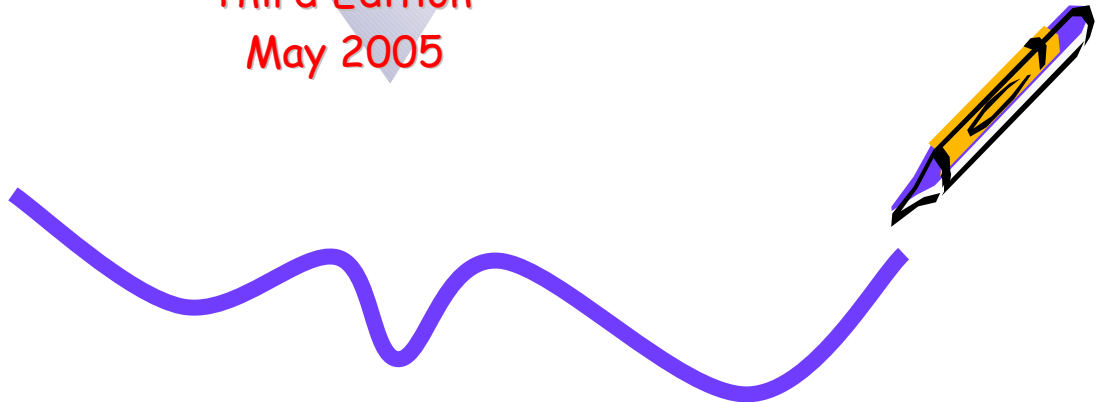


New Mexico's 3-Tiered Licensure Performance Evaluation Handbook

Third Edition
May 2005



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GENERAL INFORMATION ABOUT THE 3-TIERED LICENSURE PERFORMANCE EVALUATION HANDBOOK

At the request of the 3-Tiered Licensure Implementation Council 2003-2004, members of the Administrator Training Design Work Group have assembled this *3-Tiered Licensure Performance Evaluation Handbook*. These materials are based on the *Guidelines for Annual Teacher Performance Evaluation* and the *Requirements & Guidelines for the Preparation of the Professional Development Dossier for Teachers*, previously developed and approved for dissemination by the Public Education Department and the 3-Tiered Licensure Implementation Council.

The purpose of the handbook is to provide school superintendents and administrators with a common understanding of local annual evaluation elements that are part of the Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for the New Mexico 3-Tiered Licensure System. On the whole, the materials are intended to help administrators meet requirements of HOUSSE while they also develop local teacher evaluation procedures that are appropriate for individual school districts and school sites.

The handbook provides easily accessible information about changes in teacher evaluation at the local level based on newly differentiated teacher competencies and performance indicators. Included as well are timelines, guides and suggestions to consider in implementing and supporting these changes at the school site. Topics include the following:

- Guidelines for Performance Evaluation
- Descriptions of Teacher Competence in the NM 3-Tiered Licensure System (Levels I, II and III)
- Guidelines for The Professional Development Plan
- The Professional Development Dossier for Licensure Advancement
- Other Informational Resources

The handbook promotes high quality, ongoing professional development experiences to prepare administrators for the changes in performance evaluation and provide intensive follow-up and support, including:

- Growth-promoting processes such as study groups, action research and peer coaching, etc.;
- Data collection strategies related to employee performance;
- Collaborative planning between employee and evaluator;
- Strategies for evaluating demonstration of competencies for annual evaluation, licensure advancement and/or renewal.

DEFINITIONS

Level I Teacher - Any teacher who possesses a Level I license.

Level I License (Provisional License) - a provisional teaching license issued for the first three years of teaching that gives a beginning teacher the opportunity, through a formal mentorship program, for additional preparation to be a quality teacher. (3 years)

Level II Teacher - Any teacher who possesses a Level II license.

Level II (Professional Teacher) License - a professional teaching license given to a teacher who is a fully qualified professional who is primarily responsible for ensuring that students meet and exceed state board-adopted academic content and performance standards. The Level II license requires participation in a district mentoring program at Level I, three years successful teaching experience at Level I, and demonstration of specific sets of competencies through the Professional Development Dossier. A teacher may choose to remain at Level II for the remainder of his/her career. (9 years renewable)

Level III-A Teacher - Any teacher who possesses a Level III-A license.

Level III-A (Master Teacher) License - a master teaching license for those teachers who elect to apply for and meet requirements for advancement to the highest level of performance in the 3-Tiered Licensure System. The Level III-A license requires three years successful teaching experience at Level II and National Board Certification or a master's degree and demonstration of specific sets of competencies through the Professional Development Dossier. (9 years renewable)

The 3-Tiered Licensure System - a progressive career system in which teachers are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels.

Professional Development Plan (PDP) – a written plan for professional learning developed collaboratively between the evaluator and employee (licensed personnel).

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

Core academic subjects – English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos.

Licensure Information

The New Mexico 3-Tiered Licensure System incorporates three levels of licensure. Level I, a provisional license, is issued for a three to five year period; Level II, a professional license is issued for up to a nine year period; and Level III-A, a master teacher license, is issued for a nine year period. Movement from one level to the next and licensure renewal at Levels II and III-A are dependent upon the successful demonstration of the mandates set forth by the New Mexico Public Education Department (PED). Beginning July 1, 2004, in order to advance to the next licensure level, either from Level I to Level II, or Level II to Level III-A, teachers must demonstrate how they are meeting the increased competencies for the next licensure level by submitting a Professional Development Dossier (PDD) to the PED.

The new regulation governs the requirements for a high objective statewide standard of evaluation for teachers from early childhood through grade twelve. This regulation identifies the specific evaluation/supervision standards and indicators and requirements for a competency based evaluation system for teachers.

[6.69.4.6 NMAC – N, 09-30-03]

Evaluation Information

The New Mexico 3-Tiered Licensure System created by the passage of HB212 in 2003 and the Public Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers sets forth specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels. PED Regulation 6.69.4.8.D states the format for this evaluation shall be established by the department and shall be uniform throughout the state in all public schools.

The *Guidelines for the New Mexico Annual Teacher Performance Evaluation* were created through the contributions of many professional New Mexico educators, including teachers and administrators, at both the public school and university level, and with the assistance of Public Education Department staff members and consultants. This publication is intended to (1) inform school districts, school administrators, and school teachers of the Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure set forth under the 3-Tiered Licensure System and (2) to assist school districts in the development of the requirements of PED Regulation 6.69.4. This handbook includes information provided in the *Guidelines for NM Annual Teacher Performance Evaluation* and the *Requirements & Guidelines for the Preparation of the Professional Development Dossier for Teachers*, as well as other relevant information.

The 3-Tiered Licensure Teacher Annual Performance Evaluation System provides a differentiated approach to teacher performance evaluation in compliance with the requirements on NMSA22-10A-4.B for each level of licensure: Level I Provisional Teacher, Level II Professional Teacher, and Level III-A Master Teacher. The teacher performance evaluation instrument includes the same nine standards for each licensure level. The competency indicators describe, in terms of observable or measurable teacher and student behaviors for each licensure level, the demonstrable evidence required for "Meets Expectations" for the competency. The teacher performance evaluation procedures and the Professional Development Plan (PDP) procedures are also differentiated for each of the three licensure levels.

The contents of this handbook for implementing teacher performance evaluation include: (1) the Guidelines for Performance Evaluation for each level of licensure, including the Descriptions of Teacher Competence in the New Mexico 3-Tiered Licensure System; (2) the Guidelines for the Professional Development Plan for each licensure level; and 3) and other information, including sample forms for district and school-level use.

Each district must use the nine New Mexico teacher competencies and indicators for New Mexico, and must follow the *Guidelines for NM Teacher Annual Performance Evaluation* to meet the requirements of HOUSSE. Districts may add additional competencies and indicators determined appropriate by the local district.

Each school district in New Mexico must complete a written teacher performance evaluation plan for the district that meets the requirements of PED Regulation 6.69.4, which includes all of the following:

- The district teacher performance evaluation policy approved by the local school board that complies with the HOUSSE procedures outlined in this document.
- Written guidelines and procedures for the district annual teacher performance evaluation system that complies with the *Guidelines for NM Teacher Annual Performance Evaluation*.
- All forms used in the district teacher performance evaluation plan.
- A district plan for training all teachers and all administrative or supervisory personnel assigned teacher performance evaluation duties.

Due Date: Title 6, Ch. 69, Part 4, Section 6.69.4.11 states, "... the district's Plan should be developed no later than **October 1, 2004**. However, as a result of the most recent revision of this rule, **districts are not required to submit their Plan to the Public Education Department**. This document should be developed, staff should be trained about the expectations of this district plan, and staff should be supported to successfully meet the expectations of this plan, including the development of a Professional Development Dossier for licensure advancement. The Plan should be kept at the district level.

WHERE TO GO FOR INFORMATION.....

New Mexico Public Education Department Website www.ped.state.nm.us

Educator Quality Website www.teachnm.org

New Mexico Administrative Code for information related to School Personnel Performance Evaluation (6.69.4, and 6.69.2)

www.nmcpr.state.nm.us/nmac

New Mexico Coalition for School Administrators www.unm.edu/~nmcsa

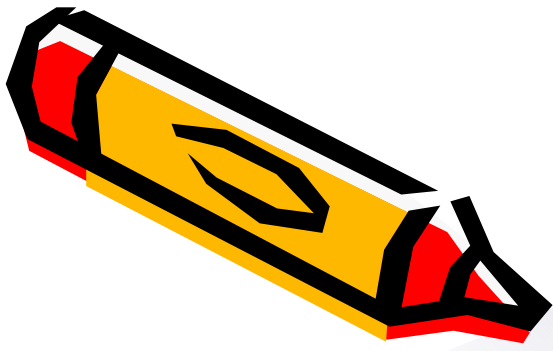
New Mexico Office of Educational Accountability

www.state.nm.us/clients/dfa/OEAindex.htm

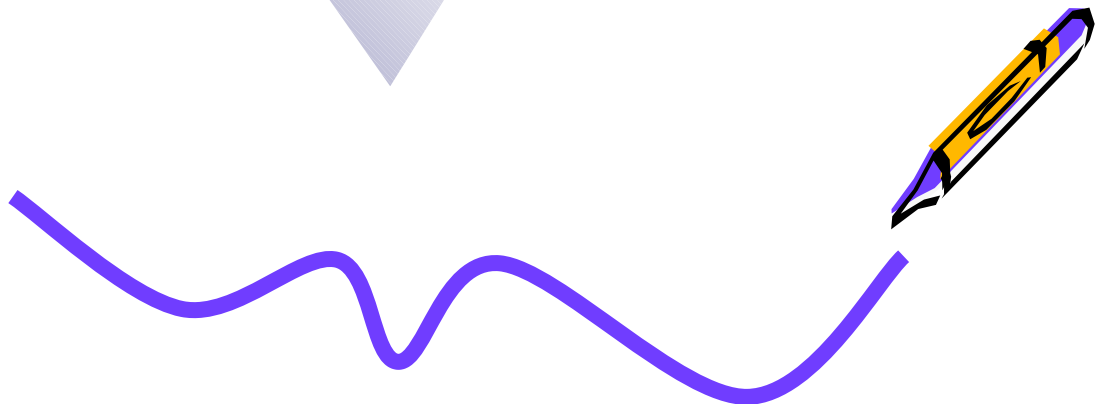
UNM Institute for Professional Development website ipd.unm.edu

District Support: Personnel/Human Resources, professional development office

University Support: Educational Leadership or Educational Administration Departments and/or Programs



Local Annual Evaluation



GUIDELINES FOR PERFORMANCE EVALUATION

Each district shall complete a teacher evaluation plan that meets the state's requirements of a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE). The purpose of this guide is to provide assistance to all parties involved in the implementation of New Mexico's Teacher Performance Evaluation System requirements. The guide encourages flexibility in choosing among a variety of approaches to data collection, rather than identifying a single prescribed approach to implementing a district's evaluation plan.

There are many **purposes for evaluation** as developed by the Annual Evaluation Workgroup. Among them:

1. To assist in identifying and building upon teacher strengths.
2. To serve as the basis for the improvement of instruction.
3. To develop remediation goals.
4. To enhance the implementation of programs of curriculum.
5. To plan meaningful professional development.
6. To address accountability and teacher quality.
7. To support fair, valid and legal decisions for rehire, promotion decisions or termination.

Evaluation for different purposes requires different procedures. The 3-Tier Licensure and Performance Evaluation System emphasizes teacher growth through differentiated teaching indicators that are reflective of the competency levels of teachers and the creation of individual Professional Development Plans.

Each of the three levels of licensure has nine (9) common competencies with differentiation occurring through license level-specific performance indicators. The performance evaluation system will indicate a teacher's proficiency in these license level-specific performance indicators and competencies. The nine common competencies are:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately;
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change as appropriate; and
9. The teacher works productively with colleagues, parents, and community members.

Required Common Performance Evaluation Components

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, "every public school teacher must have an annual performance evaluation based on an annual professional development plan...Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved. The school principal shall observe each teacher's classroom practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level." (6.69.4.8.D and 6.69.4.10.C & D)

1. Training for Teachers and Administrators:

Training must assure that all participants at the school level understand the purpose of and criteria for performance evaluation through an annual Evaluation Orientation. The Orientation must address the Teacher Competencies and Indicators for each level of licensure, and the role of the Professional Development Plan in the Performance Evaluation System. The Orientation must also include an overview of the process whereby observations will be made and performance data collected, the forms to be used, and the timeline for completion.

Administrator training is imperative to ensure the state has a High Objective Uniform System of Evaluation. According to regulation (6.69.4.10.H), "at least every two years, school principals shall attend a training program approved by the department to improve their teacher evaluation skills."

2. Creation of Professional Development Plan

Regulation requires that the teacher and the school principal create the Professional Development Plan (PDP) no later than forty (40) days after the first day of each school year. The Plan must have measurable objectives, and must be based on, among other things:

- The nine teacher competencies and indicators for the teacher's licensure level,
- The previous year's annual evaluation (if applicable), and
- Assurance that the teacher is highly qualified in the core academic subjects the teacher teaches. (6.69.4.10.B.1-3)

See **Guidelines for the Professional Development Plan** (p. 25 in this handbook)

3. A System for Data Collection and Feedback

Classroom Observations

Regulation requires that the principal "observe each teacher's classroom practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies/performance indicators for each teacher's licensure level" (6.69.4.10.D).

In addition to observations, additional forms of data will assure a valid assessment of each employee's ability to demonstrate the competencies. The following list provides a variety of options for collecting data.

Options for Additional Data Collection:

- Review of videotape;
- Written documentation of activities;
- Locally developed survey of staff, students, and/or parents;
- Review of student work and performance;
- Review of the teacher's contribution to the school's vision, mission, and outcomes;
- Portfolios;
- Information gained through peer observation and/or peer coaching;
- Anecdotal records;
- Reflective journals;
- Self-evaluations;
- Instructional artifacts;
- Other formats.

Feedback

Feedback is necessary for evaluation to be fair and professional. It is necessary for the improvement of instruction through the identification of teacher strengths and needs for improvement.

District Evaluation Plans must include guidelines for providing timely feedback on a regular basis.

4. Evaluation of Level I Teachers

Evaluations will be completed annually, and will include:

- a) Annual Formative Evaluation of progress toward accomplishing PDP goals and objectives;
- b) Documentation of annual observation of classroom practice;
- c) Completion of the Summative Evaluation based on Level I Performance Indicators.

5. Progressive Documentation and Evaluation of Level II and III Teachers

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

Progressive documentation includes:

1. Annual formative evaluation of progress toward accomplishing PDP goals and objectives;
2. Documentation of annual observation of classroom practice;

3. Other formative performance data;
4. Completion of the Summative Evaluation only at the end of the third year based on appropriate Level II or Level III competencies/performance indicators.

Unless teacher performance indicates otherwise, a Summative Performance Evaluation will be completed for Level II and III teachers only at the end of each three-year period.

6. Performance Evaluation Competencies and Performance Indicators

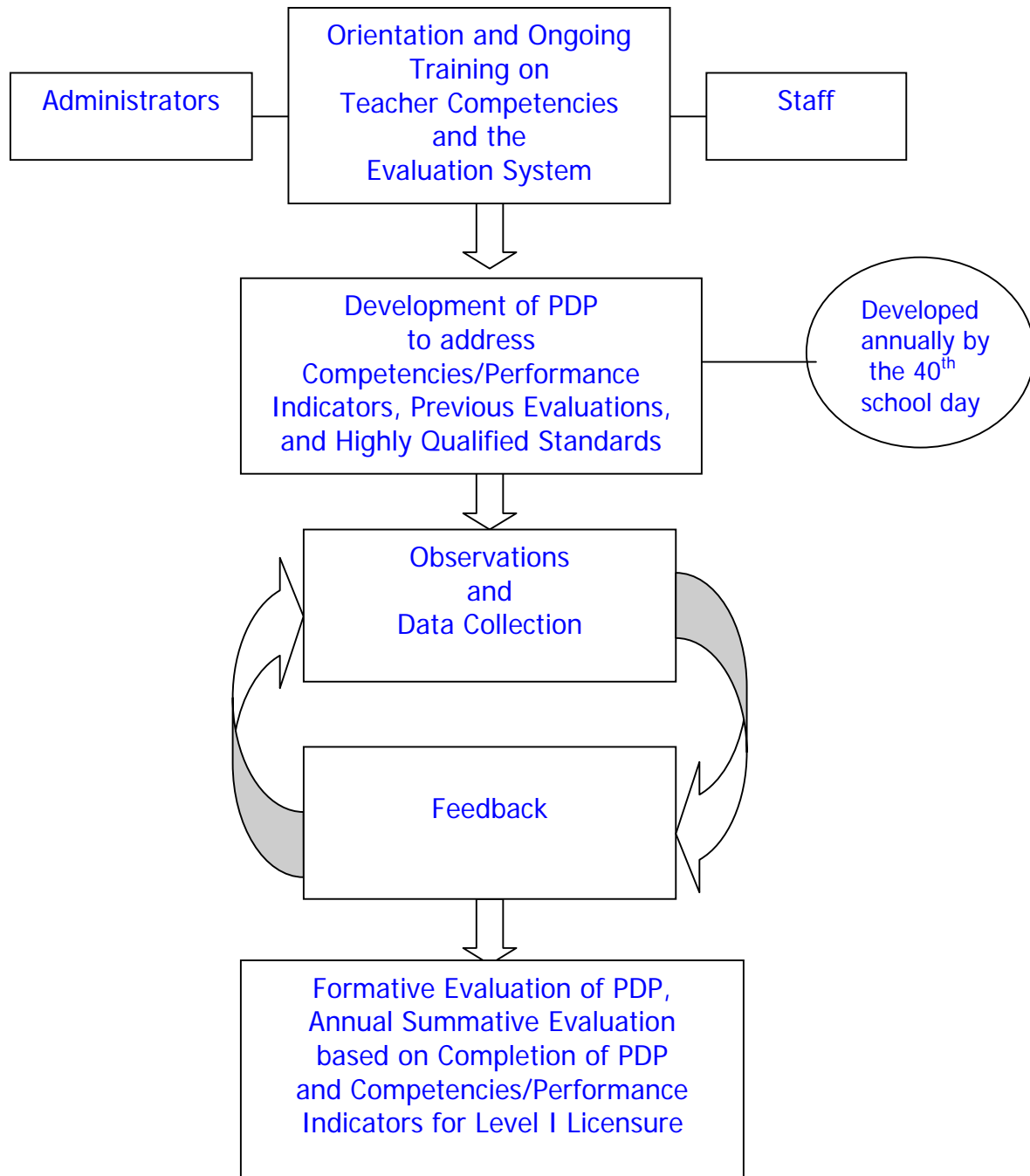
See **Descriptions of Teacher Competence in the New Mexico 3-Tiered Licensure System** (pp. 15 - 24 in this handbook).

See **New Mexico Teacher Competencies and Indicators** (p. 67-72 in this handbook).

SUMMARY OF PERFORMANCE EVALUATION REQUIREMENTS LICENSURE LEVELS I, II, & III

Licensure Level	Years Experience	Performance Evaluation Requirements
Level I	1	Observation + PDP + Evaluation Form
	2	Observation + PDP + Evaluation Form
	3-5	Observation + PDP + Evaluation Form
Application for Advancement to Level II Required – Professional Dossier		
Level II	4	Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.
	5	
	6....	
Application for Advancement to Level III <i>Optional</i> at any point after third year at Level II – National Board Certification and/or Masters Degree + Professional Dossier		
Level III	6....	Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.

Annual Evaluation of Level I Teachers



New Mexico Teacher Performance Summative Evaluation for Licensure

Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

Name of Teacher _____	Date _____
Grade/Assignment _____	School Campus _____
Name of Principal and/or Supervisor _____	Level of License <u> I </u> <u> II </u> <u> III </u>

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

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

Strand A. Instruction Evidence, including student achievement and learning growth:

STRAND B. STUDENT LEARNING:

- | | | | |
|----|---|---|---|
| 3. | The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | 1 | 2 |
| 4. | The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | 1 | 2 |
| 6. | The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | 1 | 2 |
| 7. | The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept. | 1 | 2 |

Strand B. Student Learning Evidence: _____

STRAND C. PROFESSIONAL LEARNING:

- | | | | |
|----|---|---|---|
| 8. | The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | 2 |
| 9. | The teacher works productively with colleagues, parents, and community members. | 1 | 2 |

Strand C. Professional Learning Evidence: _____

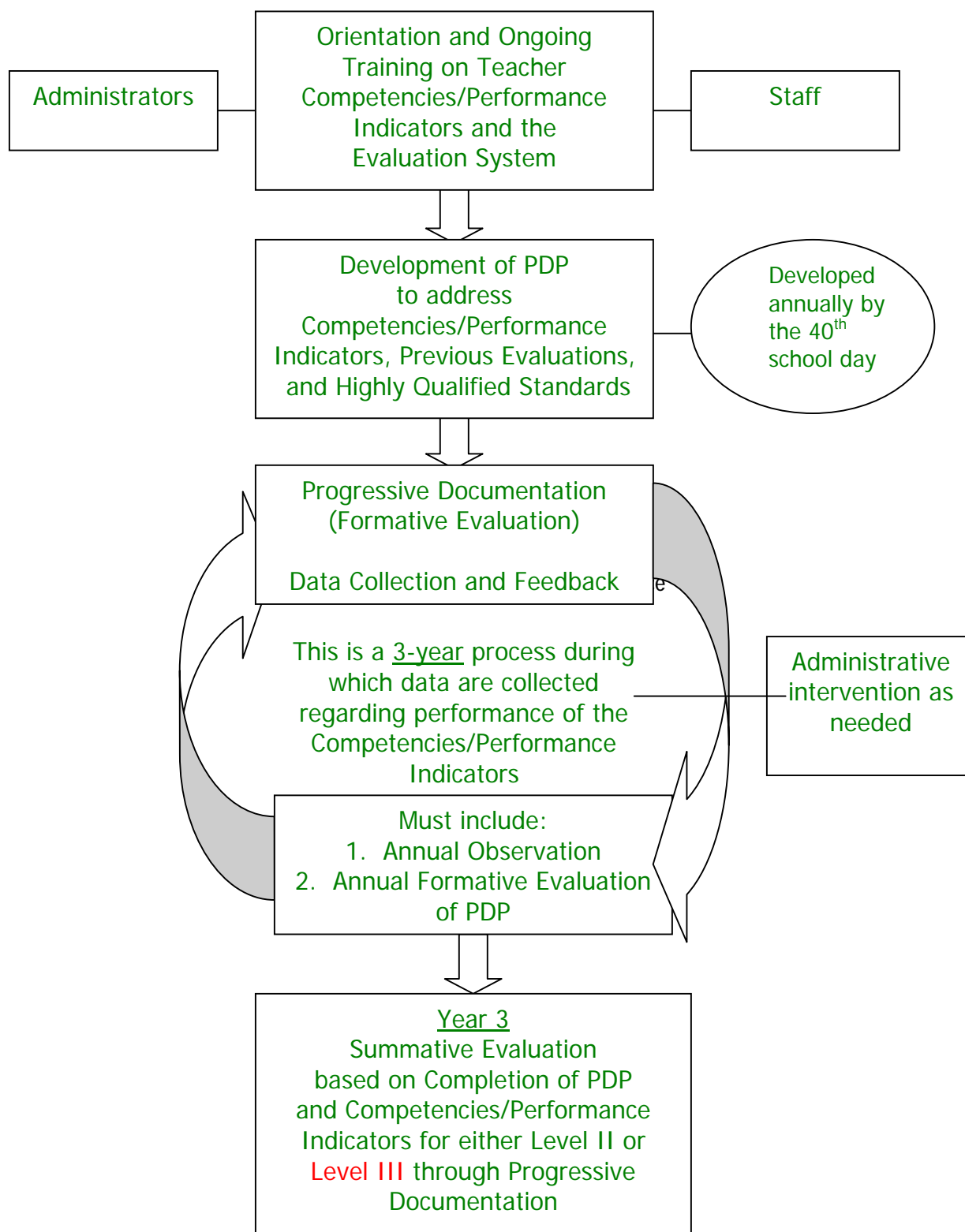
Yes _____	No _____	Professional Development Plan completed
Yes _____	No _____	Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

Progressive Documentation and Evaluation of Level II and III Teachers



Progressive Documentation of Teacher Performance

Teacher _____SSN/Employee ID _____

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

School Year _____ Grade/Subject _____

School _____ District _____

PDP Review (Required annually):

Evaluator/Title: _____ Date: _____

Observation of Classroom Practice (Required Annually):

Evaluator / Title _____ Date: _____

Optional Data for Strand A:

Evaluator/Title: _____ Date: _____

Optional Data for Strand B:

Evaluator/Title: _____ Date: _____

Optional Data for Strand C:

Evaluator/Title: _____ Date: _____

_____/_____
Teacher Signature Date

_____/_____
Evaluator Signature

DESCRIPTIONS OF TEACHER COMPETENCE IN THE NEW MEXICO 3-TIERED LICENSURE SYSTEM

The purpose of the Descriptions of Teacher Competence in the New Mexico 3-Tiered Licensure System (DTC) is to give teachers and administrators a tool to describe and differentiate increased expectations for teacher competence for Licensure Levels I, II, and III-A. These descriptions may be used to inform evaluators' decisions on the Progressive Documentation and Summative Evaluation Forms. More importantly, the DTC provide concrete descriptions of effective teaching that develop over time and will accomplish the following outcomes:

- Provide educators with professional language to talk about and build evidence for what they know and do that impacts student learning.
- Encourage teachers to evaluate and reflect on their practice.
- Encourage administrators to assess teachers' strengths and weaknesses using evidence-based assessment.
- Help teachers build Professional Development Plans.
- Help teachers and administrators across the state develop consistent understandings of teacher competence at different levels.

Students benefit because classroom teaching will continue to take into account best practices that meet their learning needs. Teachers benefit because they will continue to expand skills, knowledge, and practices that emphasize student learning.

Teacher development is an ongoing process and occurs over time. Good teachers constantly adjust and refine their practice based on the learning needs of students. Teachers are involved in a continual process of improvement and growing expertise, supported by input from administrators on annual evaluations and data collected from their professional development plans. This continuum of development is represented by the levels of licensure within the New Mexico 3-Tiered Licensure System:

- The Level I Provisional Teacher develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.
- The Level II Professional Teacher demonstrates consistent application of Level I and II competencies over time.
- The Level III-A Master Teacher integrates Level I, II and III competencies into his/her practice and has the capacity to help students take ownership of their own learning.

The DTC presents rich descriptions of what teachers' performance looks like along this continuum, as organized into three strands:

- Strand A: Instruction (Competencies 1, 2, and 5)
- Strand B: Student Learning (Competencies 3, 4, 6, and 7)
- Strand C: Professional Learning (Competencies 8 and 9)

Descriptions of Teacher Competence for Level I Licensure

Strand A: Instruction (Competencies 1, 2, and 5)

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

Competent Level I teachers use the state standards and the approved curriculum as the basis of instructional planning. In classroom instruction, they communicate content knowledge, learning goals, directions and procedures. In communication and interactions related to content, their spoken language is clear and standard, and written language is legible. They use vocabulary correctly for the content and the age of students. They are able to display content knowledge to students and make connections to other disciplines.

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

Competent Level I teachers choose strategies and resources that are aligned with the standards, curriculum, assessment, and needs of students. During classroom instruction, they provide opportunities for students to work independently, in small groups, and in large groups. They use a variety of methods (such as demonstrations, lectures, student initiated work, group work, questioning, and independent practice). Their instructional strategies draw from a variety of resources, such as field trips, supplemental printed materials, manipulatives, and technology. They provide opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities. To meet individual student needs, they implement necessary modifications and adaptations in instruction and curriculum. Their students with special needs (including English language learners, those who receive special education services, those who are gifted and talented, and those with diverse cultural backgrounds) have access to the general education curriculum, in the least restrictive environment for students with disabilities.

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

In the classrooms of competent Level I teachers, assessment and instruction are aligned and based on content standards and the developmental levels of students. These teachers have a repertoire of various kinds of assessment tools and strategies (e.g., demonstration, observation, oral, written) that serve both formative and summative purposes. Within their teaching, they use information gained from assessment to adjust lesson plans, activities, and instruction. They maintain varied documentation of student progress, such as student attendance, assignments, varied assessments, and behavior. They use assessment to gauge a lesson's effectiveness and the extent to which students achieve instructional goals. They also encourage students to use assessments to improve their knowledge and skills. In order to foster understanding of assessment use and evaluation procedures, these teachers adhere to the school's required procedures for communicating with parents/caregivers and students about student progress. Their responses to concerns about student progress are consistent and delivered in a timely manner.

Strand B: Student Learning (Competencies 3, 4, 6 and 7)

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

Competent Level I teachers explain the relevance of topics and communicate the instructional intent, directions, or plan to their students. They explain the standard for successful achievement so that students can articulate the criteria for successful performance. They are clear with their actions, directions, and explanations. They request comments from and communicate regularly with students about their progress.

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

Competent Level I teachers' questioning skills and discussion techniques are a mix of recitation and higher level thinking appropriate to the age and developmental level of students. They ask some questions that are intended to expand students' understanding of the concepts. Their instruction provides opportunities for students to analyze and synthesize information. They also use various strategies, materials, and resources to meet the needs of individual students.

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

Competent Level I teachers serve as models for constructive behavior for their students. They identify, explain, and/or model expected classroom behavior. They enforce expectations and respond to disruptive behavior appropriately. They have established routines and procedures for students to follow during class instruction. They strive to make smooth transitions between activities. On the whole, use of clearly established routines and procedures in the classrooms of competent Level I teachers minimizes distractions and interruptions. In addition, they have materials ready for planned lessons and activities. In spite of their careful planning, however, some instructional time may be lost in materials mismanagement as they experiment with new strategies and grow in understanding and experience in effective management of the educational setting. As a result of continual efforts to apply effective strategies for instructional organization and management, they establish a classroom environment in which students feel safe. Competent Level I teachers pay attention to student health and well being.

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

Competent Level I teachers demonstrate sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings, of students with disabilities and/or from culturally, linguistically, and/or socioeconomically diverse backgrounds. They demonstrate respect for each student's background, experience, learning abilities, language, and culture. They communicate with students about their achievement outcomes, and recognize student achievement can vary from one student to another. They set appropriate expectations for students. They also find effective instructional and assessment strategies to meet individual students' needs and interests and provide opportunities for each student to succeed. Their instructional practice shows progress over time in varying instruction and engaging students in active involvement and creativity. They monitor students' behavior but also make efforts to involve students in decisions about the learning process and classroom climate when opportunities arise.

Strand C: Professional Learning (Competencies 8 and 9)

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

Competent Level I teachers seek out information on methodology, research and current trends in education to enhance and improve the quality of learning. They use this information in building their annual professional development plans. They demonstrate or implement use of a variety of strategies and best practices in their classrooms, resulting in student engagement. As they examine their practice, competent Level I teachers are willing to risk change and refine practice. They recognize that change entails risk, but begin to make changes or modifications as appropriate.

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

Competent Level I teachers maintain professional communication with colleagues in developing and implementing decisions made at the team or school level. They adhere to school requirements for communicating with parents/caregivers about the instructional program. When conflict arises, competent Level I teachers attempt to use conflict resolution strategies. They are beginning to learn about resources that the parents and the community have to offer.

Descriptions of Teacher Competence for Level II Licensure

Strand A: Instruction (Competencies 1, 2, and 5)

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

Competent Level II teachers expand on the state standards and the approved curriculum to make them more relevant for students. During instructional activities, they clearly communicate content knowledge, learning goals, directions, and procedures accurately and in substantive detail. Their vocabulary and written language are clear and at an appropriate level. They recognize when students are confused about directions or performance criteria, and they clarify their communication accordingly. On the whole, competent Level II teachers' representations of content are suitable for their students' learning needs and provide students with connections to their prior knowledge and experiences. These teachers display solid content knowledge and finds ways to integrate other disciplines into the curriculum when appropriate.

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

Competent Level II teachers' choices of strategies and resources are aligned with the standards, curriculum, assessment, and diverse needs of students and result in coherent instructional design. These teachers use large group, small group, and independent student learning experiences and a variety of teaching methods (such as demonstrations, lectures, student initiated work, group work, question, and independent practice) that are suitable to students' needs and instructional goals. In order to support student progress towards varied goals, they consistently select and put to use relevant and suitable curricular resources. They provide opportunities for

students to apply, practice, and demonstrate knowledge in the learning styles and modalities that best fit them. They also design and implement necessary modifications and adaptations in instruction and curriculum. On the whole, competent Level II teachers routinely adapt strategies and select particular resources to meet the needs of individual students. Students with special needs (including English language learners, those who receive special education services, those who are gifted and talented, and those with diverse cultural backgrounds) have access to the general education curriculum, in the least restrictive environment for students with disabilities.

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

In the classrooms of competent Level II teachers, assessment and instruction are aligned and based on content standards and the developmental levels of students. During instruction, these teachers provide multiple ways (such as demonstration, observation, oral, written) for students to demonstrate their knowledge and skills. In the main, competent Level II teachers use assessment data to improve future learning for individuals and groups. They use both formative and summative assessment data to gauge a lesson's effectiveness and the extent to which students achieve instructional goals. Their students clearly understand the teachers' systems for documenting information on student attendance, assignments, assessment, behavior, and achievement. In order to foster understanding of assessment use and evaluation procedures, teachers communicate with parents/caregivers and students about students' progress on a regular, timely and consistent basis. These teachers respond appropriately to concerns about progress expressed by students and parents/caregivers.

Strand B: Student Learning (Competencies 3, 4, 6 and 7)

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

Competent Level II teachers explain the relevance of topics to their students and communicate the instructional intent, directions, or plan. They expect and explain clearly a high standard for successful achievement. During instruction, they are clear in their actions, directions, and explanations and checks for understanding. They use a variety of approaches, including peer and student assessment, to ensure clarity about their actions, directions, and explanations to further student understanding and learning. In order to reinforce what they are teaching, competent Level II teachers communicate regularly with students about their progress and offer suggestions to improve students' understanding and learning.

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

Competent Level II teachers consistently integrate age and developmentally appropriate higher level thinking skills into instruction to deepen understanding of content and to develop student skills in problem solving, inquiry and decision-making. Their questioning skills and discussion techniques are predominantly based on multiple levels of thinking. They regularly ask questions that are intended to expand students' understanding of the concepts. They provide frequent opportunities for students to analyze and synthesize information. Additionally, they adapt strategies and select particular materials, and resources to meet the needs of individual students.

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

Competent Level II teachers identify, explain, and model constructive behavior patterns. They establish and reinforce expectations for student behaviors that promote citizenship in a classroom community. They monitor student behaviors and redirect them. They consistently enforce expectations and respond appropriately to disruptive behavior. They establish routines and procedures so that little instructional time is lost. Throughout instructional activities, transitions occur smoothly, and momentum is maintained during transitions, distractions, and interruptions. To ensure these smooth transitions, competent Level II teachers consistently prepare and arrange materials in advance of instruction for easy student and teacher accessibility. Instructional time remains focused on instruction during materials distribution and use. These teachers consistently provide a safe classroom environment for learning. They regularly attend to the health and well-being of students.

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

Competent Level II teachers acknowledge and validate the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. They respect different student backgrounds, experiences, learning abilities, languages and cultures and consider these factors when planning and implementing lessons. They understand how students differ in their approaches to learning and adjust instruction accordingly. They challenge students with high expectations and design opportunities for each student to succeed based on individual learning needs. What's more, they provide students with the support they need to achieve at high levels. On the whole, competent Level II teachers create an inclusive, caring environment in which each individual is respected and valued, and they work to help develop students' self-esteem, motivation, and sense of civic responsibility.

Strand C: Professional Learning (Competencies 8 and 9)

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

Competent Level II teachers consistently seek out information on methodology, research and current trends in education to enhance and improve the quality of learning. They build their professional development plan on this information. While applying what they are learning to their practice, they consistently demonstrate and implement a variety of strategies and best practices to motivate and/or engage students in learning. They regularly take action to promote instructional improvement by supporting and incorporating change initiatives.

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

Competent Level II teachers cooperate with colleagues in developing and implementing decisions made at the team or school level. They systematically communicate with parents/caregivers about the instructional program. When conflict arises, they use conflict resolution strategies. They also use community and parent resources in the development of the instructional program.

Descriptions of Teacher Competence for Level III Licensure

Strand A: Instruction (Competencies 1, 2, and 5)

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

Competent Level III teachers actively build on the state standards and approved curriculum by providing instruction based on students' prior knowledge and experiences and by anticipating possible student misunderstanding. Directions and procedures are clear. Learning goals are explicit. These teachers' written and spoken vocabulary enriches the lesson. In delivering the curriculum, competent Level III teachers not only display extensive content knowledge and make connections to other disciplines, but they also convey explicit connections to previous lessons and/or other subjects.

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

Competent Level III teachers choose strategies and resources that are aligned with the standards, curriculum, assessment, and diverse needs of students and result in an engaging, coherent instructional design. These teachers engage students in large group, small group, and independent work activities appropriate for instructional expectations. When students engage in small group activities, they demonstrate understanding of group dynamics that are appropriate for the age and developmental level of students (e.g., students on task, a high level of student participation, equal distribution of labor, individual accountability). In this educational setting, student collaboration leads to an exchange of ideas that achieves learning goals. In overall classroom instruction, competent Level III teachers demonstrate effective selection and use of a variety of methods that are relevant to students and instructional goals. Resources are also consistently relevant for student learning of instructional goals. Students are given opportunities to choose, adapt, or create resources to enhance their learning. The Level III teachers provide opportunities for students to apply, practice, and demonstrate new learning in the varied styles, modalities, and intelligences that best suit them. These teachers participate and collaborate with colleagues and parents to design and implement necessary modifications and adaptations in instruction and curriculum. They seamlessly integrate strategies, materials, and resources to accommodate diverse student needs. In their classrooms, students with special needs (including English language learners, those who receive special education services, those who are gifted and talented, and those with diverse cultural backgrounds) have access to the general education curriculum, in the least restrictive environment for students with disabilities.

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

In the classrooms of competent Level III teachers, assessment and instruction are seamless. These teachers continually assess student learning formally and informally from multiple sources and use data as the basis of future instructional planning for individuals and groups. Students are aware of how they are meeting standards and instructional goals. Their teachers use assessment results to adjust daily activities and instruction to meet the needs of students. Competent Level III teachers' system for documenting information on student learning includes state standards achievement and the results of state testing when appropriate. The system is up-to-date and easily understood by students, parents/caregivers, administrators, and other school personnel. There is evidence that students are able to maintain and track their individual progress. These teachers initiate communication with families/caregivers and students on a frequent basis on both positive and negative aspects of student progress. Students and families/caregivers are comfortable in approaching the teacher with concerns.

Strand B: Student Learning (Competencies 3, 4, 6 and 7)

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

Competent Level III teachers engage students in explanation and/or demonstration of the relevance of topics and activities and involve them in establishing instructional direction and plan. In their classrooms, students understand and can articulate the standard for successful achievement. In order to promote student learning, these teachers use a variety of approaches, including peer and student assessment, to make their actions, directions and explanation clear to students. Students offer further examples to enhance understanding and learning. On the whole, competent Level III teachers consistently engage students in the analysis and evaluation of their learning. They have a system to communicate with students on their progress. They actively work with their students to enhance learning beyond the classroom.

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

The questioning skills and discussion techniques of competent Level III teachers are intended to expand students' learning of the concepts presented in their class. These teachers provide many opportunities during instruction for students to analyze, synthesize and evaluate information. They encourage students to formulate questions and initiate discussions. They seamlessly integrate strategies, materials, and resources to accommodate diverse student needs. Students are given opportunities to choose, adapt, or create resources to enhance their learning.

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

Competent Level III teachers engage students in establishing expectations for creating a learning environment. They encourage students to develop a classroom management system that teaches each student accountability for self and others and acceptable, appropriate behaviors in learning situations. These teachers integrate the teaching of constructive, pro-social behaviors into regular classroom activities. Students demonstrate active and appropriate participation. In order to promote this participation, competent Level III teachers establish a system in which students assume some responsibility for routine tasks. Transitions are seamless, and distractions and interruptions do not interfere with learning. In addition, these teachers systematically prepare and arrange materials in advance of instruction to ensure easy access for both students and teachers. Over all, they provide multiple opportunities within instruction to address the health and well-being of students.

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

Competent Level III teachers adjust practice based on observation and knowledge of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse groups. They treat all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences. They create an environment in which students recognize their own backgrounds and abilities, while also recognizing the differences and similarities they have with their teacher and classmates. While engaged in teaching, they use their knowledge of the influences of context, disability, language, and culture, and socio-economic status to engage students at the personal level. They individualize instruction and assessment based on students' strengths and needs. They regularly challenge students to strive for the next level of achievement in a given area. The teachers, other students, and other appropriate resources support students in the learning process. In the classrooms of these Level III teachers, students perceive and acknowledge their learning success on a regular basis. These teachers support students in recognizing areas of strength and needs in themselves and guide students to take responsibility for augmenting both areas.

Strand C: Professional Learning (Competencies 8 and 9)

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

Competent Level III teachers demonstrate the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching. They share information with colleagues. They build their professional development plans from an analysis of their growth areas. These teachers initiate and implement a variety of strategies and best practices to engage students consistently and fully, including opportunities for student participation in selecting, adapting and creating strategies best suited to their learning styles. They assume a leadership role in discourse about change, taking implementation risks and serving as a model for such change.

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

Competent Level III teachers collaborate with colleagues in developing and implementing decisions made at the team or school level. They initiate and lead other teachers in discourse about professional issues, using varied approaches including conflict resolution strategies when appropriate, and may assume a leadership role at the team, school, or district level. They also collaborate with parents and community in developing or implementing the instructional program, when this collaboration will enhance or expand student learning.

GUIDELINES FOR THE PROFESSIONAL DEVELOPMENT PLAN

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, "every public school teacher must have an annual performance evaluation based on an annual professional development plan...Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved...No later than forty school days after the first of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, for the coming school year based on, among other things: (1) the state board of education's nine teaching competencies and indicators for the teacher's licensure level; and (2) the previous year's annual evaluation, if applicable; and (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule." (6.69.4.8.D and 6.69.4.10.B & C)

Each teacher and his or her school principal (or designee) shall establish an annual Professional Development Plan (PDP) for the teacher. The PDP must have measurable objectives based on the nine competencies and performance indicators and will target specific areas for teacher professional development. All professional development has one ultimate goal: to improve student learning.

The PDP should not be confused with a local school district's Professional Growth Plan (PGP), where deficiencies are identified and addressed. The local district should develop PGP guidelines in addition to PDP guidelines.

1. Guidelines for PDP Design and Evaluation

Within the first 40 days of the school year, the teacher and the school principal will establish a PDP.

- The plan must identify one or more measurable objectives.
- The measurable objectives must be based on the nine teacher competencies and performance indicators as determined by the teacher and the school principal. All nine competencies do not have to be address every year.
- The PDP may include multi-year measurable objectives and a plan to annually review the progress toward meeting measurable objectives.

The PDP should include measures for determining progress, at regular intervals, toward meeting the goals.

Once the teacher and the school principal have established the measurable objectives and goals, both parties should collaboratively develop a clearly written plan to include the following:

1. The specific competencies/performance indicators these projects or key actions will address,
2. Specific learning projects or key actions to be undertaken by the employee,
3. The intended impact of these projects or actions,
4. The timeline to complete these projects or actions,
5. Specified resources the employee should access to accomplish measurable objectives,
6. Determination of how progress toward completion will be monitored,
7. Agreement on artifacts to assess the impact of the project or actions,
8. The intended impact of these projects or actions on the targeted desired results, and
9. A written reflection of the PDP learning experience should be completed and brought to the end of year summative evaluation meeting.

Before the end of the school year, the teacher and the school principal will meet to assess how well the PDP was carried out and the extent to which measurable objectives were achieved.
[Complete annual formative evaluation of PDP]

The results of the annual formative evaluation will be documented on summative evaluation.
[Annually for Level I; every 3 years for Levels II and III]

The PDP process shall be differentiated for level of licensure to meet the varied needs of the teachers at each level.

2. LEVEL I LICENSE PDP GUIDELINES

The Level I license PDP process should have a structured focus on feedback and support regarding the teacher's performance on the nine teacher competencies during the first three years of the teacher's career. This focus should include the active involvement of a mentor teacher in the PDP process.

The Level I license PDP sources of information for developing the PDP may include, in addition to other sources: previous annual evaluation, classroom observation notes, student achievement data (multiple measures), instructional artifacts, school/district initiative(s), parent and/or student surveys, and teacher accomplishments.

The Level I License PDP goals should focus on performance areas associated with beginning teachers to include classroom based issues such as student diversity, motivation, and achievement; student developmental needs, such as relationships with peers, students, and parents; development of teacher's content area knowledge; and classroom management skills and techniques.

The Level I License PDP goals should focus on the teacher's efforts during the third to fifth year (if necessary) to develop a Professional Development Dossier (PDD) for advancement towards a Level II license.

3. LEVEL II LICENSE PDP GUIDELINES

The Level II license PDP process may have multi-year objectives and have an option for a collaborative PDP with a colleague.

The Level II license PDP process may also address, after three years experience as a Level II licensed teacher, the teacher's efforts to develop a Professional Development Dossier (PDD) for advancement to a Level III license.

The Level II license PDP sources of information for developing the PDP may include all sources listed in Level I and, in addition, other sources such as: curriculum documents (lesson plan/unit plans); professional development experiences such as conferences, seminars, workshops, and courses; and information pertaining to education/content area research (ideas/opportunities) for example, professional journals, conference information, professional organizational newsletters, recent research, books, etc.

The Level II License PDP goals should address areas associated with more experienced teachers such as, among other goals, collection and application of longitudinal classroom data action research to improve the learning of all students; progress towards completion of a formal academic program leading to a masters degree; enriching or extending the curriculum; development of classroom or teaching materials; and enhancement of instructional strategies and student assessments.

4. LEVEL III LICENSE PDP GUIDELINES

The Level III License PDP Process should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

The Level III license PDP sources of information for developing the PDP may include all sources listed in Level I and Level II and should include self-assessment information.

The Level III License PDP goals should focus on, among other things, demonstration of students taking responsibility for their own learning; integration of multiple source data to inform teacher practice; taking leadership roles in the improvement of instruction at the local, state, or national levels; and conducting action research to improve learning of all students.

**New Mexico Teacher Performance
Reflection on Annual Professional Development Plan (PDP)**

Name of Teacher _____	Date _____
Grade/Assignment _____	Level of License _____
Name of Principal and/or Supervisor _____	School Campus _____

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Principal Feedback (optional):

Yes _____ No _____ Professional Development Plan completed
Yes _____ No _____ Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

PDP GUIDELINES BY LICENSURE LEVEL

LEVEL I PDP

Structured focus on teacher's performance on the nine teacher competencies with the involvement of a mentor teacher in the PDP process.

Sources of information:

- previous annual evaluation,
- classroom observation notes,
- student achievement data,
- instructional artifacts,
- school/district initiative(s),
- parent and/or student surveys,
- teacher accomplishments, and
- other data collection sources listed under evaluation components.

Focus on performance areas associated with beginning teachers:

- student diversity, motivation, and achievement;
- student developmental needs, such as relationships with peers, students, and parents;
- development of teacher's content area knowledge; and
- classroom management skills and techniques.

Goals should focus on: the teacher's efforts during the third to fifth year to develop a Professional Development Dossier (PDD) for advancement towards a Level II license.

LEVEL II PDP

May have multi-year objectives with option for a collaborative PDP with a colleague.

May also address developing a Professional Development Dossier (PDD) for advancement to a Level III license.

Sources of information:

- all sources listed in Level I
- curriculum documents (lesson plan/unit plans);
- professional development experiences;
- information pertaining to education/content area research.

Goals address areas associated with more experienced teachers:

- collection and application of longitudinal classroom data action research to improve the learning of all students;
- progress towards a masters degree;
- enriching or extending the curriculum;
- development of classroom or teaching materials; and
- enhancing instructional strategies and student assessments.

LEVEL III PDP

Should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

Sources of information:

- all sources listed in Level I and Level II
- should include self assessment information.

Goals should focus on:

- demonstration of students taking responsibility for their own learning;
- integration of multiple source data to inform teacher practice;
- taking leadership roles in the improvement of instruction at the local, state, or national levels; and
- conducting action research to improve learning of all students.

1. Develop written PDP with measurable objectives
Who: Teacher and Administrator collaborate.
When: Within first 40 days of SY

PDP Components:

- One or more measurable objectives
 - Based nine teacher competencies and performance indicators for level of license
 - Based on previous year's performance evaluation
 - May be multi-year
- Specific projects or actions to meet measurable objectives
- Impact or desired results of projects/actions
- Timeline to complete project/actions
- Specific resources identified
- Plan to monitor progress
- Artifacts to be used for assessment
- Plan to assess projects/actions or measure that desired results have been met.

PDP PROCESS MAP

2. Implement PDP
Who: Teacher
When: as per PDP timeline
Complete during the school year

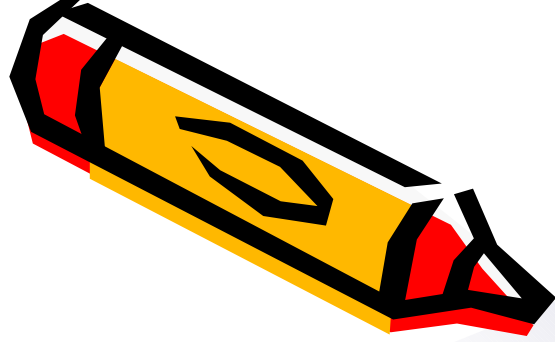
Implementation Includes:

- Monitoring progress and providing timely feedback on a regular basis
- Collecting artifacts to assess
 - Achievement of measurable objectives
- Writing a one-page reflection of PDP experience.

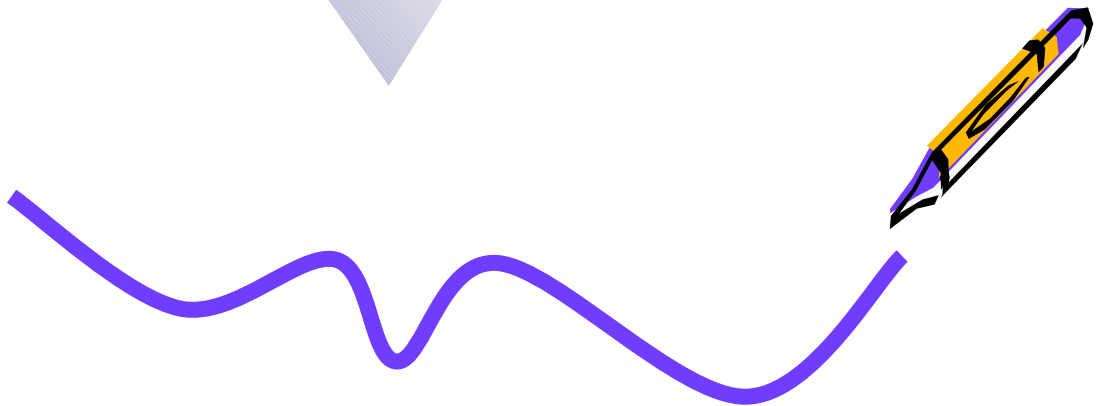
3. Assess achievement of measurable objectives
Who: Teacher and administrator
When: Prior to end of school year

Assessment addresses:

- Teacher's written reflection of PDP experience
- Level of achievement of measurable objectives
 - Assessment of artifacts collected
- Implications, if any, for following year's PDP
- Documentation of assessment of PDP on performance evaluation at end of year.
- Completion of Formative Evaluation of PDP form.



Licensure Advancement



Requirements & Guidelines for the New Mexico Professional Development Dossier

Background and Overview

Assessment of Teacher Competency

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

Level II Licensure

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

Level III Licensure

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

Application

A teacher applies for both Level II and Level III licensure by completing a Professional Development Dossier (PDD) and submitting it to the designated contractor of the New Mexico Public Education Department. Dossier submission periods each year are Oct. 15 – Nov. 15, Feb. 1 – March 1, and June 1 – July 1. Instructions for submitting the completed PDD online are available at <http://www.teachnm.org>.

The PDD

The **Professional Development Dossier (PDD)** is a focused, compact collection of documentation compiled by the teacher seeking licensure advancement with support from her/his school district. The PDD documentation is a collection of classroom **data** (lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of that data written

by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure.

The PDD is organized into five **strands**. These five strands are aligned with the New Mexico Teacher Competencies and Indicators¹ and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed PDD. The strands and the documentation required for each are outlined in the following chart.

<p>Strand A. Instruction (Competencies 1, 2 & 5)</p> <p>Strand B. Student Learning (Competencies 3, 4, 6 & 7)</p> <p>Strand C. Professional Learning (Competencies 8 & 9)</p>	<p>Strands A, B, and C will be represented by data from the teacher's classroom, explained and organized by the teacher to show how s/he meets the competencies.</p>
<p>Strand D. Verification (All Competencies)</p>	<p>For Level I to II--Superintendent verifies: (1) participation in a district's formal mentorship program; (2) three to five years successful teaching experience at Level I; and (3) that the dossier is accurate and is the work of the teacher.</p> <p>For Level II to Level III: Superintendent verifies: (1) at least three years successful teaching experience at Level II, and (2) that the dossier is accurate and is the work of the teacher.</p>
<p>Strand E. Evaluation (All Competencies)</p>	<p>Superintendent makes recommendation for advancement, based on:</p> <ul style="list-style-type: none"> ▪ Quality and completion of the candidate's professional development plan (PDP). ▪ Verification that measurable objectives were achieved. ▪ Principal's annual observations of the candidate's classroom practice.

Review of Strands A, B, and C

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

Each of these strands will be rated DOES NOT MEET, MEETS, or EXCEEDS the standard for the level to which the teacher has applied. Reviewers will be trained to ensure fair and reliable ratings,

¹ A copy of the competencies is available in the Appendices to these *Requirements & Guidelines*.

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 and 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.

Strand A. Instruction (Competencies 1, 2 & 5)

Overview

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

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

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

Preparation Activities

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

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

Data Collection Activities

As you teach this segment,

- Collect data that show the range of achievement levels in the class you have selected.
- Keep a close record of what you and your students did during the 3 to 5 hours of instruction. You may take good notes yourself, ask your students to chronicle the events and what they learned, have a colleague observe, and/or audio or videotape instruction.
- Collect and photocopy resources that you and your students used.
- Collect examples of work that students completed as a result of this instruction. This work may have been completed during or after the segment of instruction. It should provide evidence of what students learned and demonstrate different levels of achievement.
- Obtain consent to use students' work as part of your PDD. Use the PDD Student Release Form found in the Appendices in both English and Spanish. Keep these release forms on file for two years after your application for licensure advancement.

Documentation Guidelines for External Review

Read the guidelines for documentation that follow. These guidelines will assist you in telling the story of this segment of instruction by giving directions in how to explain your instruction, to prepare selected data, and to organize both into documentation that will offer external reviewers a

clear and concise picture of this segment of instruction. When you are finished, you will have completed six sections in Strand A:

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

Directions for preparing each section follow below.** A simulation of Strand A is available online in the *PDD Simulation Packet* at <http://teachnm.org>.

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

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

A. Provide the following information about the class you are presenting:

- 1. Grade level(s):
- 2. Course title/subject area:
- 3. Number of students in the class:
- 4. Number of students with identified special needs as indicated by IEP's:
- 5. Number of students who are English Language Learners:

B. Write a brief description (350 word maximum) of the range of achievement levels of students in your class and explain why the 3 to 5 hour segment of instruction you are submitting in the PDD is appropriate for this group of students at this time. Support your claims by referring to standardized assessment data or other assessments appropriate to your content area, grade level, and/or specialty area.

C. List no more than three New Mexico Student Performance Standards and Benchmarks, District Curriculum Standards and Benchmarks or other approved learning goals for your content area that the selected 3 to 5 hour segment of instruction helped students achieve. Please indicate the subject area(s) and the complete standards or other approved learning goals.

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 3 to 5 hour segment of instruction you are presenting in this strand.

Provide a brief introduction (1000 word maximum) to your 3 to 5 consecutive or connected hours of instruction with one group of students. Include the following:

- 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 more than one subject area.
- How you organized the educational setting to enhance student learning in this segment.
- How you differentiated instruction for students with diverse needs.

III. Instructional Record: This part of your documentation provides reviewers with a detailed description of your ongoing instruction during this segment.

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

Instructional Record	
Activity Title: 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>Description: <i>What you did and what the students did.</i> On the left side of each page of your Instructional Record, describe the learning experiences in your classroom.</p> <ul style="list-style-type: none"> ▪ Be specific about your actions and characterize what you said. 	<p>Explanation: <i>Why you did it.</i> 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"> ▪ adapt instruction to your students'

<ul style="list-style-type: none"> ▪ Refer to any materials or resources used. These will be labeled and included in Section IV: Resources. ▪ Be specific about what students did, materials they used, and the nature of their interactions. 	<ul style="list-style-type: none"> ▪ diverse learning needs ▪ help students to make connections with other ideas that they have encountered in your class or in other disciplines. ▪ help students build upon and extend their knowledge and abilities.
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IV. Resources: This part of your documentation presents resources and materials that you and your students used in your 3 to 5 hours of consecutive or connected instruction.

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

Clearly label each resource at the top of each page:

- Label each page as "Resource."
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Sections II and III.
- Number each one consecutively.
- Go back to sections II and III and make sure you refer to each resource by name and place the resource number in parentheses after each reference, i.e., (Resource 1, etc).

- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand A.
 1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:
 - Title:
 - Resource Number:
 - Author:
 - Source:
 - Date of publication:
 2. *Viewing/ listening selections:* Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:
 - Title:
 - Resource Number:
 - Author/Producer:
 - Source:
 - Date of release:
 3. *Differentiated Materials:* If students used different materials, provide a description of the kinds of materials used (350 word maximum), with complete labels (see above) for 3 to 5 of them.
 4. *Room Displays:* Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8 ½ x 11 inch printable format.

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

- Select three examples of student work that represent high, mid-range, and low levels of achievement on an assignment, performance, task or other activity completed in connection with the 3 to 5 hour segment of instruction. A work example in this section of Strand A should be a single assignment, performance, task or other activity rather than several collected pieces of student work. You should include a maximum of three work examples in this section: one example of high level of achievement, one example of mid-range level of achievement, and one example of low level of achievement. These examples may include student written or drawn work, photographs, audio recordings (3 minute maximum for each work example), or video recordings (3 minute maximum for each work example). You will explain the levels of achievement demonstrated in these work examples in Section VI: Analysis of Student Achievement.

- Label each appropriately as "Example of High Achievement," "Example of Mid-Range Achievement," and "Example of Low Achievement." Remember to keep all signed PDD Student Release forms on file. *Do not include them in your PDD.*
- Black out or avoid using student, school, and teacher names and any other identifying features.

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

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

Helpful Hints

- Think of the preparing Section 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 (click on Programs, then CILT and Standards). If your content area has guiding standards other than these, be sure to identify these as appropriate for learning goals in your subject or licensure area.
- Remember that you may include only three examples of student work for Strand A: one example of high achievement, one example of mid-range achievement, and one example of low achievement. The work may have taken place during the three to five hours of instruction

or it may have come later. In either case, try to show reviewers the relationship between the instruction you documented and the work you included.

- It's a good idea to discuss the student work with colleagues so that you can learn more about what it shows. When you write your analysis of student achievement, really go into detail about how each piece of work demonstrates your criteria for different levels of performance. Point out, highlight, or quote different aspects of each student's work. Don't assume that your reader can make the connections from the rubric or other grading criteria to the student work.

Final Checklist

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

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

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

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

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

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

Criteria for Success – Strand A

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

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

Advancement to Level II: Strand A Criteria for Success

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

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

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

Advancement to Level III: Strand A Criteria for Success

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

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

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

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

Overview

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

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

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

Preparation Activities

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

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

Data Collection Activities

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

- Obtain consent to use these students' work as part of your PDD. Use the PDD Student Release Form found in the Appendices. Keep these release forms on file for two years after your application for licensure advancement.
- Keep each student's work, date it, and organize it chronologically. Label it with a brief description of the assignment (or attach a copy) that generated each piece of work. You may use paper documents, or you may periodically videotape a student's performance of a

task. In any case, be ready to explain how the concepts, understandings, and/or skills developed.

- Observe students while they are working. Keep dated records of your observations.
- Note your interventions and interactions with each student and your observations of each student's interaction with others.
- Note and keep copies of any resources and materials that you and your student used.
- Periodically discuss each student's work with the student and with his/her parents. Try to find out more about what may have influenced each student's work. Note what you learn.

Documentation Guidelines for External Review

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

Student X

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

Student Y

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

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

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

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

Student X

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

Provide the following information for Student X:

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

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

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

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

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

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

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

1. Black out all school, teacher, and student names and other identifying information.

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

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

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

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

- Label each page as "Resource."
 - Title each resource, if it is not already titled.
 - Arrange the resources in the order in which you discuss them in Section II.
 - Number each one consecutively.
 - Go back to section II and make sure you refer to each resource by name and place the resource number in parentheses after each reference in your Explanation of Student Learning.
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand B.
 1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:
 - Title:
 - Resource Number:
 - Author:
 - Source:
 - Date of publication:

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

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. *Room Displays:* Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8½ x 11 inch printable format.

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

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

Provide the following information for Student Y:

A. Age:

B. Grade level:

C. Subject(s) or discipline area(s):

D. Number of students in his/her class:

E. Names of concepts, understandings, or skills illustrated in this strand for Student Y:

F. How the student's level of work compares to others in his/her class:

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

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

A. Why you selected this student to represent how you work with the diversity in your class.

B. How these pieces of student work were produced.

C. What these pieces of student work show you about his/her learning during the time frame you have chosen. (Refer to specific passages or moments related to student learning, using the number of the piece of student work as a citation.)

D. How you helped the student understand his/her own learning.

E. How you communicated with and involved the student's parents.

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

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

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

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

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

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

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

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

- Follow the special instructions below if you choose to use one or more of the types of resources described in these instructions as part of documentation for Strand B.
 1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:
 - Title:
 - Resource Number:
 - Author:
 - Source:
 - Date of publication:
 2. *Viewing and listening selections:* Summarize (350 word maximum) or include excerpts (up to 3 minutes) of viewing or listening selections. Your label should include:
 - Title:
 - Resource Number:
 - Author/Producer:
 - Source:
 - Date of release:
 3. *Room Displays:* Relevant room displays include overhead projections, bulletin boards, things written on the black or white board, student work, or any other visual representations that supported student learning. They may be photocopied, photographed, sketched, retyped or otherwise reproduced in an 8½ x 11 inch printable format.

Helpful Hints

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

Final Checklist

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

- _____ You have completed all sections of the Strand B: Student Learning.
- _____ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- _____ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- _____ Optional video or audio recordings are clearly labeled as "Student X" or "Student Y." Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.
- _____ Make a copy of your Strand B documentation and keep it on file with your PDD Student Release Forms.

Criteria for Success – Strand B

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

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

Advancement to Level II: Criteria for Success in Strand B

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

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- The samples of student work that you provide show growth in one discipline

or content area over time.

- Your explanation highlights aspects of student work and analyzes those aspects in light of sound principles of student growth, development and learning.
- Your explanation of student progress communicates a positive attitude toward the student and reasonable expectations for growth.
- Your instruction and resources are reasonable for each student's development and include necessary adaptations for students with IEPs and English language learners.
- Your feedback supports student learning.
- You differentiate between the two students' work and how they are growing and learning.

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

Advancement to Level III: Criteria for Success in Strand B

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

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

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

Strand C. Professional Learning (Competencies 8 & 9)

Overview

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

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

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

Section I. Examining and Implementing Change

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

Preparation Activities

To prepare for Section I: Examining and Implementing Change of Strand C: Professional Learning: Identify an area in which you seek to improve your practice.

Data Collection Activities

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

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

Documentation Guidelines for External Review

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

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

To document Section I: Examining and Implementing Change:

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

Section II. Collaboration

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

Preparation Activities

To prepare for Section II: Collaboration of the Strand C: Professional Learning: Monitor your collaboration with colleagues, parents, and/or community members so that you can select an area and specific goals related to the selected area to share with reviewers.

Data Collection Activities

As you collaborate during the year,

- Collect data and keep notes about your collaborative activities and their outcomes. It is not necessary to document all of your collaborative efforts; instead tell a detailed story of one effort. For example, you may want to focus on how you maintain communication with parents about their student(s); or you may want to tell the story of a project in which you were involved.

- Collect evidence that illustrates your productivity in this area (copies of documents, photographs, student or parent testimony, observer’s description, short video or audio, student work products, public presentation, or any other concrete representation of your activity).

Documentation Guidelines for External Review

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

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

To document Section II: Collaboration:

<p>A- Explain one way you work with colleagues, parents, and/or community members (1000 word maximum). Please include:</p> <ol style="list-style-type: none"> 1. Your goals for this collaboration 2. How you interacted with others to achieve these goals 3. The outcomes of this collaboration
<p>B- To illustrate your explanation, provide evidence that offer concrete representation of your collaboration. Please include up to 4 of any of the following:</p> <ul style="list-style-type: none"> Documents Photographs Student or parent testimony Observer’s description, Short video <u>or</u> audio (up to 3 minutes for video <u>or</u> up to 3 minutes for audio) Student work products Public presentations Any other concrete representation of your collaboration <p>Label and number your illustrations so that you can refer to them in your description by name and assigned number. Include them as appendices to your explanation.</p>

Helpful Hints

- When selecting an aspect of your practice that you want to change or improve, consider your interests, annual evaluation, and Professional Development Plan.
- To document change, be specific about what areas you sought to improve. Make sure that the data that you provide reflects the change you are claiming to have made. Remember

that not all change is successful in the short run and your explanation should include your experiments and decisions. What counts is what you learn from your experimentation.

- Choose evidence for Sections I and II that support the description of the activities involved in a substantive way. A certificate of completion of a workshop, a reference to a specific article or book, or a parent's or community member's letter of commendation without direct connection to the narrative will not support or enhance the presentation of this strand.

Final Checklist

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

- _____ You have completed all sections of the Strand C: Professional Learning.
- _____ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- _____ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- _____ All pieces of evidence are clearly labeled.
- _____ Make a copy of your Strand C documentation and keep it on file with your PDD Student Release Form

Criteria for Success: Strand C

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

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

Advancement to Level II: Criteria for Success for Strand C

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

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

way that supports student learning **--OR--**

You collaborate with colleagues, parents, and/or community members to positively influence the classroom, school, and/or community.

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

Advancement to Level III: Criteria for Success for Strand C

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

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

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

Finishing Your PDD: Strands D and E

The Administrator's Role in Teachers' Licensure Advancement

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

Professional Development Dossier

Appendices

Appendix 1: PDD Student Release Forms

Appendix 2: Glossary of Terms

Appendix 1: Student Release Form

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

PDD Student Release Form

Dear Parent/Guardian:

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

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

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

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

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

Sincerely,

Teacher Signature

.....

PDD Permission Slip

Student Name:

Address:

Teacher:

School:

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

- Yes, I give my permission to include my child's image on videotape for purposes of the PDD.
- No, I do not give my permission to include my child's image on videotape for purposes of the PDD.
- Yes, I give my permission to reproduce and include my child's work for purposes of the PDD.
- No, I do not give my permission to reproduce and include my child's work for purposes of the PDD.

Signature of Parent or Guardian

Date

PERMISO PARA GRABAR EN VIDEO AL ESTUDIANTE O USAR SUS TRABAJOS

Estimado padre o tutor:

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

Este año escolar voy a preparar mi "Dossier de Desarrollo Profesional" (siglas en inglés, PDD) para el Departamento de Educación Pública de Nuevo México. El propósito 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

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

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

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

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

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

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

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

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

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

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

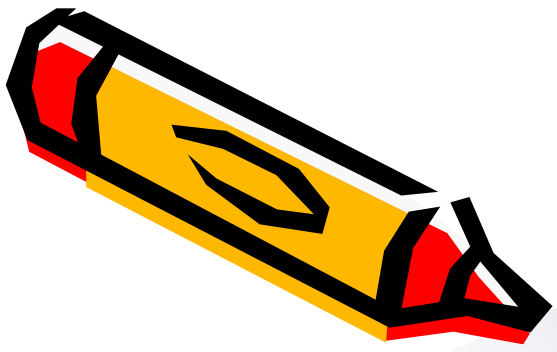
Strand -- Section of the PDD that focuses on a specific aspect of teaching. Each strand is constructed by the teacher in response to a set of guidelines. By carefully following the guidelines, teachers provide documentation of each aspect for outside reviewers. Each strand is evaluated using a cluster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

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

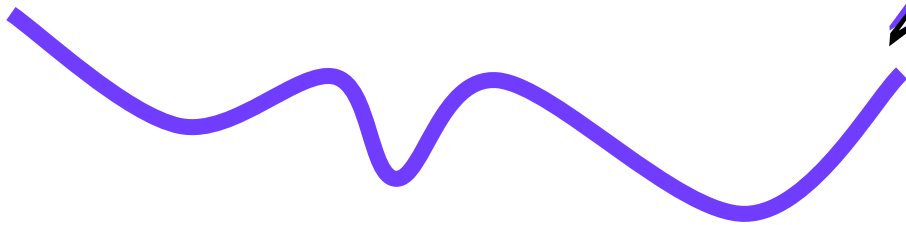
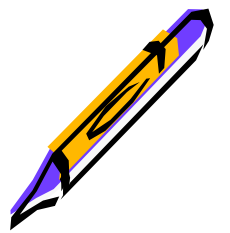
Student learning – The notion that students grow over time, in their own time, in their own ways. Unlike student achievement, student learning may not be directly to pre-determined standards or as related to classroom instruction. It

may be highly individualized.

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



Resources



New Mexico Teacher Competencies & Indicators for Licensure Levels I, II, and III: Organized by Strand A: Instruction, Strand B: Student Learning, & Strand C: Professional Learning

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

Strand A: Instruction

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

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

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

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations,	B. Selects from a variety of teaching methods	B. Demonstrates effective selection and use of a variety of

lectures, student initiated work, group work, questioning, and independent practice.	(demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

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

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

Strand B: Student Learning

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

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

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

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.

C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

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

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

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

Strand C: Professional Learning

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

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

The Administrative Training Workgroup examined different models of supervision. The recommendation was that districts should be allowed to choose their own model of supervision as long as the model aligns with research-based practice.

Guideline for Choosing a Supervision Model

Rationale:

Effective supervision is intended to develop professionally responsible teachers who are capable of analyzing and continuously improving their own practice.

Process:

- Phase I: Collaboratively plan with the teacher. The teacher and supervisor collaboratively identify an area of professional growth for the school year. The teacher considers the following questions:
- What pedagogical knowledge/skills do I want to develop?
 - How will I develop those skills? What technical assistance opportunities do I need? (peer coaching, mentoring, professional literature, study group sessions with peers...)
 - What specific professional development goals and objectives do I want to achieve?
 - How do those goals and objectives fit in with my school's district's EPSS?
 - How will this professional growth improve my curriculum and instructional delivery?
 - How will this professional development improve student performance? What indicators of student success will I look for?
- Phase II: Plan the structure of the classroom observation(s). The teacher and supervisor collaboratively plan the classroom observation(s). The teacher considers the following question:
- What do I want the principal to watch for, specifically, which would correlate directly to the pedagogical knowledge/skills I choose to develop?
- Phase III: Observe and script the classroom instruction. The supervisor scripts the lesson observed. This transcription includes the teacher's interactions with students, student interaction with the teacher, and student-to-student interaction.
- Phase IV: Supervisor and teacher post conference. The supervisor and teacher meet to review the scripted classroom observation. The purpose of the review is to engage in reflection and self-examination of teacher practice. Questions to guide the conversation include:
- What professional development activities did the teacher pursue to develop identified pedagogical knowledge/skills?
 - What did the teacher learn about his/her instructional practice?
 - What indicators does the teacher have to verify what he/she learned?
 - What evidence is there of improved pedagogical knowledge/skills within the context of the observed lesson(s)?
 - What evidence is there of student engagement and student learning related to the knowledge/skills the teacher chose to develop.

New Mexico Teacher Performance Summative Evaluation for Licensure

Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

Name of Teacher _____	Date _____			
Grade/Assignment _____	School Campus _____			
Name of Principal and/or Supervisor _____	Level of License <table style="display: inline-table; border-collapse: collapse;"><tr><td style="border-bottom: 1px solid black; width: 20px; text-align: center;">I</td><td style="border-bottom: 1px solid black; width: 20px; text-align: center;">II</td><td style="border-bottom: 1px solid black; width: 20px; text-align: center;">III</td></tr></table>	I	II	III
I	II	III		

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

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

Strand A. Instruction Evidence, including student achievement and learning growth:

STRAND B. STUDENT LEARNING:

- | | | | |
|----|---|---|---|
| 3. | The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | 1 | 2 |
| 4. | The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | 1 | 2 |
| 6. | The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | 1 | 2 |
| 7. | The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept. | 1 | 2 |

Strand B. Student Learning Evidence: _____

STRAND C. PROFESSIONAL LEARNING:

- | | | | |
|----|---|---|---|
| 8. | The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | 2 |
| 9. | The teacher works productively with colleagues, parents, and community members. | 1 | 2 |

Strand C. Professional Learning Evidence: _____

Yes		No		Professional Development Plan completed
Yes		No		Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor	Teacher
------------------------	---------

Copies to: Staff Member, Personnel File, Supervisor

Progressive Documentation of Teacher Performance

Teacher _____ SSN/Employee ID _____

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

School Year _____ Grade/Subject _____

School _____ District _____

PDP Review (Required annually):

Evaluator/Title: _____ Date: _____

Observation of Classroom Practice (Required Annually):

Evaluator / Title _____ Date: _____

Optional Data for Strand A:

Evaluator/Title: _____ Date: _____

Optional Data for Strand B:

Evaluator/Title: _____ Date: _____

Optional Data for Strand C:

Evaluator/Title: _____ Date: _____

_____/_____
Teacher Signature Date

_____/_____
Evaluator Signature

**New Mexico Teacher Performance
Reflection on Annual Professional Development Plan (PDP)**

Name of Teacher _____	Date _____
Grade/Assignment _____	Level of License _____
Name of Principal and/or Supervisor _____	School Campus _____

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Principal Feedback (optional):

Yes _____ No _____ Professional Development Plan completed
Yes _____ No _____ Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

SAMPLE COMPLETED FORM
New Mexico Teacher Performance
Summative Evaluation for Licensure

Level I Teachers – to be completed annually
 Level II & Level III Teachers – to be completed every 3 years

Name of Teacher	Ima Novice	Date	July 26, 2004
Grade/Assignment	2 nd grade	School Campus	Nowhere Elementary
Name of Principal and/or Supervisor	L. I. Charge	Level of License	<input checked="" type="radio"/> I <input type="radio"/> II <input type="radio"/> III

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

- | | | | |
|----|---|---|---|
| 1. | The teacher accurately demonstrates knowledge of the content area and approved curriculum. | 1 | 2 |
| 2. | The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | 1 | 2 |
| 5. | The teacher effectively utilizes student assessment techniques and procedures.
<u>Strand A. Instruction Evidence, including student achievement and learning growth:</u> Ms. Novice demonstrates understanding of the adopted curriculum as evidenced by observations. Lesson plans address district standards and benchmarks. Instructional methodology includes large and small group instruction, independent and partner work, and differentiated assignments according to student abilities and learning styles. Assessments include daily activities and worksheets, and formal assessment such as the DIBELS. | 1 | 2 |

STRAND B. STUDENT LEARNING:

- | | | | |
|----|--|---|---|
| 3. | The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | 1 | 2 |
| 4. | The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | 1 | 2 |
| 6. | The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | 1 | 2 |
| 7. | The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept.
<u>Strand B. Student Learning Evidence:</u> Ms. Novice provides weekly progress reports to students and their parents. As stated in Strand A, instructional methodology and lesson plans demonstrate differentiation based on student learning styles (such as age appropriate hands-on activities). Classroom management has been identified as an area for growth. Ms. Novice has developed positive student relationships. This is evidenced by reviewing survey results received from students and parents. | 1 | 2 |

STRAND C. PROFESSIONAL LEARNING:

- | | | | |
|----|---|---|---|
| 8. | The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | 2 |
| 9. | The teacher works productively with colleagues, parents, and community members.
<u>Strand C. Professional Learning Evidence:</u> Ms. Novice is taking course work towards achieving a reading endorsement. She has actively recruited and trained parent volunteers for her reading program. | 1 | 2 |

Yes	X	No		Professional Development Plan completed
Yes	X	No		Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor	Teacher
------------------------	---------

Copies to: Staff Member, Personnel File, Supervisor

SAMPLE COMPLETED FORM

Progressive Documentation of Teacher Performance

Teacher C. Mego SSN/Employee ID 123-45-6789

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C). (** Not all strands have to be documented each year.)

School Year 2004 - 2005 Grade/Subject 7th Language Arts

School Somewhere Middle School District Howdoyouget There, NM

PDP Review (Required annually): Evidence supports that goal has been met. This includes the use of NWEA data to group students and differentiate instruction. Teacher will continue to expand implementation of data for next school year.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Observation of Classroom Practice (Required Annually): Observations of classroom practice were conducted on the following dates: 9/8/04, 9/30/04, 10/15/04, 11/30/04, 1/27/05, 2/14/05, 2/25/05, 3/18/05, and 4/5/05.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand A:

Served as a facilitator for revision/development of District LA curriculum. Integration of guest speakers into classroom research unit for NASA project. Incorporated NWEA assessment data into classroom planning. Developed LA assessments consistent with the District LA curriculum.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand B:

Students actively participate in the development of activities based upon interest and ability. Independent student assignment contracts were developed. Student materials are determined by individual projects and abilities. Students work independently and in small groups as evidenced during multiple classroom observations. Instructional units reflect respect for diversity.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand C:

Led on-site training activities on NWEA Interpretation and Assessment, 4-Block Writing, and Differentiated Instruction.
Served as a mentor to a novice, Level I teacher.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Teacher Signature Date

Evaluator Signature Date