

Strand A SCORING/FEEDBACK

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

| 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. Class information is provided. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 36 –42 |
| B. A brief description (350 word maximum) is provided of the range of achievement levels of students in the class and an explanation of why the 3 to 5 hour segment of instruction is appropriate for this group of students at this time. Claims are supported by referring to standardized assessment data or other assessments appropriate to the content area, grade level, and/or specialty area. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | SATISFACTORY |
| C. Standards Addressed - Listed no more than three New Mexico Student Performance Standards and Benchmarks, District Curriculum Standards and Benchmarks or other approved learning goals for the content area of the selected 3 to 5 hour segment of instruction. Indicate the subject area(s) and the complete standards or other approved learning goals. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 30 – 37 |
| D. Additional Information (Optional) - Provided any additional information necessary for a reviewer to understand the context of instruction (350 word maximum). | <input type="checkbox"/> | | 1 | INADEQUATE |
| Feedback: Section A: Section B: Section C: Section D: | | | | 0 – 29 |
| II. INTRODUCTION - This section of your documentation introduces reviewers to the 3 to 5 hour segment of instruction you are presenting in this strand. | Yes | No | Possible Points | |
| A. Provided knowledge and skills this instruction helped students learn. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| B. Provided how this segment fit in with previous and continuing instruction. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| C. Provided how this segment integrated skills or content from more than one subject area. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| D. Provided how the teacher organized the educational setting to enhance student learning in this segment. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| E. Provided 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: | | | | |
| 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 two columns. In the left-hand column, write a narrative description of events that occurred during the 3 to 5 consecutive or connected hours of instruction that you have selected to document. In the right 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 3 - 5 hours of instruction per the PDD Guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| Left Column: Description - Described the learning experiences in the classroom. | | | | |
| A. Provided specifics about the teacher's actions and characterized what was said. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| B. Provided specifics about what students did, materials they used, and the nature of their interactions. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| Right Column: Explanation - Explained the experiences that were described in the left column. | | | | |
| A. Within the teacher's explanation, they talk about why (and how, if relevant) these activities allowed them to adapt instruction to their students' diverse learning needs. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| B. Within the teacher's explanation, they talk about why (and how, if relevant) these activities allowed them to help students make connections with other ideas that they have encountered in their class or in other disciplines. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| C. Within the teacher's explanation, they talk about why (and how, if relevant) these activities allowed them to help students build upon and extend their knowledge and abilities. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| Feedback: | | | | |
| IV. RESOURCES - This part of your documentation presents resources and materials that you and your students used in your 3 to 5 hours of consecutive or connected instruction. | Yes | No | Possible Points | |
| A. Provided up to 4 examples of resources used to support instruction in Section II and III of the Instructional Record. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | |
| B. Referred to and cited resources in Sections II and III. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | |
| Feedback: | | | | |
| V. STUDENT WORK - This section of your documentation provides data that shows the range of achievement of your students, based on the instruction you documented in Sections I, II, III, and IV. | Yes | No | Possible Points | |
| A. Selected 3 student work samples representing high, mid-range, and low achieving levels in this instruction segment. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | |
| B. Labeled and arranged work according to PED Guidelines/templates. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | |
| Feedback: | | | | |
| VI. 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. Explained (350 word maximum) the way(s) in which this class of students demonstrated their achievement (e.g., test, work sample, performance) related to this segment of instruction. (Has the teacher included three required examples of student work in Section V: Student Work)? | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| B. Provided the criteria (350 word maximum) for determining different levels of achievement related to the segment of instruction and how the teacher communicated these to students in the class. Described specific criteria as well for the three work examples presented in Section V. Student Work. The teacher may include a handout or other means of communication to students, clearly labeled "Criteria." | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| C. Explained (500 word maximum) how the three students differed in their achievement levels in the work examples presented in Section V. Student Work, and how this achievement relates to the standards and/or benchmarks or other learning goals the teacher identified in Section I: Context. Referred to specific features of the three student work examples (one high achieving, one midrange achieving, and one low achieving) to support their claims. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| D. Explained (350 word maximum) how this student achievement was communicated to parents. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| E. Explained (350 word maximum) how you took this data into account in your next instructional segment for this class. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| Feedback: | | | | |
| COLUMN TOTALS | | | | |
| | | | TOTAL SCORE | |

Strand B SCORING/FEEDBACK

| REVIEW OF | Submission # | Teacher ID | Previously Scored | DATE | |
|---|--------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | <input type="checkbox"/> | | |
| REVIEWED BY | | Level | | Result of Strand B | |
| | | | - | | |
| | | | SCORING SCALE | TOTAL | |
| | | | EXCEPTIONAL | 26-28 | |
| | | | SATISFACTORY | 20 – 25 | |
| | | | INADEQUATE | 0 – 19 | |
| | | Student X | Student Y | | |
| Strand B: Student Learning | | | | | |
| I. INTRODUCTION - This section of your documentation introduces Student X and Y. | | YES | NO | YES | NO |
| Provided the following information for Student X & Y: Age, Grade level, Subject(s) or discipline area(s), Number of students in his/her class, Names of concepts, understandings, or skills illustrated in this Strand for Students & How the student's level of work compares to others in his/her class | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback: | | | | | |
| II. EXPLANATION OF STUDENT LEARNING - This section explains how Student X & Y learned the concepts, understandings, and/or skills that you identified in Section I: Introduction. | | YES | NO | YES | NO |
| A. Explained why the teacher selected this student to represent how they work with the diversity in their class. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Explained how these pieces of student work were produced. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Explained what these pieces of student work show the teacher about the students' learning during the time frame you have chosen. Referred to specific passages or moments related to student learning, using the number of the piece of student work as a citation. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Explained how the teacher helped the student understand his/her own learning. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Explained how the teacher communicated with and involved the student's parents. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback: (Student X) | | | | | |
| (Student Y) | | | | | |
| III. EXAMPLES OF STUDENT WORK - This section of your documentation provides concrete evidence of what you explain in Section II. Select 3 to 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. | | YES | NO | YES | NO |
| A. Provided examples of student work to illustrate how s/he is learning | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. The supporting documentation is accurately labeled and referenced within the document. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback: | | | | | |
| IV. RESOURCES - This section of your documentation presents the influential resources and materials that you and Students X & Y used to support learning. Collect an example of up to four of the resources that were influential in the student's learning. Please include any handouts; worksheets; reading, listening or viewing material; written instructions; representations of relevant room displays; criteria; and examples of other students' work. You do not have to include all resources you discuss or describe in Section II, but may select up to four that demonstrate your competence in meeting diverse student needs and ensuring understanding. | | YES | NO | YES | NO |
| A. Clearly labeled each resource at the top of each page. To do so the applicant should have: | | | | | |
| <ul style="list-style-type: none"> Labeled each page as "Resource." Titled each resource, if it is not already titled. Arranged the resources in the order in which they were discussed in Section II. Numbered each one consecutively. Returned back to section II and made sure they referred to each resource by name and placed the resource number in parentheses after each reference in the Explanation of Student Learning. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback: | | | | | |
| COLUMN TOTALS | | | | | |
| | | | | TOTAL SCORE | |

STRAND C SCORING/FEEDBACK

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

| I. EXAMINING AND IMPLEMENTING CHANGE: | Yes | No | Possible Points | SCORING SCALE |
|---|--------------------------|--------------------------|-----------------|---------------|
| A. Explained the area investigated and what prompted the teacher to do it (350 word maximum). | <input type="checkbox"/> | <input type="checkbox"/> | 2 | EXCEPTIONAL |
| B. Explained what the teacher learned from one or more resources and what they learned from trying new ideas in their classroom (350 word maximum). | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 9-12 |
| C. Explained how the teacher's practice changed and what their plans are for future growth in this or another area (350 work maximum). | <input type="checkbox"/> | <input type="checkbox"/> | 2 | SATISFACTORY |
| D. To support their explanation, selected up to four pieces of evidence that illustrate changes (3 minutes maximum for audio or video recording). Labeled and numbered their illustrations and referred to them in their explanation by name and number. Included them as appendices to their explanation. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 6-8 |
| E. Provided a list of the resources (up to 10) that were consulted. | <input type="checkbox"/> | <input type="checkbox"/> | 1 | INADEQUATE |
| Feedback: | | | | 0-5 |
| II. COLLABORATION | | | | |
| A. Explained one way the teacher works with colleagues, families, and/or community members (1000 word maximum). Included: 1. Teacher's goals for this collaboration, 2. How they interacted with others to achieve these goals & 3. The outcomes of this collaboration | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| B. Provided evidence that offers concrete representation of their collaboration. Included up to four of any of the following: Documents, Photographs, Student or parent 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 or any other concrete representation of their collaboration. Labeled and numbered their illustrations so that they could be referred to in the description by name and assigned number. Included them as appendices to their explanation. | <input type="checkbox"/> | <input type="checkbox"/> | 2 | |
| Feedback: | | | | |
| COLUMN TOTALS | | | | |
| TOTAL SCORE | | | | |



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Teacher Performance Dossier

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: _____

Teacher ID #: _____

Submission #: _____

Level: _____

Reviewer _____

| | Scale | Score | Result |
|----------|-------|-------|--------|
| Strand A | 42 | | |
| Strand B | 28 | | |
| Strand C | 12 | | |

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.

