

Competency 1, Level III

If you received a notice that Strand A of your dossier needs improvement in Competency 1, there are some very important steps to take to analyze why you received this feedback and what you may need to do differently when you resubmit. Always keep in mind that the competencies are interrelated, and when you correct problems in Strand A related to Competency 1, you may introduce new problems related to Competencies 2 or 5. So before you resubmit, take the time to go through all the instructions for Strand A again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your knowledge of content and your students' opportunities to learn the content you identified as well as your use of a variety of teaching methods and effective assessment.

First, review the Criteria for Success for Strand A on pages 13 and 14 of the **Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers**. There you will see Competency 1—The teacher accurately demonstrates knowledge of the content area and approved curriculum.

Then, look at the Strand A Criteria for Success for Advancement to Level II (also on pages 13 and 14 of the Requirements and Guidelines document). For Level III, you must demonstrate the criteria for Level II on page 13 as well as the criteria for Level III on page 14. The first three bullets on the Criteria for Success for Levels II and III elaborate on how Competency 1 is assessed in Strand A.

- The first bullet of the Level II Criteria states: ***The data and explanations must be complete, clear, and organized according to the PDD Guidelines.*** To check this point, review your submission in response to the directions on pages 7-13. Are your explanations easy to read and largely free of typos and misspellings? Did you follow instructions completely? Did you answer every question thoroughly? Is your material organized in the order of the directions? Can a reviewer who doesn't know you, but has experience teaching in your content area, clearly follow your instructional record?
- The second bullet of the Level II Criteria states: ***Information and concepts you provide must be accurate for the content areas addressed.*** To check this point, review all the content in Strand A. Is it accurate? Did you make any errors scoring the student work that you included in Strand A?
- Parts of the third bullet of Level II that relate to Competency 1 state: ***The segment of instruction should promote student development of accurate concepts and acceptable skills within the content areas addressed. Your segment of instruction should be aligned with the standards you identify. New concepts and ideas should build upon previous experiences, skills, and concepts, with a clear directionality.*** In checking your submission on this point, it is important to consider not only whether the content was accurate, but whether students will develop an accurate understanding of content and skills as a result of the instruction. Also, it is important to look at the coherence of instruction. Are the standards and benchmarks you identified in Section IC aligned with your Instructional Record? In other words, can the reviewer see how the activities in the Instructional Record help students move toward the identified benchmarks and

goals? Is the progression of activities logical in terms of how students learn the knowledge and skills you've identified?

- Additionally, the first and second bullets in the Level III Criteria for Success state: ***You explain the concepts and skills being taught in terms of the larger ideas of the content area and/or in terms of how students may understand and learn them. The segment of instruction promotes an understanding of how the concepts and skills taught fit into the larger areas of the content area.*** It is critical that you situate the 3-5 hours of instruction within the larger curriculum, helping students connect prior knowledge and helping them understand future applications. What came before this segment of instruction? What comes after? Why is this instruction appropriate for these students at this particular point in time? How have you made this segment of instruction meaningful and relevant to them? What connections can you help students make?

If you are unclear about the answers to any of these questions, you may want to get another teacher who knows the content to review your Strand A for you. Keep in mind that the competencies where you are told to improve are suggestions only. Those suggestions do not mean that you "passed" the other competencies for the strand. When you resubmit, it is possible to correct problems in Strand A related to Competency 1 and introduce new problems related to Competencies 2 or 5. So when you resubmit, you need to go through all the instructions for Strand A again, ensuring that you have thoroughly responded to the prompts and adequately demonstrated your knowledge of content and your students' opportunities to learn the content you identified.