

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

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

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# Introduction

Welcome to the process of preparing your New Mexico Librarian-Teacher Professional Development Dossier (LPDD) for licensure advancement! These *Requirements & Guidelines* will help you prepare your LPDD. The *LPDD Requirements & Guidelines* include input from groups of librarian-teachers in the state of New Mexico and build on the Professional Development Dossier (PDD) Development Work Group and the PDD Teacher Training Design Work Group, as well as a field trial and a benchmarking session of the LPDD held in 2006.

Because the LPDD is used to make licensure decisions, The *LPDD Requirements & Guidelines* for its preparation are standardized, and you should follow them carefully. However, you should also remember that the intent of the *LPDD 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, teachers, and others served by your library. The LPDD is not a test with the right answer. Instead it allows you to construct a picture of your library practice. 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 those explanations 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, library management, and professional growth. Both outside reviewers will be experienced librarian-teachers. Keep in mind this purpose and audience as you construct your LPDD.

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

## Electronic Submission

The LPDD 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>.

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<sup>1</sup>Terms in bold are defined in the *Glossary* found in the *LPDD Requirements & Guidelines Appendices*.

# Background and Overview

## Assessment of Librarian-Teacher Competency

Advancement to higher levels of librarian-teacher licensure in the State of New Mexico is based on the regulations in Title 6, Chapter 69, Part 5 of the New Mexico Administrative Code. These regulations outline the competencies for each level and set the parameters for the assessment system. Every librarian-teacher will submit a **Librarian-Teacher Professional Development Dossier (LPDD)** at the end of three to five years of successful teaching at Level I in order to advance to Level II. Librarian-teachers who seek Level III licensure may submit an additional LPDD after their third year of successful teaching at Level II. The New Mexico 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 librarian-teacher must apply for Level II licensure at the end of three to five years of successful experience at Level I, including successful completion of a formal mentoring program in his or her district. Librarian-teachers who have obtained a New Mexico license under interstate reciprocity must have at least two years experience teaching in New Mexico before advancing to Level II. A librarian-teacher seeking Level II licensure must submit a LPDD compiled according to the *LPDD Requirements & Guidelines*.

## Level III Licensure

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

## Application

A librarian-teacher applies for both Level II and Level III licensure by completing a LPDD and submitting it to the designated contractor of the New Mexico Public Education Department. The dossier submission period each year is July 15, at 12:01am to March 31 at 5:00pm. Instructions for submitting your completed LPDD online are available at <http://www.teachnm.org>.

## The LPDD

The **Librarian-Teacher Professional Development Dossier (LPDD)** is a focused, compact collection of documentation compiled by the librarian-teacher seeking licensure advancement with support from her/his school district. The LPDD documentation is a collection of **data**

(lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of those data written by the librarian-teacher, accompanied by verification and recommendation by the district superintendent. No one part of the LPDD serves to fully represent a librarian-teacher's work, but the entire LPDD is intended to provide evidence to determine when a librarian-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 Librarian-teacher Competencies and Indicators and are designed to help librarian-teachers document their teaching for reviewers from outside their school and district. This booklet, *Requirements & Guidelines for Preparation of the New Mexico Librarian-Teacher Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed LPDD. The strands and the documentation required for each are outlined in the following chart.



<p style="text-align: center;"><b>Strand A.</b> <b>Teaching and Learning</b> (Competencies 1-6)</p> <p style="text-align: center;"><b>Strand B.</b> <b>Program Development and Management/ Information Access and Delivery</b> (Competencies 7-9)</p> <p style="text-align: center;"><b>Strand C.</b> <b>Professional Learning</b> (Competencies 10 and 11)</p>	<p>Strands A, B, and C will be represented by data from the librarian-teacher's library, explained and organized by the librarian-teacher to show how he/she meets the competencies.</p>
<p style="text-align: center;"><b>Strand D.</b> <b>Verification</b> (All Competencies)</p>	<p><b>For Level I to Level II:</b> Superintendent verifies:</p> <p>(1) participation in a district's formal mentorship program;</p> <p>(2) three to five years successful experience at Level I; and</p> <p>(3) that the dossier is accurate and is the work of the librarian-teacher.</p> <p><b>For Level II to Level III:</b> Superintendent verifies:</p> <p>(1) at least three years successful experience at Level II; and</p> <p>(2) that the dossier is accurate and is the work of the librarian-teacher.</p>
<p style="text-align: center;"><b>Strand E.</b> <b>Evaluation</b> (All Competencies)</p>	<p>Superintendent makes recommendation for advancement, based on:</p> <ul style="list-style-type: none"> <li>• Quality and completion of the candidate's professional development plan (PDP).</li> <li>• Verification that measurable objectives were achieved.</li> <li>• Principal's annual observations of the candidate's library practice.</li> </ul>

## Review of Strands A, B, and C

The Teaching and Learning, Program Development and Management/Information Access and Delivery, and Professional Learning strands (Strands A, B, and C) will be evaluated by two reviewers from outside a candidate's district. Each external reviewer will hold a library/media endorsement.

Each of these strands will be rated as DOES NOT MEET, MEETS, or EXCEEDS the standard for the level to which the librarian-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.

## 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 is 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 and 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 Requirements & 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
- Data Collection Activities
- Documentation Guidelines for External Review
- Helpful Hints
- Final Checklist

- Criteria for Success

In each strand of the dossier, you are required to provide evidence and/or resources. You should follow the suggestions in the next two sections for preparing these parts of your dossier.

## Compiling Resources

Resources are instructional materials and other materials that librarian-teachers use to enhance, extend, or reinforce their learning or student learning. Resources can include handouts; worksheets; reading, listening, or viewing materials; written instructions; rubrics; and representations or relevant library displays. Each strand asks the librarian-teacher to provide examples of resources he/she used.

Collect an example of up to four of the resources referred to in the strand. These resources may include documents such as lesson plans; handouts; worksheets; reading, listening or viewing materials; written instructions; representations of relevant room displays; or criteria for analyzing student work. You do not have to include all resources you discuss or describe in a strand, but you 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 discussed them in the strand.
- Number each one consecutively.
- Go back to your narrative 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.

1. *Reading/Viewing/Listening Selections*: If you used a reading or reference selection, include:

Title:

Resource number:

Author/Producer:

Source:

Date of publication:

2. *Indications of Patron Needs or Usage*: Relevant documents might include surveys, survey analyses, focus group summaries, or interviews.

3. *Student Materials*: You may wish to include resource materials, rubrics, handouts, and/or worksheets. If these are from published materials, include:

Title:  
Resource number:  
Author/Producer:  
Source:  
Date of publication:

4. Instructional Displays: Relevant displays include overhead projections, bulletin boards, text written on the chalkboard or white board, displayed student work samples, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped, or otherwise reproduced in an 8 x 11 inch printable format. You need not include blank worksheets that students complete

Library Records (such as bibliographies and purchase orders): Provide a sample only of very long forms. The first page of a lengthy document is adequate for the LPDD.

# **Strand A.**

## **Teaching and Learning**

### **(Competencies 1-6)**

#### **Overview**

The documentation that you prepare for this strand will allow independent reviewers to make decisions related to Competencies 1-6:

1. The librarian-teacher demonstrates knowledge of the library content area and established curriculum.
2. The librarian-teacher appropriately utilizes a variety of teaching methods.
3. The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The librarian-teacher effectively utilizes student assessment techniques and procedures.
5. The librarian-teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.
6. The librarian-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 A:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for External Review

To check for accuracy and completion of the documentation required for Strand A, use the information in:

- Criteria for Success
- Helpful Hints
- Final Checklist

Especially critical are the Criteria for Success, which appear on the next page for Strand A. These criteria are the basis on which your Strand A will be scored.

## 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 1-6. These competencies are further explicated in Appendix 3.

1. The librarian-teacher demonstrates knowledge of the library content area and established curriculum.
2. The librarian-teacher appropriately utilizes a variety of teaching methods.
3. The librarian-teacher communicates with and obtains feedback from students in manner that enhances student learning and understanding.
4. The librarian-teacher effectively utilizes assessment techniques and procedures.
5. The librarian-teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.
6. The librarian-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 A**

In order for your LPDD 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 LPDD Requirements & Guidelines.
- Information and concepts you provide must be accurate for the library content area and the other content area(s) 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.
- Your goals and actions are reasonable for the needs of students in your school and include necessary adaptations for students with IEPs and English language learners.
- Your feedback supports library use and student learning.

**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: Criteria for Success in Strand A**

In order for your LPDD 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 library content area, other content areas, and/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 (e.g., those with disabilities, English language learners, those with varied learning styles).
- You help students and/or 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 “Exceeds” will be assigned to Level III Strand A submissions that go beyond these criteria.**

## Preparation Activities

To prepare for Strand A: Instruction, select a segment of instruction consisting of 2-5 class sessions. This segment of instruction should demonstrate your work with one group of students and may take place over a period of weeks or months. This segment should integrate library skills and knowledge with skills and knowledge from another content area. The segment may have been planned in collaboration with another teacher. Select instruction that provides evidence of:

- Integrating skills or content from more than one subject area
- Connecting instruction by a concept, skill, and/or theme
- Providing evidence of student achievement related to your instruction.

## Data Collection Activities

As you plan and implement 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 the students did during the 2-5 class sessions. You may take notes yourself, ask another professional and/or students to chronicle the events, have a colleague observe, and/or audio or videotape instruction. The instruction need not be on consecutive days; it may take place over a period of weeks or months.
- Collect and photocopy resources that you and the 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 designated 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 LPDD. Use the LPDD 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, prepare selected data, and organize both into documentation that will offer external reviewers a clear and concise picture. When you are finished, you will have completed six sections in Strand A:

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



Directions for preparing each section follow.\*

**\* Important Note: Do not exceed the maximum limits for any section specified in the LPDD Requirements & 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 the students in your school and the library.

A. Provide the following information about your school and library and the instruction you are presenting:

1. Grade level(s) of the school:
2. Number of students in the school:
3. Grade level(s) you will be teaching:
4. Content area or course title:
5. Number of students you will be teaching:
6. Number of students with identified special needs as indicated by IEPs:
7. Number of students who are English Language Learners:

B. Write a brief description (350-word maximum) of the range of achievement levels of students you will be teaching and explain why the 2-5 lesson instructional segment you are submitting in the LPDD is appropriate for this group of students at this time. Support your claims by referring to standardized assessment data or other assessments appropriate to the content area, grade level, and/or specialty area.

C. List standards and benchmarks for the library content and the other content area that you will be teaching. List no more than three New Mexico Student Performance Standards and Benchmarks, District Curriculum Standards and Benchmarks, or other approved learning goals for each of the two areas that the selected 2-5 lessons helped students achieve. Indicate the content area(s) and the complete standards or other approved learning goals for each area.

D. (Optional) Provide any additional information necessary for a reviewer to understand the context of your instruction (350-word maximum).

- II. **Introduction:** This section of your documentation introduces reviewers to the 2-5 lesson instructional segment you are presenting in this strand.

Provide a brief introduction (1000-word maximum) to your 2-5 lesson instructional segment with one group of students. Include the following:

- The knowledge and skills this instruction helped students to learn;
- How this segment fit in with previous and continuing instruction;
- How this segment integrated skills or content from another subject area and library knowledge and skills;
- How you organized the library or library resources to enhance student learning in this segment; and

- How you collaborated with another teacher to differentiate instruction for students with diverse learning needs, interests, and feelings.

**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 2-5 lesson instructional segment 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.

Instructional Record	
<p><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>	
<p><b>Description: <i>What you did and what the students did.</i></b></p> <p>On the left side of each page of your Instructional Record, describe the learning experiences in the classroom and/or library.</p> <ul style="list-style-type: none"> <li>• Be specific about your actions and characterize what you said and did.</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 the students did and what you did, the materials used, and the nature of the interactions.</li> </ul>	<p><b>Explanation: <i>Why you did it.</i></b></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>• Achieve your goals with students.</li> <li>• Adapt instruction to your students' diverse learning needs.</li> <li>• Help students to make connections with other ideas that they have encountered in other classes or in the library.</li> <li>• Help students build upon and extend their knowledge and abilities.</li> </ul>

**IV. Resources:** List up to four resources that were influential in designing and implementing your 2-5 lesson instructional segment. See instructions on page 7 for more information on compiling resources.

**V. Student Work:** This section of your documentation provides data that shows the range of achievement of 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 2-5 lesson instructional segment. For each student, submit one work sample. A work sample in this section of Strand A should be a single assignment, performance, task, or other activity, rather than several collected pieces of student work. These examples may include student written or drawn work, photographs, audio recordings (3 minute maximum for each work sample), or video recordings (3 minute maximum for each work sample). 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 LPDD Student Release forms on file. Do not include them in your LPDD.
- Black out or avoid using student, school, and librarian-teacher names and any other identifying features.

**VI. Analysis of Student Learning:** 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. What are the criteria you used to determine levels of student performance? Relate them to the standards, benchmarks, or goals you identified in Section I. How did students know what the criteria were?

C. Explain (1000-word maximum) how the three students demonstrated the criteria and how their work samples differed in their achievement levels. Specifically quote aspects of the three student work examples (one high achieving, one mid-range achieving, and one low achieving) to illustrate the three levels of achievement. (Refer to the glossary for elaboration of the terms Student Achievement and Student Learning.)

D. Explain (350-word maximum) how this student achievement was communicated to students and/or parents.

~~E. Explain (350-word maximum) how you took these data into account in planning future~~

instruction for this class, including future differentiation based on various levels of performance.

## Helpful Hints

- Think of preparing Section I: 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 [www.ped.state.nm.us](http://www.ped.state.nm.us) (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 a total of 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 2-5 lesson instructional segment, or it may have come later. In either case, try to show reviewers the relationship between the instruction you facilitated and the student 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, 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. Do not 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: Teaching and Learning, please make sure that:

\_\_\_\_\_ You have completed all sections of the Strand A: Teaching and Learning.

\_\_\_\_\_ All identifying information, including 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

\_\_\_\_\_ New

\_\_\_\_\_ Refer to the Criteria for Success in Strand A on pages 10-11 and the competencies for Strand A in Appendix 3.

# **Strand B. Program Development & Management/ Information Access & Delivery (Competencies 7-9)**

## **Overview**

The documentation that you prepare for Strand B will allow independent reviewers to make decisions related to Competencies 7-9:

7. The librarian-teacher models and promotes collaborative planning.
8. The librarian-teacher organizes and manages the library in accordance with established written policies and procedures.
9. The librarian-teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Follow the directions below to complete all requirements for Strand B:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for External Review

To check for accuracy and completion of the documentation required for Strand B, use the information in:

- Criteria for Success
- Helpful Hints
- Final Checklist

Especially critical are the Criteria for Success, which appear on the next page for Strand B. These criteria are the basis on which your Strand B will be scored.

## 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 7-9. These competencies are further explicated in Appendix 3.

7. The librarian-teacher models and promotes collaborative planning.
8. The librarian-teacher organizes and manages the library in accordance with established written policies and procedures.
9. The librarian-teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

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

In order for your LPDD 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 LPDD Requirements & Guidelines.
- The data and explanations provide evidence of collaboration with teachers, administrators, parents, and/or community members.
- The artifacts that you provide show progress of enhanced service delivery.
- Your explanation highlights aspects of library management and analyzes those aspects in light of sound principles of library management.
- Your explanation of library management communicates a positive attitude toward the school, its teachers, and its 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 II Strand B submissions that go beyond Level II criteria.**

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

In order for your LPDD 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:

- Artifacts show growth in one or more areas in program development and management.
- Your analysis provides an in-depth characterization of your library initiatives and shows a clear relationship between your service delivery and student 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 B submissions that go beyond Level III criteria.**

## Preparation Activities

To prepare for Strand B: Program Development and Management/Information Access and Delivery:

- Select a significant area of your library program that you feel needs to be more responsive to user needs.

## Data Collection Activities

Follow your progress for an extended period of time—from one week up to one year. Collect data that will allow you to document progress in achieving your goals. To collect data for this strand:

- Obtain consent to use these students' work as part of your LPDD, if student work is part of your documentation. Use the LPDD Student Release Form found in the Appendices. Keep these release forms on file for two years after your application for licensure advancement.
- Keep each piece of documentation, date it, and organize it chronologically. Label it with a brief description. Be ready to explain how the project developed.
- Note your interventions and interactions to implement the library change and keep them in a log.
- Note and keep copies of any resources and materials that you used.

## Documentation Guidelines for External Review

Read the guidelines for documentation that follow. The guidelines will assist you in telling the story of your library change.

- I. Introduction
- II. Explanation of the process of enhancing services in your library
- III. Documentation
- IV. Resources

When you have sufficient data that show how your plans are developing, you should begin your writing. To document Strand B for external review, you will need to carefully analyze your notes and other data to determine how to describe what worked and what did not, and how to document that progress.

**Decide the goal for increasing your library responsiveness.** Directions for preparing each section follow.\*

**\* Important Note: Do not exceed the limits for any section specified in the LPDD Requirements & 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.**

**I. Introduction:** This section of your documentation introduces your library change/improvement efforts.

Provide the following information for your library change effort:
A. Grade level(s) of the school:
B. Number of students in the school:
C. The area of your library services that could be more responsive to user needs:
D. Why you have identified this feature for enhancement (e.g., books per student, average age of collection):
E. A brief summary of the steps involved in implementing the change:
F. The kinds of evidence you will use to illustrate the change process:

**II. Explanation of Library Change Process:** This section explains in detail how you implemented the reform.

Explain in writing:
A. Why you selected this area to enhance in the library (500 words maximum).
B. How the evidence you used was gathered (350 words maximum).
C. What the evidence shows about your approach to improving service delivery in the library. Refer to specific passages, using the number of the artifact as a citation.
D. How the improved service delivery impacted other areas of library management (e.g., if the change was to develop the collection in a specific area, how did those efforts impact information technology and day-to-day management?) (500 words maximum).
E. How you know that the change made a difference (500 words maximum).
F. How you communicated with and involved the school community (500 words maximum).

**III. Evidence of the Change Process:** This section of your documentation provides concrete evidence of what you explain in Section II. Select 3-5 pieces of data that provide clear evidence of how you went about increasing library responsiveness and the impact of the process. Such change may be seen in dramatic, large-scale change, or, more likely, as subtle incremental change. It may not always be a linear progression; it may be full of stops and starts, with success in one area, while holding still or going backwards in another. Examples of evidence might include memos, agendas, surveys, presentations, meeting minutes, before and after photographs, or purchase requisitions. As you select evidence of change, identify details, changes, and patterns that illustrate your explanation of how you implemented the change effort.

After you have selected 3-5 pieces of data, prepare them as follows:

- Black out all identifying information, including school, librarian-teacher, and student names.
- Arrange the pieces of data in the order in which they were 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 to which student the work belongs and place the example number at the beginning of each example.

**IV. Resources:** List up to four resources that were influential in designing and implementing your plan for improving library service delivery. See instructions on pages 7-8 for more information on compiling resources.

## Helpful Hints

- Start this strand by collecting data related to your service delivery improvement effort.
- Get any needed Consent 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 the key steps and illustrate them. Don't just put in artifacts and assume that the reviewer will automatically see the progress.
- Look for evidence in your process that shows how you have implemented change. 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: Program Development and Management/Information Access and Delivery, please make sure that:

- \_\_\_\_\_ You have completed all sections of the Strand B: Program Development and Management/Information Access and Delivery.
- \_\_\_\_\_ 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. 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 LPDD Student Release Forms.
- \_\_\_\_\_ Refer to the Criteria for Success for Strand B on page 18, and the

\_\_\_\_\_ competencies for Strand B in Appendix 3.

# **Strand C.**

## **Professional Learning**

### **(Competencies 10 & 11)**

#### **Overview**

The documentation that you prepare for this strand will allow independent reviewers to make decisions related to Competencies 10 and 11:

10. The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate.
11. The librarian-teacher works productively with colleagues, parents, and/or community members.

Strand C has two parts: Section I focuses primarily on Competency 8, how you examine and implement change; and Section II 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.)

Especially critical are the Criteria for Success, which appear on the next page for Strand C. These criteria are the basis on which your Strand C will be scored.

#### **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 10 and 11. These competencies are further explicated in Appendix 3.

10. The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate.

The librarian-teacher works productively with colleagues, parents, and community members.

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

In order for your LPDD 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 LPDD Requirements & Guidelines.
- You identify and investigate an area for professional improvement.
- You consult resources on methodology, research and current trends in library management. You apply what you are learning to your practice, and reflect on the successes and failures of what you are trying out.
- You collaborate with colleagues, parents, and/or community members to positively influence the library, 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 in Strand C**

In order for your LPDD 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 contributed to that change.
- You integrate collaborative efforts into library development and management.
- You help ensure that others participated 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.**

## Section I. Examining and Implementing Change

Follow the directions below to complete all requirements for Strand C, Section I:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for External Review

To check for accuracy and completion of the documentation required for Strand C, use the information in:

- Criteria for Success
- Helpful Hints
- Final Checklist

### 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. This strand addresses your professional knowledge and skills, not improving the library and its service delivery, as you illustrated in Strand B.

### Data Collection Activities

As you investigate this area over time (weeks, months, a 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., lesson plans, instructional materials, 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). Certificates of workshop attendance are insufficient evidence; they do not provide evidence of changes in 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 LPDD Requirements & 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 of your practice you investigated and what prompted you to do it (350-word maximum).
B. Explain what you learned from one or more resources and how you applied what you learned in your library. Reflect on successes and failures of what you are trying out (350-word maximum).
C. Explain how your practice changed and what your plans are for future growth in this or another area (350-word maximum).
D. To support your explanation, select up to four pieces of evidence that illustrate changes in your practice. 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 up to ten resources that you consulted. See page 7 for additional information.

## Section II. Collaboration

Follow the directions below to complete all requirements for Strand C, Section II:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for External Review

To check for accuracy and completion of the documentation required for Strand C, use the information in:

- Criteria for Success
- Helpful Hints
- Final Checklist

## 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 one area and specific goal(s) related to the selected area to share with reviewers.

## Data Collection Activities

As you collaborate over time (weeks, months, a semester, or a 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 LPDD Requirements & 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:

A. Explain one way you work with colleagues, parents, or community members (1000-word maximum). Please include:

1. Your goals for this collaboration;
2. How you interacted with others to achieve these goals; and
3. The outcomes of this collaboration.

B. Select 3-5 pieces of data that provide clear evidence of this collaboration. After you have selected 3-5 pieces of data, prepare them as follows:

- Black out all identifying information, including school, librarian-teacher, and student names.
- Arrange the artifacts in the order in which they were 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.

## 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 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 LPDD Student Release Forms.
- \_\_\_\_\_ Refer to the Criteria for Success for Strand C on page 23, and the competencies for Strand C in Appendix 3.

# Finishing Your LPDD: Strands D & E

## **The Administrator's Role in Librarian-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 librarian-teacher's work in the dossier. For Strand E, they will recommend the librarian-teacher for licensure advancement based on evidence from annual evaluations. Administrators can access instructions for completion of Strands D and E online at <http://www.teachnm.org>.

# **Librarian-Teacher Professional Development Dossier Appendices**

**Appendix 1: LPDD Student Release Forms**

**Appendix 2: Glossary of Terms**

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

# **APPENDIX 1:**

## **Student Release Form**

A copy of the LPDD 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 LPDD. Keep these on file with a copy of your completed LPDD for two years after your application for licensure advancement.

# LPDD 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 Librarian-Teacher Professional Development Dossier (LPDD) for the New Mexico Public Education Department. The purpose of the LPDD is to provide evidence of my teaching so that it can be assessed. I am required to complete the LPDD 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 librarian-teacher and various students, the primary focus is on the librarian-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 LPDD 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,

---

Librarian-Teacher Signature

## LPDD Permission Slip

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

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

Librarian-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 LPDD.

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

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

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

---

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 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 o tutor legal del estudiante arriba mencionado. He recibido y leído su carta sobre su Dossier de Desarrollo Profesional.

(Marque todas las opciones que correspondan.)

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

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

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

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

---

Firma del padre o tutor

Fecha

# APPENDIX 2:

## Glossary of Terms

**Data** - Concrete evidence related to the teaching represented in the LPDD. Data illustrate the librarian-teacher's explanations of particular aspects of his/her teaching and allow reviewers to better understand the librarian-teacher's reasoning and action. In the LPDD, 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 librarian-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 A asks librarian-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. Librarian-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 librarian-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 librarianship-teaching.

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

**Explanation** - Opportunity for librarian-teachers to tell the story of their librarianship-teaching to outside reviewers. Explanations create a picture of what happened in the library, provide insight into librarian-teacher decision-making, describe relationships between the librarian-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 LPDD scoring system. Each LPDD will be reviewed by two external reviewers who have library/media endorsements.

**Instruction** - Learning experiences facilitated by the librarian-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 librarian-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 LPDD asks librarian-teachers to show how they work within and across disciplines - how they

integrate instruction.

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

**Resources** - Instructional and other materials that librarian-teachers use to enhance, extend, or reinforce their learning or student learning. Resources can include handouts; worksheets; reading, listening, or viewing materials; written instructions; rubrics; and representations or relevant library displays. Each strand asks the librarian-teacher to provide examples of resources they used.

**Strand** - Section of the LPDD that focuses on a specific aspect of the librarianship. Each strand is constructed by the librarian-teacher in response to a set of guidelines. By carefully following the guidelines, librarian-teachers provide documentation of each aspect for outside reviewers. Each strand is evaluated using a cluster of standards related to that aspect. The LPDD has five strands. Strand A focuses on Teaching and Learning, Strand B on Library Management, and Strand C on Professional Learning. Strand D requires that the librarian-teacher's district superintendent verify the authenticity of the work in the LPDD, 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 librarian-teachers to document high, mid-range, and low achievement in relationship to the desired outcomes or benchmarks.

**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 directed to pre-determined standards or related to classroom instruction. It may be highly individualized.

**2-5 lesson instructional segment** - For purposes of the LPDD, a period of time focused on one concept, skill, and/theme. This unit of instruction may take place on consecutive class days, or it may take place during periodic class meetings when a librarian-teacher focuses mainly on one group of students. During this time, librarian-teachers document instruction that is tied together in some way, building toward some larger goal.

# APPENDIX 3: New Mexico Librarian-Teacher Competencies

## New Mexico Librarian-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 librarian-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 Librarian-Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria Benchmarks.*

### Strand A: Teaching and Learning

#### 1. The librarian-teacher demonstrates knowledge of the library content area and established curriculum.

Provisional Librarian-Teacher LEVEL I	Professional Librarian-Teacher LEVEL II	Master Librarian-Teacher LEVEL III
A. Utilizes and enhances established library curriculum.	A. Enhances and extends established library curriculum.	A. Contributes to the refinement and development of the library 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 library content area.	C. Communicates accurately in the library content area.	C. Communicates accurately in the library content area and creates multiple paths to the subject matter.
D. Articulates to students the interrelatedness of content areas.	D. Demonstrates interrelatedness of content areas.	D. Integrates other content areas and the library curriculum.

## 2. The librarian-teacher appropriately utilizes a variety of teaching methods.

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for students to work independently, in small groups, and in large groups.	A. Engages students in activities designed for independent, small group, and large group work.
B. Uses a variety of teaching methods such as demonstration, lecture, student-initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods such as demonstration, lecture, student-initiated work, group work, and independent practice for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of teaching methods to make information accessible to all students.
C. Uses a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.	C. Integrates into instruction a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.	C. Effectively integrates into instruction a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligence theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.	E. Engages with colleagues to implement necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.

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

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Explains or demonstrates the relevance of topics and activities.	A. Explains, demonstrates, or communicates the relevance of topics and activities.	A. Engages students in explaining 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, or plan.	B. Engages students in instructional directions and plans using techniques such as query, survey, or instructional choice.
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 ensure student understanding.	D. Presents directions and explanations in a variety of ways to ensure student understanding.

**4. The librarian-teacher effectively utilizes assessment techniques and procedures.**

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Solicits communication from students about their learning.	A. Communicates with students about their learning.	A. Involves students in the analysis and evaluation of their learning.
B. Uses a variety of strategies in instructional planning using ongoing assessment.	B. Selects appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment.	B. Designs appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment.
C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.	C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.	C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.

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

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-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. Integrates into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.
B. Uses teaching techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	B. Adapts teaching techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	B. Integrates into instruction the most effective techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	C. Adapts materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	C. Integrates into instruction materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.

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

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-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 diverse backgrounds (e.g. Native Americans, Hispanic Americans, African 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 diverse backgrounds (e.g. Native Americans, Hispanic Americans, African Americans, as well as other recent immigrant groups).	A. Acknowledges and integrates into instruction the ideas, learning needs, interests and feelings of students with disabilities and/or from culturally diverse backgrounds (e.g. Native Americans, Hispanic Americans, African Americans, as well as other recent immigrant groups).
B. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	B. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.	B. Creates an environment that encourages the awareness of the influences of context, disability, language, and culture on student learning.
C. Provides opportunities for each student to succeed.	C. Designs opportunities for each student to succeed based on individual learning needs.	C. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
D. Provides students with opportunities that promote creativity as well as critical and divergent thinking.	D. Designs learning experiences that promote creativity as well as critical and divergent thinking.	D. Engages students in learning experiences that promote creativity as well as critical and divergent thinking.
E. Provides opportunities for students to be responsible for their behavior and learning.	E. Designs opportunities that require and reinforce student responsibility for their behavior and learning.	E. Designs opportunities that require and reinforce student responsibility for their behavior and learning.
F. Promotes positive student/teacher relationships.	F. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	F. Fosters the development of respect for individual, cultural, linguistic, ability, and religious differences.
G. Encourages high expectations for all students.	G. Establishes and communicates high expectations for all students.	G. Assists students in setting high standards for their performance.

## Strand B: Program Development and Management/Information Access and Delivery

### 7. The librarian-teacher models and promotes collaborative planning.

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian- Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Participates in informal collaborative curriculum planning with teaching staff.	A. Participates in informal or formal collaborative curriculum planning with teaching staff.	A. Participates in formal collaborative curriculum planning with teaching staff.
B. Collaborates with teaching staff to identify student information needs.	B. Collaborates with teaching staff to identify student information needs.	B. Collaborates with teaching staff to identify student information needs.
C. Identifies potential areas of collaborative opportunities to design authentic learning tasks and informal assessments.	C. Promotes collaborative opportunities to design authentic learning tasks and informal assessments.	C. Collaborates in designing authentic learning tasks and informal assessments.



**8. The librarian-teacher organizes and manages the library in accordance with established written policies and procedures.**

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Organizes the library to meet patron needs.	A. Adjusts the organization of the library according to observation of patron needs.	A. Plans for long-range improvements of library organization based on evaluation of patron needs, using such indicators as usage patterns, traffic flow, and circulation.
B. Selects resources that support instructional priorities as well as recreational and informational needs of the patrons.	B. Solicits patron input to select resources that support instructional priorities as well as recreational and informational needs of the patrons.	B. Forms and leads library advisory committee to assist in the selection of resources that support instructional priorities as well as recreational and informational needs of the patrons.
C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.	C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.	C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.
D. Assesses collection annually based on currency, size, and balance.	D. Assesses collection annually based on currency, size, and balance and develops a collection development plan.	D. Assesses collection annually based on currency, size, and balance and develops a long-range collection development plan.
E. Maintains inventory of library resources.	E. Conducts regular periodic inventories and analyzes inventory reports.	E. Uses analysis of inventory reports as a component of collection development.
F. Evaluates and adjusts library program and services.	F. Seeks input from learning community on perceived needs for library improvement and adjusts library program and services accordingly.	F. Responds effectively to learning community needs by enhancing library program and services.
G. Promotes effective use of the library and its services.	G. Develops library awareness through promotional materials.	G. Analyzes and revises promotional materials for effectiveness and currency.

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

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-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, prosocial behaviors into regular instruction.
B. Establishes and states expectations for student behavior in the library.	B. Establishes and reinforces expectations for student behaviors that promote citizenship in the library.	B. Engages students in establishing expectations for building a learning community in a library.
C. Makes transitions in instruction effectively.	C. Makes transitions in instruction effectively.	C. Makes transitions in instruction effectively.
D. Prepares and arranges instructional material in advance for easy student accessibility.	D. Prepares and arranges instructional material in advance for easy student accessibility.	D. Prepares and arranges instructional material in advance for easy student accessibility.
E. Implements a classroom management system that promotes acceptable and appropriate student behavior.	E. Implements a classroom management system that promotes acceptable and appropriate student behavior.	E. Implements a classroom management system that promotes acceptable and appropriate student behavior.
F. Identifies hazards, assesses risks, and takes appropriate action.	F. Identifies hazards, assesses risks, and takes appropriate action.	F. Identifies hazards, assesses risks, and takes appropriate action.

**Strand C: Professional Learning**

**10. The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate.**

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Seeks professional development opportunities to identify relevant strategies in education and librarianship to improve the quality of learning.	A. Uses professional development opportunities to identify relevant strategies in education and librarianship to enhance the quality of learning.	A. Contributes to professional community by sharing relevant strategies in education and librarianship.
B. Participates in instructional improvement and school reform initiatives.	B. Contributes to instructional improvement and school reform initiatives.	B. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

**11. The librarian-teacher works productively with colleagues, parents, and community members.**

<b>Provisional Librarian-Teacher LEVEL I</b>	<b>Professional Librarian-Teacher LEVEL II</b>	<b>Master Librarian-Teacher LEVEL III</b>
A. Actively promotes collegial relations with other school personnel.	A. Collaborates with colleagues.	A. Serves as a role model for collaborative working relations across the profession.
B. Invites parents and community to the library.	B. Promotes active roles for parents and community members in the library.	B. Promotes active roles for parents and community members in the library.
C. Communicates in a professional manner with colleagues, parents, and community members.	C. Provides a system for interactively communicating in a professional manner with colleagues, parents, and community members.	C. Provides a system for interactively communicating in a professional manner with colleagues, parents, and community members.