

Strand A SCORING/REVIEW RUBRIC

REVIEW OF	Submission #	Teacher ID	Previously Scored	DATE
			<input type="checkbox"/>	
REVIEWED BY		Level		Result of Strand A
		OPAL	-	

Strand A: EVALUATION CRITERIA	Yes	No	Possible Points	SCORING SCALE
I. CONTEXT: This section of your documentation informs reviewers about your students and your classroom context.				EXCEPTIONAL
A. Provided the following information about the instruction presented: 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	<input type="checkbox"/>	<input type="checkbox"/>	2	58 - 64
B. Briefly responded to the following: 1. Described the range of achievement levels of students in the class. 2. Explained why the 4-6 hour segment of instruction submitted in the portfolio was appropriate for this group of students. Supported the explanation by referring to standardized assessment data or other assessments appropriate to the teacher's content area, grade level, and/or specialty area. 3. Explained the goals for this instruction.	<input type="checkbox"/>	<input type="checkbox"/>	2	SATISFACTORY
C. 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 the selected 4-6 hour segment of instruction helped students achieve. Indicated the subject area(s) and the complete standards or other approved learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	1	45 - 57
D. (Optional) Provided any additional information necessary for a reviewer to understand the context of the instruction (e.g., how instruction must be modified for specific students, school, or district curriculum specifications).	<input type="checkbox"/>		1	INADEQUATE
FEEDBACK: Section A: Section B: Section C: Section D:				0 - 44
II. INTRODUCTION: This section of your documentation introduces reviewers to the 4-6 hour segment of instruction you are presenting in this strand.	Yes	No	Possible Points	
A. Described the knowledge and skills this instruction helped students learn.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Explained how this segment fits in with the teacher's previous and continuing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	2	
C. Explained how this segment integrated skills or content from another subject area.	<input type="checkbox"/>	<input type="checkbox"/>	2	
D. Described how technology and other resources were incorporated into this instruction.	<input type="checkbox"/>	<input type="checkbox"/>	2	
E. Explained how the classroom environment was set up to support this particular learning segment.	<input type="checkbox"/>	<input type="checkbox"/>	2	
F. Provided a description of how the teacher differentiated instruction for students with diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	2	
FEEDBACK: Section A: Section B: Section C: Section D: Section E: Section F:				
III. 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 have selected to document. In the middle column, describe how the educational setting contributed to the 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.	Yes	No	Possible Points	
A. Documented 4 - 6 hours of instruction per OPAL Guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	2	
FEEDBACK: Section A:				
Left Column: Description				
A. Provided specifics about the teacher's actions and characterized what he/she said.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Referred to any materials or resources used.	<input type="checkbox"/>	<input type="checkbox"/>	2	
C. Provided specifics about what students did and the nature of their interactions.	<input type="checkbox"/>	<input type="checkbox"/>	2	
Middle Column: Educational Setting				
A. Provided specifics about how the teacher's classroom management contributed to the learning.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Referred to any materials or resources used to manage the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	2	
C. (Optional) Provided specifics about how the teacher prepared for the instruction, any unexpected interruptions, and how he/she handled them.	<input type="checkbox"/>	<input type="checkbox"/>	2	
Right Column: Explanation				
A. Provided evidence demonstrating how the teacher adapted instruction to accommodate their students' diverse learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Described how the teacher helped students make connections with other ideas encountered in his/her class or other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	2	
C. Evidence of how the teacher helped students build upon and extend their knowledge and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	2	
FEEDBACK Left Column: Section A: Section B: Section C: Middle Column: Section A: Section B: Section C: 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.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Labeled each example appropriately as "Example of High Achieving Student" and "Example of Low Achieving Student."	<input type="checkbox"/>	<input type="checkbox"/>	2	
FEEDBACK: Section A: Section B:				
V. ANALYSIS OF STUDENT ACHIEVEMENT: This section of your documentation provides the reviewer with evidence that students in your class learned from this instruction.	Yes	No	Possible Points	
A. Described how the teacher knew the class' current level of knowledge or understanding before starting the instruction. Also described the two students' level of understanding before instruction.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Explained why the teacher selected these two students to demonstrate how he/she provided instruction that helped a range of students learn.	<input type="checkbox"/>	<input type="checkbox"/>	2	
C. Explained how the instruction the two students received differed. Explained how it was the same.	<input type="checkbox"/>	<input type="checkbox"/>	2	
D. Provided details describing how successful this class of students was overall in the instruction related to the goal described in IB. Described the evidence supporting this conclusion (e.g., test, work sample, performance).	<input type="checkbox"/>	<input type="checkbox"/>	2	
E. Explained the assessment criteria used to determine different levels of student performance, and explained why the specific assessment was chosen.	<input type="checkbox"/>	<input type="checkbox"/>	2	
F. 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.	<input type="checkbox"/>	<input type="checkbox"/>	2	
G. Explained how the classroom environment contributed to the differences between the two students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	2	
H. Provided details explaining how the teacher communicated student achievement to students and their caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	2	
I. Explained how the teacher took these data into account while planning the next instructional segment for this class, including future necessary differentiation based on various levels of performance.	<input type="checkbox"/>	<input type="checkbox"/>	2	
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.	Yes	No	Possible Points	
A. Documented up to 4 examples of resources used to support instruction in Section II and III of Instruction Record.	<input type="checkbox"/>	<input type="checkbox"/>	2	
B. Clearly labeled each resource at the top of each page: 1. Labeled each page as "Resource." 2. Titled each resource, if it is not already titled. 3. Arranged the resources in the order they were discussed in Sections II and III. 4. Numbered each resource consecutively. 5. Referred to each resource by name in Sections II and III and placed the resource number in parentheses after each reference (e.g., Resource 1).	<input type="checkbox"/>	<input type="checkbox"/>	2	
FEEDBACK: Section A: Section B:				
TOTAL SCORE				

Strand B SCORING/REVIEW RUBRIC

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

STRAND C SCORING/REVIEW RUBRIC

REVIEW OF	Submission #	Teacher ID	Previously Scored	DATE
			<input type="checkbox"/>	
REVIEWED BY		Level		Result of Strand C
		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.	<input type="checkbox"/>	<input type="checkbox"/>	1	EXCEPTIONAL
B. Explained what professional development experiences were pursued to improve the instructional practice in the area investigated.	<input type="checkbox"/>	<input type="checkbox"/>	1	17 - 18
C. Detailed what the teacher learned from each professional development experience.	<input type="checkbox"/>	<input type="checkbox"/>	1	SATISFACTORY
D. Described how the teacher applied what they learned to their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	1	12 - 16
E. Explained how the teacher's practice changed after the investigation and what their plans are for future growth in this area.	<input type="checkbox"/>	<input type="checkbox"/>	1	INADEQUATE
F. Provided two pieces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice. Labeled and numbered the illustrations and referred to them in the explanation by name and number. Included them as appendices to the explanation.	<input type="checkbox"/>	<input type="checkbox"/>	1	0 - 11
G. Provided a list of the resources, including the technology tools (up to 5), that were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	1	
H. Described the second area investigated and why the teacher selected this area.	<input type="checkbox"/>	<input type="checkbox"/>	1	
I. Explained what professional development experiences were pursued to improve practice in this area.	<input type="checkbox"/>	<input type="checkbox"/>	1	
J. Detailed what the teacher learned from each professional development experience.	<input type="checkbox"/>	<input type="checkbox"/>	1	
K. Described how the teacher applied what they learned to their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	1	
L. Explained how the teacher's practice changed and described their plans for future growth in this area.	<input type="checkbox"/>	<input type="checkbox"/>	1	
M. Provided two pieces of evidence that illustrate how the application of what was learned impacted the teacher's classroom practice. Labeled and numbered the illustrations and referred to them in the explanation by name and number. Included them as appendices to the explanation.	<input type="checkbox"/>	<input type="checkbox"/>	1	
N. Provided a list of the resources, including technology tools (up to 5), that were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	1	
FEEDBACK: Section A: Section B: Section C: Section D: Section E: Section F: Section G: Section H: Section I: Section J: Section K: Section L: Section M: Section N:				
II. COLLABORATION:	Yes	No	Possible Points	
A. Explained one way the teacher worked with others to benefit students and their learning. Chose either colleagues, caregivers, or community members. Included the goals for this collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	1	
B. Described how the teacher interacted with others to achieve these goals.	<input type="checkbox"/>	<input type="checkbox"/>	1	
C. Explained the outcomes of this collaboration in terms of their students and their learning.	<input type="checkbox"/>	<input type="checkbox"/>	1	
D. 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: <ul style="list-style-type: none"> • 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 	<input type="checkbox"/>	<input type="checkbox"/>	1	
FEEDBACK: Section A: Section B: Section C: Section D:				
COLUMN TOTALS				
TOTAL SCORE				



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Teacher Performance OPAL

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

Date: _____

Teacher: _____

Teacher ID #: _____

Submission #: _____

Level: OPAL

	Score	Result
Strand A		
Strand B		
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.



Professional Licensure Bureau
NM PED Licensure System