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October 17, 2006

MEMORANDUM

TO: Legislative Education Study Committee

FR: David Harrell

**RE: STAFF BRIEF: THREE-TIERED TEACHER LICENSURE EVALUATION
SYSTEM AND STUDENT ACHIEVEMENT**

The 2006 interim workplan of the Legislative Education Study Committee (LESC) includes a presentation on the extent to which student achievement is a factor in the three-tiered teacher evaluation system.

Issues:

Foundations

In its final report in December 2002, the LESAC Ad Hoc Subcommittee for Education Reform identified improving student achievement as the premise behind its recommendation of a three-tiered teacher licensure framework:

... the subcommittee supports the principle that the single, most important factor in improving student academic achievement is to ensure that a qualified, competent teacher is in every classroom and believes that New Mexico's primary focus must be to strengthen the teaching force by attracting and retaining quality teachers

As this three-tiered framework has been developed – first through legislation and then through rule of the Public Education Department (PED) – it has included student achievement as a factor in teacher evaluations and in the progression through the three levels of licensure and the increasing minimum salaries attached to each level. However, the references focus primarily on

describing or documenting student achievement, while providing few, if any, explicit consequences – whether rewards or sanctions – for teachers based on the achievement gains of their students.

Somewhat parenthetically, it should be noted that PED uses two terms in reference to students' progress: "student achievement" and "student learning." As defined in the teacher's handbook for developing a professional development dossier:

- "student achievement" is "[t]he 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," such as a score on a norm-referenced test; and
- "student learning" is "[t]he notion that students grow over time, in their own time, in their own ways. Unlike student achievement, student learning may not be directly related to pre-determined standards or to classroom instruction. It may be highly individualized." The PED further explains that student learning may be a measure of student progress during a particular unit of instruction – that is, a comparison of the student with himself or herself rather than with an external standard.

While these distinctions may be useful in some contexts, both terms suggest positive developments in what students know; therefore, this staff brief will highlight references to each one in the various documentation related to the three-tiered teacher licensure, evaluation, and salary system.

References to Student Achievement

Developed in the late 1980s, the nine teacher competencies serve as the fundamental components in the current teacher evaluation system (see Attachment 1). Although "student achievement" is not addressed explicitly in any of the nine competencies, "student learning" does appear, as do other related concepts:

- competency three: "The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding."
- competency four: "The teacher comprehends the principles of student growth, development and learning, and applies them appropriately."
- competency five: "The teacher effectively utilizes student assessment techniques and procedures."

The concept of student achievement is also addressed, though somewhat indirectly, in the more detailed expectations, or indicators, at each of the three levels for each of the nine competencies. For example:

- under competency three, teachers at all three levels must establish and state expectations for student performance, and under competency five, they must document student progress;

- under competency seven – “The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept” – Level 1 teachers must acknowledge student performance and achievement, and Level 3-A teachers, master teachers, must create curriculum designs “that include student performance and acknowledgment of achievement”; and
- under competency eight – “The teacher demonstrates a willingness to examine and implement change, as appropriate” – Level 1 teachers must implement a variety of strategies to enhance learning and Level 2 teachers must demonstrate knowledge of best practices that enhance learning.

Student achievement also plays a role in the annual teacher evaluations that are central to the highly objective uniform statewide system of evaluation (HOUSSE) required by the federal *No Child Left Behind Act of 2001* (NCLB) and by state law.

- Within the first 40 days of the school year, each teacher, in collaboration with the school principal, develops a professional development plan (PDP) that, among other provisions, includes goals related to the nine teacher competencies and that requires a written reflection near the end of the school year that includes “attention to student learning growth.”
- Among the sources of information used in a PDP are student achievement data, derived through “multiple measures.”
- At least once a year, the principal must observe each teacher’s classroom practice to determine the teacher’s ability to demonstrate the competencies and indicators for the teacher’s licensure level. Presumably, student performance, if not student achievement, would be a factor in this annual observation.
- Finally, in the summative evaluation form, completed annually for each Level 1 teacher and every three years for each Level 2 or Level 3-A teacher, the principal indicates whether the teacher meets the nine competencies in terms of the appropriate licensure level.

After at least three years and no more than five years at Level 1, a teacher must advance to Level 2 in order to remain licensed. The central requirement in this process is the professional development dossier (PDD), which PED defines as a “focused, compact collection of documentation” compiled by the teacher and the school district.

- The PDD includes classroom data such as lesson descriptions, student work, and video and audio recordings, with explanations written by the teacher and verification of the work and recommendation for advancement completed by the superintendent.
- The PDD is organized into five strands, the first three of which – Instruction, Student Learning, and Professional Learning – incorporate the nine teacher competencies (see Attachment 2). The teacher completes these strands. The district-level administrator completes the other two strands, which, respectively, verify the teacher’s work in the dossier and recommend the teacher for licensure advancement based on the annual evaluations.

- References to student achievement appear throughout the PDD:
 - The first part of Strand A, Context, requires teachers to select a three- to five-hour segment of instruction, collect data showing the range of achievement levels in the selected class, and explain how the segment of instruction is appropriate for those students. The teacher must also list up to three performance standards or benchmarks that the selected segment of instruction helped students achieve.
 - For two other parts of Strand A, Student Work and Analysis of Student Work, the teacher must select one example each of high, mid-range, and low levels of student achievement on a particular assignment and explain how the teacher’s instruction contributed to student achievement at each of these three levels. The teacher must also explain how the student achievement was communicated to parents.
 - According to PED’s overview of the three-tiered system, the student achievement data should show evidence of growth and progress in the teacher’s class or classes. If they so choose, teachers may use the New Mexico Standards-based Assessment data to indicate student achievement, or they may use some other measure, perhaps a model provided by PED. Short-cycle assessments are a frequent choice, PED explains; others include end-of-unit tests developed by the textbook publishers and teacher-designed tests.
 - However it is measured, student achievement figures into the criteria for success under Strand A.
 - To advance to Level 2, the teacher’s PDD must show, among other things, that students have been assessed “on what they have been taught or had the opportunity to learn.” Notably, however, what the students actually did learn is not part of these criteria.
 - Additional criteria to advance to Level 3-A include explaining concepts and skills within a larger context, instances of “differentiated instruction,” work with parents or colleagues to adapt instruction for students with disabilities, and helping students and parents “understand how and why the students are learning.”
 - Strand B, Student Learning, requires the teacher to select two other students who represent some of the diversity in the class and who represent how the teacher works over time with different learner levels, rates, styles, and needs. The teacher then must collect data to document each student’s development in specific areas in order to “tell the story” of each student’s learning. The overall purpose of Strand B is to show “how a student is learning during an extended period of time.”
 - To advance to Level 2 in terms of Strand B, the teacher’s PDD must show, among other things, how each of the two selected students has grown in one discipline or content area over time.
 - For the teacher to advance to Level 3-A, the teacher’s PDD must also “show [student] growth in one or more specific concepts or skills within [the teacher’s] discipline or content area.”

- According to PED, student achievement is a major factor not only in the content but also in the review of each PDD. Although the department provides no manual for reviewers, the five days of mandatory training provide instruction in the points of review, including student achievement.

Finally, as required by statute, the Office of Education Accountability (OEA) recently analyzed the three-tiered system to ensure that all Level 2 and Level 3-A teachers receiving salary increases had been evaluated and found to possess the required professional competencies. In March 2006, OEA presented to the Legislative Finance Committee the findings of its analysis, first published in November 2005. Reviewing a sample size of approximately 10 percent of the approximately 9500 teachers eligible to receive pay raises in school year 2005-2006, OEA found, among other things:

- that 83.6 percent of the verified files had no problems, 8.6 percent had minor problems (missing dates or signatures, for example), and 7.8 percent had major problems (missing documents, for example); and
- that the competency that Level 1 teachers had the most difficulty passing was competency four, “The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.”

Among its recommendations, OEA called for PED and/or OEA to: provide continued technical assistance to ensure that districts fully understand the evaluation system and that they implement it uniformly; follow up with those districts that had major problems; and institutionalize the verification of teacher evaluations through a professional development management system.

Consequences

While there appear to be no direct consequences related to student achievement in particular, state law does provide eventual consequences for teachers unable to satisfy the required competencies in general.

- As noted earlier, a Level 1 teacher must satisfy the requirements for Level 2 in order to remain licensed.
- State law further provides that, if the performance evaluation of a Level 2 or Level 3-A teacher “indicates less than satisfactory performance and competency, the school principal may require the teacher to undergo peer intervention, including mentoring, for a period the school principal deems necessary. If the teacher is unable to demonstrate satisfactory performance and competency by the end of the period, the peer interveners may recommend termination of the teacher.”

The PED explains that any teacher who demonstrates unsatisfactory performance or who does not meet the goals of his or her PDP will be placed on a professional growth plan (PGP) devised at the district level. At this stage, according to PED, a teacher either improves to meet the requirements through the PGP or leaves the profession. As the PED rule on unsatisfactory work performance states, “[u]ncorrected unsatisfactory work performance is good cause for discharging licensed school personnel”

Furthermore, PED rule provides that, in the case of a Level 3-A teacher who does not demonstrate essential competencies, a superintendent may recommend that the Secretary of Public Education suspend the teacher's Level 3-A license until the teacher meets those competencies. During the suspension, pursuant to the *Uniform Licensing Act* and depending upon the teacher's competencies, the teacher may be issued a Level 2 license.

Finally, these points about the three-tiered system lead to a fundamental question: especially considering the premise behind it, does the three-tiered teacher licensure, evaluation, and salary system properly account for student achievement?

- If the answer is yes, then the current references to and provisions for student achievement may be satisfactory.
- If the answer is no, then a number of other questions arise – questions that the committee may wish to consider in contemplating any further study of or amendments to the system. Among those questions are the following:
 - How should student achievement be measured: by the NCLB-related annual measurable objectives within the standards-based assessment program; by growth of individual students through the school year as measured by pre- and post-tests; by grades earned in class; or by some other method? Should the same measure or choice of measures be used statewide?
 - What should be the target level(s) of achievement?
 - Over what period of time should the student achievement be measured: a grading period, a semester, a year, or multiple years or semesters?
 - Should the achievement criteria be applied to a single class, all of a teacher's classes, the entire student population of a grade or school, or certain subgroups of students?
 - Should the evaluation system include rewards to teachers for student achievement above a certain level and/or sanctions for achievement below a certain level?
 - If so, what form should the rewards and sanctions take?
 - If the rewards are monetary, how should they be funded and how should they be determined? Should they be awarded to teachers on an individual basis or to an entire school that, for example, meets AYP?

Background:

The public school reform legislation enacted by the 2003 Legislature created a three-tiered teacher licensure, evaluation, and salary system intended (1) to increase student achievement by recruiting and retaining high-quality teachers, and (2) to align with the “highly qualified teacher” requirements of NCLB.

This three-tiered system had been recommended by the Education Initiatives and Accountability Task Force and the LESC Ad Hoc Subcommittee for Education Reform. The law describes this licensure framework as “a progressive career system in which licensees are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels.”

The minimum salaries for each of the prescribed levels were also established in law: \$30,000 for Level 1; \$40,000 for Level 2; and \$50,000 for Level 3-A. The complete five-year phase-in period is as follows:

- Level 1, Provisional Teacher: \$30,000 in school year 2003-2004;
- Level 2, Professional Teacher: \$35,000 in school year 2004-2005 and \$40,000 in school year 2005-2006; and
- Level 3-A, Master Teacher: \$45,000 in school year 2006-2007 and \$50,000 in school year 2007-2008.

The phase-in is now in its fourth year.

Presenters:

Dr. Mary Rose CdeBaca, Assistant Secretary, Educator Quality Division, PED, will discuss

- issues related to student achievement as a component of teacher evaluation, especially in terms of assurance that teachers who advance from one level to the next are high-quality, effective classroom teachers; and
- administrative changes in the system that PED is considering; and

Mr. David Castillo, Principal, Raton Middle School, Raton Public Schools, and Mr. Chuck Hargrave, Principal, Capitan Elementary School, Capitan Municipal Schools, will explain the extent to which and the ways in which they consider student achievement in their annual evaluations of the teachers in their respective schools.

Questions the committee may wish to consider:

1. Does the three-tiered teacher licensure, evaluation, and salary system properly account for student achievement?
2. What is the status of the recommendations that OEA made in its analysis of the three-tiered system?
3. Does PED expect the number of teachers seeking advancement to Level 3-A to increase or decrease? What factors are likely to contribute to the increase or decrease?
4. In the annual evaluations and the PDD reviews, what relative weights do the evaluators and reviewers assign to the nine teacher competencies and to strands A, B, and C of the PDD?
5. What sort of feedback from PDD reviewers has PED received in terms of student achievement as a factor in teacher evaluations? Is the number and quality of PDD reviewers sufficient to meet demand?
6. To what extent, if any, should PED attempt to standardize professional growth plans for teachers who show deficiencies in any of the teacher competencies, especially those related to student achievement?
7. How many Level 3-A teacher licenses has PED suspended based on unsatisfactory evaluations of teachers at that level? In those cases, what effect, if any, has the licensure suspension had on the teacher's salary?

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

STRAND A: Instruction Competencies 1, 2, and 5

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum		
Provisional Teacher – LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
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.

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III

<p>D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.</p>	<p>D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.</p>	<p>D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<p>Provisional Teacher - LEVEL I</p>	<p>Professional Teacher - LEVEL II</p>	<p>Master Teacher - LEVEL III</p>
<p>A. Uses a variety of assessment tools and strategies.</p>	<p>A. Selects appropriate assessment tools and strategies for specific learning outcomes.</p>	<p>A. Designs and uses multiple methods of measuring student understanding and growth.</p>
<p>B. Uses information gained from ongoing assessment for remediation and instructional planning.</p>	<p>B. Uses formative and summative assessment for remediation and instructional planning.</p>	<p>B. Integrates assessment data from multiple sources into instructional planning and improvement.</p>
<p>C. Maintains documentation of student progress.</p>	<p>C. Maintains documentation of student progress.</p>	<p>C. Maintains documentation of student progress.</p>
<p>D. Communicates student progress to students and families in a timely manner.</p>	<p>D. Consistently maintains communication with students and families about student progress.</p>	<p>D. Develops a two-way system of communicating with students and families about student progress.</p>

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III
STRAND B: Student Learning Competencies 3, 4, 6, and 7

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.		
Provisional Teacher – LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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.

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III

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.

6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III

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.

STRAND C: Professional Learning Competencies 8 and 9

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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 I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
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.

Assessment Criteria *Benchmarks* for New Mexico Teacher Competencies for Licensure Levels I, II, and III

<p>D. Involves parents and community in the learning environment.</p>	<p>D. Promotes active roles for parents and community members in student learning.</p>	<p>D. Engages parents and community members productively in the work of the school.</p>
<p>E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</p>	<p>E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</p>	<p>E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.</p>

PROFESSIONAL DEVELOPMENT DOSSIER

Strand A. Instruction (Competencies 1, 2, & 5)

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.

Strand B. Student Learning (Competencies 3, 4, 6, & 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 manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Strand C. Professional Learning (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.