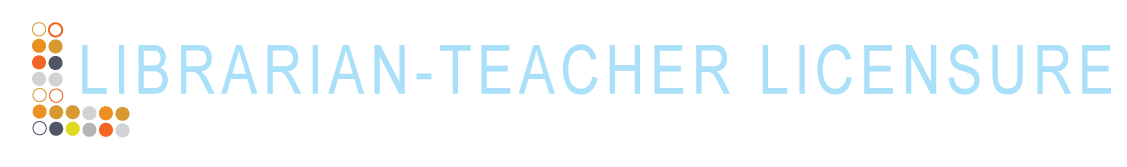
**Strand A:**



**Teaching and Instruction**

Strand A. Teaching and Learning (Competencies 1-6)

The documentation that you prepare for this strand will allow independent reviewers to make decisions related to Competencies 1-6:

1. The librarian-teacher demonstrates knowledge of the library content area and established curriculum.
2. The librarian-teacher appropriately utilizes a variety of teaching methods.
3. The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The librarian-teacher effectively utilizes student assessment techniques and procedures.
5. The librarian-teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The librarian-teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

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

If your scores of meets have exceeded the period of two calendar years from the announcement of the scores they are no longer valid.

**Strand A: Teaching and Instruction**

Before completing all sections of this strand, carefully read and follow directions in the ***Requirements and Guidelines for the Preparation of the New Mexico Professional Development Dossier for Librarian- Teachers, 1st Edition.***

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| --- | --- |
| **I. Context** | |
| **A. Class Information** | |
| 1. Grade level(s) of the school: | Enter grade level |
| 2. Number of students in the school: | Enter number of students |
| 3. Grade level(s) you will be teaching: | Enter grade level(s) you will be teaching |
| 4. Content area or course title: | Enter content area or course title |
| 5. Number of students you will be teaching: | Enter number of students |
| 6. Number of students with identified special needs as indicated by IEPs: | Enter number of students with IEPs |

|  |  |
| --- | --- |
| 7. Number of students who are English Language Learners: | Enter number of English language learners |
| **I. Context** | |
| **B. Description of Range of Achievement Levels and Appropriateness of Instruction** | |
| Click to enter description (350 word maximum) | |

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| **C. Standards Addressed** |
| Enter Context Section C, which begins "List standards and benchmarks for the library content and the other content area you will be teaching.... |
| **D. Additional Information (Optional)** |
| Enter Context Section D, which begins "Provide any additional information...(350 word maximum)" |

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| **II. Introduction (1000 word limit A-H)** |
| **A. What knowledge and skills did this instruction help your students learn?** |
| Click to enter description |
| **B. How did this segment fit in with previous and continuing instruction?** |
| Click to enter description |

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| **C. How did this segment integrate skills or content from another subject area *and* library knowledge and skills?** |
| Click to enter response |
| **D. How did you organize the library or library resources to enhance student learning in this segment?** |
| Click to enter response |

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| **E. How did you collaborate with another teacher to differentiate instruction for students with diverse learning needs, interests, and feelings?** |
| Click to enter response |

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| **III. Instructional Record (2-5 consecutive or connected hours)** | |
| Click to add Activity Title (Write a name for each activity, the configuration of student groups, and record the approximate duration of activity in minutes.) | |
| Click to enter description | Click to enter explanation |

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| --- | --- |
| Click to add Activity Title (Write a name for each activity, the configuration of student groups, and record the approximate duration of activity in minutes.) | |
| Click to enter description | Click to enter explanation |

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| --- | --- |
| Click to add Activity Title (Write a name for each activity, the configuartion of student groups, and record the approximate duration of activity in minutes.) | |
| Click to enter description | Click to enter description |

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| --- | --- |
| Click to add Activity Title (Write a name for each activity, the configuration of student groups, and record the approximate duration of activity in minutes.) | |
| Click to enter description | Click to enter description |

*Note: You can copy and paste the table in accordance with the number of activities developed during the selected instructional segment.*

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| **IV. Resources (maximum of 4 resources)** |
| **Resource 1:** |
| Click to enter resource |

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| **Resource 2:** |
| Click to enter resource |

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| **Resource 3:** |
| Click to enter resource |

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| **Resource 4:** |
| Click to enter resource |

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| **V. Student Work** |
| **Example of High Achievement** |
| Click to enter student work |

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| **Example of Mid-Range Achievement** |
| Click to enter student work |

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| **Example of Low Achievement** |
| Click to enter student work |

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| **V. Analysis of Student Learning** |
| **A. Explain the way(s) in which this class of students demonstrated their achievement.** |
| Click to enter response (350 word maximum) |

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| **B. What are the criteria you used to determine levels of performance?** |
| Click to enter Part B of Analysis of Student Learning, which begins "What are the criteria you used to determine levels of student performance?" |

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| **C. Explain how the three students demonstrated the criteria and how their work samples differed in their achievement levels** |
| Click to enter Part C of Analysis of Student Learning, which begins "Explain (1000 word maximum) how the three students demonstarted the criteria ..." |

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| **D. Explain how this student achievement was communicated to students and parents.** |
| Click to enter Part D of Analysis of Student Learning which begins "Explain (350 word maximum) how this student achievement was communicated to students and/or parents." |

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| **E. Explain how you took this data into account in planning future instruction for this class?** |
| Click to enter Part E of Analysis of Student Learning which begins "Explain (350 word maximum) how you took this data into account in planning future instruction for this class, including future differentiation based on various  levels of performance.” |