers to document instruction that is tied together in some way, building toward some larger goal.

# Appendix 3: New Mexico Teacher Competencies and Indicators

## New Mexico Teacher Competencies for Licensure Levels I, II, and III Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria.

### 1. The teacher accurately demonstrates knowledge of the content area and approved curriculum

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

**2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large, small group, and independent learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.



**3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.





**4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

**5. The teacher effectively utilizes student assessment techniques and procedures.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

**6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.



**7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.
I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.



**8. The teacher demonstrates a willingness to examine and implement change, as appropriate.**

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies.
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.



**9. The teacher works productively with colleagues, parents and community members.**

<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.
D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.