



## **Educator Preparation Program Portfolio**

## RATIONALE

**Strong educator preparation is a strategy that New Mexico must continue to advance. The state has the authority to oversee and set the standards for educator preparation, foster innovation, provide support/training, and hold programs accountable. By improving the depth and quality of preparation for our new educators, NMPED will improve retention rates for school districts, and improve student outcomes. Educator preparation programs have autonomy to incorporate these portfolio requirements with existing portfolio, capstone, and culminating project program requirements.**

Direct from April 2022 state Memorandum:

“Beginning in July 2022 approved educator preparation programs in the State of New Mexico must adopt a standardized portfolio that will serve as a rigorous approval process to becoming a licensed educator in the State of New Mexico and Praxis examination pathways will be removed for educators that will graduate in the spring, 2024. All Elementary Educators seeking licensure must still complete Praxis: Teaching of Reading Elementary Examination per state statute 22-10A-1 NMSA 1978.

As New Mexico continues to face a workforce crisis within education, it is important to require multifaceted, evidence-based strategies to address the range of obstacles to recruiting and retaining highly qualified educators. The court’s decision in the Martinez/Yazzie consolidated lawsuit identified numerous ways in which the educator workforce could improve. NMPED is committed to meeting the needs of all students including those at our Higher Education Institutions, by adopting this portfolio process we are acknowledging past systemic failures to address the historic inequities within educational institutions. With these changes there will be rigorous standards put into place to ensure that programs are aligned with best practices to serve groups (low-income, Native American, English language learner (ELL), and students with disabilities) named by the court in Yazzie/Martinez v. State of New Mexico consolidated lawsuit.”

## COMPONENTS

### I. Personal Intro - short statement, 1 page min, 2 pages max

- Philosophy of teaching
- Motivation for becoming an educator
- Personal narrative- including possible barriers faced that had to be overcome
- Cycle of continuous improvement and growth as a practitioner.

### II. Demonstration of Proficiency

For educator Competencies 1-3, provide one or more artifacts (see each standard for artifact details) and an accompanying supporting 1-2 paragraph synopsis of how the chosen artifact is an exemplar of mastery of the standard. Competency 4 will be demonstrated with a reflection. In order to create a process that is universal, the standards chosen for the portfolio are aligned with the InTASC standards framework

(<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>). In each synopsis, wherever applicable, include research-based methods used, and use of knowledge gained from education studies. Please add enough detail so that an outside observer can best understand the context.

### Competency 1- The Learner and Learning

#### Standard #1: Learner Development

##### Artifact

**A personally created unit plan/overall scope and sequence and one detailed lesson plan from the unit that:**

- Utilizes important concepts and academic language in the discipline and progresses in a logical manner  
**and**
- Integrates a variety of strategies to help learners access information.  
**and**
- Contains differentiation for \* “all students” (including consideration of Martinez/Yazzi student groups: English Learners (ELs), Economically Disadvantaged, Students with Disabilities (SWD), and Native American students).  
**and**
- Demonstrates educator understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

## Standard #2: Learning Differences

### Artifact

**Note:** This artifact may come from a different unit or the same *unit* used in Standard #1, but *must include a different lesson from the lesson used as an artifact in Standard #1.*

**Meaningful sequenced lessons and activities that are also differentiated to support the learning of “all students” (including consideration of Martinez/Yazzi student groups: English Learners (ELs), Economically Disadvantaged, Students with Disabilities (SWD), and Native American students) that:**

- Is evidence of formal and informal information about students gathered by the educator for use in planning and instruction

**and/or**

- Educator-designed opportunities for families to share their heritage, which could include use of understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**and**

- Is evidence of learning student interests, cultural and linguistic background, as well as needs, learned by the educator for use in planning

## Standard #3: Learning Environments

### Artifact

**Classroom maps (drawn diagrams or photographs), class grouping lists/seating charts (with student names and any identifying information redacted), plans, outlines, notes and/or tangible evidence that:**

- Thoughtfully planned learning groups based on analysis of student data (Example: Kagan group strategies)

**and**

- Creates opportunities for student choice

**and**

- The educator has listed the modifications or accommodations that a student needs to be successful in obtaining the learning goals of the lesson.

\*Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners (ELs), and Students with Disabilities (SWD). Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English Learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.

## Competency 2- Content

### Standard #4: Content Knowledge

#### Artifact

**Artifacts to demonstrate content knowledge can include content-specific curriculum or supplements, materials provided by the district, resources from professional development for a specific content area, Internet resources, community resources, and/or guest speakers (experts in the field) that were used to prepare for a classroom activity (activity will be artifact for Standard #5) that demonstrates:**

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- and
- Deep and flexible understanding of their content areas and be able to draw upon content

## Standard #5: Application of Content

### Artifact

**The artifact will be the activity that was prepared for using the materials from Standard #4 and demonstrates that:**

- Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- and/or**
- The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- and**
- Incorporates meaningful issues to assure learner mastery of the content.

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## Competency 3- Instructional Practice

### Standard #6: Assessment

#### Artifact

**Provide a summative assessment and one related formative assessment that was used to collect data to check for understanding and analyze data for use in continuous student academic improvement. The assessments may be in any content area, however *must assess one or more reading, writing, OR math standards (NM standards or CCSS)* The synopsis should include an explanation of:**

- The process of design, implementation and interpretation of student score results.
- and**
- Demonstrates evidence of backwards planning/beginning with the end goal in mind.
- and**
- Assesses mastery of learning objectives and content standards aligned to those objectives.
- and**
- Accommodations and modifications/ made accessible to \* “all students”.

### Standard #7: Planning for Instruction

#### Artifact

**Provide a lesson plan and reflect upon:**

- Process of plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

## Standard #8: Instructional Strategies

### Artifact

**The lesson used in Standard #7 or a different lesson may be used to demonstrate that the educator:**

- Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  
**and**
- Understand how to design, implement and interpret results from a range of formative and summative assessments.  
**and**
- This knowledge is integrated into instructional practice so that educators have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction.  
**and/or**
- Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning.

## Competency 4- Professional Responsibility

### Standard #9: Professional Learning and Ethical Practice

**Write a reflection on your experiences:**

- An opportunity to participate in collaboration with learners, families, colleagues, other school professionals, and community members to support school mission and goals.  
**OR**
- Leadership was demonstrated by modeling ethical behavior, contributing to positive changes in practice.  
**OR**
- Reflect on a time when an opportunity for student learning in the classroom was seized and used for a teachable moment.

### Standard #10: Leadership and Collaboration

**Write a reflection on your experiences and/or philosophy related to:**

- Engaging in ongoing professional learning  
**OR**
- Using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
**OR**
- Collaboration with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.