## Strand A SCORING/REVIEW RUBRIC

REVIEW OF	Submission #	Teacher ID	Previously Scored	DATE
EVIEWED BY		Level		Result of Strand A
		OPAL	-	
rand A: EVALUATION CRITERIA	Yes	No	Possible Points	SCORING SCALE
CONTEXT: This section of your documentation informs reviewers about your students and your classroom	Tes	NO		
ontext. Provided the following information about the instruction presented:				EXCEPTIONAL
Grade level(s) Course title/subject area				
Number of students in the class Number of students with identified special needs as indicated by IEPs			2	58 - 64
Number of students who are English Language Learners				
. Briefly responded to the following: . Described the range of achievement levels of students in the class.				
Explained why the 4-6 hour segment of instruction submitted in the portfolio was appropriate for this group of students. Supported the xplanation by referring to standardized assessment data or other assessments appropriate to the teacher's content area, grade level,			2	SATISFACTORY
nd/or specialty area. . Explained the goals for this instruction.				
Listed 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 the teacher's content area that		_		
proved learning goals.			1	45 - 57
. (Optional) Provided any additional information necessary for a reviewer to understand the context of the instruction (e.g., how			1	INADEQUATE
struction must be modified for specific students, school, or district curriculum specifications). EEDBACK: Section A: Section B: Section C: Section D:				0 - 44
<ul> <li>INTRODUCTION: This section of your documentation introduces reviewers to the 4-6 hour segment of nstruction you are presenting in this strand.</li> </ul>	Yes	No	Possible Points	
L Described the knowledge and skills this instruction helped students learn.			2	
Explained how this segment fits in with the teacher's previous and continuing instruction.			2	
Explained how this segment integrated skills or content from another subject area.     Described how technology and other resources were incorporated into this instruction.			2	
Explained how the classroom environment was set up to support this particular learning segment.			2	
Provided a description of how the teacher differentiated instruction for students with diverse needs.			2	
EEDBACK: Section A: Section B: Section C: Section D: Section E: Section F: II. INSTRUCTIONAL RECORD: 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 nave selected to document. In the middle column, describe how the educational setting contributed to the learning.	Yes	No	Possible Points	
n the right-hand column, write an explanation of your reasoning related to this activity, including how the activity				
vas adapted for students with diverse needs. A. Documented 4 - 6 hours of instruction per OPAL Guidelines.			2	
EEDBACK: Section A:				
Left Column: Description A. Provided specifics about the teacher's actions and characterized what he/she said.			2	
3. Referred to any materials or resources used.			2	
C. Provided specifics about what students did and the nature of their interactions. Middle Column: Educational Setting			2	
A. Provided specifics about how the teacher's classroom management contributed to the learning.			2	
<ol> <li>Referred to any materials or resources used to manage the classroom.</li> <li>(Optional) Provided specifics about how the teacher prepared for the instruction, any unexpected interruptions, and how he/she</li> </ol>			2	
nandled them.			2	
Right Column: Explanation A. Provided evidence demonstrating how the teacher adapted instruction to accommodate their students' diverse learning needs.			2	
3. Described how the teacher helped students make connections with other ideas encountered in his/her class or other disciplines.			2	
C. Evidence of how the teacher helped students build upon and extend their knowledge and abilities. FEEDBACK Left Column: Section A: Section B: Section C: Middle Column: Section A: Section B: Section C:			2	
Right Column: Section A: Section B: Section C:				
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.	Yes	No	Possible Points	
A. Selected a minimum of 2 student work examples representing high and low achievement levels in this segment of instruction.			2	
Labeled each example appropriately as "Example of High Achieving Student" and "Example of Low Achieving Student."     FEEDBACK: Section A: Section B:			2	
V. ANALYSIS OF STUDENT ACHIEVEMENT: This section of your documentation provides the reviewer with	Yes	No	Possible Points	
evidence that students in your class learned from this instruction. A. Described how the teacher knew the class' current level of knowledge or understanding before starting the instruction. Also described			2	
he two students' level of understanding before instruction. 3. Explained why the teacher selected these two students to demonstrate how he/she provided instruction that helped a range of				
students learn.			2	
D. Provided details describing how successful this class of students was overall in the instruction related to the goal described in IB.			2	
Described the evidence supporting this conclusion (e.g., test, work sample, performance). E. Explained the assessment criteria used to determine different levels of student performance, and explained why the specific			2	
			<b>4</b>	
assessment was chosen. - Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this				
ussessment was chosen. Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this chievement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted aspects of the two			2	
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<ul> <li>assessment was chosen.</li> <li>Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this chievement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted aspects of the two tudent work examples (one high achieving and one low achieving) to illustrate the levels of achievement of the class as a whole.</li> <li>Explained how the classroom environment contributed to the differences between the two students' learning.</li> <li>I. Provided details explaining how the teacher communicated student achievement to students and their caregivers.</li> <li>Explained how the teacher took these data into account while planning the next instructional segment for this class, including future lecessary differentiation based on various levels of performance.</li> <li>EEOBACK: Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section H: Section I:</li> </ul>			2 2 2	
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assessment was chosen.  Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this chievement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted 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.  S. Explained how the classroom environment contributed to the differences between the two students' learning.  Provided details explaining how the teacher communicated student achievement to students and their caregivers.  Explained how the teacher took these data into account while planning the next instructional segment for this class, including future lecessary differentiation based on various levels of performance.  FEEDBACK: Section A: Section B: Section C: Section D: Section F: Section G: Section H: Section I: //. 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.  A. Documented up to 4 examples of resources used to support instruction in Section II and III of Instruction Record.			2 2 2	
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<ul> <li>assessment was chosen.</li> <li>E. Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this achievement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted 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.</li> <li>3. Explained how the classroom environment contributed to the differences between the two students' learning.</li> <li>4. Provided details explaining how the teacher communicated student achievement to students and their caregivers.</li> <li>5. Explained how the teacher took these data into account while planning the next instructional segment for this class, including future tecessary differentiation based on various levels of performance.</li> <li>FEEDBACK: Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section H: Section I: 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.</li> <li>A. Documented up to 4 examples of resources used to support instruction in Section II and III of Instruction Record.</li> <li>3. Clearly labeled each resource if it is not already titled.</li> <li>3. Arranged the resources in the order they were discussed in Sections II and III.</li> </ul>	C C C C C C C C C C C C C C C C C C C		2 2 2 Possible Points	
<ul> <li>assessment was chosen.</li> <li>Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this achievement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted 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.</li> <li>Explained how the classroom environment contributed to the differences between the two students' learning.</li> <li>Provided details explaining how the teacher communicated student achievement to students and their caregivers.</li> <li>Explained how the teacher took these data into account while planning the next instructional segment for this class, including future lecessary differentiation based on various levels of performance.</li> <li><b>TEEDBACK:</b> Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section H: Section I:</li> <li>A. Documented up to 4 examples of resources used to support instruction in Section II and III of Instruction Record.</li> <li>Clearly labeled each resource at the top of each page:</li> <li>Labeled each page as "Resource."</li> <li>Tited each resource if it is not already titled.</li> <li>Arranged the resources in the order they were discussed in Sections II and III.</li> <li>Numbered each resource by name in Sections II and III and III.</li> <li>Numbered each resource by anamic in Sections II and III and placed the resource numbers after each reference (e.g., Settors II).</li> </ul>	Yes	No	2 2 2 Possible Points 2	
assessment was chosen.  Described how the work samples presented in Section IV: Student Work demonstrated the students' achievement. Explained how this schlevement related to the goals, standards, and/or benchmarks identified in Section I: Context. Specifically quoted 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.  Explained how the classroom environment contributed to the differences between the two students' learning.  Forvided details explaining how the teacher communicated student achievement to students and their caregivers. Explained how the teacher took these data into account while planning the next instructional segment for this class, including future tecessary differentiation based on various levels of performance.  FEEDBACK: Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section I: //. 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.  Documented up to 4 examples of resources used to support instruction in Section II and III of Instruction Record.  Catery labeled each resource, if it is not already titled. Arranged the resources in the order they were discussed in Sections II and III.  Numbered each resource consecutively.	Yes	□ □ ■ No	2 2 2 Possible Points 2	

## Strand B SCORING/REVIEW RUBRIC

Revised: OPAL Feb. 7, 2024

Strang B SCORING/REVIEW RUBRIC				
REVIEW OF	Teacher ID	DATE		Previously Scored
REVIEWED BY	Level	Result of St	rand B	
	OPAL			
	OFAL	SCORING SCALE		TOTAL
		EXCEPTIONAL		21 - 23
		SATISFACTOR	r	17 - 20
		INADEQUATE Student X		0 - 16
Strand B: Student Learning				
I. INTRODUCTION: This section of your documentation introduces Student X.	YES	NO	Possible	
A. Provided the following information for Student X:	-		Points	
1. Age				
2. Grade level 3. Subject(s) or discipline area(s)			1	
4. Number of students in his/her class			1	
<ul> <li>5. Concepts, understandings, and/or skills illustrated in this strand for Student X</li> <li>6. How the student's level of work compares to others in his/her class</li> </ul>				
7. Learning strengths, needs, and interests of the student				-
FEEDBACK (STUDENT X):			Possible	
II. EXPLANATION OF LEARNING: This section explains in detail how you documented student learning.	YES	NO	Points	
A. Explained why the teacher selected Student X to demonstrate how they work with the diversity in their class.			2	-
B. Described how these pieces of work were produced by Student X.			2	-
C. Explained what the first piece of student work showed the teacher about his/her learning. Referred to specific passages or moments related to student learning.			2	
D. Explained what the second piece of student work showed the teacher about his/her learning. Referred to specific passages or			2	
moments related to student learning. E. Explained what the third piece of student work showed the teacher about his/her learning. Referred to specific passages or			2	1
moments related to student learning.			2	
F. (Optional) If included, explained what the fourth piece of student work showed the teacher about his/her learning. Referred to specific passages or moments related to student learning.			1	
G. (Optional) If included, explained what the fifth piece of student work showed the teacher about his/her learning. Referred to specific passages or moments related to student learning.			1	
H. Described how the teacher helped Student X analyze and reflect on his/her own learning.			2	
I. Described how the teacher communicated with and involved the student and his/her caregivers in the learning process.			2	1
J. Described how the teacher will apply what they learned in this case study to future instruction planned for Student X.			2	
FEEDBACK: Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section H: Section I: Section J:				
III. EXAMPLES OF STUDENT WORK: This section of your documentation provides concrete evidence of what you	2/50		Possible	
explain in Section II.	YES	NO	Points	
A: Provided 3 to 5 examples of Student X's work.			1	-
<ul> <li>B. The 3 to 5 examples of Student X's work were prepared as follows:</li> <li>Blacked out all school, teacher, and student names as well as other identifying information.</li> </ul>				
2. Arranged the student's work in the order it was produced and numbered each one, starting with number 1 and continuing up to			1	
number 5. 3. Wrote the example number large at the top of the first page or in another prominent place on the example.				
4. If you are including video or audio (up to 3 minutes for each work example), place the example number at the beginning.				
FEEDBACK: Section A: Section B: IV. RESOURCES: This section of your documentation presents the influential resources and materials that you			Possible	
and Student X used to support learning.	YES	NO	Points	
A. Collected up to four resources that were influential in the student's learning.			1	]
<ul> <li>B. Clearly labeled each resource.</li> <li>1. Labeled each page as "Resource."</li> </ul>				
2. Titled each resource, if it is not already titled.				
<ol> <li>Arranged the resources in the order they were discussed in Section II.</li> <li>Numbered each resource consecutively.</li> </ol>			1	
<ol> <li>Numbered each resource consecutively.</li> <li>Referred to each resource in Section II by name and placed the resource number in parentheses after each reference in the</li> </ol>				
Explanation of Student Learning.				4
FEEDBACK: Section A: Section B:				-
COLUMN TOTALS				4

TOTAL SCORE

## STRAND C SCORING/REVIEW RUBRIC

OPAL       OPAL       OPAL         I. EXAMINING AND IMPLEMENTING CHANGE:       Yes       No       Possible Points       SCORING SCALE         A. Described the first area investigated and why the teacher selected this as an area to improve.       □       □       1       EXCEPTIONAL         B. Explained what professional development experiences were pursued to improve the instructional practice in the area investigated.       □       1       17 - 18	REVIEW OF	Submission #	Teacher ID	Previously Scored	DATE
Image: Control of the second real investigated and why the leader selected this as an area to improve.         OPAL         -           B. Explained what professional development experiences.         0         1         EXCENTIONAL           C. Detailed what the leader selected this as an area to improve.         0         1         EXCENTIONAL           C. Detailed what the leader selected their instructional practice.         0         1         EXCENTIONAL           Described how the teacher splector dranged after the investigation and what their instructional practice.         0         1         IX12-16           Described how the teacher splector dranged after the investigation and what their planes are for future growth in this area.         0         1         IX12-16           F. Provided two poses of widenee that lituistate how the septication of what uses learned inpact the teacher selected the teacher's clearned the teacher selected the teacher's clearned the teacher selected the teacher's clearned the teacher's clearned the teacher's clearned the teacher's clearned the teacher selected the teacher's clearned teacher selected the tea					
EXAMINING AND IMPLEMENTING CHANGE:         Yes         No         Possible Points         SCORING SCALE           A. Described the first area investigated and why the teacher selected this as an area to improve the instructional practice in the area investigated.         Image: Control of the instructional practice in the area investigated.         Image: Control of the instructional practice in the area investigated.         Image: Control of the instructional practice.	REVIEWED BY		Level		Result of Strand C
A. Described the first area investigated and why the teacher selected this as an area to improve.       Image: Image			OPAL	-	
B. Explained what professional development experiences were pursued to improve the instructional practice in the area investigated.     C. Detailed what the teacher learned from each professional development experience.     C. Detailed what the teacher learned that the yearned to their instructional practice.     C. Detailed what the teacher sprace of shared each that was learned impacted the teacher's classroom practice.     Labeled and numberd that that yearned that the yearned the teacher's area (labeled that the yearned the teacher's lease (labeled that the yearned the yearned the teacher's transmitter) the teacher sprace that the teacher transmitter that the teacher tearned that the teacher tearned that the teacher's tearned that the teacher's tearned the teacher's tearned that the teacher's tearned the teacher's tearned that the teacher's tearned the teacher's tearned the teacher's tearned that the teacher's tearned that the teacher's tearned that the teacher tearned the teacher's tearned that the t	I. EXAMINING AND IMPLEMENTING CHANGE:	Yes	No	Possible Points	SCORING SCALE
C. Detailed what the teacher learned from each professional development experience. D. Described how the teacher professional devel	A. Described the first area investigated and why the teacher selected this as an area to improve.			1	EXCEPTIONAL
D. Described how the teacher applied what they learned to their instructional practice.     D. Described how the teacher spice of enderson that liketit how the applied in of what was learned impacted the teacher's classroom practice.     The order to work the liketit how the provide of what was learned impacted the teacher's classroom practice.     The order to work the teacher spice of enderson that liketit how the application of what was learned impacted the teacher's classroom practice.     The order to work the teacher spice of enderson the teacher's classroom practice.     The order to work the teacher spice of enderson the teacher's classroom practice.     The order to work the teacher spice of enderson the teacher's classroom practice.     The order to work the teacher spice of enderson the teacher's classroom practice.     The order to work the teacher's classroom practice.     The order to work the teacher's practice changed and why the teacher's classroom practice.     The order to work the teacher's practice changed and described their practice.     The order to be the teacher's practice changed and described their practice.     The order to be the teacher's practice changed and described their practice.     The order to be the teacher's practice changed and described their practice.     The order to be the teacher's practice changed and described their practice.     The order to be the teacher's practice changed and described their practice.     The order to be the teacher's classroom practice.     The order to be the teacher's classroom practice.     The order to be the teacher's classroom practice.     The order to be their instructional practice.     The order to be the teacher's classroom practice.     The order to be their instructional practice.     The order to be the teacher's classroom practice.     The order to be the order order to be their instructional practice.     The order to be the order order to be their the steacher's classroom practice.     The order to be the order torder t	B. Explained what professional development experiences were pursued to improve the instructional practice in the area investigated.			1	17 - 18
E. Egialand: how the isochrift partice dranged after the investigation and what their gams are for future growth in this area.       Image: Control of the investigation of what was isometic marked in the isochrift disascomp practice.       Image: Control of the investigation of what was isometic marked in the isochrift disascomp practice.       Image: Control of the investigation of what was isometic marked in the isochrift disascomp practice.       Image: Control of the investigation of what was isometic marked in the isochrift disascomp practice.       Image: Control of the investigation of what was isometic investigation.       Image: Control of the investigation of what was isometic investigation.         G. Provided a list of the resources, including the technology tools (up to 5), that were consulted.       Image: Control of the investigation of what was isometic in the investigation of what was isometic investigation.       Image: Control what was isometic investigation of what was isometic investigation of what was isometic investigation.       Image: Control what was isometic investigation of what was isometic investigation of what was isometic investigation.       Image: Control what was isometic investigation of what was isometic investigation.       Image: Control what was isometic investigation of what was isometic investigation.       Image: Control what was isometic investigation of what was isometic investigation.       Image: Contrelect investigation of what was isometic in	C. Detailed what the teacher learned from each professional development experience.			1	SATISFACTORY
Provided two pieces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice.   Labeled and numbered the illustrate how the application of what was learned impacted the teacher's classroom practice.   I. Provided to a list of the resources, including the technology tools (up to 5), that were consulted.   I. Explained what professional development experiences.   I. Detailed what the teacher learned from each professional development experience.   I. Detailed what the teacher learned from each professional development experience.   I. Explained how the teacher's practice shring and described their plans for future growth in this area.   I. Detailed what the teacher learned from each professional development experience.   I. Explained how the teacher's practice shring and described their plans for future growth in this area.   I. Straide and a list of the resources, including technology tools (up to 5), that were consulted.   I. Provided two pieces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice.   I. OLLABORATION:   II. OLLABORATION:   II. CollaBORATION:   II. CollaBORATION:   II. CollaBORATION:   II. CollaBORATION:   II. CollaBORATION:   II. Section N: Section N: Section N:   II. CollaBORATION:   II. Section M: Section N: Section N:   II. CollaBORATION:   II. Section M: Section N: Section N:   II. CollaBORATION:   II. Section His subsets and their learning. Chose either colleagues, caregivers, or ommunity members. Included them's caleboration	D. Described how the teacher applied what they learned to their instructional practice.			1	12 - 16
Labeled and numbered the illustrations and referred to them in the explanation by name and number. Included them as appendices to Image: Control of the second area investigated and why the teacher selected this area.   G. Provided a list of the resources, including the technology tools (up to 5), that were consulted. Image: Control of the second area investigated and why the teacher selected this area.   I. Explained what professional development experiences. Image: Control of the second area investigated and explorement experience.   I. Explained what the teacher paradice changed and described their instructional practice. Image: Control of the second area investigated and explorement experience.   I. Explained how the teacher's practice changed and described their plans for future growth in this area. Image: Control of the second area investigated and explanation by name and number: Included them as appendices to image: Control of the second area investigated and explanation by name and number: Included them as appendices.   I. Explained how the teacher space the teacher beam in the explanation by name and number: Included them as appendices. Image: Control of the second area investigated and exclused their plans for future growth in this area.   M. Provided a list of the resources, including technology tools (up to 5), that were consulted. Image: Control of the second bit instructional practice.   I. COLLABORATION: Yes No   N. Could a list of the resources to them in the second and numbered the illustrations and drive the aming. Image: Control of the second bit is collaboration.   I. COLLABORATION: Yes No   Possible Points 1   B. Described how the teacher interacted with others to benefit	E. Explained how the teacher's practice changed after the investigation and what their plans are for future growth in this area.			1	INADEQUATE
How the second area investigated and why the teacher selected this area.      I. Explained what professional development experiences were pursued to improve practice in this area.     I. Explained what professional development experiences were pursued to improve practice in this area.     I. Explained how the teacher's applied what they learned to their instructional practice.     I. Explained how the teacher's practice changed and described their plans for future growth in this area.     I. Explained how the teacher's practice changed and described their plans for future growth in this area.     I. Explained how the teacher's practice changed and described their plans for future growth in this area.     I. Explained how the teacher's practice changed and described their plans for future growth in this area.     I. Explained the illustrations and referred to them in the explanation by name and number. Included them as appendices to     I. Explained the illustrations and referred to them in the explanation by name and number. Included them as appendices to     I. COLLABORATION:     Ves     No     Possible Points     Exection J: Section D: Section D: Section F: Section F: Section I:     Section J: Section I: Section N:     I. COLLABORATION:     Ves     No     Possible Points     A. Explained neo way the teacher worked with others to benefit students and their learning.     I. COLLABORATION:     Ves     No     Possible Points     A. Explained neo as appendices to the explanation.     Included the gaals for this collaboration.     Include the as appendices to the explanation.     Include the sources of the students and their learning.     I. Collaboration.     I. Collaboration.     Include the explanation.     Included the page application of the teacher's collaboration.     I. Spokined the outcomes of the explanation.     Include the sources of the explanation.     Include the sources of the sources of the is students and their learning.     I. Collaboration.     Include the as appendices to the explanation.	Labeled and numbered the illustrations and referred to them in the explanation by name and number. Included them as appendices to			1	0 - 11
H. Described the second area investigated and why the teacher selected this area.       1         L. Explained what professional development experiences were pursued to improve practice in this area.       1         J. Detailed what the teacher learned from each professional development experience.       1         M. Provided the teacher applied what they learned to their instructional practice.       1         L. Explained how the teacher applied what they learned to their instructional practice.       1         M. Provided two jeces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice.       1         Labeled what the scale responses.       1       1         M. Provided two jeces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice.       1         Labeled and numbered the lilustrations and referred to them in the explanation by name and number. Included them as appendices to       1         Labeled and numbered the lilustrations and referred to them in the explanation by name and number. Included them as appendices to       1         Rescription J. Section K: Section D: Section D: Section F: Section F: Section I:       1         Section J. Section K: Section N: Section N:       1         I. COLLABORATION:       Yes       No         Postigned the outcomes of this collaboration. Items of their students and their learning. Choose either colleagues, caregivers, or       1	G. Provided a list of the resources, including the technology tools (up to 5), that were consulted.			1	
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C. Explained the outcomes of this collaboration in terms of their students and their learning.     C. Explained the outcomes of this collaboration in terms of their students and their learning.     C. Explained the outcomes of this collaboration in terms of their students and their learning.     Provided evidence that offers concrete representations of the teacher's collaboration. Labeled and numbered the illustrations and included them as appendices to the explanation. Included up to 4 of any of the following:     Occuments     Photographs     Student caregiver testimony     Observer's description     Student work products     Public presentations     Any other concrete representation of your collaboration      FEEDBACK: Section A: Section B: Section C: Section D:     COLUMN TOTALS				1	
D. Provided evidence that offers concrete representations of the teacher's collaboration. Labeled and numbered the illustrations and included up to 4 of any of the following:       -	B. Described how the teacher interacted with others to achieve these goals.			1	
included them as appendices to the explanation. Included up to 4 of any of the following: • Documents • Photographs • Student or caregiver testimony • Observer's description • Short video or audio (up to 3 minutes for video or up to 3 minutes for audio) • Student work products • Public presentations • Any other concrete representation of your collaboration <b>FEEDBACK: Section A: Section B: Section D:</b> <b>COLUMN TOTALS</b>				1	
COLUMN TOTALS	included them as appendices to the explanation. Included up to 4 of any of the following:			1	
	FEEDBACK: Section A: Section B: Section C: Section D:				
TOTAL SCORE	COLUMN TOTALS				
			TOTAL SCORE		



Jerry Apodaca Education Building 300 Don Gaspar Ave. Santa Fe, NM 87501

## **Teacher Performance OPAL**

Thank you for your participation in New Mexico Public Education Department Dossier process. We have completed the review of you current submission and the scores are reflected below.

Date:

Teacher:

	Теа	acher ID #:		Level:	OPAL
	Sub	mission #:			
			I		
	Score	Result			
Strand A					
Strand B					
Stranu B			I		
Strand C					

If you have "Met Expectations" on Strands A, B, and C, Congratulations on your great work for the students of New Mexico. However, if one or more Strands did not "Meet Expectations," you will have the opportunity to correct and resubmit your Dossier for Review.

