



ONLINE PORTFOLIO FOR ALTERNATIVE LICENSURE

STRAND A: INSTRUCTION

It is essential that you understand the following about the OPAL Resubmission process. Regulation 6.60.3.8 section (c) (v) states a candidate who does not successfully demonstrate the competencies in all three strands in items (i)-(III) of Subparagraph(a) of Paragraph (3) of subsection B of 6.60.3.8 NMAC may submit any failed strand one time as long as the resubmission is completed within one calendar year of the date of the original submission.

Teacher Licensure Number:

SPECIAL NOTE:

Before completing all sections of this strand, carefully read and follow directions in the *Requirements and Guidelines for the Preparation of the New Mexico Alternative Licensure Portfolio*.

I. CONTEXT

A. Class Information

1. Grade Level
2. Course title/subject area:
3. Number of students in the class:
4. Number of students with identified special needs as indicated by IEPs:
5. Number of students who are English Language Learners:

B. Description of Range of Achievement Levels and Appropriateness of Instruction

Describe the range of achievement levels of students in the class.

Enter Context - Part B here.

Why is the 4-6 hour segment of instruction you are submitting appropriate for this

Enter Context - Part B here.

group of students?

What are your goals for this instruction?

Enter Context - Part B here.

C. Standards Addressed

List no more than three standards, benchmarks, and performance standards that the 4-6 hour segment of instruction helped students achieve.

Enter Context - Part C here.

D. Additional Information (Optional Information)

Provide any additional information necessary for a reviewer to understand the

Enter Context - Part D here.

context of your instruction.

II. INTRODUCTION



Click Here To Enter Text For II. Introduction

- What knowledge and skills did this instruction help students learn?
Please Type Your Answer Here.
- How did this segment fit in with previous and continuing instruction?
Please Type Your Answer Here.
- How did this segment integrate skills or content from another subject area?
Please Type Your Answer Here.
- How did you incorporate technology and other resources into this instruction?
Please Type Your Answer Here.
- How did the classroom environment support this learning?
Please Type Your Answer Here.
- How did you differentiate instruction for students with diverse needs?
Please Type Your Answer Here.

III. INSTRUCTIONAL RECORD (4 TO 6 CONSECUTIVE OR CONNECTED HOURS)

Click to add Activity Title Click to add Group Configuration Click to add Duration		
Click to add description of what you did and what students did.	Click to add how the educational setting contributed to the learning.	Click to add your explanation of why you and students did what you described in the first column.
Click to add Activity Title Click to add Group Configuration Click to add Duration		
Click to add description of what you did and what students did.	Click to add how the educational setting contributed to the learning.	Click to add your explanation of why you and students did what you described in the first column.
Click to add Activity Title Click to add Group Configuration Click to add Duration		
Click to add description of what you did and what students did.	Click to add how the educational setting contributed to the learning.	Click to add your explanation of why you and students did what you described in the first column.
Click to add Activity Title Click to add Group Configuration Click to add Duration		
Click to add description of what you did and what students did.	Click to add how the educational setting contributed to the learning.	Click to add your explanation of why you and students did what you described in the first column.

Note: You can copy and paste the table in accordance with the number of activities developed during the selected instructional segment.

IV. STUDENT WORK

Example of High Achievement

[Click here to insert no more than one example of high achievement student work.](#)

Example of Low Achievement

[Click here to insert no more than one example of low achievement student work.](#)

V. ANALYSIS OF STUDENT ACHIEVEMENT

A. **Part A** of Analysis of Student Achievement:

How did you know the class's current level of knowledge before starting the instruction?

Describe the two students' level of understanding before beginning the instruction

[Click here to enter Part A of Analysis of Student Achievement](#)

B. **Part B** of Analysis of Student Achievement:

Why did you select these two students to illustrate how you provided instruction that helped a range of students learn?

[Click here to enter Part B of Analysis of Student Achievement](#)

C. **Part C** of Analysis of Student Achievement:

How did the instruction the two students received differ? How was it the same?

[Click here to enter Part C of Analysis of Student Achievement](#)

D. **Part D** of Analysis of Student Achievement:

How successful was the class of students overall in the instruction related to the goal you described in IB? What evidence supports your conclusion?

[Click here to enter Part D of Analysis of Student Achievement](#)

E. **Part E** of Analysis of Student Achievement:

What are the criteria you used to determine levels of student performance? Why did you use these specific assessment techniques?

[Click here to enter Part E of Analysis of Student Achievement](#)

F. **Part F** of Analysis of Student Achievement:

How do the two students' work samples demonstrate the students' achievement? How did this achievement relate to the goals, standards, and/or benchmarks you identified in Section I?

[Click here to enter Part F of Analysis of Student Achievement](#)

G. **Part G** of Analysis of Student Achievement:

How did the classroom environment contribute to the differences in the two students' learning?

[Click here to enter Part G of Analysis of Student Achievement](#)

H. Part H of Analysis of Student Achievement:

How did you communicate these students' achievement to students and/their caregivers?

[Click here to enter Part H of Analysis of Student Achievement](#)

I. Part I of Analysis of Student Achievement:

How did you take these data into account in planning your next instructional segment for this class, including future differentiation based on various levels of performance?

[Click here to enter Part I of Analysis of Student Achievement](#)

VI. RESOURCES**Resource 1**

The label information required for this type of resource or/and a brief description of the material. Follow instructions provided in Strand A, Section IV. Resources of *The Requirements & Guidelines For Preparation Of The New Mexico Online Portfolio for Alternative Licensure*

- A. [Click here to insert label information](#)
- B. [Click here to insert / paste / reproduce the selected resource.](#)

Resource 2

The label information required for this type of resource or/and a brief description of the material. Follow instructions provided in Strand A, Section IV. Resources of *The Requirements & Guidelines For Preparation Of The New Mexico Online Portfolio for Alternative Licensure*

- C. [Click here to insert label information](#)
- D. [Click here to insert / paste / reproduce the selected resource.](#)

Resource 3

The label information required for this type of resource or/and a brief description of the material. Follow instructions provided in Strand A, Section IV. Resources of *The Requirements & Guidelines For Preparation Of The New Mexico Online Portfolio for Alternative Licensure*

E. [Click here to insert label information](#)

F. [Click here to insert / paste / reproduce the selected resource.](#)

Resource 4

The label information required for this type of resource or/and a brief description of the material. Follow instructions provided in Strand A, Section IV. Resources of *The Requirements & Guidelines For Preparation Of The New Mexico Online Portfolio for Alternative Licensure*

G. [Click here to insert label information](#)

H. [Click here to insert / paste / reproduce the selected resource.](#)