

The New Mexico Teacher's Supplemental Handbook For Developing a Professional Development Dossier (PDD)

Sixth Revision
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New Mexico 3-Tier Licensure Advancement Protocol

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General Information about your Professional Development Dossier

The booklet *Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers* is now available at the <http://www.teachnm.org> website. The PDD is required for teachers with a Level I license who may advance to Level II in their third year, but must advance to Level II no later than their fifth year of experience at Level I. The PDD is required for teachers who are advancing from a Level II to a Level III License. This *Teacher's Supplemental Handbook for Developing a Professional Development Dossier* has been written by your colleagues to provide support as you work on meeting the *Requirements & Guidelines for the Preparation of the New Mexico PDD*. Specifically, this *Teacher's Supplemental Handbook* includes vocabulary, timelines, considerations, and tips to complement directions in the *Requirements & Guidelines for the Preparation of the New Mexico PDD* and help you successfully submit a satisfactory PDD. *It is critical that you read both the entire Requirements & Guidelines and the Teacher's Supplemental Handbook before you begin your work.* You need to be familiar with all the requirements before you begin. For example, Strand B: Student Learning may take an entire semester, while Strand A: Instruction focuses on a shorter segment of instruction. Consider the submission date deadlines and develop your own plan for completion.

You will see as you review the *Requirements & Guidelines for the Preparation of the New Mexico Professional Dossier for Teachers* and the *Teacher's Supplemental Handbook for Developing a Professional Dossier* that the task is to document and reflect upon the work you already do. The two documents go hand in hand. Using them together will make your job easier. Remember that while this handbook is intended to help you, the actual requirements for the dossier are in the *Requirements & Guidelines for Preparation of the PDD*.

As you write your descriptions and reflections, remember that the only way for an evaluator to get a sense of what actually happens in your classroom is through your descriptive writing in the dossier. So ask yourself, *"Is there anything else that will help the evaluator know what I did?"* There are no minimum numbers of words, but there are maximums. Do be aware of those limits as you write clearly and convincingly of your ability to perform at the next level of licensure.

Don't forget that Strands D and E are also required, and you will need to work with your district administrators to complete those strands. Templates for online submission of the finished PDD are available at <http://www.teachnm.org>. Other materials at this website to assist you include

the PDD Simulation Packet for *Strands A, B, and C*, as well as tutorials and training modules for PDD preparation and submission.

You can do this! Ask your colleagues and mentors, principals and other teacher leaders for ideas and clarification if you get stuck. And remember: it's never too early to start!

Remember: The *Teacher's Supplemental Handbook for Developing the PDD* **assists** a teacher in meeting the *Requirements & Guidelines for Preparation of the New Mexico PDD*. **It is a supplemental publication and does not replace these Guidelines.**

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
- Updated document subtitle to "New Mexico 3-Tier Licensure Advancement Protocol"
- Removal of the "Professional Development Dossier Design Work Group/3-Tier Licensure Implementation Projects 2003-2004" Directory Listing" from 4th Revision

Glossary of PDD Terms

Consecutive or Connected Hours of Instruction - Two or more hours dedicated to the same content, such as two or more class periods in a secondary classroom, two or more hours of the same day (or successive days) in an elementary classroom, one or more hours a week over several weeks for a PE or arts teacher, etc.

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. One external reviewer for each PDD will have experience in the same or similar subject area as the PDD under review.

Formative assessment - The ongoing monitoring of student progress over time through strategies such as the writing process, observation, weekly quizzes, for the purpose of identifying student needs for teaching adjustment, clarification or enhancement.

High-medium-low achievement - The comparative identification of student performance on academic tests, essays, projects, or other assessment instruments.

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.

Learning experiences - Learning situations created by the teacher where students actively engage in exploring content, solving problems, or developing new understanding of how academic content has connections to the world around them.

Maximum - The **outer** limit named for a writing assignment in the PDD. For example, if 350 words is named as the maximum limit, the author may write **less** than 350 words to carry out the task, but should not go **beyond** 350 words in his/her response to the assignment.

Mobility rate - Statistical data that identify the number of students who move into or out of a school during the academic year. Strand A, Section D, asks for other information that may help the External Reviewer understand a teacher's instructional situation. The mobility rate is one factor that may impact what you teach and/or how you organize instruction.

Performance standard - A description of what constitutes a demonstration of mastery of a specified area of content or skill.

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 a teacher to provide up to four examples of resources they used in a segment of instruction.

Standardized assessment - An assessment with a set of consistent procedures for administering and scoring.

Strand - A 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 related to predetermined standards or to classroom instruction. It may be highly individualized.

Summative assessment - The culminating assessment of student learning for the purpose of formal evaluation of student progress. Examples might be a test or performance assessment at the end of a chapter or unit, a final exam, a writing portfolio.

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.

Where To Go For Help

New Mexico Public Education Department Website

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

Educator Quality Website

<http://www.teachnm.org>

NEA-New Mexico Website

<http://www.nea-nm.org>

RETA Website

<http://reta.nmsu.edu>

UNM Institute for Professional Development Website

<http://ipd.unm.edu>

District Support:

Personnel/Human Resources, Professional Development Office

Professional Development Dossier (PDD) Map

Strand A: Instruction			
<p>I. Context Describe your students & classroom context:</p> <ul style="list-style-type: none"> • Provide class information. • Write brief description of range of achievement levels for all students. • List relevant Standards, benchmarks or learning goals. • Provide any additional necessary information. 			
<p>II. Introduction Write brief introduction to 3-5 hour segment of instruction, including discussion of:</p> <ul style="list-style-type: none"> • Knowledge & skills this instruction helped students learn. • Fit of segment of instruction with previous & continuing instruction. • Integration of skills & content. • Organization of educational setting. • Differentiation of instruction. 			
<p>III. Instructional Record Provide detailed description of ongoing instruction in the 3-5 hour segment:</p> <p>2-column description:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Left column Narrative description of events.</p> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Right column Explanation of reasoning related to activity and how activity was adapted for students with diverse needs.</p> </td> </tr> </table>		<p>Left column Narrative description of events.</p>	<p>Right column Explanation of reasoning related to activity and how activity was adapted for students with diverse needs.</p>
<p>Left column Narrative description of events.</p>	<p>Right column Explanation of reasoning related to activity and how activity was adapted for students with diverse needs.</p>		
<p>IV. Resources Present resources & materials used:</p> <ul style="list-style-type: none"> • Document to 4 examples of resources used to support instruction in Section II and III of Instruction Strand. • Label resources appropriately in order of reference in Sections II and III. 			
<p>V. Student Work Provide data that shows the range of achievement of your students based, based on instruction you documented in Sections I, II, III, & IV</p> <ul style="list-style-type: none"> • Select 3 examples of student work representing high, mid-range, & low achieving levels in this segment of instruction. 			

- Label and arrange work appropriately.

VI. Analysis of Student Achievement

Provide evidence that students learned from this segment of instruction:

- Explain ways class demonstrated achievement.
- Provide criteria for determining different levels of achievement & how you communicated these to students.
- Explain how 3 selected work examples differed in demonstrated level of achievement.
- Explain how student achievement was communicated to parents.
- Explain how data influenced next instructional segment.

Strand B: Student Learning

Student X:

- I. Introduce Student X: age, grade level, subject, number of students in his/her class, names of concepts, understandings, or skills illustrated, how the student's work compares to others in the class.
- II. Explain how Student X learned concepts, understandings & skills you identified in Section I.
- III. Provide 3-5 examples of Student Work to provide concrete evidence of what you explain in Section II.
- IV. Provide documentation of up to 4 resources that were influential in the student's learning over time.

Student Y:

- I. Introduce Student Y: age, grade level, subject, number of students in his/her class, names of concepts, understandings, or skills illustrated, how the student's work compares to others in the class.
- II. Explain how Student Y learned concepts, understandings & skills you identified in Section I.
- III. Present 3-5 examples of Student Work to provide concrete evidence what you explain in Section II.
- IV. Provide documentation of up to 4 resources that were influential in the student's learning overtime.

Strand C: Professional Learning

I. Examining and Implementing Change in Teaching

- Explain area you investigated and what prompted you to do it.
- Explain resources you consulted, what you learned, and what you tried as a result.
- Explain how your practice changed and your plans for future growth.
- Select evidence that illustrate changes (maximum of 4 illustrations).
- Provide a list of resources (maximum of 10 resources).

II. Collaboration

- Explain how you worked with colleagues, parents, and/or community members. Include a discussion of your goals for the collaboration, how you interacted with others to achieve these goals, and the outcomes of the collaboration.
- Provide documentation that offers concrete evidence of your collaboration (maximum of 4 illustrations).

Putting It All Together

Strand A - Instruction

New Mexico Teacher Competencies 1,2,5

In Strand A, you will be focusing on a 3 - 5 hour segment of instruction that demonstrates your work with one group of students. You will be describing your students and classroom context, introducing the segment of instruction you choose, providing a detailed description of your instruction and evidence of student learning, and documenting the materials and resources you used.

I. Context

A. Instructional Strand Cover Sheet

Complete the cover sheet located on the Dossier Template on line at <http://www.teachnm.org>.

B. Range of Achievement Levels: Acceptable Assessment Data

Considerations

I need to identify important data that pertains to the range of achievement in my class.

The data I gather to write my class description may come from a variety of assessment tools:

- Assessments required by the state and district
- Previous years' assessments, if appropriate
- Standardized test data
- Teacher developed assessments
- Beginning-of-year tests such as math, reading, and early childhood assessments
- Content area assessments
- Observations of performance for programs such as PE, fine arts, some special education, etc.

I need to describe why the 3-5 hour segment of instruction is appropriate for the students in my class.

I need to explain how activities I used in the segment of instruction addressed the students' learning needs I saw in the range of achievement levels.

Teacher Tips

- Make sure you select assessments that can be used to show a range of student achievement.
- Teachers without a regular classroom assignment may want to consider collaborating with a classroom teacher or "borrowing" a classroom to complete dossier requirements.

C. Student Performance Standards and Benchmarks

Considerations

I need to identify curriculum or performance standards I am targeting in this segment of instruction.

I should choose at least one, but no more than three, New Mexico Standards, Benchmarks or District Curriculum Standards and Benchmarks, or Student Performance Standards if appropriate. If my content area does not use the academic content standards or benchmarks, I should use appropriate learning goals for my content area that include relevant concepts, knowledge, and/or skills. For example, for Special Education teachers, appropriate instructional goals might reflect IEP goals.

Teacher Tips

- The standards and benchmarks are usually available at your school or district in printed form. The state level standards can also be found online at <http://ped.state.nm.us/ped/index.html>.
- Identify and write the complete standard and accompanying benchmark you select.
- **Do not identify** the standard or benchmark simply by using the number and/or letter-- LA I. c.

D. Additional Information (Optional)

Considerations

I need to think about any additional information that would explain my teaching in this class to the external reviewers who will review my dossier. I understand that I do not have to include information in section if I have already given enough details about my teaching context.

I might want to present relevant issues of diversity: socio-economic status, race/ethnicity/gender, cultural background, native language/English Language Proficiency, religion, learning styles, special needs, age, mobility rate. I might also need to indicate the impact on my teaching of my school's special status (i.e., Corrective Action, etc.); prescribed school curriculum; school and/or class size; and/or special classroom

circumstances, such as inclusion, the presence of instructional assistants, or relevant school support programs.

Teacher Tips

- You do **not** have to add **every** detail you can think of to talk about your students. Include information that may be necessary for the reviewers to understand the approaches you use or rationale behind your work with the students in your classroom.
- In this strand you will focus on meeting diverse student learning needs within whole class instruction. In Strand B, you will focus on individual student learning in an extended period of time through discussion of the work of two individual students who represent how you work with the diversity in your class.

II. Introduction

Considerations

I need to choose a 3-5 hour segment of instruction that is typical of my teaching.

- *I need to think about how my instructional segment is related to my overall curriculum and how it fits into the larger pieces of my teaching: what came before and what comes after this instruction, and how these pieces are tied together.*
- *I need to select instruction to feature that shows real-life teaching and learning in my class and that illustrates the selection of appropriate content, varied strategies, and assessment to meet the needs of all students.*

Teacher Tips

- This can be completed in one day or over several days or weeks, but should be focused.
- Choose a familiar or "tried and true" segment of instruction. Do not choose something new or create a "special" lesson that you have never tried before.
- Write about concrete strategies, like using oral, written and visual formats for giving directions.
- Select instruction that is "workable" for you and easy to explain or write about.
- Be sure that your description is concrete and specific. Don't use abstract language.
- Think about working collaboratively with a colleague in writing and revising this segment.

III. Instructional Record (chart)

Considerations

- *I need to describe what I am doing in this lesson, and explain why I chose these instructional techniques and how I adapted them for students with diverse needs.*
- *I need to help the reviewer understand what was happening during this lesson and how I plan my instruction to meet my students' learning needs.*

Teacher Tips

- This Instructional Record is your reviewers' direct connection to your work with students and your explanation of that work. Review the ***Example of an Instructional Record Entry*** below to get an idea of what your chart might look like. Please note that this is a partial example and does not meet the time requirement of 3 to 5 hours.
- You may want to work collaboratively with another teacher. You may want to share your instructional record with others or with a study group to be sure that it is explanatory and clear.

Example of Instructional Record Entries

Art, Grades 6-8

<i>Making Meaning (Large group, 25 minutes)</i>	
<p>I conducted a lesson in which I used two still lifes of a similar scene. I asked the class to respond to the following in writing for each picture, and then compare their responses:</p> <ol style="list-style-type: none">1. How the sketch makes you feel.2. What seems most important about the sketch.3. What the sketch makes you think of or reminds you of.4. What the sketch might be saying about people's lives.	<p><i>The language arts teacher and I are working together to help students learn to become immersed in a work of art or literature before they consider the techniques that the author/painter used. So we are using questions that focus on what that immersion is like prior to discussing technique. Students who have difficulty with analysis find that they can build from their own impressions toward analysis. I have one student who has difficulty with fine motor coordination, so I do not require her to write as much as the other students, but she is required to share her thoughts with the class.</i></p>
<i>Technique Analysis (Large Group, 20 minutes)</i>	
<p>I asked students to look at the paintings again, only this time to look at how the shapes and arrangement of shapes differ.</p>	<p><i>This discussion of differences allows me to introduce the concept of perspective.</i></p>
<i>Perspective Experiment (Individual, 30 Minutes)</i>	
<p>For the first 10 minutes, students sketched pictures of the still life on display at the front of the room (Photo 5.) using the techniques of perspective modeled on the overhead (6). Then, for the second 10 minutes, sketched charcoal the still life, trying to offer a they different perspective. In the last 15 minutes, students shared their drawings with a partner, and their partner described to them the differences in the two versions.</p>	<p><i>By applying perspective techniques, students can see how perspective can be manipulated to create different effects. Our next step is to see how the different techniques affect viewers' feelings and interpretations of a scene, how perspective can affect meaning. I coach the student with fine motor coordination difficulties to look at the larger lines and strokes available in the still life, rather than concentrating on detail, resulting in some rather striking impressionistic sketches.</i></p>

Note: Complete simulations of each dossier strand are available in the *PDD Simulations Packet* at <http://www.teachnm.org>.

IV. Resources (labeled and titled)

Consideration

I need to identify resources I used in this segment of instruction that helped me get information across to students.

Teacher Tips

- Check the *Requirements & Guidelines for Preparing the Professional Development Dossier* for details on labeling resources.
- Be sure that you used a variety of resources (up to 4) that were appropriate for this segment of instruction.
- You do not have to refer to every resource you mention in Sections II and III, but select up to 4 that you think particularly demonstrate your ability to choose varied resources appropriate for specific instruction.

V. Student Work

Considerations

- *I may only include 3 examples of student work altogether in this section.*
- *I need to select one high, one mid-range and one low achieving work example for a single assignment, performance, task or activity completed in, or related to, the segment of instruction I presented in Section III.*

Teacher Tip

- Obtain permission slips for all students so you can consider many choices for final selection of the high, mid-range and low achieving work examples.
- Have permission forms for using student work signed by parents and returned before you begin to collect samples of work.
- The student work samples do not necessarily have to be completed within the 3-5 hour segment of instruction, but must be directly connected to the work done in the 3-5 hour segment. For example, the samples could be individual student assignments, tests or other assessments completed at the end of the unit that included content embedded in the 3-5 hour segment. On the whole, you will show the reviewers the relationship between the instruction you documented and the student work you included.
- Because of electronic file size issues, choose work examples such as single assignments or a segment of a project or performance rather than long essays or large projects to include in this section.

VI. Analysis of Student Achievement

Considerations

- *I need to describe how this class of students demonstrated their achievement related to this segment of instruction.*
- *I need to provide and explain criteria for determining different levels of achievement.*
How did I decide on the criteria?
How did I explain the criteria to students?
How did I explain to students how well they did?
- *I need to describe how the 3 pieces of work differed in levels of achievement and how the achievement levels related to the standards and benchmarks for the segment of instruction.*
How much progress does each student work piece demonstrate towards meeting the targeted standard/benchmark or other learning goal I identified?
- *I need to explain how I communicated with parents about student achievement or learning growth for this segment of Instruction.*
I might consider communication practices such as requiring parent signatures on assignments, e-mail or other written communication, and/or parent conferences.
- *I need to connect achievement or learning growth data to my future planning and teaching.*

Teacher Tips

- Review your standards and benchmarks or other appropriate learning goals for your content area.
- Be sure whatever assessment you use shows student progress towards meeting the standards, benchmarks or other appropriate learning goals as they were embedded in the segment of instruction you presented.
- Base the assessment and discussion of the high, mid-range and low achieving work examples on progress specifically demonstrated in the work towards meeting the standards/benchmarks or other learning goals of the instruction. Do not discuss this assessment in terms of the "typical" performance of high, mid-range, or low achieving students who may have produced the work.
- Where appropriate, include in your explanations references to the student work samples or even resources if you mention a rubric or other assessment protocol presented in Section IV (using labels, such as High Achieving Work Example, Resource 1, etc.).

Putting It All Together

Strand B - Student Learning

New Mexico Teacher Competencies 3,4,6,7

In this Strand of the PDD, you will follow closely the progress of two students who reflect the diversity of your class. You will collect and reflect on their work samples over an extended period of time. Part of your reflection will focus on how you communicated about student growth with both parents and students. In selecting the two students for discussion, you should consider carefully strategies to choose students who represent how you work with the diversity in your class. The information presented in this section of the Teacher's Supplemental Handbook is organized specifically to help you with the selection of these representative students and documentation of your work with the students and parents over time, since these activities inform all of the requirements of Strand B. Use the information you gather in these steps to respond to each section in Strand B of the *Requirements and Guidelines for Preparation of the New Mexico Professional Development Dossier*.

1. Selecting Students

Considerations

- A. *In selecting my 2 students I need to consider the diversity in my class. I might consider:*
- Socio-economic status
 - Mobility rate
 - Race/ethnicity, gender
 - Cultural background
 - Native language/English language proficiency
 - Religion
 - Learning style
 - Special needs
 - Age
 - Other
- B. *Now I should consider students who represent how I work with differing learning levels, rates of growth, styles or other features. The students I select should not be the same students whose work was analyzed in Strand A. (An exception to this requirement is the*

teacher who has 5 or fewer students total in the class.)

C. In selecting the two students to represent how I work with the diversity in my class, I might consider each student's response to teaching strategies such as these:

- Different grouping (peer tutoring, partners, cooperative large groups)
- Modifications/adaptations
- Hands on activities
- Use of variety of modalities in student learning
- Other English language learner strategies
- Other activities I might use in teaching

D. I might also consider information about student learning I can use to explain why I selected these two students.

- Student's strengths
- Student's needs
- Academic progress over time
- Social interaction
- Physical ability improvement
- Language development
- Other

Teacher Tips

- Select more than two (3-5) students in case students leave before your data gathering is complete.
- Get permission forms signed before you begin data gathering.

2. Working with Students

Considerations

A. I need to consider possible sources of data I can use to illustrate the learning process and progress of these students:

- Standardized test data
- Pre and post testing data
- Student self-assessment
- Anecdotal records
- Checklists
- Interest inventories
- Portfolios
- Student interviews
- Parent-teacher conferences

- Psychomotor skills assessments
- Use of media resources
- Video or audio recordings
- Performances
- Presentations
- Parent surveys about student
- Language assessment
- Observation of student interactions
- Other

B. *In Strand B, I need to discuss the two students independently of each other There should be no comparison of the work in progress. The learning goals, subject areas, and work examples need not be the same for the two students.*

3. Documenting Resources

Considerations

A. *I need to document the resources I use for each of these students.*

B. *I need to label them as described in the PDD Requirements & Guidelines.*

Teacher Tip

Choose resources specifically for each student to illustrate how you meet individual student needs.

4. Selecting Student Work Samples

Considerations

A. *I need to select examples of student work or performance that provide evidence of student learning in my class.*

- Quizzes, tests
- Independent work, projects
- Social development and interaction with others
- Product/project completion
- Skills performance
- Other

B. *I need to think about the aspects of learning or performance I will document in the work of each selected student.*

C. *I need to identify details, changes and patterns that exemplify learning for each student.*

Teacher Tips

- Select samples of student work that exemplify learning growth in concepts, understanding or skills for each student. While you may use formal standards or benchmarks as indicators of progress, you are not required to do so.
- Select student work over an extended period of time that clearly demonstrates learning growth. While you may collect more samples, you will include 3-5 samples for each student selected. Be sure to date these work samples.
- Remember that you will relate the work samples to student growth, so the work samples should be related.
- Be sure to follow guidelines about removing student names from work samples.
- Your content area will determine the kind of student work you choose. If you work outside a traditional classroom, you may be using student performances for your work samples. You may be using written descriptions of student performance, progress charts, video tape, photos, digital representations, tape recordings, sketches, etc. Remember to adhere to technological specifications, including file size, as indicated in information related to the PDD submission process at <http://www.teachnm.org>.

5. Student Learning Samples

Considerations

I need to consider what these pieces of student work tell me about my students' learning growth in concepts, understandings or skills during an extended period of time -- from one week up to a semester.

- Past and present levels of performance
- Academic progress over time
- Strengths and needs
- Socialization skills and behavior patterns
- Conceptual understanding
- How students apply learning
- What needs to be reviewed and re-taught
- Other

Teacher Tip

Be sure to link discussion of student work to the concepts, understandings or skills you identified for each student.

6. Communicating with Students

Considerations

I need to demonstrate to reviewers that I communicate with students about their learning through multiple means, such as:

- Grades, evaluation criteria
- Rubrics
- Informal feedback and notes
- Student-teacher conferences
- Formal feedback
- School/team conferences with student
- Other

Teacher Tip

Document the various ways you provide feedback to students on their learning progress.

7. Communicating with Parents and Others about Student Growth

Considerations

I need to consider how I communicate with parents and others about student progress.

- Grades and progress reports
- Notes to the home
- Phone calls and/or email
- Class newsletters
- Class web page
- Parent-teacher conferences
- School/team parent conferences
- Other

Teacher Tip

- Record or save specific communications about these two students.

Putting it all Together

Strand C - Professional Learning

New Mexico Teacher Competencies 8, 9

The first section of this strand of your dossier requires that you keep records of the ways in which you learn from your teaching and work to improve it. The materials you present here may cover a long period of time—over the course of a year or two if appropriate. It may be related to the areas of growth you currently or previously have identified in your individual Professional Development Plan. In the second section of this strand, you will also need to document and talk about one area of collaboration with colleagues, parents, and/or community.

1. Examining and Implementing Change

Considerations

- *I need to choose an area in which I wanted to improve my practice and tell the story of how I accomplished or made progress towards this goal. I might consider my interests, my annual evaluation and my Professional Development Plan.*
- *I need to describe the steps taken to learn more about the selected aspect of my teaching, including identifying resources I used.*
- *I need to describe the activities I participated in that have changed my teaching: What did I do? How did I change? What effects did the change(s) have on students?*
- *I need to provide evidence that shows my teaching has changed.*
- *I need to think about how I will continue to improve my practice in this or another area.*

Teacher Tips

- Discuss insights about your growth areas with your principal/administrator as you prepare your Professional Development Plan. This plan may serve as a resource for your choice of an area of growth to describe in this section.
- Keep a file of your professional development activities, readings, course work, seminars, training sessions, mentor activities, and/or relevant meetings that relate to your selected area of improvement.
- Keep reflective notes with professional development materials for future reference, particularly in the area of growth you have identified.

- Remember to save examples of your instructional work, student work, parent communication, observation notes, etc., that provide evidence of how your teaching has changed.

2. Work with Colleagues, Parents and Community

Considerations

- *I need to tell the story of one collaborative activity with colleagues, parents or community related to my work as a teacher In selecting this collaborative activity, I might consider the groups I have worked with over time, or the roles I have taken in the groups (participant, facilitator, presenter, leader, other).*
- *In choosing the one collaborative activity to describe, I might consider the following questions:*
 - What types of collaboration do I value or have I had opportunities for participation? Have any of these types of collaboration been more successful for me than others? How do I know? What is the evidence?
 - Did one of these collaborative activities affect my work with students, parents or colleagues more substantively or successfully than other activities?
 - Do I have evidence of presentations, newsletters, performances, or other activities from any of these collaborations?

Teacher Tips

Document activities related to the collaborative activity you have chosen to discuss in Section II.

- Keep a file or log of professional activities related to this collaboration.
- Collect evidence of collaborative work with peers, parent, and/or community members involved in this collaborative activity.
- Maintain a journal of timely reflections.
- Save email communications with colleagues, parents, and/or community members.
- Make video or audio recordings of your activities.
- Keep agenda, notes, and handouts of your presentations related to this collaboration.
- Document parent communications and involvement with your teaching, if relevant for this collaborative activity.

Frequently Asked Questions

1. When do I have to do my dossier?

Level I licensed teachers have up to five years to complete the required dossier to advance to Level II. We strongly encourage Level I teachers to complete the required dossier at the end of the third year to move to Level II and attain the \$40,000 minimum salary level in the timeliest manner possible. Level II licensed teachers may choose to advance to Level III. In order to do so, they must first have at least three years experience at Level II and a master's degree or National Board Certification. They must successfully complete the dossier unless they have already completed the assessment afforded through National Board Certification. National Board Certified teachers do not have to complete Strands A, B, C and D of the dossier since these requirements are met through the National Board Portfolio, but must obtain the superintendent's recommendation for advancement included in Strand E.

2. When is my dossier due?

There is one submission period from July 15, at 12:01am to March 31 at 5:00pm each year.

3. Who will I submit it to?

Dossiers will be submitted by fax or online to the approved state contractor. Look for information at <http://www.teachnm.edu>.

4. What kind of help will be available to me?

Districts have a number of sources for helping teachers preparing their dossiers. In some locations the school district has trainers available. Other professional development providers include the RECs for rural districts, RETA-NM for online training facilitated at local sites, as well as other organizations. Look for information about ongoing training opportunities at <http://www.teachnm.org>.

5. How will it be evaluated?

Dossiers will be evaluated by two external reviewers. One reviewer will be from the same content area and/or school level (elementary, etc.) as the advancement applicant. External reviewers will have extensive training for dossier assessment. The *Requirements & Guidelines for the Preparation of the Professional Development Dossier* includes more detailed information about the evaluation process. The PDD Criteria for Success will serve to guide the work of the external reviewers during the evaluation process.

6. When will I find out the results?

Within one-two months after submission of the dossier.

7. How long can my scores be banked?

If a candidate for advancement to Level III does not meet one or more strands, he/she may retain the strands rated "Meets" for two calendar years. Level II candidates may retain strands rated "Meets" up to the fifth year allowed at Level I. Resubmission only has to address the strands rated "Not Meets" in order to determine a final "Meets" score for all strands.

8. Can I use the same work in Strand A and Strand B?

Strand A and Strand B have two different purposes. In Strand A, the teacher demonstrates that he/she can plan effectively for instruction and assess the results. Through an explanation supported by evidence of what occurs in a 3-5 hour segment of instruction, the teacher describes how activities and assessments fit the needs and learning goals of students in his/her classroom. As part of the evidence, the teacher provides one high, mid-range and low achieving student work example related to this segment of instruction (3 student work examples altogether). In Strand B, the focus is on student learning. The teacher demonstrates how he/she supports student learning over time -- from a week up to one semester. The teacher collects 3-5 examples of each of two students' work that illustrate learning over an extended period of time. The students chosen for Strand B should be different from the students whose work you use in Strand A. They may be from the same class you used for Strand A or they may be from a different class. One or more work examples may be completed during the segment of instruction used in Strand A, but they must be the work of different students than the work of students used as evidence for Strand A, and they must show learning during an extended period of time.

9. In Strand A, Instruction, does my 3-5 hour segment of instruction have to be all in one day?

For purposes of the PDD, the 3-5 hour segment of instruction is 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.

10. Where do instructional coaches or librarians fit in?

Licensed teachers who are not teaching in their own classrooms and seek licensure advancement are encouraged to "borrow" a class of students at a school or where they work with teachers in order to complete dossier requirements.

11. How do counselors, diagnosticians, therapists, etc. fit into this process?

Currently the 3-Tiered Licensure System applies only to licensed teachers. Differentiated career levels similar to the 3-Tiered Licensure System are not available to other school personnel at this time.

12. Should I be writing to the competencies of the level I want to advance to, or the level at which I am currently licensed?

In Strands A, B, and C of the dossier, the teacher should write to the Competencies and Indicators at the level of licensure for which he/she is seeking advancement. For example, a Level I teacher would write to the Level II Competencies and Indicators. Strands D and E provide evidence of teacher competence at the current level of licensure through superintendents' verification of required successful years of experience and annual evaluations.

13. Who is responsible for completing Strands D and E?

District superintendents or their designees verify specific information for licensure advancement candidates and in Strand E recommend a candidate for licensure advancement based on successful annual evaluations.

14. Can I get help to complete my dossier?

It is very appropriate for schools, school districts, community colleges, higher education or other educational organizations to provide support to teachers working on their dossiers. This help might include technical assistance, coaching, or instructing teachers in how to collect evidence of good teaching and how to write about it. However, the actual work of the dossier should be produced by the teacher him/herself.

15. Can I extend my deadlines to turn in a completed dossier?

The deadlines are established by regulation and not subject to extension.

16. Are the submission dates flexible?

While the dates themselves are not flexible, the submission dates all include a one-month window of opportunity to complete the dossier. Because there are three submission periods each year, teachers have choice about which time frame they will submit their dossiers. However, as has been the case in the past, teachers are responsible for meeting final deadlines that impact the status of their individual licenses.

17. Are the criteria the same to advance from Level II to III as they are to advance from Level I to II?

Criteria for advancement are based on the Competencies and Indicators for each level of license. These are differentiated according to development of increased knowledge and skills over time. Criteria for advancement from Level II to III reflect higher expectations for teachers seeking "master teacher" designation than teachers advancing to Level II.

18. Do I have to address every indicator of every competency in Strands A, B, and C?

No one part of the PDD serves to fully represent a teacher's work or meet all of the competencies and Indicators. The PDD as a whole is intended to provide evidence that the teacher has met all requirements for advancement. Some of the indicators may be met by requirements for Strands D & E and do not have to be completely addressed in Strands A, B, & C.

19. Do I have to compare the work of students in Strand B?

In Strand B, you address the learning of two students who represent the diversity in your class. You present a discussion of each student's learning individually. You do not compare their work in your presentation.

Teacher Training Design Work Group Members

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