2021-22

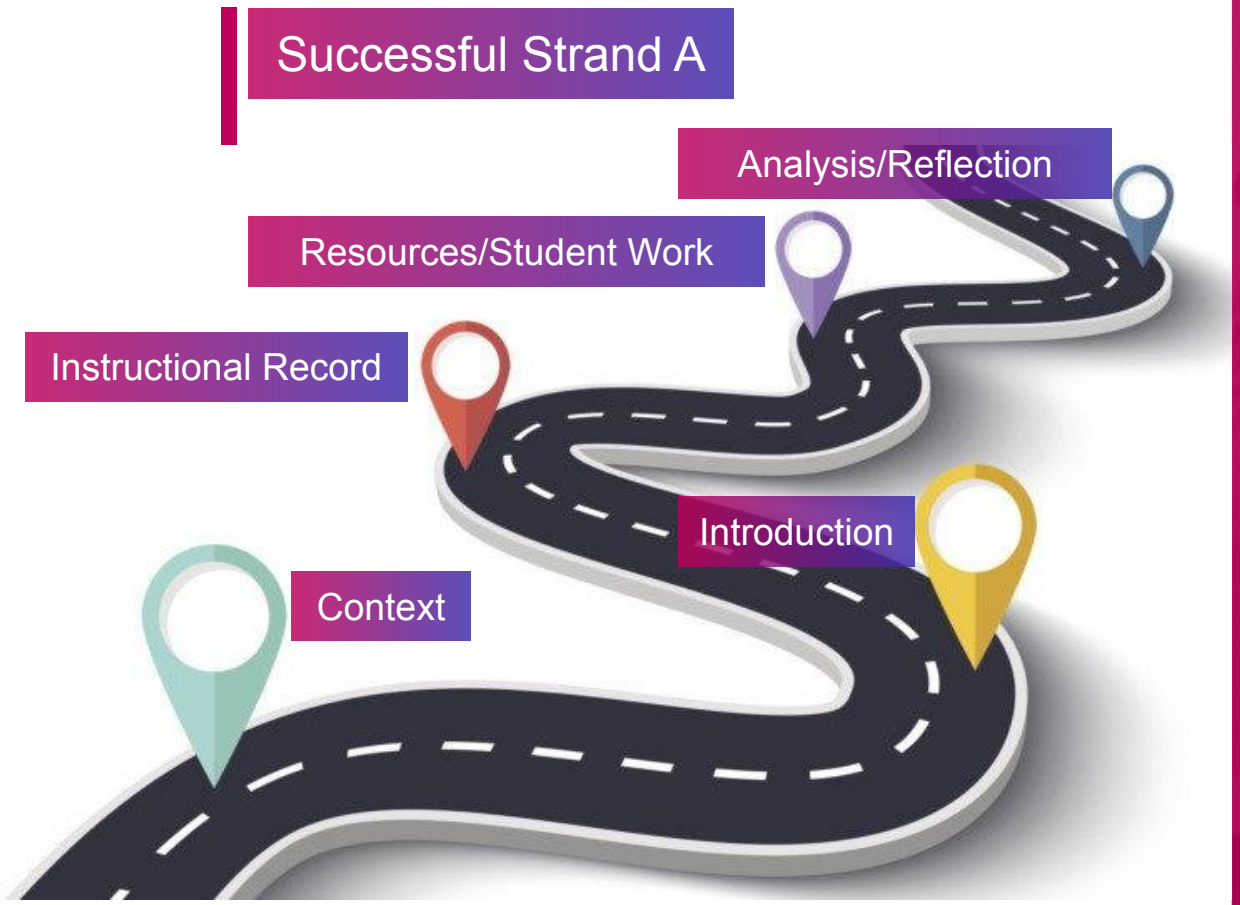
Dossier Training

Developing Strand A

NEW MEXICO
Public Education Department

Welcome

Roadmap to a Successful Dossier



- Give an overview of how we will spend time
- Review qualifications for each Level advancement
- Ask to save questions for the end of the meeting.
- Level advancing to (poll if virtual)

Resources

Beginning the Journey

- NMPED resources for dossier- (Presenter notes- portal link, PDD Guidelines, Strand Templates) https://webnew.ped.state.nm.us/bureaus/licensure/dossier-and-opal/educator-resources-for-completing-the-dossier-or-opal/
- portal link- (Presenter notes- Must create an account here to submit strands, submit payment, check status after submission, print new license) https://licensureapp.ped.state.nm.us/
- Guidance Tips- (notes- this document provides samples of responses to prompts) https://docs.google.com/document/d/17Kj8Hd0GHxg6qXtgd9k78B8Gd3Dxp44GgAW_uM5IgIU/edit?usp=sharing

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CONTEXT

Student Population and Range of Achievement

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

B. Write description of range of achievement levels for all students and discuss how varying ability impact student learning and instructional design and explain why the 3 to 5 hour segment of instruction you are submitting in the PDD is appropriate for this group of students at this time. Support your claims by referring to standardized assessment data or other assessments appropriate to your content area, grade level, and/or specialty area.

C. List relevant Standards, benchmarks or learning goals. There should be a link between what Standards and the identified achievement levels of the students mentioned in Section A. that the selected 3 to 5 hour segment of instruction helped students achieve. Please indicate the subject area(s) and the complete standards or other approved learning goals.

D. Discuss any internal and external factors which may impact student learning, instructional design and/or instruction.

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- Provide the following information about the class you are presenting:

A. Class Information	
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:	

Write description of range of achievement levels for all students and discuss how varying ability impact student learning and instructional design and explain why the 3 to 5 hour segment of instruction

Key Information to Include :

- Achievement Levels of students during the 3-5 hour lesson. Preferably related to content being taught.
- Enhancement could include how many high, medium and low performing student within the class.
- How do ELL and Special Ed students perform compared to rest of the classroom peers.
- How were students assessed to determine levels (teacher made, district level, curriculum based) assessment.

List relevant Standards, benchmarks or learning goals. There should be a link between what Standards and the identified achievement levels of the students ~~ment~~ioned in Section A.

Key Information to Include :

- Please indicate the subject area(s) and the complete standards or other approved learning goals.
- Standards should be linked to 3-5 hours lesson

Discuss any internal and external factors which may impact student learning, instructional design and/or instruction

Supporting Information

Key Information that could be Included (examples) :

- Discuss possible Instructional/Learning obstacles (Economics, Rural, Transportation, access to technology, family dynamics, etc)
- Discuss ways you have overcome the obstacles and how.
- Instructional delivery model of 3-5 hour of instruction (school driven, curriculum driven, teacher developed, etc)
- Dynamics of community, school, district, etc.

Introduction/Planning

Building the Foundation to Your Instruction and Student Achievement

- How are students identified and supported through differentiation strategies within instruction?
- Scaffolding is integral. How were segments of instruction connected with previous skills & continuing instruction?
- How does organization of educational setting directly impact student performance? How do various modalities support instruction?
- How were skills Integrated throughout the lesson and how was differentiation supported within the instructional delivery?
- Knowledge & skills this instruction helped students learn. How was mastery determined and how were gaps in learning addressed during the instruction.

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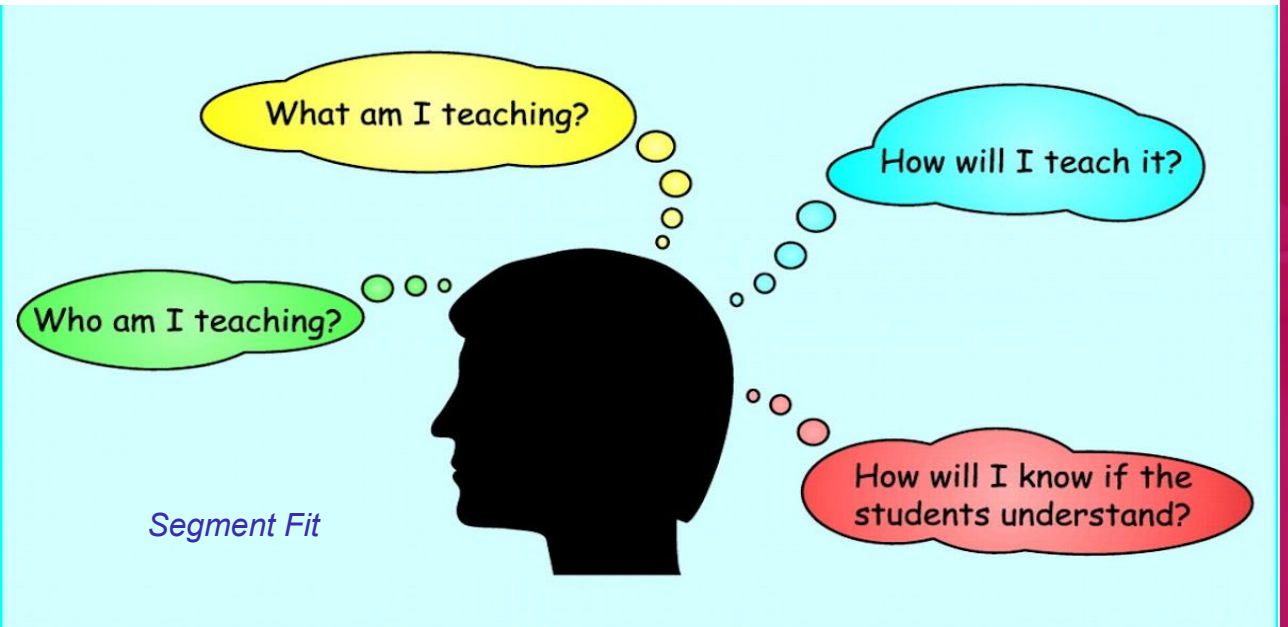
Knowledge & skills this instruction helped students learn. How was mastery determined and how were gaps in learning addressed during the instruction.

Key Information to Include :

- What are the expectations for the lesson?
- How is student development being assessed?
- How did the student perform as an overall class?
- How did Special Ed and ELL students perform compared to peers?
- Other relevant information as needed.

Scaffolding is integral. How was instruction with previous skills & continuing instruction linked.



Key Information to Include :

- What is current lesson content detail?
- What was previous lesson content detail?
- How did the teacher transition from prior lesson into current lesson?
- How was prior content reinforced within current lesson?
- How will current lesson/content build onto future lessons?

How were skills Integrated throughout the lesson and how was differentiation supported within the instructional delivery.

Key Information to Include :

- What are some strategies/tools that are reinforced across content areas How are skills/content reinforced within lesson?
- Share details on how content may be reinforced?
- How does the integration support current lesson?

How does organization of educational setting directly impact student performance. How do various modalities support instruction.

Classroom Environment

Key Information to Include :

- How does educational environment have positive impact on student learning?
- What structures and/or routines engage students?
- What is the teacher's involvement within educational setting?
- How is technology utilized to support instruction?

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How are students identified and supported through differentiation strategies within instruction.

Key Information to Include :

- How are ALL students' educational needs met?
- Share specific examples of differentiation strategies.
- Share a specific(s) examples of how teacher has used differentiation strategies with student.
- Share how student(s) respond to the differentiation.

Instructional Record

Putting Instruction into Practice

IR Sample

- 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-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 with time length of the individual segments.

III.

Introduction to Opinion Writing, 1 hour, 10 minutes- Whole Group, Small Group, and Independent Work, Day 1-Week 1

Description of learning experience	Explanation of learning experiences
Morning- 30 min, whole group 1. I signaled to students to end the morning meeting and transition to Language arts using a doorbell as an attention signal. Students cleared their desk and turned their attention toward me. 2. To begin, I gave each student a sticky note and instructed students to write their name on it. Then, I wrote 2 columns on the board. I labeled the columns on the board dog and cat. 3. I explained that we would begin a unit on opinion writing today. I referred students to the fact and opinion anchor chart on the wall and asked students to describe the difference between fact and opinion. Many students raised their hands to answer, and I called on one student who said a fact is something true. Another student added that a fact is something that can be proven. I called on another student that said an opinion is something people think or feel. I asked students if people have to agree on an opinion. All students said no. 4. I had students stand in the middle of the room and labeled one side of the room fact and the other opinion. I read several statements and had students move to the "fact" side for facts or the "opinion" side for opinions. I rang	1. I use a doorbell as an attention getter to signal to students that I need their attention or that it is time to transition to the next activity. This is a procedure that is taught at the beginning of the year. 2. I used this as a hook to get students curious and interested in what might happen next. 3. This anchor chart is from a previous lesson on fact and opinion. I referred students to it to access their background knowledge. Having students describe what they know about fact and opinion helped them bring the knowledge to their mind. It is also good for students to hear how their peers remember previous lessons. 4. I used this activity as a formative assessment to see how many students were able to apply what they remember about fact and opinion. I was able to see how individual students made their decision about which side of the room to go to. I made note of

Instructional Record

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Resources

Documents that Support Instruction and Learning

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

- Collect an example of up to four of the resources referred to in Sections II and III of the Instruction Strand.
  - handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; etc.
- You do not have to include all resources you discuss or describe in Sections II and III, but may select up to four that demonstrate your competence in utilizing a variety of resources.
- Clearly label each resource at the top of each page (include a title or brief description of the resource:

Resource 1 - Worksheet	Resource 2 - Rubric
Resource 3 - Anchor Chart	Resource 4 - Power Point

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Student Work Samples

Documents that Demonstrate Learning

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

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

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Analysis and Reflection:

This section of your documentation provides the reviewer with evidence that students in your class learned from this instruction.

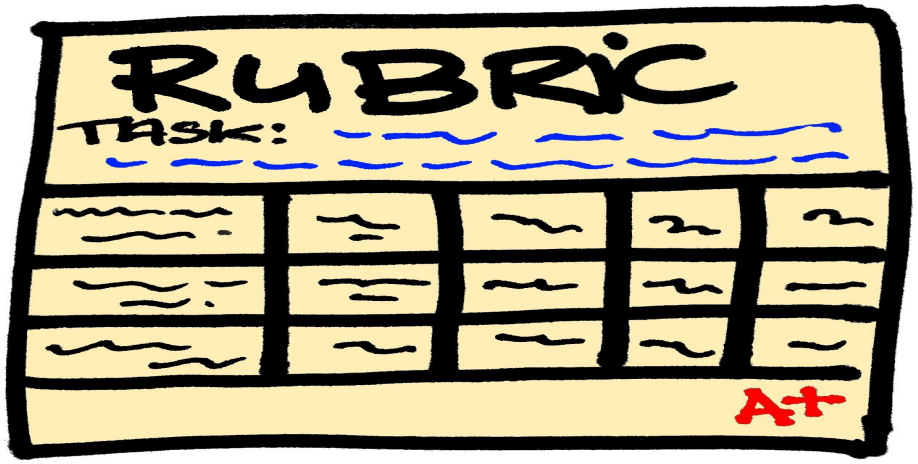
How was demonstrated achievement determined? What was the breakdown of student success and how did students who struggled overcome possible learning gaps.

The section should analyze how students performed within the 3-5 hour lesson.

Key Information to Include :

- How did the class perform? What is the data to support the learning within the 3-5 hour lesson?
- Compare performance data pre and post lesson.
- How many students performed at the High, Medium and Low performance levels?
- How did ELL and Special Education students perform compared to peers?
- Utilize and/or refer to Student Work Samples to support the findings.
- Were there any trends in learning and/or learning obstacles?

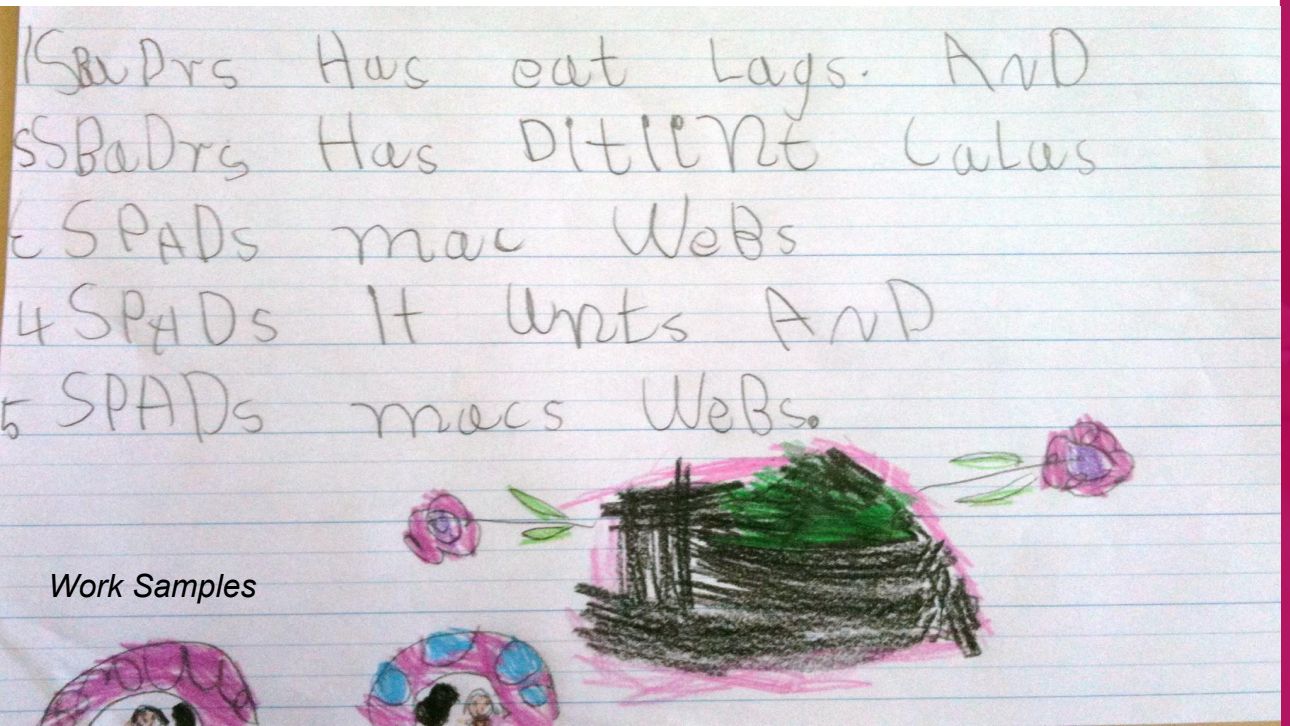
How was proficiency determined? Provide criteria for determining different levels of achievement and did the students' performance meet the teacher's expectations. How was success or lack there of communicated to students?



Key Information to Include :

- Provide criteria for determining levels of achievement and if the students' performance met expectations.
- Identify whether a Rubric or other measurement tool was utilized.
- How were expectations shared with students prior to, during and post lesson?
- How was student performance communicated back to student as compared to expectations?
- What was the evaluation tool: teacher made, curriculum driven, or Publisher developed?

Explain how 3 selected work samples differed in demonstrated level of achievement. What were the strengths and weaknesses of the students and how did the examples relate to the overall abilities of the classroom?



Work Samples

Key Information to Include :

- **Dialog each performance level separately.**
- **Highlight strengths and weaknesses that were identified either during the lesson or on final product.**
- **Reference back to work samples to reinforce your findings.**
- **Were any strategies identified that benefited the students?**

What processes are in place to maintain a communication avenue for parents? How are parents kept engaged in their child's learning? How was student achievement communicated to parents?

Key Information to Include :

- How are parents kept engaged in their child's learning.
- Do you share the communication with parents?

Explain how data influenced next instructional segment.

Data Influence

Key Information to Include :

- **Self-Evaluated instructional design and delivery.**
- **Based on data results, would there be any needed changes in teacher's approach on next lesson?**
- **Why do you feel there needs to be adjustments within the Instructional design.**
- **What expected outcomes are you expected in future instruction.**

Criteria for Success - Strand A

Advancement to Level II: Strand A Criteria for Success

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

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

Failure to meet any of the above criteria may result in a rating of "Does Not Meet."

Advancement to Level III: Strand A Criteria for Success

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

- You explain the concepts and skills being taught in terms of the larger ideas of the content area and I 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."

Technical Questions & Support

REC9 Website

- video
- video links with support
- examples of assistance
- questions/answers to portal and dossier technical support

Region 9 Dossier Resources

MORE info:

dossierinfo@regionx.org

THANK YOU!

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