

### Competency 4, Level III

If you received a notice that Strand B of your dossier needs improvement in Competency 4, 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 B related to Competency 4, you may introduce new problems related to Competencies 3, 6, and 7. So before you resubmit, take the time to go through all the instructions for Strand B again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your communication with students; your comprehension and application of the principles of student growth, development and learning; management of the educational setting; and recognition of student diversity.

First, review the Criteria for Success for Strand B on page 23 of the **Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers**. There you will see Competency 4—The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

Then, look at the Strand B Criteria for Success for Advancement to Level II (also on page 23 of the Requirements and Guidelines document). The first, second, third, fifth and seventh bullets elaborate on how Competency 4 is assessed in Strand B.

- 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 15-22. 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 see that you understand the principles of student growth, development and learning, and that you apply them appropriately?
- The second bullet states: ***The samples of student work that you provide show growth in one discipline or content area over time.*** As you look back over the student work you have submitted, does the sequence of work for each student show growth over time? This growth may be irregular or uneven, but growth should be shown.
- The third bullet states: ***Your explanation highlights aspects of student work and analyzes those aspects in light of sound principles of student growth, development and learning.*** Does your analysis of student work include an explanation of the student's growth and learning and recognize the student's level of development?
- The fifth bullet states: ***Your instruction and resources are reasonable for each student's development and include necessary adaptations for students with IEPs and English language learners.*** Be sure that the explanation of how the student work was produced includes clear evidence that each student received the appropriate adaptations.
- The seventh bullet states: ***You differentiate between the two students' work and how they are growing and learning.*** Take time somewhere in the strand to include a discussion of the

difference between the two students whose work you included. How are the two students' growth patterns similar and different?

To advance to Level III, you must meet all the criteria for Level II and go beyond in the following ways.

- The first bullet states: ***Samples of student work show growth in one or more specific concepts or skills within your discipline or content area.*** The samples you select are critical to ensuring that you show and demonstrate understanding of student learning. It is usually preferable to select a fairly narrow skill and illustrate change over time. If Student X or Student Y didn't show growth, it is very important that you explain why and illustrate your understanding of the student's learning.
- The second bullet states: ***Your analysis provides an in-depth characterization of each student's learning and shows a clear relationship between the experiences encountered by the student and his/her learning.*** Just as important as the samples you select are your explanations of how the student has progressed. Clear explanations of the instruction that accompanied the work samples are also critical. Have you provided in-depth characterizations of each student's learning in IIC for Students X and Y? Have you clearly explained in IIB for Students X and Y what you did as the teacher for the student to produce this work?

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 B 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 B related to Competency 4 and introduce new problems related to Competencies 3, 6, and/or 7. So when you resubmit, you need to go through all the instructions for Strand B again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your communication with students; your comprehension and application of the principles of student growth, development and learning; management of the educational setting; and recognition of student diversity.