

Implementing the NMTeach Evaluation System: A District's Perspective

Dr. Cindy L. Sims, Director of Personnel

Initial Obstacles

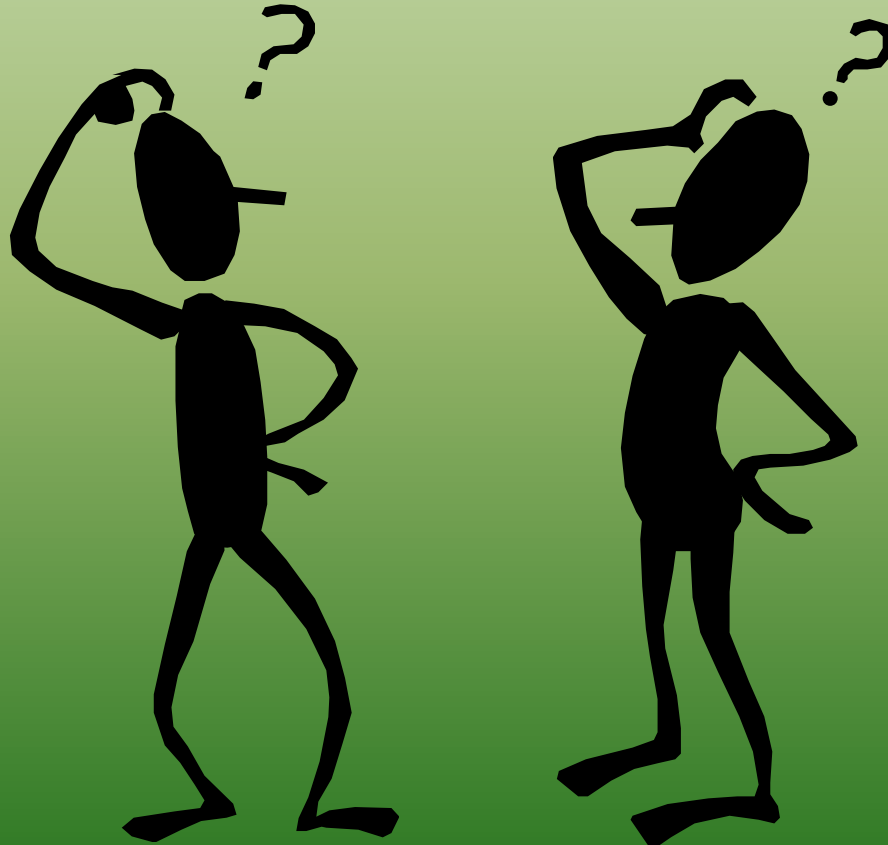
1. Confusing / Conflicting Information

- ◆ Alignment of Domains and Competencies
- ◆ Websites to Obtain Information
- ◆ Observation Expectations

2. Timeline and Availability of Information

3. Teachscape Problems

Confusing / Conflicting Information



System Alignment

(Received at Summer 2013 Training)



Connections

PDP Competencies	NM TEACH Domains
<ol style="list-style-type: none"> 1. Demonstrates knowledge of content 2. Utilizes a variety of teaching methods 3. Communicates with and obtains feedback from students 4. Comprehends the principals of student growth, development and learning 5. Effectively utilizes student assessments 6. Promotes positive student behavior and a safe environment 7. Recognizes student diversity 8. Demonstrates a willingness to examine and implement change 9. Works productively with stakeholders 	<p>Domain 1—Planning and Preparation</p> <p>Domain 2—Creating an Environment for Learning</p> <p>Domain 3—Teaching for Learning</p> <p>Domain 4—Professionalism</p> <p>Everything is Connected!</p>

NM Teach Observation Rubric Domain and Element		New Mexico Teacher Competencies for Licensure Levels I, II, and III
Domain 1: Planning and Preparation 1a. Knowledge of content 1b. Designing coherent instruction 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Demonstrating knowledge of students 1f. designing student assessment	<i>Connects to or contains</i>	1. The teacher accurately demonstrates knowledge of the content area and approved curriculum. 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. 5. The teacher effectively utilizes student assessment techniques and procedures.
Domain 2: Creating an Environment for Learning 2a. Creating an environment of respect and rapport 2b. Organizing physical space 2c. Establishing a culture for learning 2d. Managing classroom procedures 2e. Managing student behavior	<i>Connects to or contains</i>	3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
Domain 3: Teaching for Learning 3a. Communicating with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Assessment in instruction 3e. Demonstrating flexibility and responsiveness	<i>Connects to or contains</i>	2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. 3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. 5. The teacher effectively utilizes student assessment techniques and procedures.
Domain 4: Professionalism 4a. Communicating with families 4b. Participating in a professional community 4c. Reflecting on teaching 4d. Demonstrating professionalism 4e. Growing and developing professionally 4f. Maintaining accurate records	<i>Connects to or contains</i>	8. The teacher demonstrates a willingness to examine and implement change as appropriate. 9. The teacher works productively with colleagues, parents, and community members.



TeachNM

Career resources for New Mexico school teachers and administrators

[Home](#) [New Teachers](#) [Experienced Teachers](#) [Administrators](#) [Resources](#) [Events](#)


Return to: [Home](#) » [Experienced Teachers](#) » Annual Evaluation

Annual Evaluation

Each year, all teachers must demonstrate how they meet the competencies and indicators for their licensure level through an individual Professional Development Plan and Annual Evaluation. The Guidelines for New Mexico Annual Teacher Performance Evaluation, Revised Edition – October 2004, explain performance evaluation components that are part of the New Mexico Licensure Advancement HOUSSE (high objective uniform statewide standard of evaluation) in the 3-Tiered Licensure System.

Printable Full Document – Guidelines, Charts & Forms:

- [3-TLS Flow Chart](#) 
- [Performance Evaluation Guidelines 3rd Edition - May 2005](#) 

If you have questions about the Guidelines for New Mexico Annual Teacher Performance Evaluation, please contact ipd@unm.edu .

New Mexico Public Education Department

Educator Quality Division

300 Don Gaspar-Jerry Apodaca Education Building

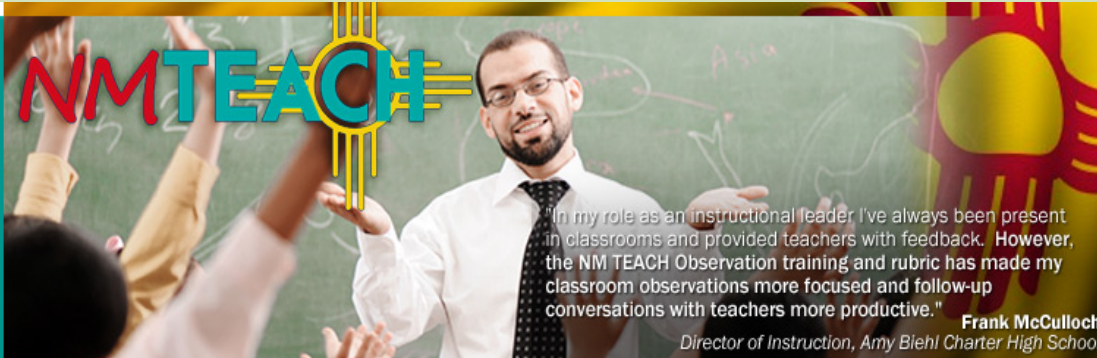
Santa Fe, NM 87501-2786

Phone: 505-827-3533

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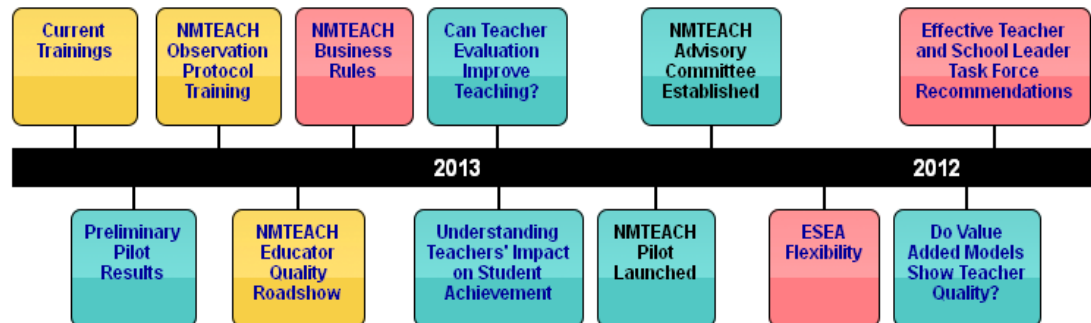
James Ball, Asst. Superintendent for Educator Quality

**2 Online
Portals:
Original is
TeachNM
(this
website
contains
incorrect
information)**



The NMTEACH Educator Effectiveness system is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal.

NMTEACH Timeline



Newest is
 NMTeach
 (this is
 where
 current
 evaluation
 information
 is posted)

Teachscape - NMTEACH Evaluation Project Training Plan

Training Teachers

In support of training the teachers, the following training PowerPoints are available for your use and distribution:

Teacher training:

<https://www.dropbox.com/s/bzcn5eh2poan8zd/New%20Mexico%20-%20Reflect%20for%20Teachers%20V2%20%28Revised%2009.04.2013%29.pptx>

Train the Trainers/Evaluators/Principals:

<https://www.dropbox.com/s/i3rbj2ap0wi8g6p/New%20Mexico%20-%20Reflect%20Training%20%28Revised%2009.04.2013%29.pptx>

More materials are available on Region IX Website at:

<http://rec9nm.org/index.cfm?plD=5399>

https://www.dropbox.com/s/bzcn5eh2poan8zd/New Mexico - Reflect for Teachers V2 (Revised 09.04.2013).pptx
Most Visited ADP Logo Firefox Help zine Firefox Support Plug-in FAQ Contacts

Links posted on NMTeach to be used for training don't work.



Nothing Here

The file you're looking for has been deleted or moved.

Classroom Visits

- Walkthroughs
 - Walkthroughs forms/protocols should align to the framework but not necessarily follow the observation tool
 - Data gathering
 - 3–5 minutes
 - Do **not** substitute for formal observations



First Teachscape training on July 24th indicated three types of observation: Scheduled Observation, Un-Scheduled Observation, Walkthrough. Teachscape Training on September 25th indicates only two types of Observation: Scheduled Observation and Walkthrough (which took the place of Un-Scheduled Observation). Walkthroughs can now be rated in the system.

home



learn

Completed: 0

Goal: 7

7 Not Yet Started

Employee	Observation Name		
NewMexico Teacher93	Domains 1 and 4 - Fall	Observe Now	Schedule
NewMexico Teacher93	Domains 1 and 4 - Spring	Observe Now	Schedule
NewMexico Teacher93	Observation #1	Observe Now	Schedule
NewMexico Teacher93	Observation #2	Observe Now	Schedule
NewMexico Teacher93	Observation #3	Observe Now	Schedule
NewMexico Teacher93	Walkthrough #1	Observe Now	Schedule
NewMexico Teacher93	Walkthrough #2	Observe Now	Schedule

Confusing terminology – Walkthrough can be 3-5 minutes or for an instructional period. Walkthrough can be rated.

Walkthrough: “Drive-By”



vs. “Sit-Down”



Timeline Problems

Introduction to Learn Early-bird Training	District Leadership & Trainer of Trainers Train the trainers introduction in the Learn professional development platform.	Nov. 5 & 7, 2013	One 3 hr. session each day: 9:00am-12:00pm	Live Online <i>GoToMeeting</i>	Maximum Capacity 30 Registration Required* November 5 morning Registration: https://www2.gotomeeting.com/register/172210890 November 7 morning Registration: https://www2.gotomeeting.com/register/318495874	Participants will: <ul style="list-style-type: none"> • Access professional development • Manage and track online learning • Create learning communities for online collaboration around professional learning • Use the My Video features
Introduction to Learn Early-bird Training	District Leadership & Trainer of Trainers Train the trainers introduction in the Learn professional development platform.	Nov. 5 & 7, 2013	One 3 hr. session each day: 12:00-3:00pm	Live Online <i>GoToMeeting</i>	Maximum Capacity 30 Registration Required* November 5 afternoon Registration: https://www2.gotomeeting.com/register/631770850 November 7 afternoon Registration: https://www2.gotomeeting.com/register/352223418	Participants will: <ul style="list-style-type: none"> • Access professional development • Manage and track online learning • Create learning communities for online collaboration around professional learning • Use the My Video features

Drafted by Lazar, C. August 23, 2013 (Revised September 6, 2013)



First evaluation was due 10/15, now due 11/1 –
no access to Learning prior to first evaluation submission



Greetings School Leaders,

The New Mexico Public Education Department is excited about continuing our support for the NMTEACH Observation process by providing a series of regional trainings that will occur throughout this school year. These trainings will be facilitated by staff members from the Southern Regional Education Board (SREB) and are intended to provide both clarification and tools that can be shared with district administrators. We are requesting that the district select 2 or 3 representatives to attend these regional sessions. These individuals would need to commit to the entire training day and be willing to replicate the training or activities with administrators within the district.

The first cycle of regional trainings will focus on calibration of scoring on Domains 2 and 3 of the NM TEACH Rubric. During the regional training events, your representatives will be provided with recommended calibration activities that can then be used within your district. We will complete the calibration activities at three different schools within the region. Please note that the school sites will serve as a laboratory learning environment to clarify expectations for artifacts/evidence for elements within the domains and to practice crafting feedback responses. While our participants will be practicing scoring with the rubric, no scores will be uploaded into the state system.

Dates	Region – By NM School Boards Association
September 10 (Carlsbad)	Region VI—Artesia, Carlsbad, Dexter, Eunice, Hagerman, Hobbs, Jal, Lake Arthur, Loving, Lovington, Roswell and Tatum
September 25 and 26 (Albuquerque region)	Region IV—Albuquerque (8), Belen, Bernalillo, Estancia, Grants-Cibola, Jemez Valley, Los Lunas, Magdalena, Moriarty-Edgewood, Mountainair,

Moving Ahead: Roll-Out Plan



Moriarty – Edgewood School District

Achieve Your Highest Potential

New Evaluation System Roll Out

By June 28 Collaboration with Learning Services

- Unit Plan Template,
- Observation Form,
- Training Agendas for Principals and Teachers.

By July 3 Update MESD Administrator Personnel Handbook

- Update Evaluation Section to reflect new forms, timelines, etc.

Week of July 29th Training with Principals to Include

- Overview of System (Student Achievement, Observation, Multiple Measures),
- Overview of Forms,
- Review Videos (refresher calibration), and
- Establish Calibration Teams and Timeline.

August 9, 12, 13 Teacher Training (two schools at a time)

- Overview of System (Student Achievement, Observation, Multiple Measures),
- Review of Rubrics, and
- Overview of Forms (collect feedback on Unit Plan Template).

August 19 – September 6 Administrator Calibration Activities: Domains 2 & 3

- Administrator Teams conduct joint observations for Domains 2 and 3, and
- Observation discussions and further calibration during Admin Council Meetings.

August 19 – September 13 Teacher Training (at school sites)

- Unpack rubrics for Domains 2 & 3, and
- Watch exemplar videos for Minimally Effective, Effective, Highly Effective, and (if available) Exemplary, and
- Teachers collaborate/develop Unit Lesson Plans.

September 9 – October 4 Administrator Calibration Activities: Domain 1

- Principals review Unit Plans for calibration of Domain 1, and
- Select exemplars for Minimally Effective, Effective, Highly Effective, and Exemplary.

September 9 – October 4 Teacher Observations

- Principals first round of formal observations, and
- Principals provide written feedback to teachers using the Observation Form.

September 16 – September 30 Teacher Training (at school sites)

- Teachers review exemplar Unit Plans of Minimally Effective, Effective, Highly Effective, and Exemplary.

No Later than September 16: Begin Teachscape Training

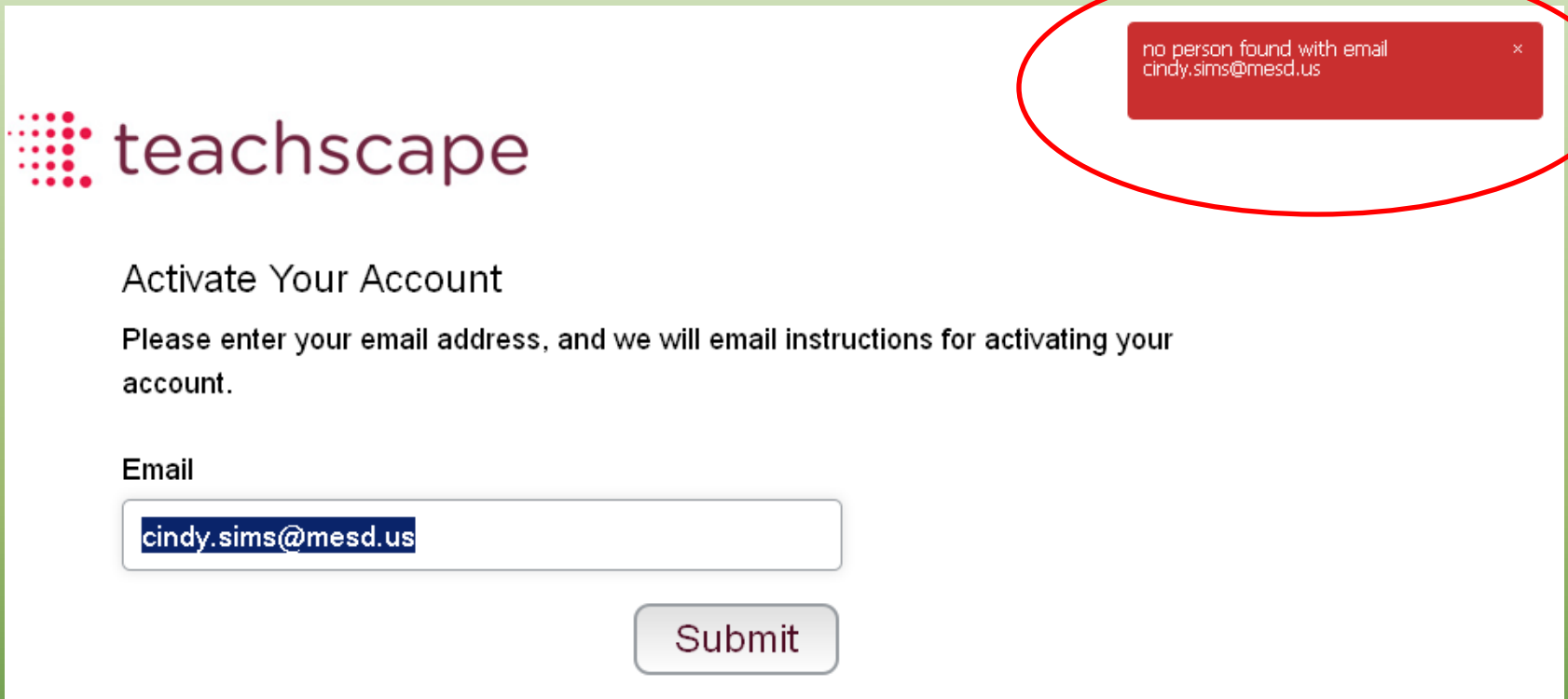
Ongoing Monthly Admin Council Agenda Item – Teacher Evaluation System

- Review of Progress, Concerns, etc. for calibration and collaboration.

**Timelines may need to be adjusted once the PED provides districts with their timelines (which are yet to be determined/published).

**We
couldn't
wait until
mid-
September
to begin
implement
ation
training.**

Teachscape Issues



The image shows a web page for activating a Teachscape account. At the top left is the Teachscape logo, consisting of a red grid of dots followed by the word "teachscape" in a dark purple font. Below the logo, the heading "Activate Your Account" is displayed. A paragraph of text reads: "Please enter your email address, and we will email instructions for activating your account." Below this is a label "Email" and a text input field containing the email address "cindy.sims@mesd.us". A "Submit" button is located below the input field. In the top right corner, a red error message box is highlighted with a red oval. The message inside the box says: "no person found with email cindy.sims@mesd.us" and has a small "x" icon in the top right corner of the box.

teachscape

Activate Your Account

Please enter your email address, and we will email instructions for activating your account.

Email

cindy.sims@mesd.us

Submit

no person found with email
cindy.sims@mesd.us

Of the 10 administrators at 8 schools in the district, there were over 50 inaccurate staff assignments necessitating transfers in the Teachscape system. Training on how to make these transfers occurred on 9/25. Principals have been compelled to use a paper system for observations to be entered into the electronic system at a later date (doubling the work). Teacher training has been postponed until all teachers are assigned to the correct school and administrator. Principals report they have repeatedly lost their accounts necessitating Customer Support.



ALBUQUERQUE
PUBLIC SCHOOLS

Google™ Custom Search

SEARCH



STUDENTS



PARENTS



EMPLOYEES

Featured News

[Outpouring of Support for Popular Teacher Gets La Cueva Recognized](#)

Students and staff who supported math teacher Dawn Witiuk during her repeat battle with breast cancer will be recognized for Outstanding Youth Collaboration in Philanthropy.

[APS to Host Council of the Great City Schools Conference](#)

"What difference does this make to anyone not attending the conference? You be the judge." Read Superintendent Winston Brooks' column that ran in the Albuquerque Journal on Tuesday, Oct. 8

[A is for Art! Sets Records for Sales, Attendance](#)

This year's event netted more than \$42,000 which will benefit fine arts programs and the APS Education Foundation.

[Superintendent 'Reads for the Record' to Students at Lavaland](#)

APS Superintendent Winston Brooks

[APS Home](#) → [News](#)

News

Official news from Albuquerque Public Schools. Check this page to get the latest information and breaking news.

See also: [Contact us](#) — [More ways to get news from APS](#) — [Find an event](#)

Show by Year:

1 2 3 4 ... 119

[Next 20 items »](#)

■ [S. Y. Jackson Website Launched](#)

October 11, 2013

■ [Dozens of Teachers, Community Members Attend First Town Hall Forums](#)

The teacher and community town hall meetings on testing, teacher evaluations and graduation requirements will be held five more times through October and early November.
October 9, 2013

■ [Lawmakers Seek Teacher Input on Evaluation System](#)

The state Legislative Education Study Committee has set aside time on Wednesday, Oct. 16, to hear from teachers about the evaluations that went into effect this school year.
October 9, 2013

■ [Principals, Teachers Should Email TeachScape Problems, Not Call](#)

The company has been inundated with calls from APS and is asking that problems be emailed to teacherevaluations@aps.edu.
October 3, 2013

Implementation: Making it Work

- Create a Timeline
- Train Principals & Teachers to Develop a Common Understanding
- Calibrate (Principals and Teachers)
- Provide Exemplars (Observation Rubric in Practice, Planning for Instruction, and Professionalism)

NMTeach Evaluation Implementation

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28 <i>July</i>	29 <i>Principal Training Overview of System, Forms, and Calibration Videos</i>	30	31	1 <i>August</i>	2	3
4	5	6	7	8	9 <i>Teacher Training (school by school) Overview, Intro Rubrics, Review Forms, Timeline</i>	10
11	12 <i>Teacher Training (school by school) Overview, Intro Rubrics, Review Forms, Timeline</i>	13 <i>Teacher Training (school by school) Overview, Intro Rubrics, Review Forms, Timeline</i>	14	15	16	17
18	19	20	21	22	23	24
25	26 <i>Elementary Principal Observa- tions and Calibration (all five schools)</i>	27 <i>Elementary Principal Observa- tions and Calibration (all five schools)</i>	28 <i>Secondary Principal Observa- tions and Calibration (all three schools)</i>	29	30 <i>Secondary Principal Observa- tions and Calibration (all three schools)</i>	31

NMTeach Evaluation Implementation

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 <i>September</i>	2	3 <i>Teacher Training (individual schools) Rubric Review with Calibration Videos</i>	4 <i>Teacher Collaboration on Unit Lesson Plans (Domain 1)</i>	5	6	7
8	9 <i>1st Round of Observation Cycle (Pre-Conference > Observe > Post-Conference)</i>	10 <i>Observations & Conferences</i>	11 <i>Observations & Conferences</i>	12 <i>Principal Training (Unit Plan Templates and Teachscape Intro)</i>	13 <i>Observations & Conferences</i>	14
15	16 <i>Observations & Conferences</i>	17 <i>Observations & Conferences</i>	18 <i>Principals at PLC Conference</i>	19 <i>Principals at PLC Conference</i>	20 <i>Principals at PLC Conference ————— Teachscape Cleanup Create Exemplars</i>	21
22	23 <i>Observations & Conferences</i>	24 <i>Observations & Conferences</i>	25 <i>Share Unit Plan Exemplars with Teachers</i>	26 <i>Principal Training (Teachscape and Procedures)</i>	27 <i>Observations & Conferences</i>	28
29	30 <i>Begin Teachscape Observations</i>	1 <i>October</i>	2 <i>Teachscape Observations</i>	3 <i>Teachscape Observations</i>	4 <i>Teachscape Observations</i>	5

Scripting Observation Tool

Teacher _____ Period/Subject _____ Date _____

Classroom Artifacts	<input type="checkbox"/> Focus Wall/Agenda	<input type="checkbox"/> Learning Objective
	<input type="checkbox"/> Student Friendly Goal	<input type="checkbox"/> Posted Student Work
	<input type="checkbox"/> CHAMPS/DSC	<input type="checkbox"/> Posted Performance Criteria
	<input type="checkbox"/> Current PDSA	<input type="checkbox"/> Do Now Activity
	<input type="checkbox"/> Posted Student Data	<input type="checkbox"/> Word Wall

Student Behaviors	Teacher Behaviors

MESD/2013

Domain 2: Creating an Environment for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
2A: Creating an environment of respect and rapport					
2B: Organizing physical space.					
2C: Establishing a culture for learning					
2D: Managing classroom procedure.					
2E: Managing student behavior.					

Domain 3: Teaching for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
3A: Communicating with students in a manner that is appropriate to their culture and level of development.					
3B: Using questioning and discussion techniques to support classroom discourse.					
3C: Engaging students in learning.					
3D: Assessment in instruction.					
3E: Demonstrating flexibility and responsiveness.					

Wow:

Wonder:

Next Steps

MESD/2013

Domain 2: Creating an Environment for Learning

2A: Creating an Environment of Respect and Rapport

- To what level are interactions in the classroom positive and productive?
- To what level are all student groups respected and valued in the classroom?

Minimally Effective Rating

Classroom interaction, both between the teacher and students, and among students, are generally positive, but may include these:

- Some conflict
 - Occasional displays of insensitivity
 - Occasional lack of responsiveness to cultural or developmental differences among students
-
- Ratio of positive to negative interactions is low; negative interactions far out-way positive interactions between teacher and students.
 - Teacher uses sarcasm, such as, "I'm glad you could join us" when a student arrives to class late.
 - Teacher consistently calls on the same (few) students, ignoring other students who have raised their hands.
 - Teacher repeatedly placed hands on student for purposes of redirection.

Effective Rating

Classroom interactions, between teacher and students, and among students, are as follows:

- Are polite
 - Demonstrate knowledge of cultural and developmental differences among groups of students.
 - Disagreements are handled respectfully
-
- Students make direct eye contact with teacher; student listen and watch.
 - Students respond to teacher and to each other in a respectful manner. For example, during a collaborative discussion, a student stated, "I think what he means is..." and, "Can I help you with that?"
 - Interactions between students and between students and teachers are polite, as evidenced by "Please" and "Thank you", "I like the way..."
 - Use of humor and some appropriate joking between students and teacher. For example, laughing together about schedule confusion.
 - Teacher calls each student by name.
 - Teacher corrects student's mistake in working out a problem in a respectful way, encouraging the student to build on what was accurately completed.
 - Great positive to negative rate of interactions; predominately positive teacher interactions.
 - Absence of disagreements.

Exemplars: Domain 2

Domain 3: Teaching for Learning

3A: Communicating with students in a manner that is appropriate to their culture and level of development.

- To what level are directions clearly delivered and understandable?
- To what level is content communicate in a clear, concise manner?

Minimally Effective Rating

Limited expectations for learning, directions, procedures, and explanation of content.

- with table partners....You are working in your groups now in pairs.” Students were unclear – “Are we working together? Or with our elbow partner?”
- Students were continually raising hands for clarification; students were asking each other, “What are we supposed to be doing?” And, “What do we do? Do we just go to the next page?”
- Teaching style only addressed auditory learners; no use of visuals.
- Homework was checked for completion, but not for accuracy.
- Absence of learning goals or learning objectives stated or posted.
- Directions were confusing/unclear. For example, “I want to see every group working .

Effective Rating

Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.

- Teacher states objective of lesson in multiple ways. For example, “What do you think the theme, or lesson learned, or moral of the story, or main idea is? Think a minute, and then let’s talk about that.”
- Student friendly learning objectives are stated and referred to on the board.
- Focus Wall is integrated into the lesson, and referred to by teacher and students.
- Teacher utilized a variety of strategies to teach the same concept, giving multiple examples from each of the strategies.
- Teacher provided students with hands-on manipulatives to complete a math project (tiles, box, ruler, etc.).
- Teacher established relevance with lesson; teacher included a college/career link in with instruction to help establish purpose of learning.

Highly Effective Rating

Expectation for learning, directions, procedures, and explanation if content are evident, consistent, and anticipate possible student misconceptions.

- Teacher anticipated confusion possible areas of confusion and clarified at onset of lesson. For example, clarification about which side of ruler to use (centimeters or inches), or difference between setting, plot, and theme in a story.

Exemplars: Domain 3

Unit Plan Template

Subject:	Unit of Study:		Grade: 4th	Domain
Teacher(s)	Beginning Date:	Ending Date:	School:	
1. NM Adopted Standard(s) [This includes the Common Core Learning Standard(s)] Addressed:				1A
2. Unit SMART Goal:				1C
3. Instructional Learning Target (maximum of 5 – 8) in student friendly language: Identify to what knowledge level students need to reach based on Webb's Depth of Knowledge (DOK) Levels, New Bloom, or Marzano's work.	(Each learning target must be assessed) a) Mastery/Proficiency Goal: _____% b) Mastery/Proficiency Goal: _____% c) Mastery/Proficiency Goal: _____%	4. Common Formative Assessment(s): (Learning Targets may be assessed jointly or separately):		3D, 1F
5. Explicit Connections: How do the previous learning and new concepts and skills connect? Why are the outcomes of these lessons important in the real world? Guiding questions or Big Ideas....				1B
6. Activities/Tasks: (This can be done as a grade level/department or independently.) Identify the level of the activity using Webb's Depth of Knowledge (DOK) Levels, New Bloom, or Marzano.				1A, 1B, 1E
7. Resources/Materials: What texts, digital resources, & materials will be used in these lessons?				1A, 1D
8. A. Access for All: How will you ensure students that demonstrate need (Tier I and Tier II) have access to and are able to engage appropriately in these lessons? Consider all aspects of student diversity, including the need for ELL and enrichment.				1B, 1E 3E, 4C
B. Intervention: What do you do if they don't get it? This should include targeted intervention. (This is updated throughout the unit based on CFA data.)		C. Enrichment: What are you going to do if they do get it? (This is updated throughout the unit based on CFA data.)		1B, 1E 3E, 4C
9. What curriculum modifications and/or classroom strategies will you make for Students with Disabilities (Tier III) in your class? Be as specific as possible.				1B, 1E 3E
10. Briefly describe your summative assessment and/or the tool(s) you will use:				1B, 1E, 1F

Domain 1 Planning Template

Unit Plan Template

Subject: Reading/Lang Arts	Unit of Study:	Grade: 4th	Domain
Teacher(s)	Beginning Date:	Ending Date:	School:
1. NM Adopted Standard(s) [This includes the Common Core Learning Standard(s)]Addressed: Reading 4.1: Refer to details and examples in a text explaining what the text says explicitly and when drawing inferences from the text. Language 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			1A
2. Unit SMART Goal: All students will score 75% or better on the end of unit assessment.			1C
3. Instructional Learning Target (maximum of 5 – 8) in student friendly language: Identify to what knowledge level students need to reach based on Webb's Depth of Knowledge (DOK) Levels, New Bloom, or Marzano's work. a) I can cite specific details and examples from the text to support my inference (DOK Level 2) from a text. b) I can identify (DOK Level 1) the main idea of a story or passage. c) I can use details to support the main idea of a story or passage and draw conclusions (DOK Level 3).	(Each learning target must be assessed) a) Mastery/Proficiency Goal: ____% b) Mastery/Proficiency Goal: ____% c) Mastery/Proficiency Goal: ____%	4. Common Formative Assessment(s): (Learning Targets may be assessed jointly or separately): <u>Timeline/Frequency/Tool Used</u> <u>Exit Slip (E):</u> Answers an inferential question from the story citing details and examples <u>White Board (E):</u> After reading story selections, students write main idea on white board and show answer (observation, list students with concerns) <u>Comprehension Trifold (HE):</u> (rubric scored) <u>Story Map (HE):</u> (including details and inferences) <div> <u>Highly Effective (HE):</u> More sophisticated assessments that measure learning targets in an integrated fashion. </div>	3D, 1F
5. Explicit Connections: How do the previous learning and new concepts and skills connect? Why are the outcomes of these lessons important in the real world? Guiding questions or Big Ideas.... <ul style="list-style-type: none"> Having previously taught and students demonstrated mastery of literal comprehension, this lesson will expand the use of details by asking students to draw inferences from a given text. Students must be able to answer "why" questions (inference) as well as "what" questions (knowledge) across all content areas to demonstrate depth of knowledge. 			1B
6. Activities/Tasks: (This can be done as a grade level/department or independently.) Identify the level of the activity using Webb's Depth of Knowledge (DOK) Levels, New Bloom, or Marzano. <ul style="list-style-type: none"> Weekly Vocabulary Center (DOK1) (E) Weekly Skill Center (DOK1) (E) Weekly Intervention Levelled Readers (Comprehension, Skill & Vocabulary) (DOK1) (E) Weekly comprehension Trifold (DOK3) (HE) Cloze reading questions (DOK2) (E) Construct a story map including details and inferences (DOK3) (HE) Questioning and Discussion (DOK1 and DOK2) (E) Summarize the story in a written paragraph that includes a topic sentence and supporting factual and inferred details. Draw conclusions based upon the story details. (DOK3) (HE) <div> <u>Highly Effective (HE):</u> More sophisticated tasks that integrate multiple learning targets across content areas. </div>			1A, 1B, 1E

Planning Exemplar

Planning Exemplar, page 2

Unit Plan Template

<p>7. Resources/Materials: What texts, digital resources, & materials will be used in these lessons?</p> <ul style="list-style-type: none"> • Pearson Reading Street Unit 1 Teaching Manual • Student Workbooks • Pearson Reading Street Website (interactive) • SMARTBOARD (interactive) • Decodable Readers • Leveled Readers • Whiteboards (slates) • Graphic Organizers (story maps) • RtI Intervention Kit 	<div> <p>Highly Effective (HE): Also incorporates the use of aligned supplementary materials beyond the adopted materials.</p> </div>	<p>1A, 1D</p>
<p>8. A. Access for All: How will you ensure students that demonstrate need (Tier I and Tier II) have access to and are able to engage appropriately in these lessons? Consider all aspects of student diversity, including the need for ELL and enrichment.</p> <p>Student desks are positioned so that all students can see SMARTBOARD, whiteboard, SMART Goal, Focus Wall, Word Wall, and CHAMPS to ensure engagement in all lessons. The SMARTBOARD is good for visual, kinesthetic, and auditory learners. Students will have opportunities to think-pair-share, turn-and-talk, Echo and Choral Read, and read when names are pulled randomly using popsicle sticks throughout the lesson. Tier II students are partnered with Tier I students for all activities. Tier II students receive additional small group instruction, assignments may be shortened, may have preferential seating, will work with the parent volunteer, and will have directions broken down into single steps and repeated as needed.</p>		<p>1B,1E 3E,4C</p>
<p>B. Intervention: What do you do if they don't get it? This should include targeted intervention. (This is updated throughout the unit based on CFA data.)</p> <p>Explicit, targeted, small group instruction is provided daily for 30 minutes to students that score lower than 75% on Weekly Formative Assessments. A variety of strategies and materials are used, <u>such as</u> basal, decodable readers, leveled readers, and Focus/Word Wall to reinforce skills. The weekly teacher created assessment will be given to students to determine flexible groups for intervention and re-teaching, as well as enrichment.</p>	<p>C. Enrichment: What are you going to do if they do get it? (This is updated throughout the unit based on CFA data.)</p> <p>Small group instruction is given at least once per week for 30 minutes to the Enrichment group. Use of leveled readers, novels, story mapping, and Daily Advanced Lessons are developed to keep this group challenged and engaged. A menu of extension activities are provided during centers time.</p>	<p>1B,1E 3E,4C</p>
<p>9. What curriculum modifications and/or classroom strategies will you make for Students with Disabilities (Tier III) in your class? Be as specific as possible.</p> <p>SG: leveled reader at ability level and dictated sentences for Trifold and Story Map; preferential seating and partner work</p> <p>TS: assignments will be divided into small increments for completion; redirection, signed agenda, bounce ball seat</p> <p>CS: leveled reader and single step directions for all assignments; visual cues and graphic organizers</p>		<p>1B, 1E 3E</p>
<p>10. Briefly describe your summative assessment and/or the tool(s) you will use:</p> <p>Pearson Reading Street End-of-Unit summative assessment will be used at the end of the unit to ensure students' understanding of skills. Assessment will be revised as needed to implement a variety of testing methods (multiple choice, short answer response, etc.).</p>		<p>1B,1E, 1F</p>

Domain 4 Exemplars

Teacher _____ Period/Subject _____ Date _____

Domain 4: Professionalism

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
<p>4A: Communicating with Families</p> <p>9/18 Teacher reports to principal that there are three students that need to be moved out of her class for behavior and failing grades. When asked, teacher states she has not and will not be calling parents as "they are useless."</p> <p>9/18 Teacher schedules P/T conference at parent request following failing progress report.</p> <p>9/18 Teacher sends home weekly parent note summarizing the week's activities and student's progress.</p> <p>9/18 Teacher has phone conference with parent and establishes a communication plan via email and daily signature in student agenda.</p> <p>10/17 Teacher utilizes <u>student-led</u> conferences.</p> <p>9/18 Teacher plans a Veteran's Day assembly including students, parents, and veterans from the community. Agenda of events is well planned, and covered by the newspaper and TV channels.</p>	X	X	X	X	X
<p>4B: Participating in a Professional Learning Community</p> <p>Definition: "A PLC is composed of collaborative teams whose members work <i>interdependently</i> to achieve <i>common goals</i> linked to the purpose of learning for all." AllThingsPLC.com</p> <p>9/11 Teacher leaves early, failing to attend Collaboration on Wed. early release. When questioned, teacher states the meetings are "useless" and her time is better spent individually planning.</p> <p>9/11 Although teacher attends Wed. Collaboration, he repeatedly checks/sends text messages. Other than joking around, he does not participate in discussions.</p> <p>9/11 Teacher works collaboratively with department on Unit Plan and CFA development.</p> <p>9/11 Teacher facilitates Collaboration meeting, and shares strategies for instructional activities and CFA development.</p> <p>9/11 Teacher presents Unit Plan development process and example at staff meeting, stands for Q & A, and shares instructional resources.</p>	X	X	X	X	X

9/24/2013

MEŠD/2013

Domain 4: Professionalism Exemplar

**Teacher Evaluation System Update
September 27, 2013**

Evaluation Due Date	Domains Observed	Observation Requirements	Documents to Upload
November 1 st	Domain 2 Domain 3	<ul style="list-style-type: none"> Pre-Observation Conference (oral) Observation (input and score) Post-Observation Conference (in writing, but NOT uploaded. Kept in teacher's working file) <p>(This may be the Observation and Conferences that were "banked" from the practice round, but entered later.)</p>	NONE!!
December 20 th	Domain 1 Domain 2 Domain 3 Domain 4	<p>-----></p> <p>Note that Lesson Plan was reviewed and is aligned with Unit Plan (does <u>not</u> need to be uploaded).</p> <p>Conduct:</p> <ul style="list-style-type: none"> Observation OR Walkthrough (input and score) Post Conference (completed in Teachscape) <p>(Supplemental Walkthroughs are recommended for teachers observed to be Minimally Effective to provide multiple opportunities for improvement. Contact HR for additional support and direction.)</p> <p>Anecdotal notes taken during 1st semester are entered into Teachscape</p>	Unit Plan Post-Conference form To Be Determined
April 15 th	Domain 1 Domain 2 Domain 3 Domain 4	<p>-----></p> <p>Note that Lesson Plan was reviewed and is aligned with Unit Plan (does <u>not</u> need to be uploaded).</p> <p>Conduct:</p> <ul style="list-style-type: none"> Observation OR Walkthrough (input and score) Post Conference (completed in Teachscape) <p>(Supplemental Walkthroughs are recommended for teachers observed to be Minimally Effective to provide multiple opportunities for improvement. Contact HR for additional support and direction.)</p> <p>Anecdotal notes taken during 1st semester are entered into Teachscape.</p>	Unit Plan Post-Conference form PDP Teacher Reflection To Be Determined

Current Observation & Evaluation Plan

Evaluation and Observation Summary

- We are committed to implementing the new system with fidelity, focusing on improved instruction and student learning. This is difficult to accomplish given the current problems in Teachscape.
- To be successful, it is critical that districts receive clarity, more time, and improved communication regarding the new system.