



NM TEACH

LEGISLATIVE EDUCATION STUDY COMMITTEE

OVERVIEW OF TRAINING FOR SCHOOL LEADERS

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AUGUST 27, 2015



Year 1 Training Agenda for Regional Sessions

Day 1

Time	Activity
7:45-8:00	Registration
8:00-8:30	Breakfast (Provided on Site) and Transition to Training Rooms as Assigned
8:30	Start Time for Training Sessions
8:30-11:30	Morning Block Introduction and Background Information—Using Observations as a System to Support Continuous Improvement Introduction and Review of Domain 2 (Creating an Environment for Learning) Elements
11:30-12:45	Lunch (on your own)
12:45-4:30	Afternoon Session Working Review of Domain 2—Video Scoring Designing Your District/School’s Action Plan to Support Domain 2 Introduction and Review of Domain 3 (Teaching for Learning) Homework Assignment
4:30	Adjourn

Day 2

Time	Activity
8:00-8:30	Breakfast (Provided on Site) and Transition to Training Rooms as Assigned
8:30	Start Time for Training Sessions
8:30-11:30	Morning Block Review of Homework Working Review of Domain 3—Video Scoring Designing Your District/School’s Action Plan to Support Domain 3
11:30-12:45	Lunch (on your own)
12:45-4:30	Afternoon Session Introduction and Review of Domain 1 (Preparation and Planning) Introduction and Review of Domain 4 (Professionalism) Designing Your District/School’s Action Plan to Support Domains 1 and 4
4:30	Adjourn

Year 2 NM TEACH Training Agenda

Overall Year 2 Training Goals:

- Deepen the understanding of the NM TEACH Domains.
- Provide administrators and districts with tools to connect the observation process to school-wide improvement goals.
- Identify and prioritize needed professional development support for teachers.
- Create a system that uses classroom observations, both walk-through and formal observations, to guide improvement and teacher support efforts.
- Identify essential evidence items to support concise justifications for scoring and feedback.
- Provide examples and practice to enhance the quality of feedback to support needed changes in instruction.

Day 1 Timeline

Estimated Times	Activity
7:00-8:00	Registration and Breakfast
8:00-11:30	Morning Session
11:30-12:30	Working Lunch (Provided On-Site)
12:30-4:30	Afternoon Session
4:30-4:45	Assignment of Homework/Adjourn

Day 2 Timeline

Estimated Times	Activity
7:00-8:00	Registration and Breakfast
8:00-11:30	Morning Session
11:30-12:30	Working Lunch (Provided On-Site)
12:30-4:30	Afternoon Session
4:30-4:45	Assignment of Homework/Adjourn

Day 3 Timeline

Estimated Times	Activity
7:00-8:00	Registration and Breakfast
8:00-11:30	Morning Session
11:30-12:30	Working Lunch (Provided On-Site)
12:30-4:30	Afternoon Session
4:30-4:45	Adjourn

At-A-Glance Review

Day 1

Enhancing the
Continuous
Improvement
Process

Targeting
Professional
Development

Structuring
Walkthrough Data

Day 2

Supporting the
Design of
Instruction (D1)

Creating a Culture
of High Expectations
(D2)

Creating Student-
Centered
Classrooms (D3)

Day 3

Focusing Individual
Teacher Feedback

Providing Large
Group Feedback

Using PDPs to
Support Growth
(D4)



Year 3 General Sessions

All Participants will be enrolled in the following sessions:

Understanding and Using Teacher and Student Data VAS Presentation:

Understanding Value Added Modeling in the NMTEACH Effectiveness System

Understanding and Using VAS and STAM to Drive School Decisions:

Participants will look at strategies for using the teacher summative report in addition to school-wide VAS and STAM data. Participants will learn strategies for informing staff members.

Incorporating All Learners in the Teaching and Learning Process: The Updated Rubric

This is a double length session. The revised rubric includes indicators and descriptors that explicitly address English Language Learners, students with disabilities, struggling students and differentiated instruction. In this session participants will learn the components of the new rubric by developing evidence to look for in addition to distinguishing ME from E and E from HE.

Calibration with the Updated Rubric:

Participants use the new rubric in a calibration activity

Break Out Sessions:

Participants will be enrolled based on registrations choices as much as space and availability allows

Closing the Knowing and Doing Gap: Using Data to Support DI

How do leaders set up systems and structures to support teachers' analysis of classroom data to ensure differentiated instruction and address school priorities?

Domains 1 and 4 Sharing of Practices

Participants will participate in round table discussions sharing strategies for evidence collection centered around Domains 1 and 4.

English Language Development Standards and Differentiated Instructional Strategies

Participants will learn how to use the ELD standards to support English Learners and culturally and linguistically diverse students. In addition, participants will take a closer look at identifying effective and appropriate use of instructional strategies through the observation process.

IEP Goals and Differentiated Instructional Strategies

Participants will learn the appropriate use of the IEP Goals to support students with disabilities who are eligible for special education services. In addition, participants will take a closer look at identifying the instructional strategies through the observation process.

Moving Learning Forward Through Individual Teacher Feedback

Participants will move beyond *Wows and Wonders* to immediate feedback with a high probability of improving a teacher's practice and student experiences.

Scaling Up Pockets of Excellence School-Wide

Schools In Action: How to set up systems and structures for school-wide Professional Development which promote the use of high impact strategies.

VAS Expanded 201

Calculating Advanced Regression: A practical approach to measuring teacher performance

VAS Increased Expansion 301

Session continues from the VAS 201 to include the statistics behind the calculations

Certification Testing Room

Certification testing will be done as part of the 2-day training.



Focusing Time in Classrooms—Using the NMTEACH Elements as a Common Tool

Element:	Description:	Notes:
NMTEACH 2A: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom? 	
NMTEACH 2B: Organizing Physical Space	<ul style="list-style-type: none"> • To what level do all students have equal access to learning resources and materials? • To what level does the classroom environment support the day's lesson? 	
NMTEACH 2C: Establishing a Culture for Learning	<ul style="list-style-type: none"> • To what level do all students exhibit a learning energy during the lesson that supports engagement? • To what level are all students encouraged to communicate with others to address learning goals? 	
NMTEACH 2D: Managing Classroom Procedures	<ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time? 	
NMTEACH 2E: Managing Student Behavior	<ul style="list-style-type: none"> • To what level are student behavior expectations consistently monitored and reinforced? 	
NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development	<ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner? 	
NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse	<ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous? • To what degree are questions designed and used to meet individual IEP goals? 	
NMTEACH 3C: Engaging Students in Learning	<ul style="list-style-type: none"> • To what level are all students engaging in the lesson's activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are all students required to be intellectually engaged with the course content? 	
NMTEACH 3D: Assessment in Instruction	<ul style="list-style-type: none"> • To what level does the teacher determine the understanding and needs of each student during the lesson? • To what level are all students aware of how they will demonstrate understanding of the content/lesson? 	
NMTEACH 3E: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> • To what level does the teacher modify instruction within the lesson/class period? 	



My Best Teacher Initial Score Sheet

Domain 2—Creating an Environment for Learning

Directions: Use either your best teacher on staff or your best observation from the past school year to score the following Domain 2 Elements. Be sure to note any evidence or artifacts that you could use to justify your answer. Be sure to use the NM Teach Rubric as you score each Element.

Element	Level of Performance— Check the Level of Performance that Best Matches the Description from the NM Teach Rubric					Justification Notes:
	I	M	E	H	EX	
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						

Notes:

Teacher Feedback Actions

Tips for Teachers to Support Effectiveness on Domain 3 Elements

Directions: Your table team will complete the row that corresponds to your assigned Element. For your element, you will:

- Give two “look for” items that should be seen in the classroom to support your assigned element
- Two (2) actions steps to give a struggling teacher to improve effectiveness
- One (1) professional development training or resource to support success on the Element

Element:	Classroom “Look Fors”:	Action Steps for Improvement:	Professional Development Resource:
3A: Communicating with students			
3B: Using questioning and discussion techniques			

Element:	Classroom “Look Fors”:	Action Steps for Improvement:	Professional Development Resource:
3C: Engaging students in learning			
3D: Assessment in instruction			
3E: Demonstrating flexibility and responsiveness			



NM TEACH

**Moving Learning Forward
Through Individual
Teacher Feedback**

Focus On Feedback: Observation Information

Strengths	Growth Areas

Target Growth Area(s) Choose one or two growth areas to target more specifically in your feedback.



School Leader Effectiveness—Observation Details

Feedback Quality	Points Earned
No feedback	0
Feedback does not highlight strengths and weaknesses.	1
Strengths and weaknesses are identified, but they are loosely related to instruction (e.g., Teacher has good energy in the classroom).	2
Actionable feedback, but no specific direction or plan provided for implementing the recommendation(s). (e.g., Teacher needs to improve questioning.)	3
Actionable feedback with specific strategies for classroom implementation. (e.g., Teacher needs to improve questioning; she can use Webb's DOK question wheel to prompt.)	4
Actionable feedback with strategies and resources to accomplish recommendation(s). (e.g., Teacher needs to improve questioning. Teacher can use Webb's DOK question wheel to prompt, and I've arranged a sub so she can visit Ms. X's class and observe her questioning techniques.)	5

Focus Feedback for Growth Area into an Actionable and Supportive Recommendation

Specific/Target Growth Area(s) What area will you focus your feedback on?	Evidence What evidence (artifact/behavior) do you have to identify this growth area?	Action/Recommendation What is your expectation and what action can the teacher take to improve their instruction? Would it be helpful to give them an example of effective use?	Support/Resources What support or resources can you provide for the teacher to advance?	Reflective Questions
Example 1 3b – Questioning strategies	Three questions were asked during 30 minutes of the lesson. All three questions were DOK level one questions.	Increase frequency and number of questions asked to students in a manner that allows all students to participate. Questions should be a variety of DOK levels to increase students’ depth of knowledge. Please submit your lesson plan that includes questioning strategies by xx date.	Check out <u>Teach Like a Champion</u> from our PD library and read the chapter and watch the video segments on Questioning Techniques. Work with our Instructional Coach or a Master Teacher on planning questions in next week’s lesson plan.	You asked the following questions How do they support higher order thinking skills? How could you increase the level of rigor of this lesson if you were to teach it again?
Example 2 Grouping and differentiation	Students were in small groups of 5. All student groups worked on the same instructional materials throughout small group time.	Using your DIBELS Next Data, place students into groups based on their oral language fluency. Provide instructional materials for each group based on their level of fluency that are designed to help them progress.	I will arrange for a sub for you to observe Mrs. Smith and how she differentiates her instruction based on DIBELS Data. Meet with her following the observation for assistance with planning in your own groups.	What are the learning needs of your students? How do the instructional strategies you used address the varied learning needs of your students?

Targeted Leading Questions to Consider

	Questions to Consider
Beginning of Conference	<p>*In general, how successful was the lesson?</p> <p>*Did the students learn what you intended for them to learn? How do you know?</p> <p>*Did you depart from your plan? If so, how, and why?</p>
Setting Goals and Objectives	<ul style="list-style-type: none"> • How do the learning goals directly align to New Mexico State Content and Common Core State Standards? • What content resources did you use to develop the lesson/activity? • In what way(s) were learning goals communicated to students? • How did you ensure expectations for learning directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions?
Environment for Learning	<p>* Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?</p>
Classroom Instruction, Activities and Student Tasks	<p>*Comment on different aspects of your instructional delivery (e.g. activities, grouping of student, materials, and resources). To what extent were they effective?</p> <ul style="list-style-type: none"> • How does the activity engage all students in a productive struggle with your content? • What are the learning needs of your students? How do the instructional strategies you used address the varied learning needs of your students? • We've been exploring_____during our professional development this year. How does

	<p>this lesson support that work? How have you incorporated __ (PD Strategy) _____ into your lessons?</p> <ul style="list-style-type: none"> ● How does this lesson fit into the work being done by your PLC/department team/grade level team? ● You asked the following questions How do they support higher order thinking skills? ● How could you increase the level of rigor of this lesson if you were to teach it again? ● If this lesson is part of a unit of study, what other activities will be part of the unit? <p>*If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?</p> <p>*If you had a chance to teach this lesson again to the same group of students, what would you do differently?</p>
<p>Formative and Summative Assessment</p>	<ul style="list-style-type: none"> ● What evidence do you have that students achieved the learning goals for the lesson? ● What formative assessment strategies were used to support your learning goals? ● How was a rubric or other criteria for success used as a tool to identify and guide student mastery? ● How did your students demonstrate their understanding of content through the activities that were used in the lesson? ● How will you use the results from your formative assessments to design future learning activities? ● Describe the data inquiry process that you use to analyze annual and short cycle assessment results to support student learning. ● How will you use the results from your summative assessments to design future learning activities?

*Denotes questions from the Post-observation Form in Teachscape.

Role Play Notes Graphic Organizer

	Notes on the Teacher	Notes on the Principal	Questions I Have
Reflection <ul style="list-style-type: none"> • How will I encourage teacher reflection? • What targeted and leading questions might I ask? 			
Present the Evidence How will I present summative data in order to have a meaningful conversation to help move learning forward?			
Identify Area(s) of Concern <ul style="list-style-type: none"> • How will I firmly state concerns? • How will I make connection to NM Teach and PDP? 			
Concrete Action Plan and Commitment <ul style="list-style-type: none"> • How will I document commitment made? • How will I make expectations clear? • What resources will I offer? 			
Set a Timeline What are my timeline dates?			



NM TEACH
OBSERVATION
RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Element	<p>NMTEACH 1A: Demonstrating Knowledge of Content</p> <ul style="list-style-type: none"> • To what level is content communicated in the lesson plan and resulting lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> • little knowledge of the content area; • minimal or no alignment to NM adopted standards; • minimal or no evidence of instructional strategies to address the needs of all students; • minimal or no evidence of differentiated instruction addressing the needs of all students; and • no IEP goals for present levels of performance.
	Minimally Effective	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> • minimal knowledge of the content area; • partial alignment to NM adopted standards; • minimal use of instructional strategies to address the needs of all students; • minimal evidence of differentiated instruction addressing the needs of all students; and • minimal focus on IEP goals for present levels of performance.
	Effective	<p>The teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> • develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; • are directly aligned to all NM adopted standards; • demonstrate familiarity with resources to enhance knowledge in each core area; • include IEP goals for present levels of performance; and • contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> • reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; • incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; • create opportunities for students to contribute to the lesson design and content; and • include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students’ home languages and cultures, when applicable; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals.
Notes:		

DOMAIN 1: PLANNING AND PREPARATION

Element	<p>NMTEACH 1B: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • To what level are activities meaningfully sequenced to support learning? • To what level are a variety of learning strategies and individual supports used within the instructional plan? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> • a sequence of learning activities that are poorly or not aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; • learning activities that are not suitable and/or are not research-based; • no variety of learning strategies and no individual student supports; and • time allocations for learning activities that are unrealistic and/or not grade-level appropriate.
	Minimally Effective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> • a sequence of learning activities that are partially aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; • learning activities that are minimally suitable and/or are minimally research-based; • a minimal variety of learning strategies and minimal individual student supports; and • time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.
	Effective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> • a sequence of learning activities aligned to all NM adopted standards and to the IEP goals for present levels of performance, as applicable; • learning activities that are suitable and/or are research based; • a variety of learning strategies and individual student supports; • time allocations for learning activities that are reasonable and/or grade-level appropriate; • learning activities that are differentiated by scaffolding content and academic language for all learners; • learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners; • opportunities for all students to participate in flexible grouping; • challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language; and • explicit use of students’ backgrounds to teach relationships among topics, concepts, and language.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain</p> <ul style="list-style-type: none"> • pedagogical practices that include flexible grouping and differentiates instruction, based on student level and IEP goals, as applicable; • questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students’ level of academic language; • learning activities that, when possible, incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; • opportunities to incorporate student-centered learning as an instructional tool; and • research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon students’ linguistic and cultural assets; • designs learning activities with various instructional groups based on instructional/IEP goals, while permitting student choice; and • engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines.
Notes:		

Domain 1: Planning and Preparation

Element	<p>NMTEACH 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> How are daily instructional outcomes (aka learning goals) communicated to all students? To what level do instructional outcomes directly align to content standards? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans (and IEP goals, if applicable) contain learning outcomes that</p> <ul style="list-style-type: none"> are not aligned with all NM adopted standards and with the IEP goals for present levels of performance as applicable; have low expectations; have a lack of conceptual understanding for students; are not grade-level appropriate; are not clearly written; and do not include viable methods of assessment.
	Minimally Effective	<p>The teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> are moderately aligned with NM adopted standards and with IEP goals but not explicitly stated to students; are suitable for some, but not all, students; are somewhat grade-level appropriate; reflect more than one type of learning but lack coordination and integration; and include some methods of assessment.
	Effective	<p>The teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> are aligned with all NM adopted standards and with IEP goals, as applicable; are explicitly stated as measureable and observable and reflect high expectations; allow for progress monitoring at least every-other week, as applicable; establish instructional processes and activities that address students’ varying abilities; address the language demands of the content; are aligned to instructional targets and IEP goals; and inform students of the content and language objectives for the lesson.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> align rigorous instructional processes and learning activities to all NM adopted standards and to IEP goals, as applicable; contain modifications, as required to ensure students are able to complete the instructional outcomes; include differentiated language demands based on individual students’ academic language proficiency levels; involve students in the process of developing instructional outcomes, based on all NM adopted standards; and address IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> demonstrates deep understanding of all grade-level, NM adopted standards and of IEP goals, when supporting SWD; ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards; models, and shares with colleagues, effective practices, including the communication of learning outcomes with students; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals.
Notes:		

Domain 1: Planning and Preparation

Domain 1: Planning and Preparation		
Element	<p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> How does the teacher utilize skills and content learned from professional development opportunities? What resources have been provided to all students to support learning? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	The teacher demonstrates <i>little or no familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Minimally Effective	The teacher demonstrates <i>some familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Effective	<p>The teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> using existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students; using resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate; and using information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and levels of learning—including academic English language proficiency.
	Highly Effective	<p>In addition to the indicators for effective, the teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> seeking out and using resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need; strategically implementing information and strategies obtained through professional development to address individual learning styles, rates, levels of learning, students’ cultural backgrounds, and/or English language proficiency; and creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; shares resources, knowledge, information, and strategies specific to colleagues’ needs and the needs of their students, including those culturally and linguistically diverse students; collects and shares content-specific research studies, practices, and resources from outside the district; provides and trains staff for school-wide initiatives using additional resources; and plans for collaboration with various instructional teams, including Indian education, the ESL and bilingual programs, special education, and general education, as appropriate.
Notes:		

Domain 1: Planning and Preparation

Element	<p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • To what level have student learning styles been addressed in the lesson? • How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> • little or no knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and/or special needs, including present levels of performance for applicable content areas and behavioral issues; • little or no evidence of using student achievement data to design activities to differentiate instruction; and • little or no knowledge of students’ learning styles.
	Minimally Effective	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> • limited knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues; • some evidence of using student achievement data to design activities to differentiate instruction; and • limited knowledge of student learning styles.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students, as applicable; • incorporates culturally-sensitive strategies into instructional planning and practice; • provides moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels; and • develops lessons using a variety of strategies to incorporate student learning styles.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, special needs—including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students; • includes students in the planning of culturally sensitive strategies and incorporates those into instructional practice; • provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels; and • uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • provides novice and struggling teachers with understanding, mentorship, and resources that address the unique learning needs of their individual students, including strategies that engage and support culturally and linguistically diverse students; and • provides training to colleagues on best practice strategies that engage and support culturally and linguistically diverse students.
	Notes:	

Domain 1: Planning and Preparation

Element	<p>NMTEACH 1F: Designing Student Assessment</p> <ul style="list-style-type: none"> • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with little or no clear criteria aligned to: instructional outcomes, to any NM adopted standards, to IEP goals as applicable, or to other student needs; • demonstrates minimal or no knowledge of assessment strategies; and • provides little or no direction to students as to how they will be assessed.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM adopted standards, is partially aligned to IEP goals, and minimally addresses other student needs; • demonstrates some knowledge of assessment strategies; and • provides some direction to students as to how they will be assessed.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • addresses student needs and plans for assessing student learning with criteria aligned to: instructional outcomes, all NM adopted standards, IEP goals, language proficiency levels—as applicable; • uses clear assessment criteria that enables students to make adjustments and provides feedback that accelerates student learning; • uses formative assessments that explicitly support instructional outcomes in both content and language; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides sponsor teacher with student progress, when applicable; and • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; and • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the sponsor teacher with student progress.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students’ content knowledge; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals.
	Notes:	

Domain 2: Creating an Environment for Learning

Element	<p>NMTEACH 2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) s and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students’ cultural backgrounds and may include</p> <ul style="list-style-type: none"> • sarcasm; • put-downs; and • conflict.
	Minimally Effective	<p>Classroom interactions between the teacher and students and among students are generally positive but may include</p> <ul style="list-style-type: none"> • some conflict; • occasional displays of insensitivity; and • occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	<p>Classroom interactions between teacher and students and among students</p> <ul style="list-style-type: none"> • exhibit politeness and respect; • support students in managing disagreements; • create and maintain an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected; and • display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.
	Highly Effective	<p>In addition to the indicators for effective, classroom interactions between the teacher and students and among students</p> <ul style="list-style-type: none"> • exhibit a high degree of respect; • reflect warmth and caring; • reflect a high degree of sensitivity to students’ cultures that may include purposeful teacher-student or student-student dialog in multiple languages; and • reflect a high degree of sensitivity to students’ levels of development.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • contributes to creating a school-wide environment of respect on campus for all students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an environment for learning for all students that are aligned with school and district goals and that may include culturally and linguistically responsive interventions and support programs.
Notes:		



Domain 2: Creating an Environment for Learning

Element	<p>NMTEACH 2B: Organizing Physical Space</p> <ul style="list-style-type: none"> To what level do all students have equal access to learning resources and materials? To what level does the classroom environment support the day's lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> it is potentially unsafe; students do not have access to learning or materials; and it lacks alignment between the environment and the lesson's activities.
	Minimally Effective	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> ensures essential learning is accessible to most students; demonstrates a moderate use of physical resources, including technology; and it is partially aligned to the lesson's activities.
	Effective	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> essential learning is accessible to all students; the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; evidence of student learning is posted; learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; and provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.
	Highly Effective	<p>In addition to the indicators for effective, the teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; and students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> demonstrates the skillful and appropriate use of technology for colleagues and community members; helps colleagues arrange their environment so learning is accessible to all students; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, such as preferential seating, study carrels, quiet areas, technology, etc.
<p>Notes:</p>		



Domain 2: Creating an Environment for Learning

Element	<p>NMTEACH 2C: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • To what level do all students exhibit a learning energy during the lesson that supports engagement? • To what level are all students encouraged to communicate with others to address learning goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> • a negative culture for learning, including a low teacher commitment to the subject; • low expectations for student achievement and engagement; and • little or no student effort.
	Minimally Effective	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; and • students and teacher “going through the motions” to be compliant.
	Effective	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> • high expectations for all students with a high level of teacher commitment to the subject; • norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue; • supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; • authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; and • student commitment to the subject and demonstration of pride in their efforts.
	Highly Effective	<p>In addition to the indicators for effective, the classroom culture is characterized by</p> <ul style="list-style-type: none"> • high levels of enthusiasm for the subject by teacher and students; • students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); and • students being encouraged to reflect on their personal learning and growth.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • promotes and organizes school-wide learning opportunities and a culture of learning among all stakeholders; • researches and shares strategies that promote student ownership of learning; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing a culture of learning.
	Notes:	



Domain 2: Creating an Environment for Learning

Element	<p>NMTEACH 2D: Managing Classroom Procedures</p> <ul style="list-style-type: none"> To what level is the classroom culture and routine maximizing instructional time? To what level does the teacher use developmentally appropriate procedures to maximize instructional time? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>A majority of instructional time is lost due to</p> <ul style="list-style-type: none"> inefficient classroom routines; inefficient procedures for transition; inefficient use of supplies and materials; and use of developmentally inappropriate procedures.
	Minimally Effective	<p>Some instructional time is lost due to</p> <ul style="list-style-type: none"> partially effective classroom routines and procedures that may or may not be developmentally appropriate; partially effective routines for transition; and partially effective use of supplies and materials.
	Effective	<p>Little instructional time is lost because of</p> <ul style="list-style-type: none"> established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; routines and procedures that are designed to keep students’ interest, maximize learning, and assist in transitions; and implementation of a well-organized system for accessing materials, including supplies and manipulatives.
	Highly Effective	<p>Almost no instructional time is lost because of</p> <ul style="list-style-type: none"> students’ internalization of daily routines; students’ taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; and implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> contributes to a culture of student ownership of school-wide operations; models and assists colleagues and students in creating classroom procedures that are culturally and linguistically responsive and student centered; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing classroom procedures.
Notes:		



Domain 2: Creating an Environment for Learning

Element	<p>NMTEACH 2E: Managing Student Behavior</p> <ul style="list-style-type: none"> To what level are student behavior expectations consistently monitored and reinforced? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>There is no evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> lack of a plan for student behavior or classroom management; little or no teacher monitoring of student behavior; responses to student misbehavior that are repressive or disrespectful of student dignity; and lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.
	Minimally Effective	<p>There is minimal evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> some evidence of a student behavior management plan; minimal effort to monitor students’ behavior; inconsistent response to student misbehavior; and unsuccessful implementation of the student’s FBA/BIP strategies, when applicable.
	Effective	<p>The teacher designs standards of conduct that</p> <ul style="list-style-type: none"> are supported by an effective student behavior management plan with students’ knowledge of their roles; create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation; are communicated clearly and modeled to all students; and ensure responses to student misbehavior are consistent, respect the students’ dignity, are sensitive to cultural differences, and are in accordance to the student’s FBA/BIP strategies, when applicable.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> allows student ownership of the plan; creates opportunities for students to lead the implementation of the student behavior management plan; provides evidence of students’ participation in setting conduct standards and monitoring their own behavior; monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; and responds with sensitivity to individual student needs and according to FBA/BIP, when applicable.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> models and assists colleagues and students in creating school-wide student behavior procedures; engages actively in the monitoring of school-wide student behavior; models and facilitates positive behavior for stakeholders, including families, colleagues, and community members; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing student behavior that are aligned with school and district goals; and monitors student behavior preventively, so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP, when applicable.
Notes:		



Domain 3: Teaching for Learning

		<p>NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development</p> <ul style="list-style-type: none"> To what level are directions clearly delivered and understandable? To what level is content communicated in a clear, concise manner? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>
Level of Performance	Ineffective	<p>The communication and delivery of expectations for learning, directions, procedures, and explanations of content are <i>not present</i> or are <i>unclear</i> and/or <i>confusing</i> to students.</p>
	Minimally Effective	<p>The communication and delivery of expectations for learning, directions, procedures, and explanations of content are <i>limited, vague, and/or lack clarity</i>.</p>
	Effective	<p>The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; instructions and procedures that are consistent and anticipate possible student misconceptions; content that is delivered and differentiated by including the use of the students’ academic English language proficiency levels and/or IEP goals, as applicable; and use of opportunities to connect to students’ cultural and linguistic background knowledge.
	Highly Effective	<p>In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> strategies for students to interact with each other and offer feedback to peers; grade-level appropriate, understandable language with scaffolds that support students’ language and academic proficiency levels and IEP goals for content and explanation of academic tasks; ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; intentionally creating connections to students’ cultural and linguistic background knowledge; and opportunities for students to lead and direct lesson components.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> contributes to, and directs, ongoing and consistent communication with all students, staff, and community members; creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class, while respecting the culture, language, and level of development of the student; and engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information, and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development.
Notes:		



Domain 3: Teaching for Learning

Element	<p>NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous? • To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; and • elicit limited student participation and recitation rather than discussion.
	Minimally Effective	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; and • do not include a system that allows all students to respond.
	Effective	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students’ developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; and • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; and • include the use of prompts to support students’ responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> • are shared with colleagues in mentoring and support contexts; and • are shared with parents and community members.
Notes:		

Domain 3: Teaching for Learning

Element	<p>NMTEACH 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> • To what level are all students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are all students required to be intellectually engaged with the course content? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>Activities, assignments, materials, pacing, and grouping of students are <i>inappropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>low</i> student engagement.</p>
	Minimally Effective	<p>Activities, assignments, materials, pacing, and grouping of students are <i>somewhat appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>moderate</i> student engagement in which</p> <ul style="list-style-type: none"> • the teacher does not connect the lesson to prior understanding; • the lesson activities do not align with the desired learning outcomes; • the lesson structure is not fully maintained; and • the pacing is somewhat appropriate for some learners.
	Effective	<p>Activities, assignments, materials, pacing and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>good</i> student engagement in which</p> <ul style="list-style-type: none"> • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; and • students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.
	Highly Effective	<p>In addition to the indicators for effective; activities, assignments, materials, pacing, and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>high intellectual student engagement</i> in which</p> <ul style="list-style-type: none"> • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; and • the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works; and • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning.
	Notes:	



Domain 3: Teaching for Learning

Element	<p>NMTEACH 3D: Assessment in Instruction</p> <ul style="list-style-type: none"> To what level does the teacher determine the understanding and needs of each student during the lesson? To what level are all students aware of how they will demonstrate understanding of the content/lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>Assessments are <i>infrequently</i> used in instruction and</p> <ul style="list-style-type: none"> are rarely monitored by the teacher for student progress or to offer feedback; and students are rarely informed of assessment criteria.
	Minimally Effective	<p>Assessments are <i>occasionally</i> used to inform instruction and</p> <ul style="list-style-type: none"> provide limited or irrelevant feedback; students are occasionally informed of assessment criteria; and are occasionally monitored by the teacher for student progress.
	Effective	<p>Assessments are <i>consistently</i> used to inform instruction and</p> <ul style="list-style-type: none"> contain clear performance criteria that are communicated effectively to students; align to the learning outcomes; contain differentiated assessment strategies/instruction; allow the teacher to check for understanding throughout the lesson and use techniques that are based on students’ academic language needs and developmental level of readiness; and allow the teacher to provide descriptive feedback in a timely manner.
	Highly Effective	<p>In addition to the indicators for effective, assessments are used in a <i>sophisticated manner</i> to drive instruction, and there is a method to</p> <ul style="list-style-type: none"> establish, support, and model the use of assessments as tools for improved learning and communication to students; engage students in analyzing and evaluating assessment data and information to improve learning; systematically gather and use assessment data to inform and guide instruction; ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; provide feedback that can be used by students in their learning; support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; involve students in establishing assessment criteria; engage students in setting and monitoring targets for learning and academic language development related to the content; and support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction; and leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively.
Notes:		



Domain 3: Teaching for Learning

Element	<p>NMTEACH 3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> To what level does the teacher modify instruction within the lesson/class period? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, E Ls, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> disregards students’ learning needs; adheres to the instructional plan, even when a change would maximize learning; and does not accept responsibility for students’ lack of academic progress.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> accepts minimal responsibility for student success; attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; and does not use strategies to support diverse learners.
	Effective	<p>The teacher modifies the instruction within the lesson/class period by</p> <ul style="list-style-type: none"> promoting successful learning of all students; modifying instruction according to applicable IEPs; adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students’ needs, proficiency, cultures and/or experiences; and adjusting the lesson based on periodic checking for understanding and/or formative assessments of all students.
	Highly Effective	<p>In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by</p> <ul style="list-style-type: none"> seizing opportunities to enhance learning by building on a spontaneous event or student interests; creating opportunities for student-led instruction, discussion, and/or questioning; appealing to student interests and making cultural connections to learning outcomes; and ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.
	Exemplary	<p>In addition to indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> reflects on classroom practice and uses students’ participation and responses to pace and adjust lessons during instruction; enhances students’ depth of knowledge through the use of activities and resources that show connections to students’ cultures, experiences, and level of development; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating flexibility and responsiveness; and creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness.
Notes:		

Domain 4: Professionalism

Element	<p>NMTEACH 4A: Communicating with Families</p> <ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely adheres, or does not adhere, to the district’s/school’s requirements for communicating with families; • provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students; • rarely responds, or does not respond, to family concerns; and • displays occasional insensitivity to cultural norms.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • minimally adheres to the district’s/school’s requirements for communicating with families; • does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress towards goals for all students; • minimally responds to family concerns; and • displays inconsistent sensitivity to cultural norms.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • fully adheres to the district’s/school’s requirements for communicating with families; • conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; • communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families; • is available, as needed, to respond to family concerns; and • uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting SWD and uses the student’s home language or a translator when possible.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELL Parent Report, as applicable; • clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD, using specific examples of student progress based on data in parent-friendly language, as applicable; and • responds to family concerns with professionalism and cultural sensitivity.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • works with school and/or district leadership to create a family-friendly school climate and student-/community-centered policies; • participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations; • assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families.
	Notes:	



Domain 4: Professionalism

Element	<p>NMTEACH 4B: Participating in a Professional Community</p> <ul style="list-style-type: none"> • How willing and committed is the teacher to participate in the professional community? • How collegial and productive are the teacher’s relationships with her/his colleagues? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • avoids participation in a professional community or in school and district events and projects; and • demonstrates relationships with colleagues which are negative and/or unprofessional.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates minimally in a professional community and in school and district events and projects when specifically requested; • maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students; and • interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates actively in a professional community and in school and district events and projects; • maintains positive and productive relationships with colleagues; • provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.); • consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and about instructional strategies for culturally and linguistically diverse students, as applicable; and • participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • makes a substantial contribution to the professional community and in school and district events and projects; • shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives and strategies for sheltering academic language and research-based strategies that address student learning; and • works with other teachers to monitor IEP objectives addressed in the regular classroom.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • actively engages in ongoing research, leads study groups or professional development, and identifies effective practices for school and/or district implementation; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for participating effectively in a professional community; and • actively promotes positive and productive interactions between colleagues and within the school community.
Notes:		



Domain 4: Professionalism

Element	<p>NMTEACH 4C: Reflecting on Teaching</p> <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL students and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely or never accurately assesses the effectiveness of his/her instructional practices; • lacks an awareness of how instructional practices can be improved; and • rarely or never uses data to reflect on his/her instructional practices.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • provides a partially accurate and objective description of instructional practices with some evidence; • makes general, non-specific suggestions as to how instructional practices might be improved; and • occasionally uses data to inform and modify instructional practices.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • provides an accurate and objective description of instructional practices with specific evidence, such as progress monitoring within evidence-based specialized instruction; and • provides specific suggestions as to how instructional practices might be improved, based on students’ progress and use of assessment data.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • consistently reflects on instructional practices thoughtfully and accurately with specific evidence, such as progress monitoring within evidence-based specialized instruction; • draws from an extensive repertoire of instructional practices in support of all students; • suggests alternative instructional practices and predicts the likely success of each; and • uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • collaborates with colleagues to reflect on, and apply, the necessary modifications for instructional practices that address the academic and linguistic needs of all students; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for effective instructional practices; and • explains to students, parents, and colleagues how and why assessment data is used to inform and direct instructional practices.
<p>Notes:</p>		



Domain 4: Professionalism

Element	<p>NMTEACH 4D: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • How high are the teacher’s professional standards and practices? • To what level is the teacher willing to comply with district and school rules and regulations? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • displays a lack of professionalism based on self-serving interests; • instigates or contributes to practices that are negative and/or harmful to students or colleagues; • rarely complies, or fails to comply, with district/school regulations and timelines; and • contributes to school practices that do not support all students and the goals and mission of the learning community.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • displays minimal professionalism by making decisions and recommendations based on the needs of some students; • condones or supports practices that are negative and/or harmful to students or colleagues; • minimally complies with district/school regulations and timelines; and • occasionally contributes to school practices that do not support all students and the goals and mission of the learning community.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • displays a high level of professionalism by making decisions and recommendations based on the needs of all students; • promotes a positive working/learning environment for students, colleagues, and community members; • demonstrates knowledge of applicable laws, policies, regulations, and procedures related to all students; • consistently follows district/school regulations and timelines and maintains accurate documentation; • promotes a safe environment when monitoring students and activities; • works to achieve equitable learning and achievement outcomes for all students; and • contributes to school practices that support all students and the goals and mission of the learning community.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community; • works with colleagues to create activities promoting a positive school environment; • assists in designing school practices that honor all students and the goals and mission of the learning community; and • models advocacy for, and instructs, all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students; • demonstrates and shares extensive current knowledge of applicable laws, policies, regulations, and procedures; • creates systems to promote a culture of professionalism that supports the school community; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies that demonstrate professionalism in the school community.
Notes:		



Domain 4: Professionalism

Element	<p>NMTEACH 4E: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely participates, or does not participate, in professional development activities; • makes no effort to share knowledge with colleagues; and • demonstrates resistance to feedback from supervisors and/or colleagues.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates minimally in professional development activities that are convenient and/or are required; • makes limited attempts to share knowledge with colleagues; and • accepts feedback from supervisors and colleagues with some reluctance and/or resistance.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • accepts opportunities for professional growth, based on identified areas in need of improvement; • implements evidence-based strategies learned in professional development sessions; • actively reads and applies current research in areas of greatest impact for all students; and • accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • actively pursues professional development opportunities; • initiates activities to share expertise with others, including evidence-based instruction; • seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, ELs, special education, and bilingual education, as applicable, in order to make instruction accessible and understandable for all students; and • expands on feedback from supervisors/colleagues and uses it to directly improve instruction.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • designs and leads professional development for the school community; • provides feedback to colleagues and supervisors in a positive, constructive manner; and • creates opportunities to engage and mentor colleagues by sharing knowledge, information, and strategies that support all students to become proficient in the academic language and content knowledge to be learned.
	Notes:	



Domain 4: Professionalism

Element	<p>NMTEACH 4F: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • How efficient and accurate are the teacher’s record-keeping systems? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • does not have a record-keeping system in place for instructional and non-instructional records; or • has a system in place, but it is in disarray and therefore, non-functional; and • maintains records containing inaccurate information.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • has a rudimentary and partially complete record-keeping system for instructional and non-instructional records; and • maintains records that are mostly accurate, but not up-to-date.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • maintains an efficient system for both instructional and non-instructional records, including reports, and/or status of current IEP objectives, as applicable; • ensures information from records is accurate and up-to-date, including academic and language proficiency-level data, when supporting culturally and linguistically diverse students; • develops and monitors IEP objectives that correspond with present levels of student performance, as applicable, and allows for continuous student progress; • ensures that the grading, assessment practices, and record-keeping systems are effective in serving academic and language learning goals; • assists with pre-referral and referral timelines, as applicable; and • stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • supports students to efficiently maintain personal instructional and non-instructional records; • maintains accurate and up-to-date records that are used constructively by students and teachers; • supports the ability of students to contribute information and interpret their own instructional records; • shares language development and IEP objectives and goals clearly with all stakeholders, as applicable; and • provides and shares accurate documentation to support student progress towards goals with stakeholders.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • establishes systems for record keeping that are recognized by the school community as efficient and are used as a model for teachers; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an efficient system of maintaining accurate instructional and non-instructional records.
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Ivy Alford is the Director of State Services for School Improvement with the Southern Regional Education Board, where she leads the work in effective implementation of the *High Schools That Work* and *Making Middle Grades Work* initiatives in New Mexico. Currently serving more than 1,200 sites in 31 states, the *HSTW* and *MMGW* frameworks are joined in their goal to prepare students for educational and workforce readiness by not only improving curriculum and instruction in high schools and middle grades, but by instituting school and classroom structures that promote student engagement, supporting effective middle and high school transitions, raising performance in low-performing and urban high schools, and increasing standards in career/technical education. Additionally, SREB is currently working with states and institutions of higher education to improve the preparation of new and emerging school leaders.

Prior to her work with SREB, Mrs. Alford served as a high school and university mathematics teacher, high school administrator, and coordinator for professional development and school improvement for the Louisiana Department of Education. Mrs. Alford has also participated in both state and university leadership programs and has worked with the Louisiana Department of Education to revise and enhance high school mathematics standards and Louisiana's Grade Level Expectations (state pacing resources). Mrs. Alford was introduced to the *High Schools That Work* Framework in 1990 and has used the 10 Key Practices to support improvement efforts within all job duties since that time.

The SREB is providing services to states, districts and schools that are seeking for implementation of the **Common Core State Standards (CCSS)** through its school improvement division, *High Schools That Work (HSTW)* and *Making Middle Grades Work (MMGW)*, with support from its partnership with the **Gates Foundation**. The Common Core State Standards create a set of identified learner outcomes that will require enhanced instructional effectiveness. They provide a benchmark; however, teachers lack tools to bridge the gap from current practice to the new requirements. Tools that will improve schools if they are implemented with intention, effort, and accountability are needed if schools are to be successful in teaching and learning to CCSS. SREB's Literacy Design Collaborative and Mathematics Design Collaborative provide teachers with tools to better understand the Common Core and to design effective instructional

units that both address the Common Core and meet the expectations for College and Career Readiness.

Recently SREB has worked to support the state of New Mexico's efforts to support classroom best practices through the NMTEACH Observation Process. Mrs. Alford has worked to support both administrators and teachers to better understand the Elements of the NMTEACH Observation Rubric and the specific Best Practices that can be implemented in classrooms to enhance student learning experiences. The focus of SREB's work with NMTEACH is to provide focused feedback and support for teachers to improve the educational experiences of all New Mexico students.

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With a strong belief in quality public education and that all students can learn with high expectations, quality instruction, and strong leadership, Yvonne Garcia has been the principal of three comprehensive high schools in the Albuquerque Public School District. Currently, she is a School Improvement Consultant for Southern Regional Education Board.

The high schools where she was principal have varied demographics and unique needs, Yvonne focused on collaboration with stakeholders in building upon their strengths, refocusing their weaknesses and developing a plan for the continuous improvement of the teaching and learning process in order to move students forward.

In the three years at Rio Grande, graduation rates, test scores, daily attendance and enrollment improved, while incidents of gang activity, discipline referrals and tardies declined. Though the Rio Grande community is proud and rich in tradition, an unstable administration in the years before Yvonne Garcia became principal compounded the many challenges faced by student, with the Class of 2012 had five principals in four years. This instability in leadership fueled a lack of trust, pushing many families to send their children to other schools and resulting in an enrollment drop of nearly 300 students a year. Yvonne Garcia and her team succeeded in winning back this trust, and as a result saw a steady increase in enrollment.

Before moving to Rio Grande, Yvonne had the unique opportunity to open a large comprehensive high school, working closely with district support services and departments, accentuating the critical role we all play in providing effective education for our students. The responsibilities as the first principal at Volcano Vista high School ran the gamut from picking out furniture to developing instructional standards to hiring staff, all with the intent of creating an exemplary learning culture.

In the five years at VVHS, she and her team implemented many educational reforms including ninth-grade and career academies, interdisciplinary lessons structures, shared teaching methods and core content assessments. They implemented school-wide shared teaching strategies such as Cornell note-taking, RACE responses (Restate, Answer, Cite and Respond), common rubrics and data collection in all content areas. Volcano Vista teachers also collaborated in Professional Learning Communities (PLCs), prior to the district mandate, where they selected, improved and adjusted teaching strategies to focus on student achievement based on the results of common assessments in all content areas.

As principal of Eldorado High School, Yvonne Garcia led reform issues including the ninth grade academy, career-focus areas, block scheduling, increased staff development, and a modified instructional program in a very traditional school and neighborhood. A strong common mission was the guide to continue for academic plans and annual goals that positively affected student achievement.

Yvonne also graduated from the Superintendents Leadership Academy through the Association of Latino Administrators and Superintendents (ALAS). The year-long training and preparation program included coaching and mentoring from high-powered successful practitioners with skill development in the areas of leadership, governance issues, strategic planning, curriculum instruction, assessment, management systems, characteristics of equity, and working in the community.

With a great desire and experience in working with other principals, Yvonne has served in many mentor and training roles such as the lead high school principal for APS, which involved planning and facilitating monthly meetings, problem-solving, and providing professional development opportunities. Yvonne Garcia's most recent position continues this practice with the Southern Regional Education Board – High Schools That Work. In this most current position, Yvonne Garcia works with principals and leadership teams primarily through the NMTEACH administrator training system. Using the NMTEACH Rubric as a common tool for educators, she works to develop and implement training to improve the teaching and learning process through focused feedback and support for teachers.