

Competency 2, Level III

If you received a notice that Strand A of your dossier needs improvement in Competency 2, there are some very important steps to take to analyze why you received this feedback and what you may need to do differently when you resubmit. Always keep in mind that the competencies are interrelated, and when you correct problems in Strand A related to Competency 2, you may introduce new problems related to Competencies 1 or 5. So before you resubmit, take the time to go through all the instructions for Strand A again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your knowledge of content and your students' opportunities to learn the content you identified as well as your use of a variety of teaching methods and effective assessment.

First, review the Criteria for Success for Strand A on page 13 of the **Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers**. There you will see Competency 2—The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

Then, look at the Strand A Criteria for Success for Advancement to Level II and III (on pages 13 and 14 of the Requirements and Guidelines document). For Level III, you must demonstrate the criteria for Level II on page 13 as well as the criteria for Level III on page 14. The first and third bullets of Level II elaborate on how Competency 2 is assessed in Strand A.

- The first bullet states: ***The data and explanations must be complete, clear, and organized according to the PDD Guidelines.*** To check this point, review your submission in response to the directions on pages 7-13. Is your material easy to read and largely free of typos and misspellings? Did you follow instructions completely? Did you answer every question thoroughly? Is your material organized in the order of the directions? Can a reviewer who doesn't know you, but has experience teaching in your content area, clearly follow your explanation of the teaching methods and resources you used?
- The third bullet states in part: ***You should use multiple teaching strategies and modes of instruction to accommodate different learning styles and adapt instruction for individual student needs.*** In checking your submission on this point, reflect on whether you have recorded clear evidence of using more than one strategy for presenting information so that the reviewer can be sure you are addressing a variety of student learning styles. Also, have you specifically addressed the individual needs of students, especially those with IEPs or English language learners? Is evidence of differentiation of instruction for individual student needs clearly presented in the instructional record? How does your analysis of student achievement include information about the individual needs of students whose work was included in your dossier, and how was any differentiation of the products addressed in your analysis of the work?
- The third bullet of the Level III Criteria on page 14 states: ***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.*** In addressing this criterion, be sure that you have identified specific adaptations for any students or groups of students you have identified as having specific needs,

including students with IEPs and who are English language learners. Why are those methods appropriate for the specific needs of these students at this time? How do they relate to the content and goals you identified? It is also important to consider across all of the instruction whether you used a variety of methods over the course of instruction so that all students can connect with the learning.

- The fourth bullet of the Level III Criteria on page 14 states: ***You work with parents and/or colleagues to adapt instruction to meet the needs of students with disabilities.*** Level III teachers must be able to demonstrate how they work with others in adapting instruction. Have you described formal and informal partnerships with parents and/or special education personnel to better meet the needs of students with disabilities? How have you implemented adaptations to enhance student learning?

If you are unclear about the answers to any of these questions, you may want to get another teacher who knows the content to review your Strand A for you. Keep in mind that the competencies where you are told to improve are suggestions only. Those suggestions do not mean that you “passed” the other competencies for the strand. When you resubmit, it is possible to correct problems in Strand A related to Competency 2 and introduce new problems related to Competencies 1 or 5. So when you resubmit, you need to go through all the instructions for Strand A again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your knowledge of content and your students’ opportunities to learn the content you identified as well as your use of a variety of teaching methods and effective assessment.