

# **NEW MEXICO TEACHER ASSESSMENTS™**

## **TEST FRAMEWORK**

### **FIELDS 03/04: NEW MEXICO ASSESSMENT OF TEACHER COMPETENCY™ (ELEMENTARY/SECONDARY LEVELS)**

<b>Subarea</b>	<b>Range of Competencies</b>	<b>Test Proportion</b>
I. Student Development and Learning	0001–0004	27%
II. Instruction, Assessment, and the Learning Environment	0005–0009	33%
III. The Professional Environment	0010–0012	20%
Restricted-Response Assignments		10%
Extended-Response Assignment		10%

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# **NEW MEXICO TEACHER ASSESSMENTS™**

## **Fields 03/04: New Mexico Assessment of Teacher Competency™ (Elementary/Secondary Levels)**

Student Development and Learning  
Instruction, Assessment, and the Learning Environment  
The Professional Environment

### **SUBAREA I—STUDENT DEVELOPMENT AND LEARNING**

**This section focuses on what teachers should know about how students develop and learn. It addresses how factors in students' lives, including their social and cultural environments, affect growth and learning. It also addresses how teachers can promote growth and learning by responding to each child's specific strengths and needs.**

**0001 The teacher understands developmental processes and variations and uses this knowledge to provide instruction that promotes students' learning and development.**

For example:

- recognizing developmental processes and how a student's development may affect performance
- analyzing how developmental variation among students affects instructional decision making
- demonstrating knowledge of how specific developmental factors may affect learning
- applying knowledge of students' developmental characteristics to develop and evaluate alternative instructional goals, strategies, and assessments

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**0002 The teacher understands how factors in the home, the school, and the community may affect students and uses this knowledge to create a classroom environment in which all students can grow and learn.**

For example:

- recognizing how family patterns and the home environment may affect student learning
- recognizing how schoolwide structures (e.g., tracking, inclusion) and classroom practices (e.g., grouping, student-teacher interactions, acknowledgment of student achievement and progress) may affect students' self-concept and learning
- distinguishing how peer interactions may promote or hinder a student's success in school, and identifying strategies for dealing with peer-related issues in given classroom contexts
- demonstrating knowledge of how community factors (e.g., cultural and socioeconomic diversity) may affect student learning, and identifying strategies for using the community as a resource to promote learning

**0003 The teacher understands learning processes and applies knowledge of strategies that foster students' active engagement in learning.**

For example:

- analyzing processes by which students acquire knowledge and construct meaning, and applying strategies for facilitating learning in varied contexts
- recognizing how various teacher roles (e.g., direct instructor, facilitator) and student roles (e.g., self-directed learner, group participant, passive observer) may affect learning processes and outcomes
- analyzing factors that affect students' learning, and applying strategies for adapting instruction to help ensure all students' success
- applying knowledge of instructional strategies for promoting self-directed learning, and fostering students' sense of responsibility in relation to their own learning

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**0004 The teacher understands and is sensitive to diverse student populations, creates learning opportunities and environments that respond to differences among students, and fosters an appreciation of and respect for diversity.**

For example:

- applying strategies for working effectively with and meeting the needs of students with various cultural or language backgrounds, disabilities, talents, family situations, socioeconomic circumstances, and prior learning experiences
- recognizing the importance of acknowledging that every student can learn, and communicating high expectations for each student's performance and progress
- demonstrating knowledge of differences in students' learning strengths and needs and the instructional implications of these differences
- recognizing the value of using a variety of resources and support services inside and outside the school to meet student needs
- applying strategies for fostering students' understanding and appreciation of diversity, and promoting a sense of community among individuals and groups in the classroom

**SUBAREA II—INSTRUCTION, ASSESSMENT, AND THE LEARNING ENVIRONMENT**

**This section focuses on what teachers should know about how to help students learn successfully. It addresses how teachers should organize instruction, use assessment, and interact with students to help them learn. It also addresses how to enhance students' motivation and encourage their use of positive, productive learning behaviors.**

**0005 The teacher understands how to plan instruction and uses this knowledge to design appropriate and effective student learning opportunities.**

For example:

- recognizing how various factors (e.g., goals, selection of content, state standards, student population, available time and other resources) affect instructional planning
- applying knowledge of procedures used in instructional planning (e.g., defining lesson or unit objectives, developing effective lesson plans, choosing learning activities, sequencing activities)
- evaluating and revising elements of a given lesson plan for improving student learning
- applying strategies for working in collaboration with others to plan instruction

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**0006 The teacher understands multiple approaches to instruction and uses this knowledge to facilitate learning and encourage students' development.**

For example:

- examining the characteristics, advantages, and limitations of varied instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole-group discussion, lecture, computer-assisted instruction, interdisciplinary instruction, individualized instruction)
- applying knowledge of how to use different instructional strategies for achieving specified goals (e.g., promoting higher-order thinking skills, independent thinking and learning, creativity, study skills, decision-making and problem-solving skills)
- applying knowledge of procedures for integrating curriculum
- recognizing how to vary the role of the teacher (e.g., working with students as instructor, coach, observer) in response to a given instructional situation or goal
- recognizing ways to enhance learning through the use of print, manipulative, technological, and human resources

**0007 The teacher understands and uses effective communication techniques to foster active inquiry, learning, collaboration, and supportive interaction in the learning environment.**

For example:

- recognizing effective communication techniques for given situations and needs (e.g., conveying and clarifying information, questioning, engaging in active listening, collaborating with and responding to students)
- examining how individual and group differences can affect communication, and recognizing how to interact with all students in ways that demonstrate respect and sensitivity
- applying strategies for modifying communication to facilitate student understanding (e.g., providing examples; simplifying complex issues and ideas; using visual, aural, and kinesthetic cues)
- using varied and effective communication skills, including nonverbal communication skills, to promote positive teacher-student rapport
- analyzing communication issues in various teacher-student interactions (e.g., in relation to communicating expectations, providing feedback, maintaining student self-esteem, encouraging students to express their thoughts and to communicate about their own learning)

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**0008 The teacher understands how to use varied assessment strategies to learn about students, plan instruction, monitor student progress, and modify the teaching/learning process to enhance student learning and development.**

For example:

- demonstrating knowledge of the characteristics, uses, and limitations of types of formal and informal assessment (e.g., teacher-designed classroom tests, portfolios, peer assessment, student self-assessment, teacher observation, projects, standardized tests)
- interpreting assessment results, and using results to plan and modify instruction
- evaluating the appropriateness of an assessment instrument or approach in a given situation
- applying strategies for communicating assessment results to students, parents/guardians, and others and for documenting student progress

**0009 The teacher understands how to structure and manage a learning environment that encourages positive social interaction and engagement in learning.**

For example:

- applying principles of effective classroom management to establish an atmosphere of cooperation, trust, and mutual support
- analyzing relationships between given classroom management strategies and student learning, attitudes, and behavior
- demonstrating knowledge of factors that affect students' engagement in learning and instructional strategies that promote student learning and achievement (e.g., relating lessons to students' interests and life experiences, providing opportunities for students to exercise choice in learning, encouraging students' use of the home language)
- recognizing how aspects of the physical environment (e.g., spatial arrangements, resources, classroom displays) may affect student learning, and applying procedures for ensuring a safe and healthy learning environment
- demonstrating knowledge of strategies for managing the instructional environment to promote productivity and optimize students' time on task (e.g., managing transitions and classroom routines, handling unanticipated situations, minimizing distractions, managing time and materials)

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**SUBAREA III—THE PROFESSIONAL ENVIRONMENT**

**This section focuses on the role of teachers as professionals in a complex environment. It addresses strategies teachers can use to ensure ongoing professional development and improvement in their own teaching. It also addresses ways to work collaboratively with others to create an effective school, as well as the rights and responsibilities of all those involved in education in New Mexico.**

**0010 The teacher understands the importance of reflecting on his/her own practice and utilizes resources and opportunities for enhancing professional development and effectiveness.**

For example:

- applying strategies for self-assessment with regard to instructional effectiveness; rapport with students, parents/guardians, and colleagues; and cultural, gender, and other biases
- demonstrating knowledge of how to use varied resources and opportunities (e.g., journals, colleagues, professional associations, in-service training programs, continuing education) to promote professional growth
- applying strategies for collaborating with other members of the school community (e.g., other teachers, mentors, supervisors, support personnel) to enhance skills and solve problems
- demonstrating knowledge of how to evaluate and respond to feedback (e.g., from supervisors, students, parents/guardians, colleagues)

**0011 The teacher fosters positive interaction with all school personnel, parents/guardians, and the community to actively engage them in support of students' learning and well-being.**

For example:

- applying strategies for collaborating with colleagues (e.g., other teachers, mentors, supervisors, special needs professionals, administrators, support staff) to address student needs and enhance the learning environment
- applying strategies for initiating and maintaining effective communication with all parents/guardians
- demonstrating knowledge of how to conduct parent conferences and develop partnerships with parents/guardians to promote student achievement
- recognizing how to use community resources (e.g., businesses, cultural institutions, social agencies) to enhance teaching and learning
- applying strategies for conflict resolution in varied educational contexts

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**0012 The teacher understands rights and responsibilities in various educational contexts and demonstrates knowledge of local, state, and federal educational laws and guidelines.**

For example:

- applying knowledge of teachers' rights and responsibilities in various situations (e.g., in relation to students with suspected or identified disabilities, choice of curriculum materials, student discipline, suspected child abuse, suspected substance abuse, the expression of personal views)
- applying knowledge of laws related to students' rights (e.g., in relation to ensuring equal access to education, providing an appropriate education for students with special needs, maintaining confidentiality)
- applying knowledge of the rights and responsibilities of parents/guardians in various situations (e.g., in relation to student records, school attendance)
- applying knowledge of constitutional guarantees and legislature affecting the educational environment (e.g., in relation to free speech, bilingual/ESL instruction, Americans with Disabilities Act, due process)