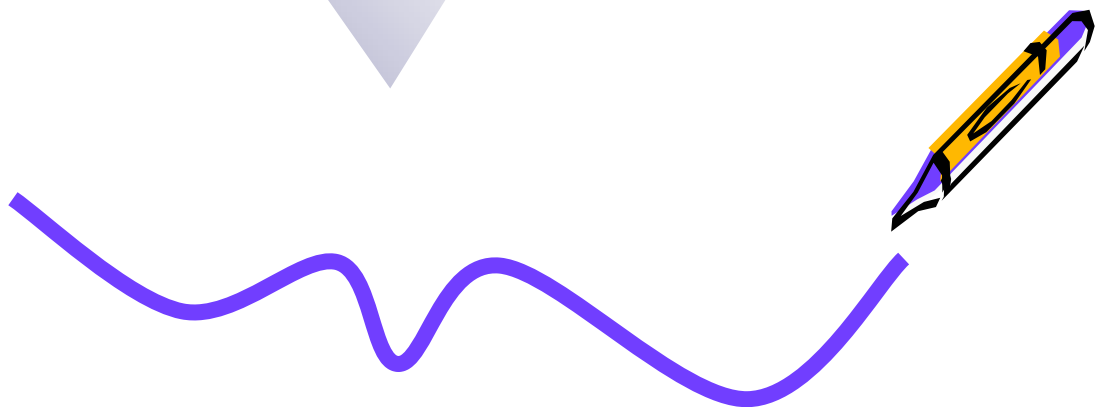


New Mexico's
3-Tiered Licensure
Performance
Evaluation
Handbook



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Annual Teacher Performance Evaluation

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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* and accompanying *3-Tiered Licensure Performance Evaluation Training Manual*. These materials are based on the *Guidelines for Annual Teacher Performance Evaluation* and the *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 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 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 and accompanying training manual provide 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
- The Professional Development Plan
- The Professional Development Dossier for Licensure Advancement
- Public Education Regulations and Other Informational Resources
- Models of Best Practice

The handbook and training manual promote 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 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 NM 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 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 *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.

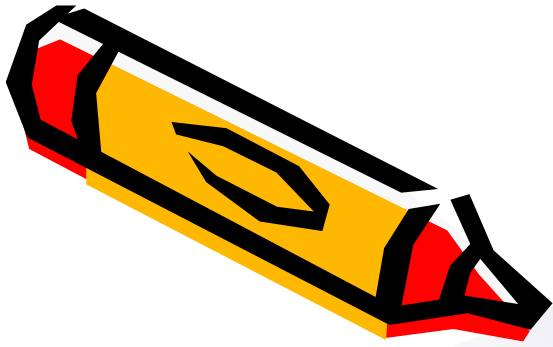
The contents of this handbook for implementing teacher performance evaluation include: (1) the Guidelines for Performance Evaluation for each level of licensure; (2) the Guidelines for the Professional Development Plan for each licensure level, including the Formative Evaluation of the PDP form; and 3) district requirements as per PED Regulation 6.69.4 and Licensure Requirements as well as other resources, including the Assessment Guidelines for the NM Teacher Competencies and Indicators and sample forms for district 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.

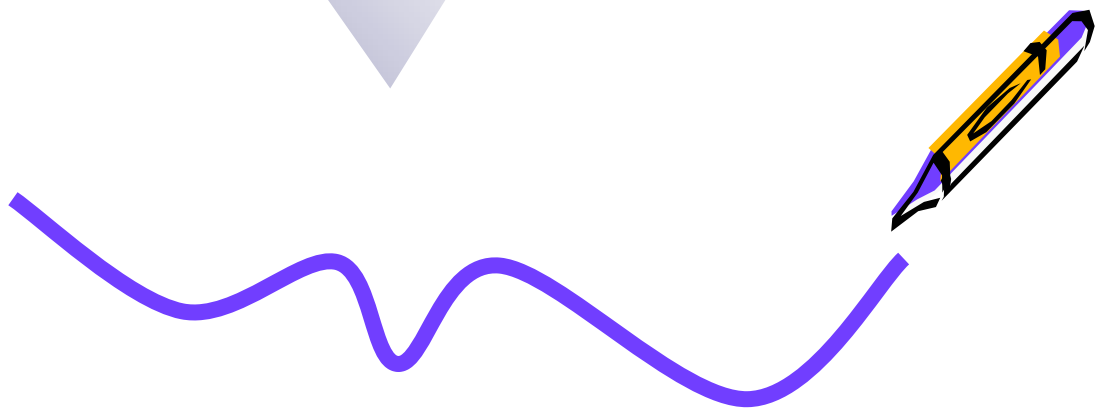
Each school district in New Mexico must complete a written teacher performance evaluation plan for the district that meets the requirements of PED Regulation 6.69.4, which includes all of the following:

- 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.



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**

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

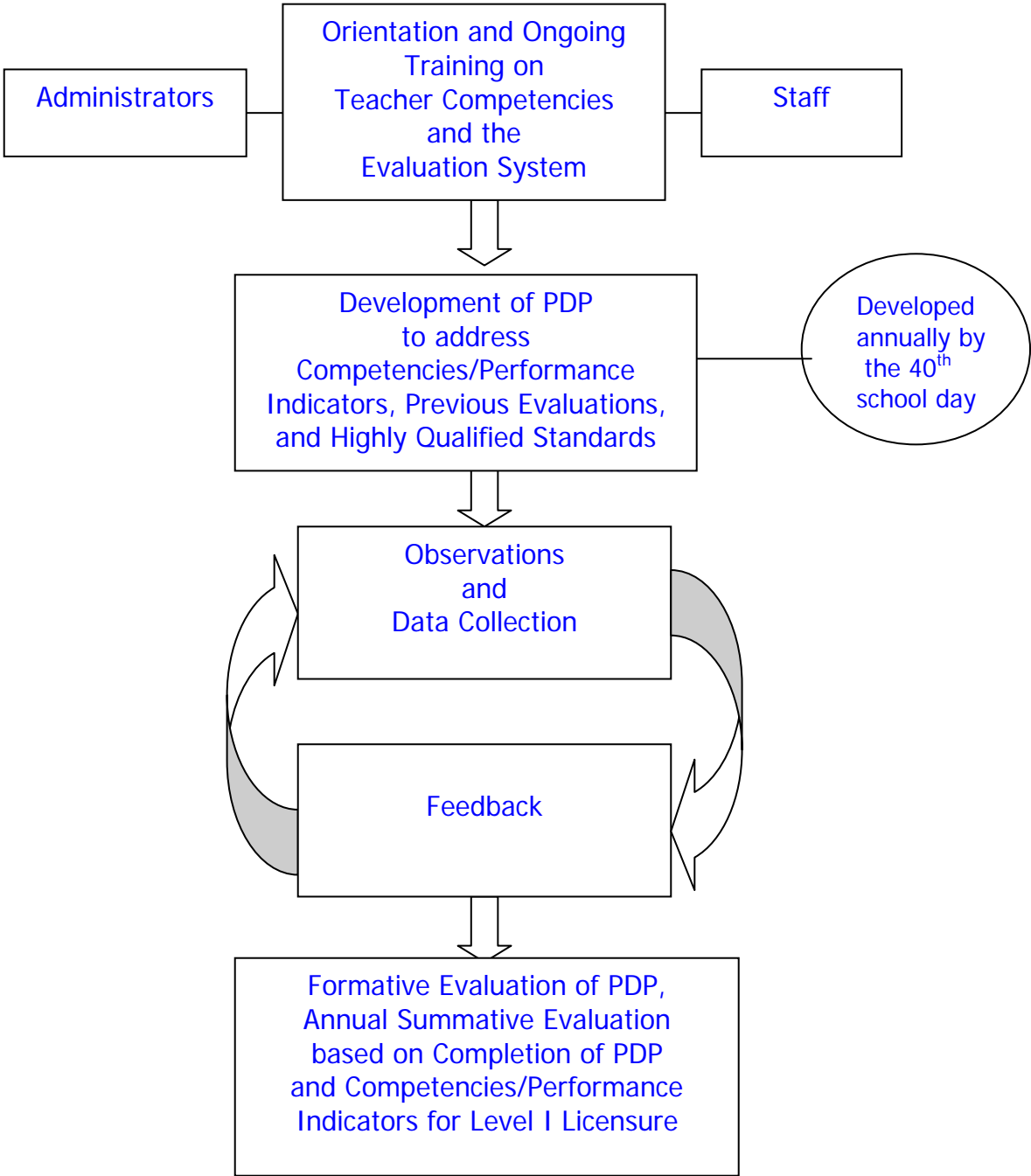
See **New Mexico Teacher Competencies and Indicators**

See **Assessment Guidelines for the New Mexico Teacher Competencies and Indicators**. (pp. 60-72 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	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 <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

The following matrix presents the teacher competencies and indicators as defined by regulation (pp.53-57 in this handbook) and organized according to 3 strands: Strand A: Instruction; Strand B: Student Learning; and C: Professional Learning.

New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified 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
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area	C. Communicates accurately in the content area and can create multiple paths t 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
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, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.

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

4. 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
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.	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

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
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 classroom 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
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).

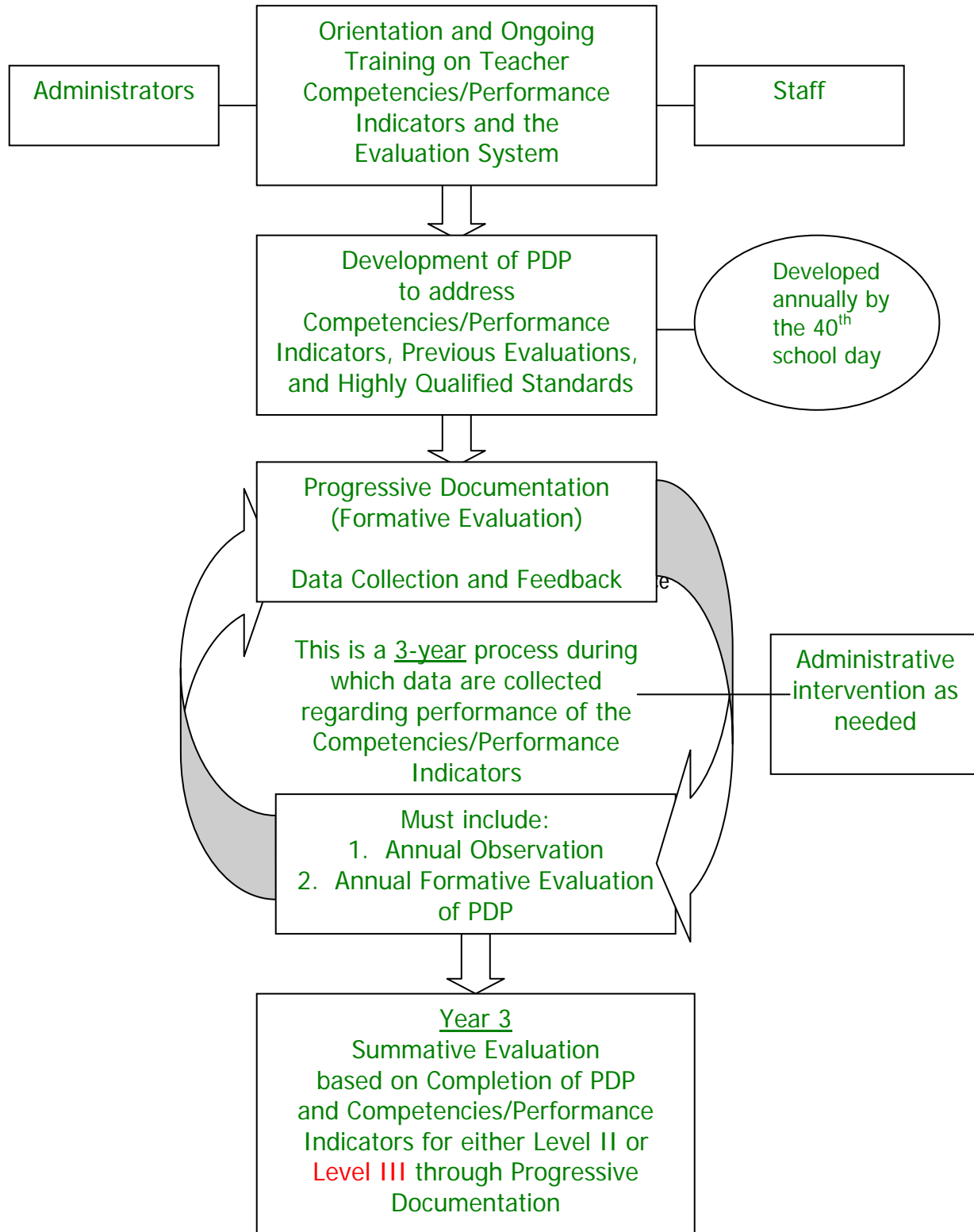
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. (Continued)		
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how student 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 student 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
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	Professional Teacher - LEVEL II	Master Teacher - LEVEL III-A
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.

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 Date

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 year 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 of 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
Copies to: Staff Member, Personnel File, Supervisor

*Teacher

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 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.

PDP PROCESS MAP

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.

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

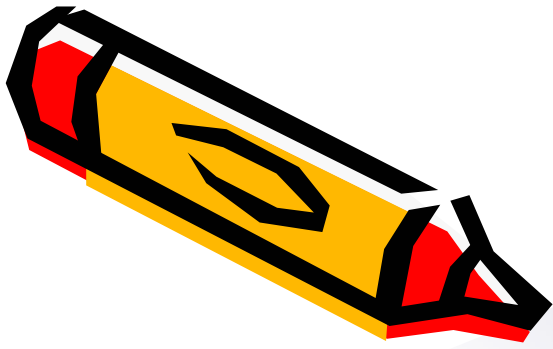
Implementation Includes:

- 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.

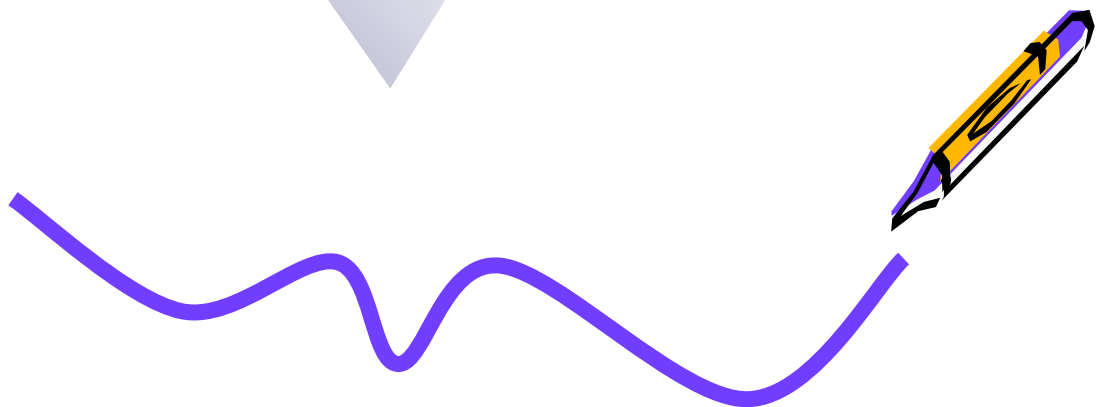
3. Assess achievement of measurable objectives
Who: Teacher and administrator
When: Prior to end of school year

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



The New Mexico Professional Development Dossier For Assessment of Teacher Competency

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. 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 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 years of successful teaching at Level I, including successful completion of a formal mentoring program in their district. A teacher seeking Level II Licensure must submit a PDD compiled according to the *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 an approved post-baccalaureate (master's) degree OR advanced certification from the National Board for Professional Teaching Standards.

Application

A teacher applies for both Level II and Level III licensure by completing a Professional Development Dossier (PDD) and submitting it to the New Mexico Public Education Department.

The PDD

The PDD documents a teacher's reasoning and action in his or her own classroom. 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 sufficient evidence to judge 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 are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *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 (Strands A, B, and C will be reviewed only when accompanied by this verification.)</p>	<p>For Level I to II—Superintendent verifies: (1) participation in a district's formal mentorship program; (2) three 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 at least three years successful teaching experience at Level II.</p>
<p>Strand E. Evaluation (All Competencies)</p>	<p>Superintendent's recommendation for advancement, based on:</p> <ul style="list-style-type: none"> • Quality and completion of the candidate's professional development plan. • 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 reviewers will have teaching experience in the same or similar subject area and at the same or similar grade level.

Each strand will be rated as 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, 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. Superintendent provides verification for Strand D and recommends licensure advancement.
- 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 *Guidelines* before you begin. They will help you prepare a dossier that will be easily understood by outside reviewers. You may work on and complete the strands in any order, but you will need to carefully organize and order them as instructed in the *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.

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.

Preparation

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 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

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.
- Collect and photocopy resources and 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

Read the guidelines for documentation that follow. These guidelines will assist you in telling the story of this segment of instruction by offering guidelines 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 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. Examples of Strand A are available in the Appendices.

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 in this strand, using the Instruction Strand Cover Sheet located in the Appendices:

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 in achievement levels of students in your class and explain why this instruction 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. You may also include copies of such data to illustrate. Please black out or avoid using all school, teacher, and student names.

C. List no more than three New Mexico Student Performance Standards and Benchmarks or District Curriculum Standards and Benchmarks that the segment of instruction you are submitting in your PDD helped students achieve. Please indicate the subject area(s) and the complete standards.

D. 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 segment of instruction you are presenting.

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. Examples of Instructional Record Entries are included in the Appendices.

<i>Instructional Record</i>	
<p>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>	
<p>Description 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. • Refer to any materials or resources used. These will be labeled and included in Section V: Resources. • Be specific about what students did, materials they used, and the nature of their interactions. 	<p>Explanation On the right side of each page of your Instructional Record, explain the experiences that you describe in the left column.</p> <p>How the activity helped students:</p> <ul style="list-style-type: none"> • Make connections with other ideas that they have encountered in your class or in other disciplines. • Build upon and extend their knowledge and abilities. • Adapt to their diverse learning needs

IV. Resources: This part of your documentation presents the resources and materials that you and our students used in your 3 to 5 consecutive or connected hours of instruction.

Collect an example of up to four of the resources referred to in Sections II and III of the Instruction Strand. Please include any handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; etc.

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.

Special Instructions: Follow the instructions below for specific kinds of resources.

1. *Reading Selections:* IF you used a reading selection from your textbook or other source, provide photocopies of shorter selections (e 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. *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 examples of the work of three students who represent high, mid-range, and low levels of achievement. These examples may include student written or drawn work, photographs, audio recordings (5 minute maximum), or video recordings (5 minute maximum).
- Label each 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 will include examples of different materials you used and of student work in Section VI: Student Work.)

B. Provide the criteria (350 word maximum) for determining different levels of achievement and how you communicated these to students. You may include a handout or other means of communication to students, clearly labeled "Criteria."

C. Explain (350 word maximum) how the three students differed in their achievement levels and how this achievement relates to the standards and/or benchmarks you cited in Section I: Context of this strand. Refer to specific features of the student work or performance to support your claims.

E. Explain (350 word maximum) how this student achievement was communicated to parents.

F. 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 of 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).
- ❖ Remember that you need examples of three students' work for Strand A. 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 to the student work. You may even want to tell about any changes to your teaching or criteria that you will make in light of this analysis.

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.
- _____ All print documentation is on 8 ½ x 11-inch white paper and printed on one side only.
- _____ Optional video or recordings are clearly labeled as "Student Work." Clearly indicate which example of student work represents "High Achievement," "Mid-Range Achievement," or "Low Achievement." Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.
- _____ Order your documentation for Strand A: Instruction as indicated in the Table of Contents.
- _____ Label the upper right hand corner of each page with your Teacher Licensure Number.
- _____ Provide a footer that says "Strand A: Instruction." Number the pages of Strand A consecutively. Page numbers may be handwritten or typed in the lower right-hand corner of each page.
- _____ Prepare the Strand A: Instruction Table of Contents. Use the form located at the end of the guidelines for Strand A. Write the page numbers on which each item begins in the blanks to the right.
- _____ Make a copy of your Strand A documentation and keep it on file with your PDD Student Release Forms.

Strand A: Instruction

Table of Contents

Section	Page Number
I. Context	
A. Class Information	
B. Class Description	
C. Standards Addressed	
D. Additional Information (optional)	
II. Introduction	
III. Instructional Record	
IV. Resources	
Resource 1	
Resource 2	
Resource 3	
Resource 4	
V. Student Work	
Example of High Achievement	
Example of Mid-Range Achievement	
Example of Low Achievement	
VI. Analysis of Student Achievement	
A. Ways in which class demonstrated achievement	
B. Criteria	
C. Differences and relation to standards	
D. How achievement was communicated to parents	
E. How data is taken into account	

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

Overview

The documentation that you prepare for this strand 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.

Preparation

To prepare for Strand B: Student Learning, select two students who represent how you work with differing learner levels, rates and styles in your class. 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 the PDD.

Data Collection

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 your class. 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 skills developed.
- Observe students while they are working. Keep dated records of your observations of each student's interactions with others.
- Note and keep copies of any resources and materials that you and your students 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

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 shows how each student is learning one or more concepts, understandings, or skills, you should begin your documentation. To document the Student Learning Strand for outside 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. Then follow the directions below to document the learning of each student.

Student X

- I. Introduction:** This section explains 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
- F. How the student's level of work compares to others in his/her class

- II. Explanation of Student Learning:** This section of your documentation provides how Student X learned the concepts, understandings, and/or skills that you identified.

For Student X, explain in writing (1000 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. (Refer to specific passages or moments, using the number of the piece of student work as a citation.)
- D. How you helped the student understand his/her own growth.
- 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:

- Black out all school, teacher, and student names and other identifying information.
- Write "Student X" at the top of each page of student work for the first student, and "Student Y" for the second student.
- 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, state which student the work belongs to and its 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 over time. 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.

Special Instructions: Follow the instructions below for specific kinds of resources.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3-5 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:

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 8 ½ x 11 inch printable format.

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

- I. **Introduction:** This section explains 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

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

II. Explanation of Student Learning: This section of your documentation provides how Student Y learned the concepts, understandings, and/or skills that you identified.

For Student Y, explain in writing (1000 words maximum):

- G. Why you selected this student to represent how you work with the diversity in your class.
- H. How these pieces of student work were produced.
- I. What these pieces of student work show you about his/her learning. (Refer to specific passages or moments, using the number of the piece of student work as a citation.)
- J. How you helped the student understand his/her own growth.
- K. 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:

- Black out all school, teacher, and student names and other identifying information.
- Write "Student X" at the top of each page of student work for the first student, and "Student Y" for the second student.
- 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, state which student the work belongs to and its 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 over time. 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.

Special Instructions: Follow the instructions below for specific kinds of resources.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3-5 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:
 - 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 8 ½ 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 over 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 when you are finished.
- ❖ Focus on a few concepts, understandings or skills (even just one) 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.
- _____ All print documentation is on 8 ½ x 11-inch white paper and printed on one side only.
- _____ 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.
- _____ Order your documentation for Strand B: Instruction as indicated for the Table of Contents.
- _____ Label the upper right hand corner of each page with your Teacher Licensure Number.
- _____ Provide a footer that says "Strand B: Student Learning." Number the pages of Strand B consecutively. Page numbers may be handwritten or typed in the lower right-hand corner of each page.
- _____ Prepare the Strand B: Student Learning Table of Contents. Use the form located at the end of the guidelines for Strand B. Write the page numbers on which each item begins in the blanks to the right.
- _____ Make a copy of your Strand B documentation and keep it on file with your PDD Student Release Forms.

NM Teaching Licensure File Number (6 digits) _____
Strand B: Student Learning
Table of Contents

Section	Page Number
Student X	
I Introduction	
II. Explanation of Student Learning	
III. Student Work	
Example 1	
Example 2	
Example 3	
Example 4	
Example 5	
IV. Resources	
Resource 1	
Resource 2	
Resource 3	
Resource 4	
Student Y	
I Introduction	
II. Explanation of Student Learning	
III. Student Work	
Example 1	

Example 2	
Example 3	
Example 4	
Example 5	
IV. Resources	
Resource 1	
Resource 2	
Resource 3	
Resource 4	

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.

Preparation

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 community. These two sections may be independent activities or somehow related. (For example, your consideration of change may be an outgrowth of a collaborative activity.) However, the two sections represent different aspects of Professional Learning and should be documented separately.

Section I. Examining and Implementing Change

Preparation

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

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

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. 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 word maximum)
D. To illustrate your explanation, select up to four pieces of data that illustrate changes. Provide one copy of each. 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

To prepare for Section II: Collaboration of Strand C: Professional Learning:

- Monitor your collaboration with colleagues, parents, and/or community members so that you can select an area to share with reviewers.

Data Collection

As you collaborate during the year,

- Collect data and keep notes about your collaborative activities. 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.
- Keep a running record of your interactions and their outcomes.
- 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

This section of your documentation helps reviewers understand how you collaborate with others in education. To document Section II: Collaboration:

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

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

B. To illustrate your explanation, provide documents that offer concrete representation of your collaboration. Please include up to 4 of any of the following:

- Documents
- Photographs
- Student or parent testimony
- Observer's description
- Short video or audio
- Student work products
- Public presentations
- Any other concrete representation of your collaboration

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.

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 evidence 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.
- ❖ It is not necessary to document all of your collaborative efforts; instead tell a detailed story of one effort.

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 print documentation is on 8/12 x 11-inch white paper and one side only.
- _____ All illustrations are clearly labeled.
- _____ Order your documentation for Strand C: Professional Learning as indicated in the Table of Contents
- _____ Label the upper right hand corner of each page with your Teacher Licensure Number .
- _____ Provide a footer that says "Strand C: Professional Learning." Number the pages of Strand C consecutively. Page numbers may be handwritten or typed in the lower right-hand corner of each page.
- _____ Prepare the Strand C: Professional Learning Table of Contents. Use the form located at the end of the guidelines for Strand C. Write the page numbers on which each item begins in the blanks to the right.
- _____ Make a copy of your Strand C documentation and keep it on file with your PDD Student Release Forms.

**Strand C: Professional Learning
Table of Contents**

Section	Page Number
I. Examining and Implementing Change	
A. Area Investigated	
B. What I Learned	
C. Change and Growth	
D. Illustrations	
Illustration 1	
Illustration 2	
Illustration 3	
Illustration 4	
E. List of Resources	
II. Collaboration	
A. Explanation	
B. Illustrations	
Illustration 1	
Illustration 2	
Illustration 3	
Illustration 4	

Strands D & E: Finishing Your PDD

When you have completed the Application for Licensure Advancement Packet from the Public Education Department, you will complete Strands D and E of the PDD.

You may then submit your completed PDD. The PDD submission will be done electronically. You will be able to choose to upload your PDD files online or to fax a printed version of your PDD.

The submission process is in development at this time. It will be ready before the February 1st – March 1st submission period.

**** NOTE: Consult www.teachnm.org for specific instructions before you try to submit PDD materials to any location or agency. Your materials may be lost if you do not follow official instructions for submission.**

Professional Development Dossier

Appendices

Appendix 1: PDD Student Release Forms

Appendix 2: Glossary of Terms

Appendix 3: New Mexico Teacher Competencies and Indicators Scoring

Appendix 4: Criteria For Success

Strand A

Strand B

Strand C

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.

Appendix 3: New Mexico Teacher Competencies and Indicators

**** Note: The New Mexico Teacher Competencies and Indicators are presented on pp. 12-17 in this Handbook.**

Appendix 4: Criteria for Success

Introduction

External reviewers will evaluate Strands A, B, and C of the PDD to determine your abilities to meet the competencies addressed in each strand. Strands D, Verification, and Strand E, Yearly Evaluation, must be completed through the Application for Licensure Advancement in order for Strands A, B and C to be evaluated by the external reviewers. All external reviewers will be experienced educators who have been trained in the rating process. One of the reviewers will be from your content area(s) and/or grade level(s). What follows in this Appendix is a summary of the criteria the reviewers will use to assign a rating of Meets, Does Not Meet, or Exceeds the competencies for Strands A, B, and C at Levels II and III. Use these criteria to evaluate your PDD prior to submitting it.

- Criteria for Success -- Strand A
- Criteria for Success -- Strand B
- Criteria for Success -- Strand C

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, 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.

Criteria for Success: Advancement to Level II:

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.

Criteria for Success: Advancement to Level III:

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.

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, &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 the promotion of positive student involvement and self-concept.

Criteria for Success: Advancement to Level II

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.

Criteria for Success: Advancement to Level III

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.

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 & 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.

Criteria for Success: Advancement to Level II

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.

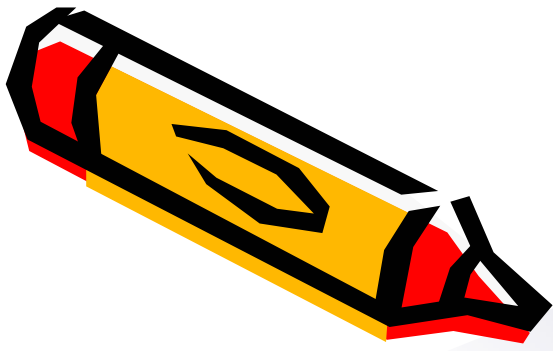
Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand C submissions that go beyond Level II criteria.

Criteria for Success: Advancement to Level III

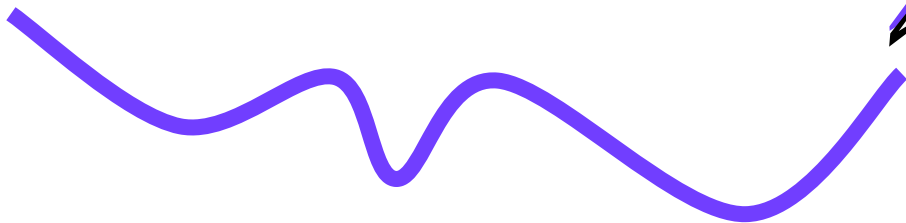
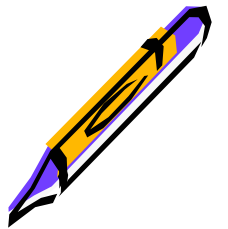
In order for your PDD to be rated as meeting the Strand C competencies at Level III, **Strand C must meet all of the Level II criteria** and go beyond the Level II criteria in the following ways:

- 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.



Resources



- (3) has demonstrated competency in the core academic subjects the teacher teaches by:
- (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or
 - (c) obtaining advanced credentials, which means certification by either the national board for professional teaching standards for the appropriate grade level and type or by holding level III New Mexico teaching licensure at the grade level and in the subject area(s) in which the teacher teaches; or
 - (d) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.
- [6.69.4.7 NMAC – N, 09-30-03]

6.69.4.8 REQUIREMENTS:

- A. If a teacher was hired after the first day of school of the 2002-2003 school year and is assigned to teach the core academic subjects in a Title I targeted assistance program or a Title I school wide, the teacher must be highly qualified, as defined in this rule.
 - B. If a teacher was hired prior to the first day of school of the 2002-2003 school year and is assigned to teach in the core academic subjects in any public school, the teacher must be highly qualified, as defined in this rule, by June 30, 2006.
 - C. The school district must ensure, through proper annual teaching assignment and through annual professional development plans and evaluations that all teachers assigned to teach in core academic subjects are highly qualified as provided in subsections A and B of this section and as required in section 1119 of the No Child Left Behind Act in Title I of 20 USC 6301.
 - D. Every public school teacher must have an annual performance evaluation based on an annual professional development plan that meets the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.10 NMAC. The format for this evaluation shall be established by the department and shall be uniform throughout the state in all public school districts.
 - E. Except as provided in subsection F of this section, in order for a teacher to advance from licensure level I to level II and from licensure level II to level III-A a teacher who applies for licensure after June 30, 2004 must successfully meet the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.11 NMAC.
 - F. Those teachers who are in the third year of a level I license in the 2003-2004 school year may advance to level II through the rules in place prior to the adoption of this rule by the local superintendent verifying that the teacher has met the nine essential competencies required for renewal of licensure by June 30, 2004.
 - G. Those teachers who hold a level II license in the 2003-2004 school year may advance to level III-A through the rules in place prior to the adoption of this rule by the local superintendent verifying that the teacher has met the nine essential competencies required for renewal of licensure by June 30, 2004.
 - H. On the effective date of this rule, teachers holding level I, level II, or level III licenses will continue to hold those licenses at the same level and shall meet the requirements for their level of licensure as provided in 6.69.4.12 NMAC by September 1, 2006, as established through local annual evaluations.
- [6.69.4.8 NMAC - N, 09-30-03]

6.69.4.9 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STANDARD OF EVALUATION-FOR DEMONSTRATING COMPETENCE IN THE CORE ACADEMIC SUBJECTS AND OTHER ENDORSEMENT AREAS: To meet the requirements of subject area competence by means of the high objective uniform standard of evaluation a candidate must:

- A. have successful annual evaluations for the two school years prior to the evaluation, as is defined in 6.69.4.10 NMAC;
- B. have five complete school years of successful teaching experience;
- C. complete at least 12 credit hours in the core academic subject area in which the candidate is seeking to demonstrate competence. For 7-12, 5-9, and K-12 licenses, the credit hours must be upper division;
- D. demonstrate competence in the instructional strand of the state board's teacher competencies and indicators for the level of licensure the candidate holds, as provided in Subparagraph (a) of Paragraph (2) of Subsection D of 6.69.4.11 NMAC, to a local panel.

- (1) The local panel of teachers shall consist of two teachers.
 - (a) One teacher will be appointed by the principal in the school where the teacher seeking to be highly qualified is teaching. The second teacher will be appointed by the candidate.
 - (b) Panelists must be highly qualified, as defined in Subsection B, C or D of 6.69.4.7 NMAC, hold a current level II or III-A license, and have an endorsement in the subject area to be evaluated.
 - (c) Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico.
 - (2) The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state board's teacher competencies and indicators. Evidence must include:
 - (a) documentation from paragraph (1) of Subsection E of 6.69.4.11 NMAC; and
 - (b) observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video; and
 - (c) at least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified.
 - (3) Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds.
 - (4) The panel shall submit their recommendation to the state department of education in a form acceptable to the department.
 - (5) The state department of education will verify that the teacher has met the requirements set forth in this rule and if permitted in the state board's rules governing the subject area the candidate may be issued an endorsement in the evaluated subject area.
- [6.69.4.9 NMAC - N, 09-30-03]

6.69.4.10 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STANDARD OF EVALUATION-ANNUAL:

- A. No later than April 1, 2004, each school district shall submit for approval to the department, policies, guidelines, and procedures for annual teacher performance evaluation that meet the requirements of this regulation. The annual evaluation plan will be combined with the evaluation plan for licensure advancement provided in subsection A of 6.69.4.11 NMAC to form an overall system for teacher evaluation and support.
- B. 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 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.
- C. 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.
- D. 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.
- E. If a level II or level III-A teacher does not demonstrate essential competencies for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of that school year the teacher still fails to demonstrate essential competencies, a district may choose not to contract with that teacher.
- F. If a level III-A teacher does not demonstrate essential competencies at level III-A for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of the following school year the teacher still fails to demonstrate essential level III-A competencies, the superintendent may recommend to the state superintendent of public instruction that the teacher's level III-A license be suspended until such time as the teacher demonstrates the essential competencies at level III-A. Depending on the outcome of any due process proceeding under the Uniform Licensing Act, Sections 61-1-1 through 61-1-31, NMSA 1978, and if the superintendent verifies that the teacher meets the standards for a level II license, the teacher may be issued a level II license during the period of level III-A licensure suspension. A suspended level III-A license may be

reinstated by the state superintendent of public instruction either upon verification by a local superintendent that the teacher now demonstrates the essential competencies at level III-A or through the process described in 6.69.4.11 NMAC.

G. Any teacher who held a level II or level III-A license prior to April 4, 2003 shall meet the requirements of the high objective uniform standard of evaluation for his/her level of licensure through the annual evaluation process by September 1, 2006 or shall not be eligible for the increased base salary provided in 22-10A-11(C), NMSA 1978.

H. At least every two years, school principals shall attend a training program approved by the department to improve their teacher evaluation skills.

[6.69.4.10 NMAC - N, 09-30-03]

6.69.4.11 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STANDARD OF EVALUATION FOR ADVANCEMENT TO LEVEL II OR LEVEL III LICENSURE:

A. No later than April 1, 2004, each school district shall submit for approval to the department, policies, guidelines, and procedures for teacher performance evaluation for licensure advancement that meet the requirements of this regulation. The licensure advancement plan will be combined with the annual evaluation plan provided in Subsection A of 6.69.4.9 NMAC to form an overall system for teacher evaluation and support.

B. With the adoption of this rule by the state board, the minimum salaries associated with licensure levels provided in Chapter 22, Article 10A, NMSA 1978 shall become effective.

C. The teacher shall develop and submit a professional development dossier (PDD) according to the following schedule:

- (1) if advancing to level II, during the third year at level I;
- (2) if advancing to level III, no earlier than the third year at level II.

D. The PDD shall include:

(1) evidence of competence that has been collected over a three-year period, including the year the PDD is being developed;

(2) evidence in the following format that demonstrates how the teacher meets the state board's nine teacher competencies and indicators for the level of licensure to which the teacher is advancing. Evidence that demonstrates how the teacher meets competencies related to an:

- (a) instruction strand (competencies 1, 2, 5); and a
- (b) student learning strand (competencies 3, 4, 6, and 7); and a
- (c) professional learning strand (competencies 8 and 9).

(3) evidence from an evaluation strand that includes the teacher's annual evaluations from at least the two years prior to the application for advancement and the superintendent's recommendation for advancement to the next licensure level.

(4) a verification strand that includes:

(a) for a level I teacher advancing to level II:

- (i) verification of participation in a district's formal mentorship program;
- (ii) verification of three years successful teaching experience at level I;
- (iii) verification by the superintendent that the work product in the dossier is that of

the teacher and that the data submitted is accurate.

(b) for a level II teacher advancing to level IIIA:

(i) verification of a post baccalaureate degree or national board professional

teaching certification;

(ii) verification of a minimum three years of successful teaching experience at level

II;

(iii) verification by the superintendent that the work product in the dossier is that of

the teacher and that the data submitted is accurate.

E. Evidence in the PDD competency strands:

(1) The instruction strand shall include evidence of:

- (a) student achievement data; and
- (b) assessment techniques and procedures; and
- (c) instructional plans and materials; and
- (d) examples of student work and performance; and
- (e) evidence of implementation of state curriculum standards;

(2) The student learning strand shall include mandatory evidence and may include optional evidence as follows:

- (a) the student learning strand shall include evidence of:
 - (i) adaptations/modification for diverse learners; and
 - (ii) evidence of effective classroom management strategies and procedures; and
 - (iii) classroom observation reports; and
 - (iv) evidence of communication with students and parents.
- (b) the student learning strand may include evidence in the form of:
 - (i) student surveys; and/or
 - (ii) video tapes with reflections/analysis.
- (3) The professional learning strand shall include evidence of at least one of the following:
 - (a) professional development activities associated with the teachers annual professional development plan (PDP); or
 - (b) evidence of collaborating with professional community; or
 - (c) parent surveys; or
 - (d) research publications; or
 - (e) professional presentations.
- (4) Evidence comparable and equivalent to Paragraphs (1), (2) and (3) of Subsection E of this section may be developed through regionally accredited college or university programs or through certification by the national board of professional teaching standards (NBPTS).

F. The PDD shall be submitted to the state department of education (SDE) or its contractor by the teacher.

(1) The PDD may be submitted electronically or in paper format. If submitted in paper format, the teacher must include two copies of the PDD.

(2) The teacher will submit fees for processing and evaluation of the PDD as provided in Subsection C of 6.60.7.8 NMAC.

G. The PDD shall be evaluated and scored by the superintendent of the teacher's school district and by two external reviewers, as follows:

(1) the superintendent will rate the verification and evaluation strands and the two external reviewers will rate the three competency strands as "exceeds standards," "meets standards" or "does not meet standards."

(2) each one of the five strands of a teacher's PDD must be rated as either "exceeds standards" or "meets standards" in order for the teacher to advance to the next higher level of licensure.

(3) the superintendent and the reviewers will submit the scored PDD to the SDE or its contractor with their ratings.

(4) SDE will evaluate the ratings of the superintendent and the external reviewers and approve or deny the teacher's application for licensure advancement:

(a) if one of the external reviewers rates one of the competency strands of the PDD as "exceeds standards" and the other external reviewer rates the same strand as "meets standards", the strand will be deemed passed.

(b) if one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "exceeds standards", the finding will be that the candidate "meets standards" and the strand will be deemed passed.

(c) if one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "meets standards," a third reviewer will resolve the discrepancy in order to determine if the strand will be passed.

(d) if both of the external reviewers rate the competency strand(s) of PDD the same, that rating will be their finding.

H. A candidate for level III-A licensure who is not successful in the PDD may continue to submit a new PDD once annually.

I. If a candidate for level III-A licensure meets or exceeds standards in one or some of the five strands, but not in all five, the teacher's score(s) of "meets standards" or "exceeds standards" may be retained for a period of two calendar years. Any resubmission of a PDD during that two-year period need only address those strands rated "does not meet standards" in order to determine a final passing score for all five strands for licensure advancement to level III-A.

[6.69.4.11 NMAC - N, 09-30-03]

6.69.4.12 NEW MEXICO TEACHER COMPETENCIES AND INDICATORS FOR LICENSURE LEVELS I, II, III:

A. 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 of New Mexico's students, including those 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 assessment criteria indicators.

B. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level I teachers.

- (1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.
 - (a) utilizes and enhances approved curriculum.
 - (b) gives clear explanations relating to lesson content and procedure.
 - (c) communicates accurately in the content area.
 - (d) shows interrelatedness of one content area to another.
- (2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
 - (a) provides opportunities for students to work independently, in small groups, and in large groups, as appropriate.
 - (b) uses a variety of methods such as demonstrations, lecture, student-initiated work, group work, questioning, independent practice, etc., as appropriate.
 - (c) uses a variety of resources such as field trips, supplemental printed materials, manipulatives, etc., as appropriate.
 - (d) provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.
 - (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.
- (3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
 - (a) explains and/or demonstrates the relevance of topics and activities.
 - (b) communicates to students the instructional intent, directions or plan at the appropriate time.
 - (c) establishes and states expectations for student performance.
 - (d) clarifies actions, directions, and explanations when students do not understand.
 - (e) actively solicits communication from students about their learning.
 - (f) communicates regularly with students about their progress.
- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
 - (a) uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, decision-making, etc.
 - (b) uses teaching techniques which address student learning levels, rates, and styles.
 - (c) uses materials and media which address student learning levels, rates and styles.
 - (d) uses resources such as community service agencies, school personnel, parents, etc., to meet students' learning levels, rates, and styles.
- (5) The teacher effectively utilizes student assessment techniques and procedures.
 - (a) uses a variety of assessment tools and strategies, as appropriate.
 - (b) uses information gained from ongoing assessment for remediation and instructional planning.
 - (c) maintains documentation of student progress.
 - (d) communicates student progress with students and families in a timely manner.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
 - (a) serves as a model for constructive behavior patterns.
 - (b) executes routine tasks effectively and efficiently.
 - (c) establishes and states expectations for student behavior.
 - (d) handles transitions effectively.
 - (e) has materials and media ready for student use.

- (f) minimizes distractions and interruptions.
- (g) manages student behavior effectively and appropriately.
- (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.

(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.)

- (b) acknowledges student performance and achievement.
- (c) acknowledges that every student can learn.
- (d) provides opportunities for each student to succeed.
- (e) provides students with opportunities for active involvement and creativity.
- (f) provides opportunities for students to be responsible for their own behavior and

learning.

- (g) promotes positive student/teacher relationships.
- (h) encourages high student expectations.
- (i) demonstrates an awareness and respect for each student's background, experience,

learning ability, language and culture.

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

(a) seeks out information on methodology, research, and current trends in education to enhance and improve the quality of learning.

- (b) implements a variety of strategies to enhance learning.
- (c) recognizes that change entails risk and that modifications may be needed.

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

- (a) collaborates with colleagues.
- (b) communicates with parents on a regular basis.
- (c) uses conflict resolving strategies when necessary.
- (d) involves parents and community in their learning environment.
- (e) communicates in a professional manner with colleagues, parents, and community

members regarding educational matters.

C. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level II teachers.

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

- (a) enhances and extends approved curriculum.
- (b) gives clear explanations relating to lesson content and procedures.
- (c) communicates accurately in the content area.
- (d) integrates other subjects into the content curriculum.

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

(a) designs appropriate opportunities for large group, small group, and independent student learning experiences.

(b) selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.

(c) integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.

(d) demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.

(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.

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

(a) effectively explains, demonstrates or communicates the relevance of topics and activities.

(b) consistently communicates to students the instructional intent, directions, and plans.

(c) establishes and states expectations for student performance.

- understanding.
- (d) presents directions and explanations in a variety of ways to insure student understanding.
 - (e) solicits communication from students about their learning for the purposes of ongoing instructional planning.
 - (f) communicates regularly with students about their progress.
- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
- (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
 - (b) adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.
 - (c) adapts materials and media to address a range of student learning levels, rates, styles and special needs.
 - (d) selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.
- (5) The teacher effectively utilizes student assessment techniques and procedures.
- (a) selects appropriate assessment tools and strategies for specific learning outcomes.
 - (b) uses formative and summative assessment for remediation and instructional planning.
 - (c) maintains documentation of student progress.
 - (d) consistently maintains communication with students and families about student progress.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
- (a) identifies, explains, and models constructive behavior patterns.
 - (b) establishes and teaches effective and efficient routines.
 - (c) establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.
 - (d) maintains smoothness and momentum during classroom transitions.
 - (e) prepares and arranges material in advance for easy student accessibility.
 - (f) minimizes distractions and interruptions.
 - (g) monitors and directs student behavior effectively and appropriately.
 - (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.
- (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).
 - (b) consistently recognizes student performance and achievements.
 - (c) understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.
 - (d) designs opportunities for each student to succeed, based on individual learning needs.
 - (e) designs specific activities that require active involvement and creativity.
 - (f) designs opportunities that require and reinforce student responsibility for learning.
 - (g) develops students' self-esteem, motivation, character, and sense of civic responsibility.
 - (h) establishes and communicates high expectations for all students.
 - (i) demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages and cultures and incorporates this knowledge into curricular decisions and instructional methodology.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate.
- (a) seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.
 - (b) demonstrates knowledge of best practices that enhance learning.
 - (c) participates in instructional improvement and school reform initiatives.
- (9) The teacher works productively with colleagues, parents, and community members.
- (a) actively promotes collegial relations with other school personnel.
 - (b) provides a system for interactive communication between teacher and parents.
 - (c) uses conflict resolution strategies as appropriate.

- (d) promotes active roles for parents and community members in student learning.
- (e) communicates in a professional manner with colleagues, parents, and community

members regarding educational matters.

D. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level III teachers:

- (1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.
 - (a) contributes to the refinement and development of the approved curriculum.
 - (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 and can create multiple paths to the subject matter.
 - (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.
 - (a) designs and engages students in large group, small group, and independent work activities.
 - (b) demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
 - (c) demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
 - (d) designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
 - (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.
- (3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
 - (a) engages students in explaining and/or demonstrating the relevance of topics and activities.
 - (b) involves students in establishing instructional direction and plans.
 - (c) establishes and states expectations for student performance.
 - (d) presents directions and explanations in a variety of ways to insure student understanding.
 - (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.
- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
 - (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
 - (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) selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
 - (d) integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.
- (5) The teacher effectively utilizes student assessment techniques and procedures.
 - (a) designs and uses multiple methods of measuring student understanding and growth.
 - (b) integrates assessment data from multiple sources into instructional planning and improvement.
 - (c) maintains documentation of student progress.
 - (d) develops a two-way system of communicating with students and families about student progress.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
 - (a) integrates the teaching of constructive, pro-social behaviors into regular instruction.
 - (b) establishes and teaches effective and efficient routines.

- classroom.
- (c) engages students in establishing expectations for building a learning community in the classroom.
 - (d) maintains smoothness and momentum during instructional transitions.
 - (e) establishes an environment where materials and media are available and ready for student use.
 - (f) minimizes distractions and interruptions.
 - (g) develops a classroom management system that promotes acceptable and appropriate student behavior.
 - (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.
- (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 other recent immigrant groups).
 - (b) creates curriculum designs that include student performance and acknowledgment of achievement.
 - (c) demonstrates an awareness of the influences of context disability, language, and culture on student learning.
 - (d) provides accommodations and interventions that allow each student to succeed based on individual learning needs.
 - (e) engages students in learning experiences that promote creativity, critical and divergent thinking.
 - (f) designs opportunities that require and reinforce student responsibility for learning.
 - (g) fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
 - (h) engages students in setting high standards for performance.
 - (i) treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate.
- (a) demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
 - (b) collaborates with colleagues in the research and design of improved instructional strategies
 - (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.
- (a) serves as a role model for collaborative working relations across the profession.
 - (b) demonstrates knowledge of specific school, family, and community resources that can support student learning.
 - (c) assists colleagues in the use of conflict resolution strategies.
 - (d) engages parents and community members productively in the work of the school.
 - (e) works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.
- E. Each school district shall select and/or develop additional standards and indicators determined appropriate by the local school district to complete the local teacher performance evaluation system.
- F. Each school district shall provide training in evaluation of performance, classroom observation techniques, conference skills, and growth planning to all teachers and personnel assigned performance evaluation duties.

[6.69.4.12 NMAC - N, 09-30-03]

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONEL - PERFORMANCE
PART 2 UNSATISFACTORY WORK PERFORMANCE OF CERTIFIED (LICENSED) SCHOOL PERSONNEL

6.69.2.5 EFFECTIVE DATE: December 31, 1998.
[12-31-98; 6.69.2.5 NMAC – Rn, 6 NMAC 4.5.1.5, 06-14-01]

6.69.2.6 OBJECTIVE: This regulation establishes procedures for supervising and correcting "unsatisfactory work performance" of licensed school personnel before notice of intent to discharge is served upon them, and further to distinguish between the terms "unsatisfactory work performance" and "insubordination."
[12-31-98; 6.69.2.6 NMAC – Rn, 6 NMAC 4.5.1.6, 06-14-01]

6.69.2.7 DEFINITIONS:

A. "Administrative authority" means the superintendent, principal or a person acting under the authority of such superintendent or principal.

B. "Insubordination" means actual or implied willful refusal to follow written policies, regulations, rules, or procedures established by the State Board of Education, the local school board, or administrative authorities, or the lawful written or oral orders, requests or instructions of administrative authorities.

C. "Uncorrected unsatisfactory work performance" means unsatisfactory work performance which the licensed school personnel has failed to correct pursuant to the provisions in this regulation; provided, however, that if unsatisfactory work performance is uncorrectable through the evaluation and supervision process, as determined by the local school board policy, the provisions in this regulation shall not apply.

D. "Unsatisfactory work performance" means the failure by licensed school personnel to satisfactorily perform those tasks which are evaluated by the employee's supervisors, pursuant to the school district's approved plans) for evaluation and supervision of its licensed employees. Furthermore, for the purpose of this regulation unsatisfactory work performance does not include insubordination or conduct deemed to be outside the normal scope of duties of licensed school personnel.

[12-31-98; 6.69.2.7 NMAC – Rn, 6 NMAC 4.5.1.7, 06-14-01]

6.69.2.8 UNCORRECTED UNSATISFACTORY WORK PERFORMANCE:

A. Uncorrected unsatisfactory work performance is good cause for discharging licensed school personnel, so long as procedures established in Subsection B of Section 6.69.2.8 NMAC herein are followed.

B. The following procedures shall be followed by local school boards or governing authorities of state agencies in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge pursuant to Section 22-10-17 NMSA 1978.

(1) Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by a local school board or governing authorities of state agencies before notice of intent to discharge is served upon him or her. Such conferences shall be held with the individual's immediate supervisor and such other persons as the local board or governing authorities of state agencies may designate. For purposes of this regulation, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.

(2) A written record of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school or agency administration which might improve such performance, and all improvements made. Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The local board or governing authority of a state agency shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance.

[12-31-98; 6.69.2.8 NMAC – Rn, 6 NMAC 4.5.1.8, 06-14-01]

ASSESSMENT GUIDELINES FOR TEACHER COMPETENCIES AND INDICATORS**

*****Important Note:*** *The Assessment Guidelines presented in this section of the handbook are not intended to replace or supplant the New Mexico Teacher Competencies and Indicators in regulation. Rather, the Assessment Guidelines are intended to provide administrators with rich descriptions of a competent teacher's work at each level of licensure, as an aid to assessing a teacher's performance on both the progressive documentation and summative evaluation instruments.*

As outlined in the New Mexico Public Education Department Regulation Title 6, Chapter 69, Part 4.12 (NMAC): Performance Evaluation System Requirements for Teachers, "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 of New Mexico's students, including those 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 assessment criteria indicators."

Purposes of the Assessment Guidelines for Teacher Competencies and Indicators

The purpose of the Assessment Guidelines for Teacher Competencies and Indicators 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. The Assessment Guidelines provide concrete descriptions of effective teaching that develop over time. The descriptions contained in the Assessment Guidelines 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 what they do that makes a difference for their students.
- Encourage administrators to assess teachers' strengths and weaknesses using evidence-based assessment.
- Help teachers build Professional Development Plans based on research-based best practices.
- Help teachers and administrators across the state develop consistent understandings of professional growth and evidence of student learning growth.

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.

Expectations for Teacher Development

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. Teachers should demonstrate professional growth each year toward meeting selected competencies identified in the teacher's Professional Development Plan.

Teachers and administrators collaborate in gathering and analyzing evidence of teacher development in a progressive evaluation process. The **teacher** is accountable for demonstrating how he/she meets the performance indicators upon which he/she is being

evaluated and are appropriate to his/her level of licensure. The **administrator** is accountable for assessing whether or not a teacher meets the competencies, through a process of data collection from multiple sources, including direct observation. This accountability structure promotes a reciprocal relationship between professional development and evaluation.

Connecting Teacher Development and Student Learning

“The legislature finds that no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed, and the system must meet the needs of all children by recognizing that student success for every child is the fundamental goal” (NMSA 22-1-1.2.A.).

The New Mexico 3-Tiered Licensure System and the Assessment Guidelines for Teaching Competencies and Indicators have been designed to support the premise that good teaching matters and that quality learning requires quality teaching. A teacher evaluation process that requires consistent and continually refined demonstrations of knowledge, skills, and professional practices will lead to quality student learning. This evaluation cycle will help New Mexico’s educators identify effective teaching. More importantly, it will situate individual, school, district, and state professional development efforts in educators’ daily practice, understandings of best practices, and a *continuum* of professional growth.

Using the Assessment Guidelines

Descriptors

The descriptors may be used to indicate the rating level of teacher competence for each category of the Summative Annual Evaluation Form. *Teachers should be evaluated at their current license level for the Annual Evaluation process.*

- *Unsatisfactory:* At this level the teacher does not demonstrate effective teaching practices.
- *Meets Level I Competencies:* At this level the Provisional Level I Teacher develops Level I competencies over time. The third year teacher is more practiced than the first year teacher.
- *Meets Level II Competencies:* At this level the Professional Level II Teacher demonstrates consistent application of Level I and II competencies over time.
- *Meets Level III Competencies:* At this level the Level III teacher integrates Level I, II, and III teaching competencies seamlessly into his/her practice and has the capacity to help students take ownership of their own learning.

Organization of the Assessment Guidelines

1. The Assessment Guidelines are organized in two dimensions: Rating Levels and Competency 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)

2. Each strand of the Assessment Guidelines includes descriptions of the indicators that may be used to assess each competency within the strand.

Support for Data Collection, Analysis and Assessment

Assessment of good teaching is made over time by gathering multiple sources of evidence that inform administrators' and teachers' professional judgment and professional practices. The evaluator using the Assessment Guidelines should identify sources of evidence that support each strand.

In addition to the required administrator's observation, forms of evidence that will demonstrate the New Mexico Teaching Competencies may include, but are not limited to:

- *Strand A. Instruction (Competencies 1, 2, and 5):* student achievement/learning growth data, instructional plans and materials, examples of student work and performance, assessment techniques and procedures, evidence of implementation of state curriculum standards, etc.
- *Strand B. Student Learning (Competencies 3, 4, 6, and 7):* Adaptations/modifications for diverse learners, evidence of effective classroom management strategies and procedures, classroom observation reports, evidence of communication with students and parents, student surveys, video-tapes, etc.
- *Strand C. Professional Learning (Competencies 8 and 9):* Professional development activities, evidence of collaboration with professional community, parent surveys, research, publications, presentations, etc.

Documentation

The evaluator will record rating results and related evidence sources in the appropriate sections of the Summative Evaluation Form.

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

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

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time. The third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>COMPETENCY 1: The teacher accurately demonstrates knowledge of the content area and approved curriculum.</p>			
<p>The teacher does not consistently use the state standards or the approved curriculum in instructional planning (1a.)</p>	<p>The teacher uses the state standards and the approved curriculum as the basis of instructional planning (1a.).</p>	<p>The teacher expands on the state standards and the approved curriculum to make them relevant for students (1a.).</p>	<p>The teacher actively builds on the state standards and the approved curriculum by providing instruction based on students' knowledge and by anticipating possible student misunderstanding (1a).</p>
<p>The teacher communicates content knowledge, learning goals, directions, and procedures inaccurately, inadequately, and/or with excessive detail. Procedures are not clearly defined. The teacher's spoken and/or written language may be unclear. Grammar and vocabulary may be incorrect or at an inappropriate level. Students are often confused (1b).</p>	<p>The teacher communicates content knowledge, learning goals, directions, and procedures; The teachers' spoken language is clear and standard, and written language is legible. The teacher uses vocabulary correctly for the content and the age of the students (1b).</p>	<p>The teacher consistently communicates content knowledge, learning goals, directions, and procedures accurately and includes detail. The teacher knows to clarify if students are confused. Vocabulary and written language is clear and at an appropriate level (1b).</p>	<p>The teacher's content knowledge is accurate, directions and procedures are clear, and learning goals are explicit. The teacher conveys explicit connections to other lessons and/or subjects. Written and spoken vocabulary enriches the lesson (1b).</p>
<p>The teacher makes content errors or does not correct content errors students make. The teacher fails to make interdisciplinary connections (1c/1d).</p>	<p>The teacher displays basic content knowledge and makes connections to other disciplines (1c/1d).</p>	<p>The teacher displays solid content knowledge and makes connections to other disciplines. The teacher's representations of content are appropriate and provide links to students' knowledge and experience (1c/1d).</p>	<p>The teacher displays extensive content knowledge and makes connections to other disciplines. Students create their own representations of content and extend their learning (1c/1d).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>COMPETENCY 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</p>			
<p>The teacher does not use varied instructional groupings or uses them inappropriately in relation to students and/or instructional goals (2a).</p>	<p>The teacher is moderately successful in using instructional groupings to advance the goals of a lesson (2a).</p>	<p>The teacher uses instructional groupings productively, and groupings are fully appropriate to the goals of a lesson. Students demonstrate an understanding of their roles in the group (2a).</p>	<p>The teacher appropriately constructs groupings in relation to instructional expectations. Students demonstrate understanding of group dynamics (e.g., students on task, high level of participation, equal work distribution). Student collaboration leads to an exchange of ideas that achieves learning goals (2a).</p>
<p>The teacher's teaching strategies are not suitable to students or instructional goals. (2b).</p>	<p>The teacher's strategies are varied and suitable to students and/or instructional goals (2b).</p>	<p>The teacher's selects strategies that are suitable to students and instructional goals (2b).</p>	<p>The teacher demonstrates effective selection and uses a variety of methods that are relevant to students and instructional goals (2b).</p>
<p>Resources, such as field trips, supplemental materials, manipulatives, and technology, are unsuitable, irrelevant, and/or absent in supporting student learning of instructional goals (2c).</p>	<p>Resources are relevant and suitable in supporting student learning of instructional goals (2c).</p>	<p>Relevant and suitable resources are consistently and effectively implemented in supporting student learning of instructional goals (2c).</p>	<p>Resources are consistently suitable and relevant for student learning of instructional goals. Students are given opportunities to choose, adapt, or create resources to enhance their learning (2c).</p>
<p>The teacher provides opportunity through only one modality for students to apply, practice, and demonstrate knowledge and skills (2d).</p>	<p>Over a period of time, the teacher provides opportunities through multiple modalities for students to apply, practice, and demonstrate knowledge and skills (2d).</p>	<p>The teacher generally provides opportunities for students to apply, practice, and demonstrate knowledge in the learning styles and modalities that best suit them (2d).</p>	<p>The teacher consistently provides opportunities for students to apply, practice, and demonstrate knowledge in the varied learning styles and modalities that best suit them (2d).</p>
<p>The teacher is not aware of and/or does not implement modifications or adaptations. Some students do not have access to the general education curriculum (2d).</p>	<p>The teacher implements necessary modifications and adaptations in instruction and curriculum. Students with special needs have access to the general education curriculum in the least restrictive environment (2d).</p>	<p>The teacher designs and implements necessary modifications and adaptations in instruction and curriculum. The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students. Students with special needs have access to the general education curriculum in the least restrictive environment (2d).</p>	<p>The teacher participates and collaborates with colleagues and parents to design and implement necessary modifications and adaptations in instruction and curriculum. The teacher seamlessly integrates strategies and materials/resources to accommodate diverse student needs. Students with special needs have access to the general education curriculum (2d).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>5. The teacher effectively utilizes student assessment techniques and procedures.</p>			
<p>Assessment is inconsistent with instruction (i.e., students are not assessed on what was taught), or assessment is inappropriate for the students' developmental levels (5a).</p>	<p>Assessment and instruction are generally aligned. The teacher has a repertoire of various kinds of assessment, although the teacher generally uses only one kind of assessment at a time. Assessment is aligned with most students' levels. The teacher begins to recognize whether the type of assessment is appropriate (5a).</p>	<p>Assessment and instruction are aligned and based on content standards. The teacher uses multiple ways for students to exhibit knowledge and skills. The teacher encourages students to use assessments to improve their knowledge and skills (5a).</p>	<p>Assessment and instruction are seamless. The teacher continually assesses student learning formally and informally and uses outcomes of assessment as the basis for future instructional planning. Students are aware of how they are meeting standards and instructional goals (5a).</p>
<p>The teacher rarely or never adjusts instruction based on student assessments (5b).</p>	<p>The teacher uses information gained from assessment to adjust lesson plans, activities, and instruction (5b).</p>	<p>The teacher uses information gained from assessment to adjust daily lesson plans, activities, and instruction. The teacher uses assessment to gauge a lesson's effectiveness and the extent to which students achieve instructional goals (5b).</p>	<p>The teacher consistently uses information gained from formal and informal assessments to gauge a lesson's effectiveness and the extent to which students achieve instructional goals. The teacher uses assessment results to adjust daily activities and instruction to meet the needs of students (5b).</p>
<p>The teacher has no system for maintaining information on student attendance, assignments, assessments, and behavior, and/or the system is in disarray (5c).</p>	<p>The teacher maintains information on student attendance, assignments, assessments, and behavior (5c).</p>	<p>The teacher's system for documenting information on student attendance, assignments, assessment, and behavior is understood by students and is fully effective (5c).</p>	<p>The teacher's system for documenting information on student learning includes state standards achievement; documentation is up-to-date and easily understood by students, parents/caregivers, administrators, and other school personnel. Students maintain and track their individual progress (5c).</p>
<p>The teacher provides minimal and/or untimely information about students' progress to students and families/caregivers. The teacher does not respond to concerns about student progress (5d).</p>	<p>The teacher adheres to the school's required procedures for communicating with parents/caregivers and students about students' progress. Responses to concerns about student progress are consistent and timely (5d).</p>	<p>The teacher communicates with parents/caregivers and students about students' progress on a regular, timely, and consistent basis. The teacher responds appropriately to concerns about progress (5d).</p>	<p>The teacher initiates communication on a frequent basis on both positive and negative aspects of students' progress (5d).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

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

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</p>			
<p>The teacher does not explain and/or demonstrate the relevance of topics and does not communicate the instructional intent, directions, or plan (3a/3b).</p>	<p>The teacher explains the relevance of topics and communicates the instructional intent, directions, or plan (3a/3b)</p>	<p>The teacher explains and demonstrates relevance of topics and communicates the importance of instructional intent, directions, or plan (3a/3b).</p>	<p>The teacher engages students in explanation and/or demonstration of the relevance to topics and activities and involves them in establishing instructional direction and plan (3a/3b).</p>
<p>The teacher does not share expectations for learning with students (3c).</p>	<p>The teacher explains the standard for successful achievement (3c).</p>	<p>The teacher expects and explains a high standard for successful achievement (3d)</p>	<p>Students understand and can articulate the standard for successful achievement (3c)</p>
<p>The teacher assumes students understand his/her actions, directions, and explanations and does not check for understanding (3d).</p>	<p>The teacher is clear with his/her actions, directions, and explanations and checks for understanding (3d).</p>	<p>The teacher uses a variety of approaches, including peer and student assessment, to ensure clarity about his/her actions, directions, and explanations to further student understanding and learning (3d).</p>	<p>The teacher uses a variety of approaches, including peer and student assessment, to ensure clarity about his/her actions, directions, and explanations. Students offer further examples to enhance understanding and learning (3d).</p>
<p>The teacher does not request any comments or response from students, nor does the teacher communicate with students about their progress in the class (3e/f).</p>	<p>The teacher requests comments from and communicates regularly with students about their progress (3e/f).</p>	<p>The teacher solicits communication from students about their understanding. The teacher communicates regularly with students about their progress and offers suggestions to improve their understanding and learning (3e/f).</p>	<p>The teacher consistently engages students in the analysis and evaluation of their learning. The teacher has a system to communicate with students on their progress and actively works with them to enhance learning beyond the classroom (3e/f).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>4. The teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.</p>			
<p>The teacher's questioning skills and discussion techniques are predominantly based on recitation. The teacher seldom or never asks questions that are intended to expand students' understanding of the concepts. The teacher rarely provides opportunities for students to analyze and synthesize information (4a).</p>	<p>The teacher's questioning skills and discussion techniques are a mix of recitation and higher level thinking. The teacher asks some questions that are intended to expand students' understanding of the concepts. The teacher occasionally provides opportunities for students to analyze and synthesize information (4a).</p>	<p>The teacher's questioning skills and discussion techniques are predominantly based on multiple levels of thinking. The teacher asks questions that are intended to expand students' understanding of the concepts. The teacher frequently provides opportunities for students to analyze and synthesize information (4a).</p>	<p>The teacher's questioning skills and discussion techniques are predominantly intended to expand students' understanding of the concepts. The teacher provides many opportunities for students to analyze, synthesize, and evaluate information. The teacher encourages students to formulate questions and initiate discussions (4a).</p>
<p>The teacher uses the same strategies and resources for all students (4b,c,d).</p>	<p>The teacher uses various strategies, materials, and resources to meet the needs of individual students (4b,c,d).</p>	<p>The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students (4b,c,d).</p>	<p>The teacher seamlessly integrates strategies, materials, and resources to accommodate diverse students' needs. Students are given opportunities to choose, adapt, or create resources to enhance their learning (4b,c,d).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>6.The teacher manages the educational setting in a manner that promotes positive student behavior and safe and healthy environment.</p>			
<p>The teacher does not serve as a model for constructive behavior. The teacher is unclear about expectations for student behavior and struggles to maintain consistency in dealing with inappropriate behaviors. Students are often off-task, and there is considerable loss of instructional time (6a,c,g).</p>	<p>The teacher serves as a model for constructive behavior. The teacher identifies, explains, and/or models expected classroom behavior. The teacher enforces expectations and responds to disruptive behavior. (6a,c,g).</p>	<p>The teacher identifies, explains, and models constructive behavior patterns. The teacher establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community. The teacher monitors student behaviors and redirects with replacement behaviors. The teacher consistently enforces expectations and responds to disruptive behavior (6a,c,g).</p>	<p>The teacher engages students in establishing expectations for creating a learning environment. The teacher encourages them to develop a classroom management system that teaches each student accountability for self and others and acceptable, appropriate behaviors. The teacher integrates the teaching of constructive, pro-social behaviors into regular instruction. Students demonstrate active and appropriate participation (6a,c,g).</p>
<p>The teacher has no established routine and procedures for students to follow. Frequent distractions and interruptions result in a loss of instructional time (6b,d,f).</p>	<p>The teacher has established routines and procedures for students to follow. The teacher minimizes distractions and interruptions. The teacher strives to make smooth transitions between activities (6b,d,f).</p>	<p>The teacher establishes routines and procedures so that little instructional time is lost. Transitions occur smoothly, and momentum is maintained during transitions, distractions, and interruptions (6b,d,f).</p>	<p>The teacher establishes a system in which students assume some responsibility for routine tasks. Transitions are seamless, and distractions and interruptions do not interfere with learning (6b,d,f).</p>
<p>The teacher does not have materials prepared for the lesson causing loss of instructional time (6e).</p>	<p>The teacher usually has materials ready for the planned lessons and activities. Some instructional time may be lost in materials mismanagement (6e).</p>	<p>The teacher consistently prepares and arranges materials in advance for easy student and teacher accessibility. There is minimal loss of instructional time (6e).</p>	<p>The teacher systematically prepares and arranges materials in advance for easy student and teacher accessibility. There is seamless use of materials and time (6e).</p>
<p>The teacher fails to establish a classroom environment in which students feel safe. The teacher pays little attention to student health and well-being (6h).</p>	<p>The teacher establishes a classroom environment in which students feel safe. The teacher pays attention to student health and well-being (6h).</p>	<p>The teacher consistently provides a safe classroom environment. The teacher attends to the health and well-being of students (6h).</p>	<p>The teacher consistently monitors the classroom to ensure a safe, productive environment. The teacher also provides multiple opportunities to address the health and well-being of students (6h).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</p>			
<p>The teacher prepares and teaches homogeneous lessons and does not vary or adapt instruction based on students' diverse needs and interests (7a).</p>	<p>The teacher demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings, of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher demonstrates respect for each student's background, experience, learning abilities, language, and culture (7a).</p>	<p>The teacher acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher respects different student backgrounds, experiences, learning abilities, languages and cultures and considers these factors when planning and implementing lessons (7a).</p>	<p>The teacher adjusts practice based on observation and knowledge of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse groups. The teacher treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences. Students recognize their own backgrounds and abilities as well as recognize the differences and similarities they have with their teacher and classmates (7a).</p>
<p>Students are not aware of their performance and achievement (7b).</p>	<p>The teacher communicates with students about their achievement outcomes and recognizes student achievement can vary from one student to another (7b).</p>	<p>The teacher communicates clearly and consistently with students about their achievement outcomes and progress. The teacher individualizes instruction and assessment based on student achievement outcomes (7b).</p>	<p>The teacher communicates, in various modes, with students about their achievement outcomes and progress. The teacher individualizes instruction and assessment based on students' strengths and needs. The teacher regularly challenges students to strive for the next level of achievement in a given area (7b).</p>
<p>The teacher sets expectations for students that are either too easy (unchallenging) or too hard (beyond students' abilities) (7c/h).</p>	<p>The teacher sets appropriate expectations for students (7c/h).</p>	<p>The teacher challenges students with high expectations. At the same time, the teacher understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs. The teacher provides students with the support they need to achieve at high levels (7c/h).</p>	<p>The teacher demonstrates an awareness of the influences of context, disability, language, culture. And socio-economic status on student learning. The teacher challenges students to achieve at high levels. The teacher, other students, and other appropriate resources support students in the learning process (7c/h).</p>
<p>Instruction and assessment are homogeneous. Student performance and achievement either stagnates or declines (VII.D).</p>	<p>The teacher finds effective instructional and assessment strategies to meet individual students' needs and interests and provides opportunities for each student to succeed (VII.D).</p>	<p>The teacher designs opportunities for each student to succeed based on individual learning needs. The teacher reflects upon and adjusts instruction to differences in students; knowledge, abilities, experiences, and cultural heritage and traditions (VII.D).</p>	<p>The teacher uses varied types of instruction and assessment that meet individual students' needs and interests. Students recognize areas of strength and needs in themselves, and they work to augment both areas. Students feel successful on a regular basis (7d).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>Instruction and classroom management is teacher driven (7e).</p>	<p>The teacher varies instruction and engages students in opportunities for active involvement and creativity (7e).</p>	<p>The teacher designs specific activities that require active student involvement and creativity. Students participate actively in the learning process (7e).</p>	<p>The teacher provides an environment in which students are encouraged to learn independently and together and are challenged to achieve more. Students work with the teacher, other students, and other resources to develop interesting and creative work products (7e).</p>
<p>Students' behavior disrupts the learning process (7f).</p>	<p>The teacher monitors students' behavior but involves students in decisions about the learning process and classroom climate (7f).</p>	<p>The teacher communicates clear and consistent expectations for students' behavior. Students contribute to the learning process and help establish a positive classroom climate. Students primarily monitor their own behavior, although the teacher may need to remind students about their behavior depending on the activity (7f).</p>	<p>The teacher motivates students to be responsible for their own learning. Students take initiative to enhance the learning environment and classroom climate. Student behavior is consistent in individual, small group, and large group activities. Students constructively monitor the behavior and learning of their peers (7f).</p>
<p>Teacher/student relationships are non-existent or antagonistic (7g).</p>	<p>The teacher and students have a positive rapport (7g).</p>	<p>The teacher creates an inclusive and caring environment in which each individual is respected and valued. The teacher works to help develop students' self-esteem, motivation, character, and sense of responsibility (7g).</p>	<p>The teacher fosters respect for individual, cultural, linguistic, disability, and religious differences. The teacher and students take differences and similarities into consideration throughout the learning process (7g).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

Strand C. Professional Learning (Competencies 8 and 9)

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>8. The teacher demonstrates a willingness to examine and implement change, as appropriate.</p>			
<p>The teacher does not engage in activities to enhance or improve the quality of learning (8a).</p>	<p>The teacher seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. The teacher uses this information in building his/her annual professional development plan. (8a).</p>	<p>The teacher consistently seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. The teacher bases his/her professional development plan on this information. (8a).</p>	<p>The teacher demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching. The teacher shares information with colleagues. The teacher builds his/her professional development plan from an analysis of his/her growth areas (8a).</p>
<p>The teacher fails to demonstrate or implement a variety of strategies and best practices to enhance learning. The teacher does not use strategies that engage students (8b).</p>	<p>The teacher demonstrates or implements use of a variety of strategies and best practices, resulting in student engagement (8b).</p>	<p>The teacher consistently demonstrates and implements a variety of strategies and best practices to motivate and/or engage students in learning (8b).</p>	<p>The teacher implements and initiates a variety of strategies and best practices to engage students consistently and fully while leading them to choose, adapt, and create strategies best suited to their learning styles (8b).</p>
<p>The teacher's response to change allows no risk taking and may be negative or self-serving (8c).</p>	<p>As the teacher examines practice, the teacher is willing to risk change and refine practice. The teacher recognizes that change entails risk and implements changes and modifications (8c).</p>	<p>The teacher consistently takes risks to promote instructional improvement by supporting and incorporating change initiatives (8c).</p>	<p>The teacher assumes a leadership role in discourse about change, taking implementation risks and serving as a model for such change (8c).</p>

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

<p>At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.</p>	<p>The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.</p>	<p>The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.</p>	<p>The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.</p>
<p>9. The teacher works productively with colleagues, parents, and community members.</p>			
<p>The teacher generally does not interact with colleagues (9a,c)</p>	<p>The teacher maintains professional communication with colleagues in developing and implementing decisions made at the team or school level (9a,c)</p>	<p>The teacher is cooperative with colleagues in developing and implementing decisions made at the team or school level (9a,c).</p>	<p>The teacher is collaborative with colleagues in developing and implementing decisions made at the team or school level. The teacher initiates and leads other teachers in discourse about professional issues and may assume a leadership role at the team, school, or district level (9a,c).</p>
<p>The teacher does not communicate with parents/caregivers about the instructional program (9b,e).</p>	<p>The teacher adheres to school requirements for communicating with parents/caregivers about the instructional program (9b,e).</p>	<p>The teacher systematically communicates with parents/caregivers about the instructional program (9b,e).</p>	<p>The teacher actively works to engage parents in students' learning and in the instructional program. (9b,e).</p>
<p>When conflict arises, the teacher does not attempt to resolve it (9c).</p>	<p>When conflict arises, the teacher attempts to use conflict resolution strategies (9c).</p>	<p>When conflict arises, the teacher uses conflict resolution strategies (9c).</p>	<p>When conflict arises, the teacher uses conflict resolution strategies and may assist others in the use of the strategies (9c)</p>
<p>The teacher has no contact with parents and/or the community (9d).</p>	<p>The teacher is learning about the resources that the parents and the community have to offer. (9d).</p>	<p>The teacher uses community and parent resources in the development of the instructional program. (9d).</p>	<p>The teacher actively works to engage parents and the community in the instructional program. Students work on projects or events that are enhanced by parent/or community participation (9d).</p>

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?

SAMPLE PROFESSIONAL DEVELOPMENT PLAN

Objective:

Owner:

Goal: Competency To Be Addressed

Rationale

Key Actions: What should we do in what order?

Section 1.01 Person Responsible for each action

Section 1.02 Resources Employee Should Access to Accomplish Growth

Timeline

Measure: To assure desired results have been met

Target: Desired Result

REFLECTION ON PDP EXPERIENCE

Please submit a one-page reflection of your PDP experience to your administrator prior to your annual evaluation meeting. Include in your reflection: What were the results of your project or actions in terms of meeting your objectives? What worked well? What would you do differently if you had the opportunity to do the PDP again? Please provide data and artifacts to support conclusions.

_____/_____
Employee Signature Date

Copies: ____ Employee ____ Supervisor

_____/_____
Evaluator Signature Date

____ Employee Personnel File

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	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20px;">I</td> <td style="text-align: center; width: 20px;">II</td> <td style="text-align: center; width: 20px;">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.
<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
 Copies to: Staff Member, Personnel File, Supervisor

 Teacher

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