

# New Mexico Online Portfolio for Alternative Licensure (OPAL)

New Mexico Public Education Department  
University of New Mexico  
Resources for Learning

# OPAL Development

- Earlier system required candidates to create a portfolio of their work and make a presentation before a panel of five reviewers.
- Reviewers made licensure recommendation based on evidence presented.
- Labor intensive
  - Candidates told to demonstrate entry-level competencies
  - Panel members convened
  - Four candidate presentations scheduled per day

# OPAL Development

- Experienced panel members assisted in converting to online process
- Alternative licensure converted to OPAL system in 2007
- Capitalizes on procedures established for the PDD
- Aligns initial licensure expectations with PDD process
- First OPAL submitted in June 2007
- Over 130 OPALS submitted and evaluated to date

# OPAL: A Standards-based System

**New Mexico Teacher Competencies/  
Competencies for Entry Level Teachers**

**Note Taking Guide**

**Criteria for Success**

# Licenses

- Early Childhood
- Elementary, K-8
- Middle School, 5-9
- Secondary, 7-12
- Special Education, K-12
- K-12 Specialty Area

# Competencies for Entry-level Teachers

- Professionalism/professional knowledge
- Instructional planning/implementation
- Classroom management (sec./sp. ed.)
- Assessment/evaluation
- Technology
- Diversity
- Inclusion
- Development of student/Human growth and development (sp. ed.)
- Knowledge of content (elem.)
- Communication
- Motivation (sec.)
- Curriculum and development (sp. ed.)
- Teaching of reading (sp. ed.)

# Review of the Strands

- Two trained educators will review each strand.
- Each strand will be rated MEET or DOES NOT MEET.
- If the two reviewers do not agree, a third reviewer will determine the score.
- If some strands meet and others don't, strands that meet can be banked for one year.

# Strand/Competency Alignment

<b>Strand</b>	<b>Competencies</b>
A. Instruction	1, 2, 5, 6
B. Student Learning	3, 4, 5, 7
C. Professional Learning	8, 9

# Strand A. Instruction

- A **4-6** hour segment of connected instruction
- Evidence of
  - Content knowledge
  - Instructional planning
  - Student achievement
  - Classroom management

# III. Instructional Record

<b>Activity Title</b>		
<b><i>What did you and the students do?</i></b>	<b><i>How did the educational setting contribute to the learning?</i></b>	<b><i>Why did you do what you did?</i></b>

## IV. Student Work

- Who are **two** students who typically represent **high** and **low** levels of achievement?
- What does each student's work look like?

## Strand B.

### Case Study of Student Learning

- Illustrate the learning of **one** student **over time**
- Evidence of
  - Communication
  - Principles of growth, development, and learning
  - Assessment
  - Recognition of student diversity

# III. Examples of Student Work

3-5 examples in same content or skill development

# I. Examining and Implementing Change in Professional Practice

- Select **two** areas for growth.
- Why did you select them?
- How did you learn?
- What did you learn from each experience?
- How did you apply what you learned?
- Provide up to 4 pieces of evidence of application
- List up to 10 resources you consulted

## II. Collaboration

- Explain **one** way you work with others, including:
  - Goals
  - Ways of interacting
  - Outcomes in terms of student learning
- Provide no more than 4 pieces of evidence to support your collaboration

## Strand D.

### Administrator Verification

- Demonstration of the essential competencies and content of the License held
- Teacher of record with a Level I/Internship for at least one school year (minimum of 160 instructional days or 320 days over multiple full school years)
- Participation in the District's Mentoring Program for a least one school year
- Validation that the candidate's Portfolio is the work of the teacher

# Strand E. PED Verification

- Academic requirements
- Reading course(s)
- NMTAs



For More Information on OPAL...

<http://teachnm.org>