

Teacher Performance Evaluation Plan

Moreno Valley High School

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Table of Contents

Introduction and Rationale	Page 3
Performance Evaluation Plan Components	Page 4
Training for Teachers and Administrator	Page 5
Professional Development Plan	Page 6
Data Collection System and Feedback	Page 7
Evaluation of Level I Licensure Teachers	Page 8
Progressive Documentation and Evaluation of Level II and III Licensure Teachers	Page 9
Performance Evaluation Competencies and Performance Indicators	Page 10
New Mexico State Regulations Title 6 Chapter 69 Part 4 (6.69.4.5-6.69.4.12)	Page 11
PDP Guidelines by Licensure Level	Page 22
MVHS Professional Development Plan	Page 23
NM Teacher Performance Reflection on Annual Professional Development Plan (PDP)	Page 24
Progressive Documentation of Teacher Performance	Page 25
MVHS Classroom Observation Form	Page 26
Summary of Performance Evaluation Requirements	Page 27
New Mexico Teacher Performance Summative Evaluation for Licensure	Page 28
MVHS Evaluation Form for Level I Teachers	Page 29
MVHS Evaluation Form for Level II and III Teachers	Page 35
Assessment Guidelines for the New Mexico Teacher Competencies and Indicators	Page 42

Moreno Valley High School Performance Evaluation Plan

Introduction:

In accordance with the implementation of the NCLB legislation, the state of New Mexico has adopted specific regulations and guidelines for continued performance evaluation and licensure of all teachers. This evaluation system is based on basic competencies for teachers as outlined in a 3-tier system of licensure. A written plan has been developed for our charter school to ensure compliance with the procedures for evaluation and professional development planning.

According to state guidelines, Moreno Valley High School will implement a teacher performance evaluation plan utilizing the Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) system.

Rationale:

According to the NM State regulations:

Title 6, chapter 69, Part 4: *Performance Evaluation System Requirements for Teachers*, “every public school teacher must have an annual performance evaluation based on an annual professional development plan... Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved... No later than forty school days after the first of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, for the coming school year based on, among other things: (1) the state board of education’s nine teaching competencies and indicators for the teacher’s licensure level; and (2) the previous year’s annual evaluation, if applicable; and (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule. The school principal shall observe each teacher’s classroom practice at least once annually to determine the teacher’s ability to demonstrate state adopted competencies and indicators for each teacher’s licensure level.”

Performance Evaluation Plan Components:

Moreno Valley High School's Performance Evaluation Plan consists of the following components:

1. Training for Teachers and Administrator
2. Professional Development Plan
3. Data Collection System and Feedback
4. Evaluation of Level I Licensure Teachers
5. Progressive Documentation and Evaluation of Level II and III Licensure Teachers
6. Performance Evaluation Competencies and Performance Indicators

1. Training for Teachers and Administrator

- All teachers will receive annual training on the teacher competencies and performance evaluation. The training will address the Teacher Competencies and Indicators for each level of licensure and the role of the Professional Development Plan in the Performance Evaluation System. The appropriate forms and procedures for the annual observation, Summative Evaluation form, school evaluation form, and professional development plan will be discussed.
- In accordance with regulations, the School Administrator will participate in professional development training every two years for furthering evaluation and observation skills.

2. Professional Development Plan

- Every teacher will develop a written annual Professional Development Plan (PDP) with the School Administrator. The PDP will be developed within the first 40 days after the first day of school.
- In compliance with regulations, the plan will have measurable objectives and be based on the nine teaching competencies and indicators for the teacher's licensure level and if appropriate, the teacher's annual evaluation from the previous year.
- The PDP will identify one or more measurable objectives.
- The PDP will be based on the state guidelines for development at licensure level.
- The PDP will include measures for determining progress, at regular intervals, toward meeting the specified goals.
- The results of the progress will be documented on a summative evaluation and teacher feedback on the Reflection on Annual Professional Development Plan (PDP) Form.

3. **Data Collection System and Feedback**

- Annual Classroom Observation
 - The School Administrator will observe each teacher at least annually to observe teaching competencies and performance.
 - The School Administrator will inform the teacher before observation.
 - The School Administrator will share the completed observation form with the teacher following the observation session and discuss positive observations, areas in need of assistance, and suggestions, as appropriate.
- Additional sources for data collection may include:
 - Video taping of lessons/classroom
 - Weekly review of lesson plans
 - Informal observations
 - Review of students' progress and projects
 - Review of teacher's contribution to the school's vision, mission, and outcomes
 - Parent collaboration and interaction
 - Follow through of SAT and other team decisions

4. **Evaluation of Level I Licensure Teachers**

- Evaluations will be completed annually for Level I teachers.
- Evaluation will include:
 - Review and completion of Summative Evaluation form based on Level I Performance Indicators
 - Annual Formative Evaluation of progress toward accomplishing PDP goals and objectives
 - Documentation of annual observation of classroom practice
 - Review and completion of school evaluation form based on competencies.

5. **Progressive Documentation and Evaluation of Level II and III Licensure Teachers**

- Progressive documentation is a process of ongoing evaluation and feedback over a three-year period. Data is collected and analyzed annually to improve teacher quality and performance.
- Annual documentation will include:
 - Annual Progressive Documentation of the Professional Development Plan
 - Documentation of the annual classroom observation
 - Review and completion of annual school evaluation form based on teacher competencies and performance
- Every third year, a Summative Evaluation form will be completed to evaluate Level II or Level III competencies.

6. Performance Evaluation Competencies and Performance Indicators

- Teacher evaluation will be based on the assessment guidelines for the New Mexico Teacher Competencies and Indicators.
 - Strand A- Instruction; Competencies 1,2,and 5
 - Strand B- Student Learning; Competencies 3,4,6, and 7
 - Strand C- Professional Learning; Competencies 8 and 9

**TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE
PART 4 PERFORMANCE EVALUATION SYSTEM REQUIREMENTS FOR TEACHERS**

6.69.4.1 ISSUING AGENCY: State Board of Education. Public Education Department
[6.69.4.1 NMAC - N, 09-30-03]

6.69.4.2 SCOPE: Chapter 69, Part 4 governs performance evaluation system requirements for teachers.
[6.69.4.2 NMAC N, 09-30-03]

6.69.4.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-1, et seq., NMSA 1978.
[6.69.4.3 NMAC N, 09-30-03]

6.69.4.4 DURATION: Permanent.
[6.69.4.4 NMAC N, 09-30-03]

6.69.4.5 EFFECTIVE DATE: September 30, 2003.
[6.69.4.5 NMAC N, 09-30-03]

6.69.4.6 OBJECTIVE: This regulation governs the requirements for a high objective statewide standard of evaluation for teachers from early childhood through grade twelve. This regulation identifies the specific evaluation/supervision standards and indicators and requirements for a competency based evaluation system for teachers.
[6.69.4.6 NMAC N, 09-30-03]

6.69.4.7 DEFINITIONS:

A. "Core academic subjects" means English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos.

B. "A highly qualified early childhood (birth-grade three) or elementary teacher (K-8)", under this rule, means a teacher who is fully qualified for teaching birth to grade three and grades K-8, and who:

- (1) meets the requirements for his/her license; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has demonstrated competency in the core academic subjects the teacher teaches by:
 - (a) passing the elementary teacher competency or the elementary content knowledge test of the New Mexico teacher assessments or comparable predecessor New Mexico teacher licensure examinations, or accepted comparable licensure test(s) from another state; or
 - (b) holding national board for professional teaching standards certification for the appropriate grade level and type; or
 - (c) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

C. "A highly qualified middle or junior high school teacher holding elementary K-8 licensure", under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school, and who:

- (1) meets all of the requirements for elementary K-8 licensure; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has demonstrated competency in each of the core academic subjects the teacher teaches by either:
 - (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches, or
 - (c) obtaining advanced credentials, which means certification by either the national board for professional teaching standards for the appropriate grade level and type or by holding level III New Mexico teaching licensure at the grade level and in the subject area(s) in which the teacher teaches; or
 - (d) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

D. "A highly qualified middle level (5-9), secondary (7-12), or K-12 specialty area teacher ", under this rule, means a teacher who is fully qualified to teach the core academic subjects, and who:

- (1) meets all of the requirements for his/her license; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has demonstrated competency in the core academic subjects the teacher teaches by:
 - (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or

(c) obtaining advanced credentials, which means certification by either the national board for professional teaching standards for the appropriate grade level and type or by holding level III New Mexico teaching licensure at the grade level and in the subject area(s) in which the teacher teaches; or

(d) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

[6.69.4.7 NMAC N, 09-30-03]

6.69.4.8 REQUIREMENTS:

A. If a teacher was hired after the first day of school of the 2002-2003 school year and is assigned to teach the core academic subjects in a Title I targeted assistance program or a Title I school wide, the teacher must be highly qualified, as defined in this rule.

B. If a teacher was hired prior to the first day of school of the 2002-2003 school year and is assigned to teach in the core academic subjects in any public school, the teacher must be highly qualified, as defined in this rule, by June 30, 2006.

C. The school district must ensure, through proper annual teaching assignment and through annual professional development plans and evaluations that all teachers assigned to teach in core academic subjects are highly qualified as provided in subsections A and B of this section and as required in section 1119 of the No Child Left Behind Act in Title I of 20 USC 6301.

D. Every public school teacher must have an annual performance evaluation based on an annual professional development plan that meets the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.10 NMAC. The format for this evaluation shall be established by the department and shall be uniform throughout the state in all public school districts.

E. Except as provided in subsection F of this section, in order for a teacher to advance from licensure level I to level II and from licensure level II to level III-A a teacher who applies for licensure after June 30, 2004 must successfully meet the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.11 NMAC.

F. Those teachers who are in the third year of a level I license in the 2003-2004 school year may advance to level II through the rules in place prior to the adoption of this rule by the local superintendent verifying that the teacher has met the nine essential competencies required for renewal of licensure by June 30, 2004.

G. Those teachers who hold a level II license in the 2003-2004 school year may advance to level III-A through the rules in place prior to the adoption of this rule by the local superintendent verifying that the teacher has met the nine essential competencies required for renewal of licensure by June 30, 2004.

H. On the effective date of this rule, teachers holding level I, level II, or level III licenses will continue to hold those licenses at the same level and shall meet the requirements for their level of licensure as provided in 6.69.4.12 NMAC by September 1, 2006, as established through local annual evaluations.

[6.69.4.8 NMAC - N, 09-30-03]

6.69.4.9 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION-FOR DEMONSTRATING COMPETENCE IN THE CORE ACADEMIC SUBJECTS AND OTHER ENDORSEMENT

AREAS: To meet the requirements of subject area competence by means of the high objective uniform statewide standard of evaluation a candidate must:

A. have successful annual evaluations for the two school years prior to the evaluation, as is defined in 6.69.4.10 NMAC; and

B. have five complete school years of successful teaching experience; and

C. complete at least 12 credit hours in the core academic subjects in which the candidate is seeking to demonstrate competence, as follows:

(1) for K-8 licenses 12 credit hours which may be across the elementary education core academic subjects and may be lower division; or

(2) for 7-12, 5-9, and K-12 licenses, the credit hours must be upper division, as follows:

(a) 12 semester hours in a single core subject area; or

(b) 15 semester hours in two core subject areas, with at least 6 hours in each one; or

(c) 18 semester hours in three core subject areas, with at least 6 hours in each one; or

(d) 24 semester hours in four core subject areas, with at least 6 hours in each one; and

D. demonstrate to a local panel of teachers the requirements of paragraphs (1) or (2) below:

D.(1) mastery of the competence in the instructional strand of the state board's public education department's teacher competencies and indicators for the level of licensure the candidate holds in each core academic subject in which the teacher seeks to demonstrate that he or she is highly qualified, as provided in Subparagraph (a) of Paragraph (2) of Subsection D of 6.69.4.11 NMAC, to a local panel. by submitting evidence from (a), (b), and (c) as follows:

(a) documentation from paragraph (1) of Subsection E of 6.69.4.11 NMAC; and

(b) observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying.

Observations by the panel members may be done in person or by video; and

(c) at least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified.

(2) provide an analysis of student achievement in each core academic subject in which the teacher seeks to demonstrate that he or she is highly qualified by submitting evidence as follows:

(a) explain (350 word maximum) the way(s) in which a class of students demonstrated their achievement (e.g., test, work sample, performance) related to a segment of instruction. Include examples of different materials used and student work;

(b) provide the criteria (350 word maximum) for determining different levels of achievement and how this was communicated to the students. The criteria may be in a handout or other means of communication to students.

- (c) to illustrate relative levels of achievement in the class, provide examples of the work of three students who represent "high," "mid-range," and "low" levels of achievement. These examples may include student written or drawn work, photographs, audio recordings (5 minute maximum), or video recordings (5 minute maximum).
- (d) explain (350 word maximum) how the three students differed in their achievement levels and how this achievement relates to the state's standards and/or benchmarks.
- (e) explain (350 word maximum) how this data could be taken into account in a subsequent instructional segment for the class.
- (1) (3) The local panel of teachers shall consist of two teachers.
- (a) One teacher will be appointed by the principal in the school where the teacher seeking to be highly qualified is teaching. The second teacher will be appointed by the candidate.
- (b) Panelists must be highly qualified, as defined in Subsection B, C or D of 6.69.4.7 NMAC, hold a current level II or III-A license, and have an endorsement or license in the subject area or areas to be evaluated.
- (c) Panelists may be from the candidate's same school, or same district, or from another school or district in New Mexico.
- (2) The candidate must gather and submit to the panel evidence demonstrating how he/she meets the competencies in the instructional strand of the state board's teacher competencies and indicators. Evidence must include:
- (a) documentation from paragraph (1) of Subsection E of 6.69.4.11 NMAC; and
- (b) observation summaries, by each panel member, of the candidate teaching in the area for which he or she is applying. Observations by the panel members may be done in person or by video; and
- (c) at least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified.
- (3)(4) Both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds or that the students of the teacher being evaluated have demonstrated growth and progress in each core academic subject the teacher teaches.
- (4)(5) The panel shall submit their recommendation to the state local superintendent and records of the panel's findings shall be kept on file locally. Verification of the panel's findings shall be submitted to the public education department of education in a form acceptable to the department if the candidate is seeking to add an endorsement on his/her license based on the 6.69.4.9.C NMAC.
- (5)(6) The state department of education will verify that the teacher has met the requirements set forth in this rule and if permitted in the state board's public education department's rules governing the subject area the candidate may be issued an endorsement in the evaluated subject area if the candidate has earned at least 12 semester hours of coursework in the core content subject(s) and has completed the entire process in 6.69.4.9 NMAC.
- [6.69.4.9 NMAC - N, 09-30-03]

6.69.4.10 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION- ANNUAL:

- A. No later than April 1, 2004, October 1, 2004, each school district shall submit for approval to the department, adopt policies, guidelines, and procedures for annual teacher performance evaluation that meet the requirements of this regulation. The annual evaluation plan will be combined with the evaluation plan for licensure advancement provided in subsection A of 6.69.4.11 NMAC to form an overall system for teacher evaluation and support.
- B. No later than forty school days after the first of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, for the coming year based on, among other things:
- (1) the state board of education's public education department's nine teaching competencies and indicators for the teacher's licensure level; and
- (2) the previous year's annual evaluation, if applicable; and
- (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule.
- C. Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved.
- D. The school principal shall observe each teacher's classroom or program practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level.
- E. If a level II or level III-A teacher does not demonstrate essential competencies for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of that school year the teacher still fails to demonstrate essential competencies, a district may choose not to contract with that teacher.
- F. If a level III-A teacher does not demonstrate essential competencies at level III-A for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of the following school year the teacher still fails to demonstrate essential level III-A competencies, the superintendent may recommend to the state superintendent of public instruction that the teacher's level III-A license be suspended until such time as the teacher demonstrates the essential competencies at level III-A. Depending on the outcome of any due process proceeding under the Uniform Licensing Act, Sections 61-1-1 through 61-1-31, NMSA 1978, and if the superintendent verifies that the teacher meets the standards for a level II license, the teacher may be issued a level II license during the period of level III-A licensure suspension. A suspended level III-A license may be reinstated by the state superintendent of public instruction either upon verification by a local superintendent that the teacher now demonstrates the essential competencies at level III-A or through the process described in 6.69.4.11 NMAC.
- G. Any teacher who held a level II or level III-A license prior to April 4, 2003 shall meet the requirements of the high objective

uniform standard of evaluation for his/her level of licensure through the annual evaluation process by September 1, 2006 or shall not be eligible for the increased base salary provided in 22-10A-11(C), NMSA 1978.
H. At least every two years, school principals shall attend a training program approved by the department to improve their teacher evaluation skills.
[6.69.4.10 NMAC - N, 09-30-03]

6.69.4.11 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION FOR ADVANCEMENT TO LEVEL II OR LEVEL III LICENSURE:

A. No later than April 1, 2004, October 1, 2004, each school district shall submit for approval to the department, adopt policies, guidelines, and procedures for teacher performance evaluation for licensure advancement that meet the requirements of this regulation. The licensure advancement plan will be combined with the annual evaluation plan provided in Subsection A of 6.69.4.9 NMAC to form an overall system for teacher evaluation and support.

B. With the adoption of this rule by the state board, public education department the minimum salaries associated with licensure levels provided in Chapter 22, Article 10A, NMSA 1978 shall become effective.

C. The teacher shall develop and submit a professional development dossier (PDD) according to the following schedule:

- (1) if advancing to level II, during the third year at level I;
- (2) if advancing to level III, no earlier than the third year at level II.

D. The PDD shall include:

(1) evidence of competence that has been collected over a three-year period, including the year the PDD is being developed;

(2) evidence in the following format that demonstrates how the teacher meets the state board's public education department's nine teacher competencies and indicators for the level of licensure to which the teacher is advancing. Evidence that demonstrates how the teacher meets competencies related to an:

- (a) instruction strand (competencies 1, 2, 5); and a
- (b) student learning strand (competencies 3, 4, 6, and 7); and a
- (c) professional learning strand (competencies 8 and 9).

(3) evidence from an evaluation strand that includes the teacher's annual evaluations from at least the two years prior to the application for advancement and the superintendent's recommendation for advancement to the next licensure level.

(4) a verification strand that includes:

(a) for a level I teacher advancing to level II:

- (i) verification of participation in a district's formal mentorship program;
- (ii) verification of three years successful teaching experience at level I;
- (iii) verification by the superintendent that the work product in the dossier is that of the teacher and that the data submitted is accurate.

(b) for a level II teacher advancing to level IIIA:

- (i) verification of a post baccalaureate degree or national board professional teaching certification;
- (ii) verification of a minimum three years of successful teaching experience at level II;
- (iii) verification by the superintendent that the work product in the dossier is that of the teacher and that the data submitted is accurate.

E. Evidence in the PDD competency strands:

(1) The instruction strand shall include evidence of:

- (a) student achievement data; and
- (b) assessment techniques and procedures; and
- (c) instructional plans and materials; and
- (d) examples of student work and performance; and
- (e) evidence of implementation of state curriculum standards;

(2) The student learning strand shall include mandatory evidence and may include optional evidence as follows:

- (a) the student learning strand shall include evidence of:
 - (i) adaptations/modification for diverse learners; and
 - (ii) evidence of effective classroom management strategies and procedures; and
 - (iii) classroom observation reports; and
 - (iv) evidence of communication with students and parents.
- (b) the student learning strand may include evidence in the form of:

- (i) student surveys; and/or
- (ii) video tapes with reflections/analysis.

(3) The professional learning strand shall include evidence of at least one of the following:

- (a) professional development activities associated with the teachers annual professional development plan (PDP); or
- (b) evidence of collaborating with professional community; or
- (c) parent surveys; or
- (d) research publications; or
- (e) professional presentations.

(4) Evidence comparable and equivalent to Paragraphs (1), (2) and (3) of Subsection E of this section may be developed through regionally accredited college or university programs or through certification by the national board of professional teaching standards (NBPTS).

F. The PDD shall be submitted to the state department of education (SDE) or its contractor by the teacher.

(1) The PDD may be submitted electronically or in paper format. If submitted in paper format, the teacher must include two

copies of the PDD.

(2) The teacher will submit fees for processing and evaluation of the PDD as provided in Subsection C of 6.60.7.8 NMAC.

G. The PDD shall be evaluated and scored by the superintendent of the teacher's school district and by two external reviewers, as follows:

(1) the superintendent will rate the verification and evaluation strands and the two external reviewers will rate the three competency strands as "exceeds standards," "meets standards" or "does not meet standards."

(2) each one of the five strands of a teacher's PDD must be rated as either "exceeds standards" or "meets standards" in order for the teacher to advance to the next higher level of licensure.

(3) the superintendent and the reviewers will submit the scored PDD to the SDE or its contractor with their ratings.

(4) SDE will evaluate the ratings of the superintendent and the external reviewers and approve or deny the teacher's application for licensure advancement:

(a) if one of the external reviewers rates one of the competency strands of the PDD as "exceeds standards" and the other external reviewer rates the same strand as "meets standards", the strand will be deemed passed.

(b) if one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "exceeds standards", the finding will be that the candidate "meets standards" and the strand will be deemed passed.

(c) if one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "meets standards," a third reviewer will resolve the discrepancy in order to determine if the strand will be passed.

(d) if both of the external reviewers rate the competency strand(s) of PDD the same, that rating will be their finding.

H. A candidate for level III-A licensure who is not successful in the PDD may continue to submit a new PDD once annually.

I. If a candidate for level III-A licensure meets or exceeds standards in one or some of the five strands, but not in all five, the teacher's score(s) of "meets standards" or "exceeds standards" may be retained for a period of two calendar years. Any resubmission of a PDD during that two-year period need only address those strands rated "does not meet standards" in order to determine a final passing score for all five strands for licensure advancement to level III-A.

[6.69.4.11 NMAC - N, 09-30-03]

6.69.4.12 NEW MEXICO TEACHER COMPETENCIES AND INDICATORS FOR LICENSURE LEVELS I, II, III:

A. New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all of New Mexico's students, including those who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico teacher competencies for licensure levels I, II, and III assessment criteria indicators.

B. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level I teachers.

(1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.

(a) utilizes and enhances approved curriculum.

(b) gives clear explanations relating to lesson content and procedure.

(c) communicates accurately in the content area.

(d) shows interrelatedness of one content area to another.

(2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

(a) provides opportunities for students to work independently, in small groups, and in large groups, as appropriate.

(b) uses a variety of methods such as demonstrations, lecture, student-initiated work, group work, questioning, independent practice, etc., as appropriate.

(c) uses a variety of resources such as field trips, supplemental printed materials, manipulatives, etc., as appropriate.

(d) provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.

(e) implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

(3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

(a) explains and/or demonstrates the relevance of topics and activities.

(b) communicates to students the instructional intent, directions or plan at the appropriate time.

(c) establishes and states expectations for student performance.

(d) clarifies actions, directions, and explanations when students do not understand.

(e) actively solicits communication from students about their learning.

(f) communicates regularly with students about their progress.

(4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

(a) uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, decision-making, etc.

(b) uses teaching techniques which address student learning levels, rates, and styles.

(c) uses materials and media which address student learning levels, rates and styles.

(d) uses resources such as community service agencies, school personnel, parents, etc., to meet students' learning levels, rates, and styles.

(5) The teacher effectively utilizes student assessment techniques and procedures.

(a) uses a variety of assessment tools and strategies, as appropriate.

- (b) uses information gained from ongoing assessment for remediation and instructional planning.
- (c) maintains documentation of student progress.
- (d) communicates student progress with students and families in a timely manner.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
 - (a) serves as a model for constructive behavior patterns.
 - (b) executes routine tasks effectively and efficiently.
 - (c) establishes and states expectations for student behavior.
 - (d) handles transitions effectively.
 - (e) has materials and media ready for student use.
 - (f) minimizes distractions and interruptions.
 - (g) manages student behavior effectively and appropriately.
 - (h) identifies hazards, assesses risks, and takes appropriate action.
- (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
 - (a) demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities, and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups.)
 - (b) acknowledges student performance and achievement.
 - (c) acknowledges that every student can learn.
 - (d) provides opportunities for each student to succeed.
 - (e) provides students with opportunities for active involvement and creativity.
 - (f) provides opportunities for students to be responsible for their own behavior and learning.
 - (g) promotes positive student/teacher relationships.
 - (h) encourages high student expectations.
 - (i) demonstrates an awareness and respect for each student's background, experience, learning ability, language and culture.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate.
 - (a) seeks out information on methodology, research, and current trends in education to enhance and improve the quality of learning.
 - (b) implements a variety of strategies to enhance learning.
 - (c) recognizes that change entails risk and that modifications may be needed.
- (9) The teacher works productively with colleagues, parents, and community members.
 - (a) collaborates with colleagues.
 - (b) communicates with parents on a regular basis.
 - (c) uses conflict resolving strategies when necessary.
 - (d) involves parents and community in their learning environment.
 - (e) communicates in a professional manner with colleagues, parents, and community members regarding educational matters.
- C. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level II teachers.
 - (1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.
 - (a) enhances and extends approved curriculum.
 - (b) gives clear explanations relating to lesson content and procedures.
 - (c) communicates accurately in the content area.
 - (d) integrates other subjects into the content curriculum.
 - (2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
 - (a) designs appropriate opportunities for large group, small group, and independent student learning experiences.
 - (b) selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.
 - (c) integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.
 - (d) demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.
 - (e) designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.
 - (3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
 - (a) effectively explains, demonstrates or communicates the relevance of topics and activities.
 - (b) consistently communicates to students the instructional intent, directions, and plans.
 - (c) establishes and states expectations for student performance.
 - (d) presents directions and explanations in a variety of ways to insure student understanding.
 - (e) solicits communication from students about their learning for the purposes of ongoing instructional planning.
 - (f) communicates regularly with students about their progress.
 - (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
 - (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
 - (b) adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.
 - (c) adapts materials and media to address a range of student learning levels, rates, styles and special needs.

(d) selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.

(5) The teacher effectively utilizes student assessment techniques and procedures.

(a) selects appropriate assessment tools and strategies for specific learning outcomes.

(b) uses formative and summative assessment for remediation and instructional planning.

(c) maintains documentation of student progress.

(d) consistently maintains communication with students and families about student progress.

(6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.

(a) identifies, explains, and models constructive behavior patterns.

(b) establishes and teaches effective and efficient routines.

(c) establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.

(d) maintains smoothness and momentum during classroom transitions.

(e) prepares and arranges material in advance for easy student accessibility.

(f) minimizes distractions and interruptions.

(g) monitors and directs student behavior effectively and appropriately.

(h) identifies hazards, assesses risks, and takes appropriate action.

(7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

(a) acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).

(b) consistently recognizes student performance and achievements.

(c) understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.

(d) designs opportunities for each student to succeed, based on individual learning needs.

(e) designs specific activities that require active involvement and creativity.

(f) designs opportunities that require and reinforce student responsibility for learning.

(g) develops students' self-esteem, motivation, character, and sense of civic responsibility.

(h) establishes and communicates high expectations for all students.

(i) demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages and cultures and incorporates this knowledge into curricular decisions and instructional methodology.

(8) The teacher demonstrates a willingness to examine and implement change, as appropriate.

(a) seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.

(b) demonstrates knowledge of best practices that enhance learning.

(c) participates in instructional improvement and school reform initiatives.

(9) The teacher works productively with colleagues, parents, and community members.

(a) actively promotes collegial relations with other school personnel.

(b) provides a system for interactive communication between teacher and parents.

(c) uses conflict resolution strategies as appropriate.

(d) promotes active roles for parents and community members in student learning.

(e) communicates in a professional manner with colleagues, parents, and community members regarding educational matters.

D. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level III teachers:

(1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.

(a) contributes to the refinement and development of the approved curriculum.

(b) provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.

(c) communicates accurately in the content area and can create multiple paths to the subject matter.

(d) can articulate to students the interrelatedness of the disciplines.

(2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

(a) designs and engages students in large group, small group, and independent work activities.

(b) demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.

(c) demonstrates effective integration of a variety of resources and learning experiences into the curriculum.

(d) designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.

(e) engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

(3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

(a) engages students in explaining and/or demonstrating the relevance of topics and activities.

(b) involves students in establishing instructional direction and plans.

(c) establishes and states expectations for student performance.

(d) presents directions and explanations in a variety of ways to insure student understanding.

(e) engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.

- (f) communicates regularly with students about their progress.
 - (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
 - (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
 - (b) selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
 - (c) selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
 - (d) integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.
 - (5) The teacher effectively utilizes student assessment techniques and procedures.
 - (a) designs and uses multiple methods of measuring student understanding and growth.
 - (b) integrates assessment data from multiple sources into instructional planning and improvement.
 - (c) maintains documentation of student progress.
 - (d) develops a two-way system of communicating with students and families about student progress.
 - (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
 - (a) integrates the teaching of constructive, pro-social behaviors into regular instruction.
 - (b) establishes and teaches effective and efficient routines.
 - (c) engages students in establishing expectations for building a learning community in the classroom.
 - (d) maintains smoothness and momentum during instructional transitions.
 - (e) establishes an environment where materials and media are available and ready for student use.
 - (f) minimizes distractions and interruptions.
 - (g) develops a classroom management system that promotes acceptable and appropriate student behavior.
 - (h) identifies hazards, assesses risks and takes appropriate action.
 - (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
 - (a) adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g. Native Americans, Hispanic Americans, African Americans, Asian Americans, as well other recent immigrant groups).
 - (b) creates curriculum designs that include student performance and acknowledgment of achievement.
 - (c) demonstrates an awareness of the influences of context disability, language, and culture on student learning.
 - (d) provides accommodations and interventions that allow each student to succeed based on individual learning needs.
 - (e) engages students in learning experiences that promote creativity, critical and divergent thinking.
 - (f) designs opportunities that require and reinforce student responsibility for learning.
 - (g) fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
 - (h) engages students in setting high standards for performance.
 - (i) treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.
 - (8) The teacher demonstrates a willingness to examine and implement change, as appropriate.
 - (a) demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
 - (b) collaborates with colleagues in the research and design of improved instructional strategies
 - (c) assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.
 - (9) The teacher works productively with colleagues, parents, and community members.
 - (a) serves as a role model for collaborative working relations across the profession.
 - (b) demonstrates knowledge of specific school, family, and community resources that can support student learning.
 - (c) assists colleagues in the use of conflict resolution strategies.
 - (d) engages parents and community members productively in the work of the school.
 - (e) works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.
- E. Each school district shall may select and/or develop additional standards and indicators determined appropriate by the local school district to complete the local teacher performance evaluation system.
- F. Each school district shall provide training in evaluation of performance, classroom observation techniques, conference skills, and growth planning to all teachers and personnel assigned performance evaluation duties.
- G. Teachers with level III-A instructional leader licensure whose leadership roles are primarily outside of the classroom will be evaluated on their ability to lead other teachers in meeting the level III- A competencies and indicators in 6.69.4.12 (D).
- [6.69.4.12 NMAC - N, 09-30-03]

HISTORY OF 6.69.4 NMAC:

Pre-NMAC History: The material in this Part was derived from that previously filed with the State Records Center and Archives under SBE Regulation No. 89-6, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed August 17, 1989; SBE Regulation No. 93-21, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed November 16, 1993.

NMAC History:

6.69.3 NMAC, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed 6/1/2003.

6.69.4 NMAC [Performance Evaluation System Requirements for Teachers] replaces 6.69.3 NMAC, Section 8, filed 09-30-03.

History of Repealed Material: [RESERVED]

PDP GUIDELINES BY LICENSURE LEVEL

LEVEL I PDP

Structured focus on teacher's performance on the nine teacher competencies with the involvement of a mentor teacher in the PDP process.

Sources of information:

- annual evaluation, previous
- observation notes, classroom
- achievement data, student
- artifacts, instructional
- initiative(s), school/district
- and/or student surveys, parent
- accomplishments, and teacher
- other data collection sources listed under evaluation components.

Focus on performance areas associated with beginning teachers:

- student diversity, motivation, and achievement;
- student developmental needs, such as relationships with peers, students, and parents;
- development of teacher's content area knowledge; and
- classroom management skills and techniques.

Goals should focus on: the teacher's efforts during the third year to develop a Professional Development Dossier (PDD) for advancement toward a Level II license.

LEVEL II PDP

May have multi-year objectives with option for a collaborative PDP with a colleague.

May also address developing a Professional Development Dossier (PDD) for advancement to a Level III license.

Sources of information:

- all sources listed in Level I
- curriculum documents (lesson plan/unit plans);
- professional development experiences;
- information pertaining to education/content area research.

Goals address areas associated with more experienced teachers:

- collection and application of longitudinal classroom data action research to improve the learning of all students;
- progress toward an advanced degree;
- enriching or extending the curriculum;
- development of classroom or teaching materials; and
- enhancing instructional strategies and student assessments.

LEVEL III PDP

Should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

Sources of information:

- all sources listed in Level I and Level II
- self assessment information.

Goals should focus on:

- demonstration of students' taking responsibility for their own learning;
- integration of multiple source data to inform teacher practice;
- taking leadership roles in the improvement of instruction at the local, state, or national levels; and
- conducting action research to improve learning of all students.

Moreno Valley High School

Professional Development Plan

Name:

Professional Development Goal:

Teacher Competency:

Implementation Plan:

Timeline for Activities

Assessment/Evidence of Activities

Teacher Signature

School Administrator Signature

Date

**New Mexico Teacher Performance
Reflection on Annual Professional Development Plan (PDP)**

Name of Teacher _____	Date _____
Grade/Assignment _____	Level of License _____
Name of Principal and/or Supervisor _____	School Campus _____

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Principal Feedback (optional):

Professional Development Plan Completed Yes No Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment: Yes No

Principal / Supervisor
Copies to: Staff Member, Personnel File, Supervisor

*Teacher

Progressive Documentation of Teacher Performance

Teacher _____ SSN/Employee ID _____

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher’s performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher’s performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

School Year _____ Grade/Subject _____

School _____ District _____

PDP Review (Required annually):

Evaluator/Title: _____ Date: _____

Observation of Classroom Practice (Required Annually):

Evaluator / Title _____ Date: _____

Optional Data for Strand A:

Evaluator/Title: _____

Date: _____

Optional Data for Strand B:

Evaluator/Title: _____ Date: _____

Optional Data for Strand C:

Evaluator/Title: _____ Date: _____

Teacher Signature Date

Evaluator Signature Date

Moreno Valley High School
Classroom Observation Form

Teacher:

Location/Grade/Subject:

Date:

Observer:

Description of Activities:

Grouping:

Lesson Presentation:

Transitions:

Behavior Management:

Comments:

SUMMARY OF PERFORMANCE EVALUATION REQUIREMENTS LICENSURE LEVELS I, II, & III

Licensure Level	Years Experience	Performance Evaluation Requirements
Level I	1	Observation + PDP + Evaluation Form
	2	Observation + PDP + Evaluation Form
	3	Observation + PDP + Evaluation Form
Application for Advancement to Level II Required – Professional Dossier		
Level II	4	Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.
Application for Advancement to Level III <i>Optional</i> at any point after third year at Level II – Masters Degree + Professional Dossier		
Level III		Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.

New Mexico Teacher Performance Summative Evaluation for Licensure

Level I Teachers – to be completed annually

Level II & Level III Teachers – to be completed every 3 years

Name of Teacher _____ Date _____
 Grade/Assignment _____ School Campus _____
 Name of Principal and/or Supervisor _____ Level of License I II III

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

- | | | |
|---|---|---|
| 1. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | 1 | 2 |
| 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | 1 | 2 |
| 5. The teacher effectively utilizes student assessment techniques and procedures. | 1 | 2 |

Strand A. Instruction Evidence, including student achievement and learning growth:

STRAND B. STUDENT LEARNING:

The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.

The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept.

Strand B. Student Learning Evidence:

1	2
1	2
1	2
1	2

STRAND C. PROFESSIONAL LEARNING:

- | | | |
|--|---|---|
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | 2 |
| 9. The teacher works productively with colleagues, parents, and community members. | 1 | 2 |

Strand C. Professional Learning Evidence: _____

Professional Development Plan Completed Yes No Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment: Yes No

 Principal / Supervisor
 Copies to: Staff Member, Personnel File, Supervisor

 Teacher

**Evaluation Form for Level I Teachers
Moreno Valley High School
School Year 2003-2004**

Teacher:

Date:

NM Teacher Competencies and Indicators

At the SATISFACTORY level, the teacher consistently demonstrates the competency.

At the NEEDS IMPROVEMENT level, the teacher is beginning to demonstrate the competency but needs to demonstrate the competency more consistently or requires further professional development.

At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.

Strand A. Instruction (Competencies 1,2, and 5)

Competency: The teacher accurately demonstrates knowledge of the content area and approved curriculum.

The teacher uses the state standards and the approved school curriculum as the basis of instructional planning (1a).

The teacher communicates content knowledge, learning goals, directions and procedures. The teacher uses vocabulary correctly for the content and the age of the students (1b).

The teacher displays basic content knowledge and makes connections to other disciplines (1c/1d).

Comments:

Competency: The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

The teacher is successful in using instructional groupings to advance the goals of a lesson (2a).

The teacher's strategies are varied and suitable to students and/or instructional goals (2b).

Resources are relevant and suitable in supporting student learning of instructional goals (2c).

The teacher provides opportunities through multiple modalities for students to apply, practice, and demonstrate knowledge and skills. (2d)

The teacher implements necessary modifications and adaptations instruction and curriculum. Students with special needs have access to the general education curriculum in the least

restrictive environment (2d).

Comments:

Competency: The teacher effectively utilizes student assessment techniques and procedures.

Assessment and instruction are aligned.
The teacher has a repertoire of various kinds of assessment, although the teacher generally uses only one kind of assessment at a time.
Assessment is aligned with students' levels and is appropriate (5a).

The teacher uses information gained from assessment to adjust lesson plans, activities, and instruction (5b).

The teacher maintains information on student attendance, assignments, assessments, and behavior (5c).

The teacher adheres to the school's required procedures for communicating with parents and students about student's progress.
Responses to concerns about student progress are consistent and timely (5d).

Comments:

Strand B. Student Learning (Competencies 3,4,6, and 7)

Competency: The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

The teacher explains the relevance of topics and communicates the instructional intent, directions, or plan (3a,b).

The teacher is clear with her actions, directions, and explanations and checks for understanding (3d).

The teacher requests comments from and communicates regularly with students about their progress (3e, f).

Comments:

Competency: The teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.

The teacher's questioning skills and discussion techniques are a mix of recitation and higher level thinking. The teacher asks some questions that are intended to expand students' understanding of the concepts. The teacher occasionally provides opportunities for students to analyze and synthesize information (4a).

The teacher uses various strategies, materials, and resources to meet the needs of individual students (4b,c,d).

Comments:

Competency: The teacher manages the educational setting in a manner that promotes positive student behavior and safe and healthy environment.

The teacher serves as a model for constructive behavior. The teacher identifies, explains, and /or models expected classroom behavior. The teacher enforces expectations and responds to disruptive behavior (6a,c,g).

The teacher has established routines and procedures for students to follow. The teacher minimizes distractions and interruptions. The teacher strives to make smooth transitions between activities (6b,d,f).

The teacher develops and implements instructional lesson plans which reflect steps for short-term strengths/experiences and includes learning experiences which require the integration of knowledge and skills from other subject areas.

The teacher has materials ready for the planned lessons and activities (6e).

The teacher establishes a classroom environment in which students feel safe. The teacher pays attention to student health and well-being (6h).

Comments:

Competency: The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

The teacher demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings, of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher demonstrates respect for each student's background, experience, learning abilities, language, and culture (7a).

The teacher communicates with students about achievement outcomes and recognizes student achievement can vary from one student to another (7b).

The teacher sets appropriate expectations for students (7c,h).

The teacher finds effective instructional and assessment strategies to meet individual students' needs and interests and provides

opportunities for each student to succeed (7d).

The teacher varies instruction and engages and creativity (7e).

The teacher monitors students' behavior but involves students in decisions about the learning process and classroom climate (7f).

The teacher and students have a positive rapport (7g).

Comments:

Competency: The teacher demonstrates a willingness to examine and implement change, as appropriate.

The teacher seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. The teacher uses information in building her annual professional development plan (8a).

The teacher demonstrates or implements use of a variety of strategies and best practices, resulting in student engagement (8b).

As the teacher examines practice, the teacher is willing to risk change and refine practice. The teacher recognizes that change entails risk and implements changes and modifications (8c).

Comments:

Competency: The teacher works productively with colleagues, parents, and community members.

The teacher maintains professional communication with colleagues in developing and implementing decisions made at the team or school level (9a,c).

The teacher adheres to school requirements for communicating with parents about the instructional program (9b,e).

When conflict arises, the teacher attempts to use conflict resolution strategies (9c).

The teacher is learning about the resources that the parents and the community have offer. (9d)

Comments:

Evaluator Signature

Teacher Signature

**Evaluation Form for Level II and III Teachers
Moreno Valley High School
School Year 2003-2004**

Teacher:

Date:

NM Teacher Competencies and Indicators

At the SATISFACTORY level, the teacher consistently demonstrates the competency.

At the NEEDS IMPROVEMENT level, the teacher is beginning to demonstrate the competency but needs to demonstrate the competency more consistently or requires further professional development.

At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.

Strand A. Instruction (*Competencies 1,2, and 5*)

Competency: The teacher accurately demonstrates knowledge of the content area and approved curriculum.

The teacher expands on the state standards and the approved school curriculum for relevance for students (1a).

The teacher consistently communicates content knowledge, learning goals, directions and procedures accurately and includes detail. The teacher knows to clarify if students are confused; and vocabulary and written language is clear and at an appropriate level (1b).

The teacher displays solid content knowledge and makes connections to other disciplines; the teacher's representations of content are appropriate and provide links to students' knowledge and experience (1c/1d).

Comments:

Competency: The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

The teacher develops and implements instructional lesson plans which reflect steps for short-term learning, connects the curriculum with student strengths/experiences and include learning experiences which require the integration of knowledge and skills from other subject areas. Lesson plans provide for experiences which ensure sustained student learning and integrate knowledge, skills, and methods of inquiry from several related subject areas.

The teacher uses instructional groupings productively, and groupings are fully appropriate to the goals of a lesson; students demonstrate an understanding of their roles in the group (2a).

The teacher selects strategies are suitable to students and/or instructional goals (2b).

Relevant and suitable resources are consistently and effectively implemented in supporting student learning of instructional goals (2c).

The teacher provides opportunities for students to apply, practice, and demonstrate knowledge in the learning styles and modalities that best suit them (2d)

The teacher designs and implements necessary modifications and adaptations in instruction and curriculum. The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students. Students with special needs have access to the general education curriculum in the least restrictive environment (2d).

Comments:

Competency: The teacher effectively utilizes student assessment techniques and procedures.

Assessment and instruction are aligned and based on content standards. The teacher uses multiple ways for students to exhibit knowledge and skills. The teacher encourages students to improve their knowledge and skills. (5a).

The teacher uses information gained from assessment to adjust lesson plans, activities, and instruction. The teacher uses assessment to gauge a lesson's effectiveness and the extent

to which students achieve instructional goals (5b).

The teacher maintains information on student attendance, assignments, assessments, and behavior (5c).

The teacher communicates with parents and students about student's progress on a regular, timely, and consistent basis. The teacher responds to concerns about student progress (5d).

Comments:

Strand B. Student Learning (Competencies 3,4,6, and 7)

Competency: The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

The teacher explains and demonstrates the relevance of topics and communicates the instructional intent, directions, or plan (3a,b).

The teacher expects and explains a high standard for successful achievement (3d).

The teacher uses a variety of approaches, including peer and student assessment to ensure clarity about her actions, directions, and explanations to further student understanding and learning (3d).

The teacher solicits communications from students about their understanding. The teacher communicates regularly with students about their progress and offers suggestions to improve their understanding and learning (3e, f).

Comments:

Competency: The teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.

The teacher's questioning skills and discussion techniques are predominately based on multiple levels of thinking. The teacher asks questions

that are intended to expand students' understanding of the concepts. The teacher frequently provides opportunities for students to analyze and synthesize information (4a).

The teacher adapts strategies and selects particular materials and resources to meet the needs of individual students (4b,c,d).

Comments:

Competency: The teacher manages the educational setting in a manner that promotes positive student behavior and safe and healthy environment.

The teacher identifies, explains, and models constructive behavior patterns. The teacher establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community. The teacher monitors student behaviors and redirects with replacement behaviors. The teacher consistently enforces expectations and responds to disruptive behavior (6a,c,g).

The teacher has established routines and procedures so that little instructional time is lost. Transitions occur smoothly and momentum is maintained during transitions, distractions and interruptions (6b,d,f).

The teacher consistently prepared and arranges materials in advance for easy student and teacher accessibility. There is minimal loss of instructional time (6e).

The teacher consistently provides a safe classroom environment. The teacher attends to health and well-being of students(6h).

Comments:

Competency: The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

The teacher acknowledges and validates the to the personal ideas, learning needs, interests, and feelings, of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher respects different student backgrounds, experiences, learning abilities, languages, and

cultures and considers these factors when planning and implementing lessons (7a).

The teacher communicates clearly and consistently with students about their achievement outcomes and progress. The teacher individualizes instruction and assessment based on student achievement outcomes (7b).

The teacher challenges students with high expectations. At the same time, the teacher understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs. The teacher provides students with the support they need to achieve at high levels (7c,h).

The teacher designs opportunities for each student to succeed based on individual learning needs. The teacher reflects upon and adjusts instruction to differences in students; knowledge, abilities, experiences, and cultural heritage and traditions (7d).

The teacher designs specific activities that require active student involvement and creativity. Students participate actively in the learning process (7e).

The teacher communicates clear and consistent expectations for students' behavior. Students contribute to the learning process and help establish a positive classroom climate. Students primarily monitor their own behavior, although the teacher may need to remind students about their behavior depending on the activity (7f).

The teacher creates an inclusive caring environment in which each individual is respected and valued. The teacher works to help develop student's self-esteem, motivation, character, and sense of responsibility (7g).

Comments:

Competency: The teacher demonstrates a willingness to examine and implement change, as appropriate.

The teacher seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. The teacher bases her professional developmental plan on this information (8a).

The teacher consistently demonstrates and implements a variety of strategies and best practices to motivate and /or engage students in learning. (8b)

As the teacher consistently takes risks to promote instructional improvement by supporting and incorporating change initiatives (8c).

Comments:

Competency: The teacher works productively with colleagues, parents, and community members.

The teacher is cooperative with colleagues in developing and implementing decisions made at the team or school level (9a,c).

The teacher systematically communicates with parents about the instructional program (9b,e).

When conflict arises, the teacher attempts to use conflict resolution strategies (9c).

The teacher uses community and parent resources in the development of instructional program. (9d).

Comments:

Evaluator Signature

Teacher Signature

ASSESSMENT GUIDELINES FOR THE NEW MEXICO TEACHER COMPETENCIES AND INDICATORS

Strand A. Instruction (Competencies 1, 2, and 5)

At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time. The third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning .
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COMPETENCY 1: The teacher accurately demonstrates knowledge of the content area and approved curriculum.

The teacher does not consistently use the state standards or the approved curriculum in instructional planning (1a.)	The teacher uses the state standards and the approved curriculum as the basis of instructional planning (1a.).	The teacher expands on the state standards and the approved curriculum to make them relevant for students (1a.).	The teacher actively builds on the state standards and the approved curriculum by providing instruction based on students' knowledge and by anticipating possible student misunderstanding (1a).
The teacher communicates content knowledge, learning goals, directions, and procedures inaccurately, inadequately, and/or with excessive detail. Procedures are not clearly defined. The teacher's spoken and/or written language may be unclear. Grammar and vocabulary may be incorrect or at an inappropriate level. Students are often confused (1b).	The teacher communicates content knowledge, learning goals, directions, and procedures; The teachers' spoken language is clear and standard, and written language is legible. The teacher uses vocabulary correctly for the content and the age of the students (1b).	The teacher consistently communicates content knowledge, learning goals, directions, and procedures accurately and includes detail. The teacher knows to clarify if students are confused. Vocabulary and written language is clear and at an appropriate level (1b).	The teacher's content knowledge is accurate, directions and procedures are clear, and learning goals are explicit. The teacher conveys explicit connections to other lessons and/or subjects. Written and spoken vocabulary enriches the lesson (1b).
The teacher makes content errors or does not correct content errors students make. The teacher fails to make interdisciplinary connections (1c/1d).	The teacher displays basic content knowledge and makes connections to other disciplines (1c/1d).	The teacher displays solid content knowledge and makes connections to other disciplines. The teacher's representations of content are appropriate and provide links to students' knowledge and experience (1c/1d).	The teacher displays extensive content knowledge and makes connections to other disciplines. Students create their own representations of content and extend their learning (1c/1d).

COMPETENCY 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

The teacher does not use varied instructional groupings or uses them inappropriately in relation to students and/or instructional goals (2a).	The teacher is moderately successful in using instructional groupings to advance the goals of a lesson (2a).	The teacher uses instructional groupings productively, and groupings are fully appropriate to the goals of a lesson. Students demonstrate an understanding of their roles in the group (2a).	The teacher appropriately constructs groupings in relation to instructional expectations. Students demonstrate understanding of group dynamics (e.g., students on task, high level of participation, equal work distribution). Student collaboration leads to an exchange of ideas that achieves learning goals (2a).
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The teacher's teaching strategies are not suitable to students or instructional goals (2b).	The teacher's strategies are varied and suitable to students and/or instructional goals (2b).	The teacher's selects strategies that are suitable to students and instructional goals (2b).	The teacher demonstrates effective selection ad uses a variety of methods that are relevant to students and instructional goals (2b).
At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.
Resources, such as field trips, supplemental materials, manipulatives, and technology, are unsuitable, irrelevant, and/or absent in supporting student learning of instructional goals (2c).	Resources are relevant and suitable in supporting student learning of instructional goals (2c).	Relevant and suitable resources are consistently and effectively implemented in supporting student learning of instructional goals (2c).	Resources are consistently suitable and relevant for student learning of instructional goals. Students are given opportunities to choose, adapt, or create resources to enhance their learning (2c).
The teacher provides opportunity through only one modality for students to apply, practice, and demonstrate knowledge and skills (2d).	Over a period of time, the teacher provides opportunities through multiple modalities for students to apply, practice, and demonstrate knowledge and skills (2d).	The teacher generally provides opportunities for students to apply, practice, and demonstrate knowledge in the learning styles and modalities that best suit them (2d).	The teacher consistently provides opportunities for students to apply, practice, and demonstrate knowledge in the varied learning styles and modalities that best suit them (2d).
The teacher is not aware of and/or does not implement modifications or adaptations. Some students do not have access to the general education curriculum (2d).	The teacher implements necessary modifications and adaptations in instruction and curriculum. Students with special needs have access to the general education curriculum in the least restrictive environment (2d).	The teacher designs and implements necessary modifications and adaptations in instruction and curriculum. The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students. Students with special needs have access to the general education curriculum in the least restrictive environment (2d).	The teacher participates and collaborates with colleagues and parents to design and implement necessary modifications and adaptations in instruction and curriculum. The teacher seamlessly integrates strategies and materials/resources to accommodate diverse student needs. Students with special needs have access to the general education curriculum (2d).

5. The teacher effectively utilizes student assessment techniques and procedures.			
Assessment is inconsistent with instruction (i.e., students are not assessed on what was taught), or assessment is inappropriate for the students' developmental levels (5a).	Assessment and instruction are generally aligned. The teacher has a repertoire of various kinds of assessment, although the teacher generally uses only one kind of assessment at a time. Assessment is aligned with most students' levels. The teacher begins to recognize whether the type of assessment is appropriate (5a).	Assessment and instruction are aligned and based on content standards. The teacher uses multiple ways for students to exhibit knowledge and skills. The teacher encourages students to use assessments to improve their knowledge and skills (5a).	Assessment and instruction are seamless. The teacher continually assesses student learning formally and informally and uses outcomes of assessment as the basis for future instructional planning. Students are aware of how they are meeting standards and instructional goals (5a.).

The teacher rarely or never adjusts instruction based on student assessments (5b).	The teacher uses information gained from assessment to adjust lesson plans, activities, and instruction (5b).	The teacher uses information gained from assessment to adjust daily lesson plans, activities, and instruction. The teacher uses assessment to gauge a lesson's effectiveness and the extent to which students achieve instructional goals (5b).	The teacher consistently uses information gained from formal and informal assessments to gauge a lesson's effectiveness and the extent to which students achieve instructional goals. The teacher uses assessment results to adjust daily activities and instruction to meet the needs of students (5b).
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At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.
The teacher has no system for maintaining information on student attendance, assignments, assessments, and behavior, and/or the system is in disarray (5c).	The teacher maintains information on student attendance, assignments, assessments, and behavior (5c).	The teacher's system for documenting information on student attendance, assignments, assessment, and behavior is understood by students and is fully effective (5c).	The teacher's system for documenting information on student learning includes state standards achievement; documentation is up-to-date and easily understood by students, parents/caregivers, administrators, and other school personnel. Students maintain and track their individual progress (5c).
The teacher provides minimal and/or untimely information about students' progress to students and families/caregivers. The teacher does not respond to concerns about student progress (5d).	The teacher adheres to the school's required procedures for communicating with parents/caregivers and students about students' progress. Responses to concerns about student progress are consistent and timely. (5d)	The teacher communicates with parents/caregivers and students about students' progress on a regular, timely, and consistent basis. The teacher responds appropriately to concerns about progress (5d)	The teacher initiates communication on a frequent basis on both positive and negative aspects of students' progress (5d).

Strand B. Student Learning (Competencies 3, 4, 6, and 7)

At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.			
The teacher does not explain and/or demonstrate the relevance of topics and does not communicate the instructional intent, directions, or plan (3a, b).	The teacher explains the relevance of topics and communicates the instructional intent, directions, or plan (3a, b).	The teacher explains and demonstrates relevance of topics and communicates the importance of instructional intent, directions, or plan (3a, b).	The teacher engages students in explanation and/or demonstration of the relevance to topics and activities and involves them in establishing instructional direction and plan (3a, b).

At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.
The teacher does not share expectations for learning with students (3c).	The teacher explains the standard for successful achievement (3c).	The teacher expects and explains a high standard for successful achievement (3d).	Students understand and can articulate the standard for successful achievement (3c).
The teacher assumes students understand his/her actions, directions, and explanations and does not check for understanding (3d).	The teacher is clear with his/her actions, directions, and explanations and checks for understanding (3d).	The teacher uses a variety of approaches, including peer and student assessment, to ensure clarity about his/her actions, directions, and explanations to further student understanding and learning (3d).	The teacher uses a variety of approaches, including peer and student assessment, to ensure clarity about his/her actions, directions, and explanations. Students offer further examples to enhance understanding and learning (3d).
The teacher does not request any comments or response from students, nor does the teacher communicate with students about their progress in the class (3e/f).	The teacher requests comments from and communicates regularly with students about their progress (3e, f).	The teacher solicits communication from students about their understanding. The teacher communicates regularly with students about their progress and offers suggestions to improve their understanding and learning (3e,f).	The teacher consistently engages students in the analysis and evaluation of their learning. The teacher has a system to communicate with students on their progress and actively works with them to enhance learning beyond the classroom (3e, f).

4. The teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.			
The teacher's questioning skills and discussion techniques are predominantly based on recitation. The teacher seldom or never asks questions that are intended to expand students' understanding of the concepts. The teacher rarely provides opportunities for students to analyze and synthesize information (4a).	The teacher's questioning skills and discussion techniques are a mix of recitation and higher level thinking. The teacher asks some questions that are intended to expand students' understanding of the concepts. The teacher occasionally provides opportunities for students to analyze and synthesize information (4a).	The teacher's questioning skills and discussion techniques are predominantly based on multiple levels of thinking. The teacher asks questions that are intended to expand students' understanding of the concepts. The teacher frequently provides opportunities for students to analyze and synthesize information (4a).	The teacher's questioning skills and discussion techniques are predominantly intended to expand students' understanding of the concepts. The teacher provides many opportunities for students to analyze, synthesize, and evaluate information. The teacher encourages students to formulate questions and initiate discussions (4a).
The teacher uses the same strategies and resources for all students (4b, c, d).	The teacher uses various strategies, materials, and resources to meet the needs of individual students (4b, c, d).	The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students (4b, c, d).	The teacher seamlessly integrates strategies, materials, and resources to accommodate diverse students' needs. Students are given opportunities to choose, adapt, or create resources to enhance their learning (4b, c, d).

6. The teacher manages the educational setting in a manner that promotes positive student behavior and safe and healthy environment.			
The teacher does not serve as a model for constructive behavior. The teacher is unclear about expectations for student behavior and struggles to maintain consistency in dealing with inappropriate behaviors. Students are often off-task, and there is considerable loss of instructional time (6a, c, g).	The teacher serves as a model for constructive behavior. The teacher identifies, explains, and/or models expected classroom behavior. The teacher enforces expectations and responds to disruptive behavior. (6a, c, g).	The teacher identifies, explains, and models constructive behavior patterns. The teacher establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community. The teacher monitors student behaviors and redirects with replacement behaviors. The teacher consistently enforces expectations and responds to disruptive behavior (6a c, g).	The teacher engages students in establishing expectations for creating a learning environment. The teacher encourages them to develop a classroom management system that teaches each student accountability for self and others and acceptable, appropriate behaviors. The teacher integrates the teaching of constructive, pro-social behaviors into regular instruction. Students demonstrate active and appropriate participation (6a, c, g).
At the UNSATISFACTORY level, the teacher does not demonstrate effective teaching practices.	The PROVISIONAL LEVEL I TEACHER develops Level I competencies over time; the third year teacher is more practiced than the first year teacher.	The PROFESSIONAL LEVEL II TEACHER demonstrates consistent application of Level I and II competencies over time.	The LEVEL III-A TEACHER integrates teaching Level I, II, & III-A competencies into his/her practice and has the capacity to help students take ownership of their own learning.
The teacher has no established routine and procedures for students to follow. Frequent distractions and interruptions result in a loss of instructional time (6b, d, f).	The teacher has established routines and procedures for students to follow. The teacher minimizes distractions and interruptions. The teacher strives to make smooth transitions between activities (6b, d, f).	The teacher establishes routines and procedures so that little instructional time is lost. Transitions occur smoothly, and momentum is maintained during transitions, distractions, and interruptions (6b, d, f).	The teacher establishes a system in which students assume some responsibility for routine tasks. Transitions are seamless, and distractions and interruptions do not interfere with learning (6b, d, f).
The teacher does not have materials prepared for the lesson causing loss of instructional time (6e).	The teacher usually has materials ready for the planned lessons and activities. Some instructional time may be lost in materials mismanagement (6e).	The teacher consistently prepares and arranges materials in advance for easy student and teacher accessibility. There is minimal loss of instructional time (6e).	The teacher systematically prepares and arranges materials in advance for easy student and teacher accessibility. There is seamless use of materials and time (6e).
The teacher fails to establish a classroom environment in which students feel safe. The teacher pays little attention to student health and well-being (6h).	The teacher establishes a classroom environment in which students feel safe. The teacher pays attention to student health and well-being (6h).	The teacher consistently provides a safe classroom environment. The teacher attends to the health and well-being of students (6h).	The teacher consistently monitors the classroom to ensure a safe, productive environment. The teacher also provides multiple opportunities to address the health and well-being of students (6h).

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

The teacher prepares and teaches homogeneous lessons and does not vary or adapt instruction based on students' diverse needs and interests (7a).

The teacher demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings, of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher demonstrates respect for each student's background, experience, learning abilities, language, and culture (7a).

The teacher acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher respects different student backgrounds, experiences, learning abilities, languages and cultures and considers these factors when planning and implementing lessons (7a).

The teacher adjusts practice based on observation and knowledge of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse groups. The teacher treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences. Students recognize their own backgrounds and abilities as well as recognize the differences and similarities they have with their teacher and classmates (7a).

