



**Requirements & Guidelines for the
Preparation of the
New Mexico Online Portfolio for
Alternative Licensure**

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**New Mexico Public Education Department
Professional Licensure Bureau**

<https://webnew.ped.state.nm.us/bureaus/licensure/>

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TABLE OF CONTENTS

Section	Page
Introduction	3
Background and Overview	4
Strand A: Instruction	7
Criteria for Success – Strand A	15
Strand B: Student Learning	21
Criteria for Success – Strand B	26
Strand C: Professional Learning	32
Criteria for Success – Strand C	37
Finishing your Portfolio: Strands D and E	43
Appendices	45

Introduction

Welcome to the process of preparing your New Mexico Online Portfolio for Alternative Licensure (OPAL). These *Requirements & Guidelines* will help you prepare your portfolio. The *Requirements & Guidelines* include input from groups of teachers in the state of New Mexico and build on the Professional Development Dossier (PDD) Work Group and the PDD Teacher Training Design Work Group.

The OPAL is used to determine whether you will receive your Level 1 teaching license, and the *Requirements & Guidelines* for its preparation are standardized to provide a structure for demonstrating the competencies. However, you should also remember that the intent of the *Requirements & Guidelines* is to allow you to demonstrate from your practice, with illustrations and validated by concrete evidence from your work with your students and others. The OPAL is not a test with the right answer. Instead, it allows you to construct a picture of your teaching practice.

To meet this goal, you are asked to provide **explanations**¹ of what you did in your teaching and to substantiate each explanation with **data**. Reviewers will make decisions based on both the explanation and the data. As they review your portfolio, they will seek to understand what you do and how you think about instruction, student learning, and professional growth. All reviewers will be experienced educators. Keep in mind this purpose and audience as you construct your portfolio.

These *Requirements & Guidelines* provide background information on the assessment and specific instructions for completing your portfolio. Interspersed throughout are “Helpful Hints” that are meant to give you additional insight into how to complete your portfolio. In the Appendices, you will find a Glossary of OPAL terms and the New Mexico Teacher Competencies for initial licensure.

¹ Terms in bold are defined in the Glossary found in the *OPAL Requirements & Guidelines* Appendices.

Background and Overview

Assessment of Initial Teaching Competency

Advancement to Level 1 licensure in the State of New Mexico is based on the regulations in Title 6, Chapter 61 of the New Mexico Administrative Code. These regulations outline the entry-level competencies for each license. The Public Education Department has established guidelines to assist teachers in demonstrating essential competencies for advancement to Level 1 as specified in the regulations.

The online portfolio is a structured approach to demonstrating teaching competency for those educators' seeking licensure via the portfolio route. A portfolio structure is included in these guidelines. This structure is the same for all teaching licenses. At the end of the directions for each strand are Criteria for Success documents for each license. The Criteria for Success are based on the Specific Licensure Requirements for Instructors, or entry-level competencies, as found in NMAC 6.61. The OPAL is designed to elicit evidence on the entry-level standards through an organization similar to the Professional Development Dossier, which teachers will complete to apply for their Level 2 and III licenses.

Candidates should carefully review the Criteria for Success and the entry-level competencies (found in the Appendix) for the license(s) for which they are applying. Candidates must ensure that they provide adequate evidence for the Criteria for Success for their designated license(s). Candidates who are applying for more than one license must provide evidence for each license through the portfolio structure.

The OPAL

The **Online Portfolio for Alternative Licensure (OPAL)** is a focused, compact collection of documentation compiled by the teacher seeking initial licensure. The OPAL documentation is a collection of **data** (e.g., lesson descriptions, handouts, student work, video and audio recordings, photos) with **explanations** of that data written by the teacher. No one part of the portfolio fully represents a teacher's work, but the entire portfolio is intended to provide evidence to determine whether a teacher is qualified to attain a Level 1 license through the alternative route.

The OPAL is organized into five **strands**. These five strands are aligned with the New Mexico Teacher Competencies and Indicators and the competencies for initial licensure² and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Requirements & Guidelines for the Preparation of the New Mexico Online Portfolio for Alternative Licensure*, provides detailed instructions for preparing each strand and for submitting a completed portfolio. The strands and the documentation required for each are outlined in the following chart.

² Both sets of competencies are located in the appendix of this booklet. Additionally, a table showing the alignment of the two sets of competencies is included.

<p style="text-align: center;">Strand A. Instruction (Competencies 1, 2, 5, and 6)</p> <p style="text-align: center;">Strand B. Case Study of Student Learning (Competencies 3, 4, 5, and 7)</p> <p style="text-align: center;">Strand C. Professional Learning (Competencies 8 and 9)</p>	<p>Strands A, B, and C will be represented by data from the teacher’s instruction, explained and organized by the teacher to show how s/he meets the competencies.</p>
<p style="text-align: center;">Strand D. Verification of Completion of Requirements</p>	<p>The Public Education Department (PED) will use Strand D to verify that all additional requirements for licensure have been met.</p>
<p style="text-align: center;">Strand E. Verification of Authenticity</p>	<ul style="list-style-type: none"> ● The teacher will verify that the work submitted in the portfolio is his/her own work, AND/OR ● The teacher’s principal will verify that this is the work of the teacher.

Review of Strands A, B, and C

The Instruction, Student Learning, and Professional Learning Strands (Strands A, B, and C) will be evaluated by two reviewers. Each of these strands will be rated DOES NOT MEET or MEETS. Reviewers will be trained to ensure fair and reliable ratings, and the three reviewers will rate each portfolio independently of the other two reviewers.

Award of Level 1 License

Licensure advancement is awarded when:

- a. A representative of the PED provides verification for Strand D and the teacher and/or principal for Strand E; and
- b. Strands A, B, and C are rated MEETS by two of the three reviewers. Each strand must be rated MEETS for a Level 1 license to be awarded.

Getting Started

Read all of the Requirements and Guidelines before you begin. They will help you prepare a portfolio that will be easily understood by reviewers. You may work on and complete the strands in any order, but you will need to carefully organize them as instructed in the Requirements and Guidelines. Because each strand requires some collection of data over different periods of time, it would be helpful to establish a schedule to ensure a timely completion. The presentation of each strand includes the following sections:

- Overview
- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review
- Helpful Hints

- Final Checklist
- Criteria for Success

Strand A. Instruction (Competencies 1, 2, 5, and 6)

Overview

The documentation that you prepare for this strand will allow reviewers to make decisions related to Competencies 1, 2, 5, and 6:

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

Follow the directions below to complete all requirements for Strand A:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

Preparation Activities

To prepare for Strand A: Instruction, select a 4–6-hour segment of your instruction. This segment of instruction should demonstrate your work with one group of students and may take place during one day or in consecutive or connected lessons. Select instruction that provides evidence of

- Your knowledge of **content**
- Your knowledge of **instructional planning**
- **Student achievement** related to your instruction
- Your use of **classroom management** strategies

Data Collection Activities

As you plan and implement 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 4-6 hours of instruction. You may take good notes yourself, ask your students to chronicle the events and what they learned, have a colleague observe, and/or audio or videotape instruction.

- Collect and photocopy resources that you and your students used.
- Collect examples of work that students completed as a result of this instruction. This work may have been completed during or after the segment of instruction. It should provide evidence of what students learned and demonstrate different levels of achievement.
- Obtain consent to use students’ work as part of your portfolio. Use the portfolio 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 Level 1 licensure.

Documentation Guidelines for Review

Read the guidelines for documentation that follow. These guidelines will assist you in telling the story of this segment of instruction by giving directions in how to explain your instruction, prepare selected data, and organize both into documentation that will offer reviewers a clear and concise picture of this segment of instruction. When you are finished, you will have completed six sections in Strand A:

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

Directions for preparing each section follow below.

**** Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum number of minutes of audio or video recording allowed for Strand A. They will consider up to the maximum number of resources or examples of student work allowed for Strand A. Exceeding the limits for any section may jeopardize your score for Strand A.**

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

<p>A. Provide the following information about the instruction you are presenting:</p> <ol style="list-style-type: none"> 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 IEPs: 5. Number of students who are English Language Learners:
<p>B. Briefly respond to the following:</p> <ul style="list-style-type: none"> ● Describe the range of achievement levels of students in the class. ● Why is the 4–6-hour segment of instruction you are submitting in the portfolio appropriate for this group of students? Support your claims by referring to standardized assessment data or other assessments appropriate to your content area, grade level, and/or specialty area.

<ul style="list-style-type: none"> ● What are your goals for this instruction?
<p>C. List no more than three New Mexico Student Performance Standards, Benchmarks, and Performance Standards; District Curriculum Standards, Benchmarks, and Performance Standards; or other approved learning goals for your content area that the selected 4–6-hour segment of instruction helped students achieve. Please indicate the subject area(s) and the complete standards or other approved learning goals.</p>
<p>D. (Optional) Provide any additional information necessary for a reviewer to understand the context of your instruction (e.g., how instruction must be modified for specific students, school or district curriculum specifications).</p>

II. Introduction: This section of your documentation introduces reviewers to the 4-6 hour segment of instruction you are presenting in this strand.

<p>Provide a brief introduction to your 4-6 consecutive or connected hours of instruction with one group of students. Include the following:</p> <ul style="list-style-type: none"> ● What knowledge and skills did this instruction help students learn? ● How did this segment fit in with previous and continuing instruction? ● How did this segment integrate skills or content from another subject area? ● How did you incorporate technology and other resources into this instruction? ● How did the classroom environment support this learning? ● How did you differentiate 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 three columns. In the left-hand column, write a narrative description of events that occurred during the 4-6 consecutive or connected hours of instruction that you have selected to document. In the middle column, describe how the educational setting contributed to learning. 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 the three columns.

Instructional Record

Activity Title: Write a name for each activity, the configuration of student groups, and record the approximate duration of the activity in minutes. Center this information above the three columns.

<p>Description: <i>What you did and what the students did.</i> On the left side of each page of your Instructional Record, describe the learning experiences in your classroom.</p> <ul style="list-style-type: none">▪ Be specific about your actions and characterize what you said.▪ Refer to any materials or resources used. These will be labeled and included in Section IV: Resources.▪ Be specific about what students did and the nature of their interactions.	<p>Description: <i>How the educational setting contributed to the learning.</i> In the middle column of each page of your Instructional Record, describe how you managed the classroom to support learning.</p> <ul style="list-style-type: none">▪ Be specific about how your classroom management contributed to the learning.▪ Refer to any materials or resources used to manage the classroom. These will be labeled and included in Section IV: Resources.▪ Be specific about how you prepared for the instruction, any unexpected interruptions, and how you handled them.	<p>Explanation: <i>Why you did it.</i> On the right side of each page of your Instructional Record, explain why you did what you described in the left and middle columns. Within your explanation, talk about why (and how, if relevant) these activities allowed you to:</p> <ul style="list-style-type: none">▪ adapt instruction to your students' diverse learning needs.▪ help students to make connections with other ideas that they have encountered in your class or in other disciplines.▪ help students build upon and extend their knowledge and abilities.
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IV. Student Work: This section of your documentation provides data that shows the range of achievement of students and how you provided for them based on the instruction you documented in Sections I, II, and III.

- Before you start the instruction, select two students who typically represent high and low levels of achievement in your class. You will show how you provided instruction that helped both students make progress in learning through the instruction you documented in the instructional record. For each student you will provide a work sample, which should be a single assignment, performance, task or other activity that demonstrates what the two students learned in the instruction. These examples may include student written or drawn work, photographs, audio recordings (3 minute maximum for each work example), or video recordings (3 minute maximum for each work example). You will explain the levels of

achievement demonstrated in these work examples in Section V: Analysis of Student Achievement.

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

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

A. How did you know the class’s current level of knowledge or understanding before starting the instruction? Describe the two students’ level of understanding before the beginning of instruction.
B. Why did you select these two students to illustrate how you provided instruction that helped a range of students learn?
C. How did the instruction the two students received differ? How was it the same?
D. How successful was this class of students overall in the instruction related to the goal you described in IB? What evidence supports your conclusion (e.g., test, work sample, performance)?
E. What are the criteria you used to determine levels of student performance? (If you used a rubric, you should include it in the resources section.) Why did you use these specific assessment techniques?
F. How do the work samples presented in Section IV: Student Work demonstrate the students’ achievement? How did this achievement relate to the goals, standards, and/or benchmarks you identified in Section I: Context? Specifically quote aspects of the two student work examples (one high achieving and one low achieving) to illustrate the levels of achievement of the class as a whole.
G. How did the classroom environment contribute to the differences in the two students’ learning?
H. How did you communicate these students’ achievement to the students and their caregivers?
I. How did you take these data into account in planning your next instructional segment for this class, including future differentiation based on various levels of performance?

VI. Resources: This part of your documentation presents resources and materials that you and your students used in your 4-6 hours of consecutive or connected instruction.

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

or classroom rules/procedures. You do not have to include all resources you discuss or describe in Sections II and III but may select up to four that demonstrate your competence in utilizing a variety of resources. **Special Note: Because of issues related to electronic file size, any pictures or other visual representations of room displays used in Strand A can be included only in Section VI: Resources. Such visual representations will be considered as part of the maximum of four resources included in this section.**

Clearly label each resource at the top of each page:

- Label each page as “Resource.”
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Sections II and III.
- Number each one consecutively.
- Go back to Sections II and III and make sure you refer to each resource by name and place the resource number in parentheses after each reference, (e.g., Resource 1).
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand A.

1. *Reading Selections:* If you used a reading selection from your textbook or other source, provide photocopies of shorter selections (3 to 5 pages) OR summarize (350 word maximum) longer print resources. Your label should include:

Title:

Resource number:

Author:

Source:

Date of publication:

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

Title:

Resource Number:

Author/Producer:

Source:

Date of release:

3. *Differentiated Materials:* If students used different materials, provide a description of the kinds of materials used (350 word maximum), with complete labels (see above) for 3-5 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 1/2 x 11-inch printable format.

Helpful Hints

- Think of the preparing Section I: Context as setting the scene for the story of this segment of teaching.
- Standards and benchmarks are available online at <https://webnew.ped.state.nm.us/> (click on Educators, then Content Standards.) If your content area has guiding standards other than these, be sure to identify these as appropriate for learning goals in your subject or licensure area.
- Remember that you may include a total of only two examples of student work for Strand A: one example of high achievement and one example of low achievement. The work may have taken place during the 4-6 hours of instruction, or it may have come later. In either case, try to show reviewers the relationship between the instruction and the student work you included.
- It's a good idea to discuss the student work with colleagues so that you can learn more about what it shows. When you write your analysis of student achievement, really go into detail about how each piece of work demonstrates your criteria for different levels of performance. Point out, highlight, or quote different aspects of each student's work. Don't assume that your reader can make the connections from the rubric or other grading criteria to the student work.

Final Checklist

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

- _____ You have completed all sections of Strand A: Instruction.
- _____ All identifying information, including your name, student names, and school names are blacked out, so reviewers cannot read them.
- _____ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.

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

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

- _____ Check the Criteria for Success and entry-level competencies for the license(s) for which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

Criteria for Success – Instruction

Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts presented are accurate for mathematics, reading and language arts, science, social studies, and/or the arts. Instruction is aligned with identified standards.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher applies computers and related technologies to support teaching and learning.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Criteria for Success – Instruction

Middle Level, 5-9

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts are accurate for the content areas addressed.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher applies computers and related technologies to support teaching and learning.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Criteria for Success – Instruction

Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts are accurate for the content areas addressed.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher applies computers and related technologies to support teaching and learning.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts are accurate for the teaching of reading and writing and any other content addressed.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher applies computers and related technologies to support teaching and learning.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5, and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts are accurate for the content areas addressed.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs. New concepts and ideas build upon previous experiences, skills, and concepts.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher devises, uses, and interprets assessments and evaluations to various groups of people for a variety of purposes.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Criteria for Success – Instruction

Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 1, 2, 5 and 6:

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

Advancement to Level 1: Criteria for Success for Instruction

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of the teacher’s instruction.
- _____ Information and concepts presented are accurate for reading, writing, and integrated content.
- _____ Instruction promotes student development of accurate concepts and skills within the content areas addressed. Instruction is aligned with identified standards.
- _____ The teacher uses multiple teaching strategies and modes of instruction and adapts instruction for individual student needs.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher applies computers and related technologies to support teaching and learning.
- _____ The teacher communicates a positive attitude toward students and high expectations for success.
- _____ The teacher implements effective classroom management techniques.

Strand B. Case Study of Student Learning (Competencies 3, 4, 5, and 7)

Overview

The documentation that you prepare for Strand B will allow reviewers to make decisions related to Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Follow the directions below to complete all requirements for Strand B:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

Preparation Activities

To prepare for Strand B: Case Study of Student Learning, select one student who represents how you work over time with students with differing levels of achievement, learning rates, learning styles, and/or learning needs. Select a student who:

- Is ***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 he/she may be from a different class.
- Represents some of the **diversity** in your class.
- Is willing to allow their work to be used in your PORTFOLIO.

Data Collection Activities

As you work with this student, closely follow his/her progress for an extended period of time—from one week up to one semester. **Collect data that will allow you to document the student's development of a specific concept, understanding, and/or skill.** The data you collect should provide a body of evidence that illustrates the student's growth over time in the specific concept, understanding, and/or skill. To collect data for this strand:

- Obtain consent to use this student's work as part of your portfolio. Use the OPAL Student Release Form found in the Appendices. Keep this release forms on file for two years after your application for licensure advancement.
- Date the student's work 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 concepts, understandings, and/or skills developed.
- Observe the student while he/she is working. Keep dated records of your observations.
- Note your interventions and interactions with the student and your observations of the student's interaction with others.
- Note and keep copies of any resources and materials that you and your student used.
- Periodically discuss the student's work with the student and with his/her parents. Try to find out more about what may have influenced the student's work. Note what you learn.

Documentation Guidelines for Review

Read the guidelines for documentation that follow. The guidelines will assist you in telling the story of your student's growth.

Student X

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

When you have sufficient data that show how the student is learning one or more concepts, understandings, or skills in a content area, you should begin your documentation. To document the Student Learning Strand for 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.

Refer to the student as Student X.

**** Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum minutes of audio or video recording allowed for Strand B. They will consider up to the maximum number of resources or examples of student work allowed for Strand B. Exceeding the limits for any section may jeopardize your score for Strand B.**

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

Provide the following information for Student X:

- A. Age:
- B. Grade level:
- C. Subject(s) or discipline area(s):
- D. Number of students in his/her class:
- E. Concepts, understandings, and/or skills illustrated in this strand for Student X:
- F. How the student's level of work compares to others in his/her class:
- G. Learning strengths, needs, and interests of the student:

II. Explanation of Student Learning: This section explains in detail how you documented student learning.

Explain in writing:

- A. Why did you select this student to represent how you work with the diversity in your class?
- B. How were these pieces of work produced?
- C. What did the first piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- D. What did the second piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- E. What did the third piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- F. If included, what did the fourth piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- G. If included, what did the fifth piece of student work show you about his/her learning? Refer to specific passages or moments related to **student learning**.
- H. How did you help the student analyze and reflect on his/her own learning?
- I. How did you communicate with and involve the student and his/her caregivers?
- J. How will you apply what you learned in this case study to future instruction you plan for the student?

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

Select 3-5 examples of his/her work to illustrate how s/he is learning in one content area. Learning may be seen in dramatic, large-scale change, or, more likely, as subtle incremental change. It may not always be a linear progression toward mastery; more likely, it is full of stops and starts, with learning in one area, while holding still or going backwards in another. It can

result in misconception and overgeneralization, dramatic insight and subtle nuance. As you select examples of student work, identify details, changes, and patterns in the student’s work that illustrate your explanation of how the student is learning.

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

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

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

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

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

- Label each page as “Resource.”
- Title each resource, if it is not already titled.
- Arrange the resources in the order in which you discuss them in Section II.
- Number each one consecutively.
- Go back to Section II and make sure you refer to each resource by name and place the resource number in parentheses after each reference in your Explanation of Student Learning.
- Follow the special instructions below if you choose to use one or more of the types of resources described as part of documentation for Strand B.

1. *Reading, Viewing, and Listening Selections:*

Title:

Resource number:

Author/Producer:

Source:

Date of publication:

2. *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 1/2 x 11-inch printable format.

Helpful Hints

- Start this strand by collecting data related to your change effort.
- Get any needed Consent Forms signed in advance of data collection.
- Feel free to complete the sections in a different order than you will present them in Strand B. Just order them according to the guidelines in the template when you are finished.
- Focus on the key steps and illustrate them. Don't just put in artifacts and assume that the reviewer will automatically see the progress.
- Look for evidence in your process that shows how you have implemented change. Include your interpretation of that evidence in your explanation.

Final Checklist

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

- _____ You have completed all sections of the Strand B: Student Learning.
- _____ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- _____ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- _____ Optional video or audio recordings are clearly labeled. Make sure you provide a description in your print documentation of what kind of student work reviewers will see or hear.
- _____ Make a copy of your Strand B documentation and keep it on file with your OPAL Student Release Forms.
- _____ Check the Criteria for Success and entry-level competencies for the license(s) for which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

Criteria for Success – Case Study of Student Learning Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of student learning.

_____ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.

_____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.

_____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.

_____ Feedback supports student learning.

Criteria for Success – Case Study of Student Learning Middle Level, 5-9

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of student learning.

_____ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.

_____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.

_____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.

_____ Feedback supports student learning.

Criteria for Success – Case Study of Student Learning Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of student learning.

_____ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.

_____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.

_____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.

_____ Feedback supports student learning.

Criteria for Success – Case Study of Student Learning Special Education, PreK-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of student learning.
- _____ The teacher explains and analyzes student learning in light of sound principles of student growth, development, and learning and best practices in special education (e.g., state and federal laws, least restrictive environment, individual educational planning team, transition).
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- _____ Feedback supports student learning.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

- 3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
- 5. The teacher effectively utilizes student assessment techniques and procedures.
- 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of student learning.
- _____ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.
- _____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.
- _____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.
- _____ Feedback supports student learning.

Criteria for Success – Case Study of Student Learning Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 3, 4, 5, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The teacher effectively utilizes student assessment techniques and procedures.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level 1: Criteria for Success for Student Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of student learning.

_____ The teacher explains and analyzes student learning in light of sound principles of student growth, development and learning.

_____ The teacher assesses students on what they have been taught. Students are apprised of the criteria for their success.

_____ The teacher employs methods of instruction and instructional resources that are reasonable for each student’s development and includes necessary adaptations for students with IEPs and English language learners.

_____ Feedback supports student learning.

Strand C. Professional Learning (Competencies 8 & 9)

Overview

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

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

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

Section I. Examining and Implementing Change in Professional Practice

Follow the directions below to complete all requirements for Strand C:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

Preparation Activities

As a beginning teacher, you are expected to be competent in content knowledge, knowledge of students, instructional practices, assessment, classroom management, and communication.

- Pick two of these areas in which you seek to improve your professional practice.

Data Collection Activities

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

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

Documentation Guidelines for Review

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

**** Important Note: Do not exceed the limits for any section specified in the guidelines. Reviewers will consider up to the maximum number of minutes of audio or video recording allowed for Strand C. They will consider up to the maximum number of resources or examples of student work allowed for Strand C. Exceeding the limits for any section may jeopardize your score for Strand C.**

To document Section I: Examining and Implementing Change:

A. Which was the first area you investigated? Why did you select this area?
B. What professional development experiences did you pursue to improve your practice in this area? (Note: Professional development experiences can include not only workshops and courses, but also many other strategies, such as coaching conversations with mentors, action research, journaling, self-study, or observations of other teachers.)
C. What did you learn from each experience?
D. How did you apply what you learned in your classroom?
E. How did your practice change? What are your plans for future growth in this area?
F. To support your explanation, select two pieces of evidence that illustrate how your new learning impacted your classroom practice (3 minutes maximum for audio or video recording). Label and number your illustrations and refer to them in your explanation by name and number. Include them as appendices to your explanation.
G. Provide a list of the resources, including technology tools (up to 5), that you consulted.

H. What was the second area you investigated? Why did you select this area?
I. What professional development experiences did you pursue to improve your practice in this area? (Note: Professional development experiences can include not only workshops and courses, but also many other strategies, such as coaching conversations with mentors, action research, journaling, self-study, or observations of other teachers.)
J. What did you learn from each experience?
K. How did you apply what you learned in your classroom?
L. How did your practice change? What are your plans for future growth in this area?
M. To support your explanation, select two pieces of evidence that illustrate how your new learning impacted your classroom practice (3 minutes maximum for audio or video recording). Label and number your illustrations and refer to them in your explanation by name and number. Include them as appendices to your explanation.
N. Provide a list of resources, including technology tools (up to 5), that you consulted.

Section II. Collaboration

Follow the directions below to complete all requirements for Strand C:

- Preparation Activities
- Data Collection Activities
- Documentation Guidelines for Review

To check for accuracy and completion of the documentation required for this Strand, use information in:

- Helpful Hints
- Final Checklist
- Criteria for Success
- Specific Licensure Requirements for Instructors

Preparation Activities

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

- Identify an area in which to monitor your collaboration with others. Choose one of the following: colleagues, caregivers, or community members.

Data Collection Activities

As you collaborate during the year,

- Collect data and keep notes about your collaborative activities and their outcomes. It is not necessary to document all of your collaborative efforts; instead tell a detailed story of one effort. For example, you may want to focus on how you maintain communication with caregivers about their student(s); or you may want to tell the story of a project in which you were involved.
- Collect evidence that illustrates your productivity in this area (copies of documents, photographs, student or caregiver testimony, observer’s description, short video or audio, student work products, public presentation, or any other concrete representation of your activity).

Documentation Guidelines for Review

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

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

To document Section II: Collaboration:

Explain one way you work with others. Choose one of the following groups: colleagues, caregivers, or community members. Please include:
A. Your goals for this collaboration
B. How you interacted with others to achieve these goals
C. The outcomes of this collaboration in terms of your students and their learning
D. To illustrate your explanation, provide evidence that offers concrete representation of your collaboration. Please include up to 4 of any of the following: Documents Photographs Student or caregiver testimony Observer’s description, Short video <u>or</u> audio (up to 3 minutes for video <u>or</u> up to 3 minutes for audio) Student work products Public presentations Any other concrete representation of your collaboration
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 data that you provide reflects the change you are claiming to have made. Remember that not all change is successful in the short run and your explanation should include your experiments and decisions. What counts is what you learn from your experimentation.
- Choose evidence for Sections I and II that supports the description of the activities involved in a substantive way. A certificate of completion of a workshop, a reference to a specific article or book, or a community member's letter of commendation without direct connection to the narrative will not support or enhance the presentation of this strand.

Final Checklist

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

- _____ You have completed all sections of the Strand C: Professional Learning.
- _____ Your name, student names, and school names are blacked out, so reviewers cannot read them.
- _____ You have had someone else review your documentation for clarity, completeness, spelling, punctuation, and removal of identifying names.
- _____ All pieces of evidence are clearly labeled.
- _____ Make a copy of your Strand C documentation and keep it on file with your Student Release Forms.
- _____ Check the Criteria for Success and entry-level competencies for the license(s) for which you are applying. It is not necessary to address every indicator of the entry-level competencies, but to give reviewers a sense of your overall competency in each area.

Criteria for Success – Professional Learning

Elementary, K-8

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of professional learning.

_____ The teacher applies technology tools for enhancing his/her own growth and productivity.

_____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.

_____ The teacher communicates with parents/guardians about their children in a professional way.

OR

_____ The teacher collaborates with colleagues and/or community members.

Criteria for Success – Professional Learning

Middle Level, 5-9

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of professional learning.

_____ The teacher applies technology tools for enhancing his/her own growth and productivity.

_____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.

_____ The teacher communicates with parents/guardians about their children in a professional way.

OR

_____ The teacher collaborates with colleagues and/or community members.

Criteria for Success – Professional Learning

Secondary, 7-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of professional learning.
 - _____ The teacher applies technology tools for enhancing his/her own growth and productivity.
 - _____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
 - _____ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- _____ The teacher collaborates with colleagues and/or community members.

Criteria for Success – Professional Learning Special Education, PreK-12

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of professional learning.
 - _____ The teacher applies technology tools for enhancing his/her own growth and productivity.
 - _____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
 - _____ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- _____ The teacher collaborates with colleagues and/or community members.

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

_____ The portfolio provides complete, clear evidence of professional learning.

_____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.

_____ The teacher communicates with parents/guardians about their children in a professional way.

OR

_____ The teacher works as a team member with colleagues and/or community members in responsibilities outside of the classroom.

Criteria for Success – Professional Learning Early Childhood Education

Reviewers will make decisions about the teacher’s abilities to meet Competencies 8 and 9:

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

Advancement to Level 1: Criteria for Success for Professional Learning

In order for the portfolio to be rated as meeting the entry level competencies, the following criteria must be met:

- _____ The portfolio provides complete, clear evidence of professional learning.
 - _____ The teacher applies technology tools for enhancing his/her own growth and productivity.
 - _____ The teacher consults resources on methodology, research and current trends in education and applies what he/she has learned to their practice. The teacher reflects on the successes and failures of what he/she has tried.
 - _____ The teacher communicates with parents/guardians about their children in a professional way.
- OR
- _____ The teacher collaborates with colleagues and/or community members.

Finishing Your Portfolio: Strands D and E

STRAND D: ADMINISTRATOR LETTER OF NOTIFICATION

Prior to submission of your portfolio, it is essential for you to download this form, print it out, fill out step 1 and deliver it to the appropriate administrator who will be reviewing Strand D of your online portfolio. Subsequently, that administrator will verify requirements of Strand D for the teacher using the information provided in this form and by visiting the **NM Online Portfolio for Alternative Licensure System (OPAL)** located at the following website

<https://licensure.ped.state.nm.us/>

Please Note: Strand E cannot be completed by the Public Education Department until Strand D is completed by the appropriate administrator in your school/ district. And your portfolio will not be reviewed until Strand D & E are complete.

STEP 1:

Fill out the required information below and sign this document before presenting it to your schools administrator.

Name (Please print):	
Position:	
Name of school	
NM Education License #	
Date you became teacher of record:	
Signature:	
Date signed	

For Administrative Reviewers only

STEP 2:

Internet Access is required to complete this section

In order to complete the teacher candidate's Strand D, administrators must proceed to the <https://licensure.ped.state.nm.us/> where an administrator must either register as a new user or login as a returning user. This is the online system administrators use to complete Strand D. Administrators may begin this immediately as this process is ongoing.

STRAND E: PUBLIC EDUCATION DEPARTMENT REVIEW

Professional Licensure Bureau Verification OPAL Submission and Review Strand "E"

Strand E is completed by the Public Education Department's (PED) professional licensure bureau. The PED will verify if the candidate has completed and/or submitted the following:

1. Required NM Teacher Assessments (NMTAs)
2. Required reading in the content area of coursework
3. Official transcripts to reflect required reading courses
4. License Holder has been the teacher of record and taught with a Level 1A license for at least one school year (minimum of 160 instructional days or 320 days over multiple full school years).

Once verification is completed, the PED will release the candidate's OPAL portfolio for review.

Online Portfolio for Alternative Licensure Appendices

Appendix 1: OPAL Student Release Forms

Appendix 2: Glossary of Terms

Appendix 3: New Mexico Teacher Competencies and Indicators

Appendix 4: New Mexico Specific Licensure Requirements for Instructors (for each license)

Appendix 1: Student Release Form

A copy of the OPAL Student Release Form in both English and Spanish is 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 portfolio. Keep these on file with a copy of your completed portfolio for two years after your application for licensure advancement.

OPAL 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 an Online Portfolio for Alternative Licensure for the New Mexico Public Education Department. The purpose of the portfolio is to provide evidence of my teaching so that it can be assessed. I am required to complete the portfolio in order to apply for Level 1 licensure.

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 OPAL 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

OPAL 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 Online Portfolio for Alternative Licensure. Please check all that apply below.

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

Signature of Parent or Guardian

Date

Forma De Consentimiento Para La Participación de Estudiantes En El Program OPAL

Estimado padre o guardian:

Favor de leer la información que aparece a continuación. Después de llenar la form que se encuentra enseguida de este aviso, recorte la form y entregela a la maestra(o) lo más pronto posible.

Este año escolar voy a preparar un portafolio que pondrá en muestra mis prácticas de enseñanza y aprendizaje. El portafolio es parte de un requisito para obtener la licencia de primer nivel de enseñanza. Las muestras de mis prácticas serán colocadas en la red de internet en el programa llamado Online Portfolio for Alternative License (OPAL) mantenido por el Departamento de Educación de New México.

Con el fin de proporcionar dichas muestras, yo grabaré en video algunas de mi lecciones que daré en la clase de su hijo(a). Aunque los maestros y varios estudiantes pueden aparecer en el video, el objeto principal de la grabación serán las prácticas de enseñanza y aprendizaje y no los estudiantes. Así mismo, tendré que incluir 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 aparezcan en el portafolio no aparezcan los nombres de los estudiantes. Las imagenes en video de su hijo(a) o su trabajo no serán informacion publica y solo estarán disponibles a consejeros de OPAL.

Favor de firmar para dar o negar su consentimiento para grabar a su hijo(a) en video o para poner en muestra su trabajo escolar.

Atentamente,

Firma del maestro o de la maestra

Forma De Consentimiento Para OPAL

Nombre del estudiante:

Dirección:

Maestro(a):

Escuela:

Soy el padre o guardian legal del estudiante mencionado en este aviso. He recibido y leído su carta sobre el portafolio que sera parte del OPAL. Favor de marcar todas las opciones que correspondan.

Doy permiso para que se use la imagen de mi hijo(a) en videos como parte del portafolio que sera parte del OPAL.

No doy permiso para que se use la imagen de mi hijo(a) en video como parte del portafolio que sera parte del OPAL .

Doy permiso para que copien y incluyan el trabajo escolar de mi hijo(a) como parte del portafolio que sera parte del OPAL.

No doy mi permiso para que copien o incluyan el trabajo escolar de mi hijo(a) como parte del portafolio que sera parte del OPAL.

Firma del padre o guardian:

Fecha

Appendix 2: Glossary

Data Concrete evidence related to the teaching represented in the portfolio. Data illustrates 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 portfolio, 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 1 licensure. 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 a 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 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.

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 OPAL asks teachers to show how they work within and across disciplines—how they integrate instruction.

Online Portfolio for Alternative Licensure A focused, compact collection of documentation compiled by the teacher seeking licensure advancement. OPAL 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. No one part of the portfolio serves to fully represent a teacher’s work, but the entire portfolio 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.

Reviewer - Experienced educator trained in the OPAL scoring system.

Strand - Section of OPAL 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 reviewers. Each strand is evaluated using a cluster of standards related to that aspect. OPAL has five strands. Strand A focuses on Instruction; Strand B on a Case Study of Student Learning; and Strand C on Professional Learning. Strand D requires PED verification of all other requirements for licensure, and Strand E provides verification that the work is the teacher’s own work.

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 and low achievement in relationship to the desired outcomes of their collaboration with a classroom teacher.

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 directed to pre-determined standards or related to classroom instruction. It may be highly individualized.

4–6-hour segment of instruction - For purposes of the portfolio, a period of time focused on one concept, skill, and/or 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, using the Common Core State Standards, Next Generation Science Standards or other approved learning goals for your content area, building toward some larger go

Appendix 3: New Mexico Teacher Competencies and Indicators

New Mexico Teacher Competencies for Licensure Levels I, II, and III 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.

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum		
Provisional Teacher – LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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 to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.		
Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects,	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.

work, group work, questioning, and independent practice.	group work, independent practice) for specific instructional goals and purposes.	
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.

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

Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

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

Provisional Teacher – LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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.

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

Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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.

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

Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.		
Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and a 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.

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

Provisional Teacher - LEVEL 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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 1	Professional Teacher - LEVEL 2	Master Teacher - LEVEL 3
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.

Appendix 4: New Mexico Specific Licensure Requirements for Instructor

[https://www.srca.nm.gov/chapter-61-school-personnel-specific-
license-requirements-for-instructors/](https://www.srca.nm.gov/chapter-61-school-personnel-specific-license-requirements-for-instructors/)