

Albuquerque Public Schools
Legislative Education Study Committee
October 14, 2014

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the educator Effectiveness System (EES) for teachers and principals this school year.

July 17, 2012 – Original APS comments on proposed teacher evaluation rule (print email)

May 7, 2013 – Original Alternative Plan submitted to PED (print email)

May 9, 2013 – Joint meeting with APS and RRPS Boards of Education to discuss teacher evaluation

June 21, 2013 – Attend PED webinar about information regarding district teacher evaluation plans

June 24, 2013 – PED Denial of APS Alternative Plan (print email from Tennyson)

June 28, 2013 – APS Alternative Plan 2.0 submitted to PED (print email)

June 3 & 4, 2013 – APS administrators attend PED training on NMTEACH rubric

July 24, 2013 – Attend Teachscape Training

August 5, 2013 – information exchange between PED and APS regarding ability to determine our alternative plan (print email between Montano)

August 14, 2013 – Teachscape training for Teachscape Reflect Module – district administrators

August – December 2013 – Fix school rosters for accurate teacher lists for observations

August 22, 2013 – follow up email to morning phone call regarding default state evaluation plan, school grades achievement data and APS adoption of state default plan

August 29, 2013 – PED memo on EOCs

September 3, 2013 – Teachscape training for Teachscape Reflect Module – elementary principals

September 10 & 13, 2013 – Teachscape training for Teachscape Reflect Module – secondary principals

October 1 & 3 – APS Town Hall

October 4, 2013 – PED updates website after AAC call

October 7, 2013 – PED update via email to superintendents statewide with PowerPoint

October 15, 16, 23, 24 – Teachscape Learn Training

October 15, 2013 – PED update via new PED memo

October 17, 2013 – APS Town hall with updated PowerPoint

October 21, 2013 – APS Town Hall

October 28, 2013 – PED update for graduation requirements and ADC flexibility for science

November 1, 2013 – First Observation (Domain 2 & 3) Due

November 4, 2013 – APS Town Hall with updated PowerPoint

December 20, 2013 – Second Observation (Domain 2 & 3) Due and Domain 1 & 4 Due

January 13 & 14, 2014 – Calibration Training

February 24 – 27, 2014 – Calibration Training

April 15, 2014 – Third Observation (Domain 2 & 3) Due and Domain 1 & 4 Due

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May 2, 2014 – APS releases APS summative evaluations forms to teachers
May 15, 2014 – PED Summative Evaluation Reports released to Superintendent
May 16, 2014 – PED Summative Evaluation Reports released to school administrators
May 27 – 29, 2014 – Year 2 Three Day PED NMTEACH Evaluation Training
June 3, 2014 – EOC VAS posted to evaluation website
August 19 – 21, 2014 – Year 2 Three Day PED NMTEACH Evaluation Training
September 16 – 18, 2014 – Year 2 Three Day PED NMTEACH Evaluation Training
September 2 – 4, 2014 – Calibration Training
September 9 – 12, 2014 – Calibration Training

2. Which online system does your school district/charter school use to help implement the EES?

Teachscape

Does your school district/charter school plan on using this system next year?

Yes

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;

Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and

Group C: teachers who teach in kindergarten, first, and second grades.

Please outline the number and percent of each group's effectiveness ratings (i.e. exemplary, highly effective, effective, minimally effective, or ineffective).

Please see **Attachment 1**

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:

Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and

Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

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Albuquerque Public Schools did not evaluate its principals using the NMTEACH system for the 2013-2014 school year due to teacher evaluation data being unavailable at the time principal evaluations were due to principals.

Additionally, Deans of Students and Athletic Directors do not evaluate or supervise teachers in APS so they are not considered administrators in the NMTEACH system.

5. Has your school district/charter school shared the data and results of the “District Educator Effectiveness Summative Report” with your teachers and principals? Why or why not?

Yes, however APS did not require teachers to sign the summative reports. APS developed a district evaluation report that referred teachers back to their information in Teachscape. It was released to teachers on May 2, 2014. This form is what APS used to rehire teachers. The form is **Attachment 2**.

District level staff was given access to the summative reports at 5:00 p.m. on Thursday, May 15, 2014. Although there was concern at the district level about the accuracy of the reports, there was not time prior to the end of the school year to review each summative report. School was released and teachers completed their contract one week after the district staff gained access to the reports. NMPED sent information directly to principals on how to access the evaluations for teachers at their schools on Friday, May 16, 2014.

Not all teacher’s summative reports were available at their 2013-2014 school site. Summative reports were attached to the school where the teacher had 2012-2013 student achievement measures. There were approximately 375 teachers missing from the APS master list and several hundred at the incorrect APS schools. APS also had the summative reports for approximately 75 teachers who were employed at other districts.

6. Did your school district/charter school participate in the New Mexico’s Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.

APS did not participate in the PED New Mexico Teacher and School Leader Evaluation Pilot Project for EES. However, APS did initiate a pilot of its own teacher evaluation system which tied a portion of the teacher’s overall performance to student performance. APS initiated this pilot as a result of receiving the School Improvement Grant from the Federal Government. APS presented this information to the LESC on November 15, 2012. The presentation is attached for your information as **Attachment 3**.

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

There have been concerns raised by APS special education teachers regarding the NMTEACH rubric and its inability to address special circumstances, educational plans and special needs of teachers in special education classrooms who are teaching a prescribed curriculum program. Though APS believes NMTEACH does a good job in addressing best teaching practices for the majority of our teachers, it can place principals

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in a difficult position when the rubric is taken literally and the principal then observes a special education teacher teaching a prescribed curriculum program. APS has added vocabulary to the NMTEACH rubric to address the special situations that occur in special education classrooms. This practice is aligned with Charlotte Danielson, the researcher's work in which NMTEACH is based. Danielson has created specific rubric scenarios for special education teachers. APS believes that the conversation about whether or not to provide additional flexibility in the literal interpretation of the NMTEACH rubric for special education teachers is a valuable one and one that stakeholders ought to engage in. The work APS has completed on the rubric can be found in [Attachment 4](#).

Positives

- APS appreciates the intent of the NMPED observation system to improved teaching and student learning. The district looks forward to continuing to engage in meaningful dialogue to achieve the best outcome of the total evaluation system.
- Implementation of the NMTEACH rubric resulted in principals and assistant principals attending classroom sessions and monitoring the teaching practices of our teachers more often leading to:
 - Increased accountability for the principal to be in the classroom.
 - Increased standardization in the expectations of observations resulting in more standardized feedback.
 - More courageous conversations with teachers to increase student learning.
- Calibration trainings have increased principal collaborative discussion on good teaching practices and increased knowledge of pedagogy.
- Observations have resulted in immediate feedback and support for struggling teachers.
 - APS placed teachers on support plans after one observation if the teacher did not score effective.
 - For information about support plans APS immediately placed teachers on after one observation in the 2013-2014 school year, please see [Attachment 5](#).
 - For information about mandatory improvement plans APS will place teachers on as a result of their PED summative evaluation from the 2013-2014 school year, please see [Attachment 6](#).
- School districts now maintain the Teachscape teacher rosters instead of sending requests to Teachscape. This has decreased the turn around and made sure rosters are accurate more quickly but has required additional staff.
- Attendance has improved in APS but the district questions the quality of instruction if teachers attend school ill.
 - PED worked with APS to correct FMLA leave that was incorrectly submitted by the district.
 - PED worked with APS to correct original attendance that did not include personal leave – a form of leave PED does not exclude from the attendance portion of the report.

Negatives

- Training and timelines for implementation of the NMTEACH observation rubric and Teachscape system were rushed and made the observation process initially cumbersome – this was ameliorated throughout the school year as principals and teachers gained experience with the rubric.
- APS was still working with Teachscape to finalize school rosters for teachers to be observed until late December. Those updates had to be done on a regular basis throughout the spring semester, summer and today.

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- Implementation of NMTEACH and Teachscape required APS to hire additional staff including:
 - A district evaluation coordinator
 - Additional assistant principals
- Student achievement data is weighted too heavily in the NMTEACH framework. APS would like to collaborate with stakeholders to reduce student achievement measures to a 35% maximum of the overall summative evaluation.
- There is lack of transparency in the student achievement portion of the summative evaluation reports. APS is not questioning the validity of the VAM model because we do not believe we have the expertise to question it. APS continues to question and seek clarification related to the data set used to run the VAM:
 - Students were double counted for teachers.
 - There is no guidance on which course numbers assigned to teacher were pulled from STARS to attach student achievement information.
 - Teachers have student achievement measures included from years they were classified as a long term substitute prior to being hired as teachers.
 - Ninth grade teachers received value added scores based on SBA even though there is no SBA administered in ninth grade.
 - Preliminary value added scores released by PED for districts to use on April 17, 2014 was never made final for districts to release to principals and teachers for review.
 - EOC value added scores released June 3 do not indicate the name of the EOC.
 - There is no guidance document/technical manual released by the PED explaining the methodology used to collect student data for the VAM
- Group C teachers were moved to Group A without APS knowledge and were labeled as having SBA and EOC data when the label should have been DRA (the short cycle assessment). This changed the performance level of many teachers although it did not change graduated considerations or the percentage of student achievement for the teacher.
 - None of the underlying data changed for the teachers but 211 had a changed in their performance ranking.
 - PED is aware of this issue and is working to ensure it does not occur again next school year.
- Graduated considerations, though its implementation was meant to accommodate teachers without student achievement measures, have created a confusing system where teachers receive more credit for different portions of their evaluation than their colleagues.
 - There were 808 potential errors in correct tags for APS teachers on graduated considerations.
- Summative evaluation reports can be exported as a word document and the PED has directed districts that they can make changes to the word document. However, if the district changed information it would create inconsistencies with the state database. Which evaluation would be considered correct?
- APS believes there are confidentiality issues with districts and administrators having access to evaluation reports in Teachscape of teachers who they do not supervise.
- APS questions end of course exam development and the reliability and validity of end of course exams to curriculum standards.
- Because teacher attendance is prorated on a per day basis, attendance requirements create conflicts with local bargaining agreements and related absence policies.

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Moving Forward

APS has a new commitment to working collaboratively with the PED to address concerns the district had in the 2013-2014 school year. The concerns described in this report are those APS experienced *last school year*. APS does not assume that just because the district had these issues last year, the district will have them during the current school year.

The PED has already shown commitment to this new relationship by allowing APS more flexibility with the district approved evaluation plan for the 2014-2015 school year. For example, even though APS does not have two administrators in each school to complete two observations by two different observers, PED is still allowing APS to only have two observations rather than three. We have clarified this information in the APS FAQ to our staff and have tried to improve communication regarding the PED system. This can be found in **Attachment 7**.

We look forward to continuing this dialogue with the PED, the NM Legislature, APS administrators and teachers to improve the evaluation system with the intent of guaranteeing the best outcome for students and practitioners.

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Number of Schools per Grade Level: some school grade level counts differ because locations like CEC, CNM only have students in some of the grade levels not all 9-12. Also schools like Edward Gonzales ES that have split grade levels.

Total Number of Teachers per Grade Level: The Counts tab of **Attachment 8** contains grade level counts for ES teachers assigned to an identifiable grade level K-5, but many of the classes are K-5 Combo or K-5 Sped, etc. can't be classified by grade level. The **ES Other** column is the count of those teachers assigned to those type classes. Same for the **others** column count, they are teachers assigned to a class where the grade of kiddos they teach vary.

Total Number of Schools: 154 (includes all alternative schools)

Number of Schools per Grade Level:

P1 - 30
P2 - 30
PK - 26
K - 94
01 - 92
02 - 93
03 - 94
04 - 93
05 - 95
06 - 33
07 - 34
08 - 36
09 - 26
10 - 28
11 - 27
12 - 26
C1 - 10
C2 - 9
C3 - 9
C4 - 6
T1 - 1
T2 - 1
T3 - 1
T4 - 1

Total Number of Students by School and Grade Level: See **Attachment 9**

Total Number of Students: 88,122 as of 10.01.2014

Total Number of Teachers per Grade Level: See **Attachment 8.**

Number of Principals and/or Assistant Principals:

- Principals: 151
- Assistant Principals: 118

Attachment 1

ALBUQUERQUE PUBLIC SCHOOLS

The data below represents the teacher summative evaluations assigned the Albuquerque Public Schools on four different dates. It does not include data from APS approved charters. The May data was taken prior to the correction made by PED to place teachers at their correct districts and prior to corrections being made based on APS resubmission of attendance data. The August 8 information illustrates the impact of moving 700 Group C teachers to Group A. The August 15 data indicates a decrease in the number of ineffective teachers from 182 to 111, a decrease in the number of minimally effective teachers from 953 to 912 and subsequent increase in the number of effective and highly effective teachers. Yellow indicates a change in percentage

INEFFECTIVE 2013-2014 NMPED Summative Reports

DATE	Total in Group	Ineffective	%Inef	DATE	Total in Group	Ineffective	%Inef	DATE	Total in Group	Ineffective	%Inef	DATE	Total in Group	Ineffective	%Inef
May	5355	126	2%	17-Jun	5606	124	2%	August 8	5616	182	3%	August 15	5616	111	2%
Grp A, EL	1387	17	1%	Grp A, EL	1391	18	1%	Grp A, EL	2170	28	1%	Grp A, EL	2170	22	1%
Grp A, HS	785	47	6%	Grp A, HS	806	42	5%	Grp A, HS	772	43	6%	Grp A, HS	772	40	5%
Grp A, MS	779	21	3%	Grp A, MS	786	22	3%	Grp A, MS	879	27	3%	Grp A, MS	879	24	3%
Grp B, EL	319	5	2%	Grp B, EL	488	13	3%	Grp B, EL	377	10	3%	Grp B, EL	377	8	2%
Grp B, HS	512	15	3%	Grp B, HS	538	11	2%	Grp B, HS	581	9	2%	Grp B, HS	582	5	1%
Grp B, MS	463	2	0%	Grp B, MS	483	2	0%	Grp B, MS	378	9	2%	Grp B, MS	378	9	2%
Grp C, EL	1110	19	2%	Grp C, EL	1114	16	1%	Grp C, EL	378	3	1%	Grp C, EL	378	0	0%
								Grp U, U	78	3	4%	Grp U, U	78	3	4%
								Grp A, U	3	0	0%	Grp A, U	3	0	0%

MINIMALLY EFFECTIVE 2013-2014 NMPED Summative Reports

DATE	Total in Group	Minimally Effective	%ME	DATE	Total in Group	Minimally Effective	%ME	DATE	Total in Group	Minimally Effective	%ME	DATE	Total in Group	Minimally Effective	%ME
May	5355	1060	20%	17-Jun	5606	1025	18%	August 8	5616	953	17%	August 15	5616	912	16%
Grp A, EL	1387	227	16%	Grp A, EL	1391	198	14%	Grp A, EL	2170	344	16%	Grp A, EL	2170	327	15%
Grp A, HS	785	199	25%	Grp A, HS	806	181	22%	Grp A, HS	772	180	23%	Grp A, HS	772	173	22%
Grp A, MS	779	218	28%	Grp A, MS	786	214	27%	Grp A, MS	879	245	28%	Grp A, MS	879	239	27%
Grp B, EL	319	26	8%	Grp B, EL	488	60	12%	Grp B, EL	377	26	7%	Grp B, EL	377	26	7%
Grp B, HS	512	62	12%	Grp B, HS	538	70	13%	Grp B, HS	581	71	12%	Grp B, HS	582	62	11%
Grp B, MS	463	52	11%	Grp B, MS	483	56	12%	Grp B, MS	378	41	11%	Grp B, MS	378	38	10%
Grp C, EL	1110	276	25%	Grp C, EL	1114	246	22%	Grp C, EL	378	32	8%	Grp C, EL	378	33	9%
								Grp U, U	78	13	17%	Grp U, U	78	13	17%
								Grp A, U	3	1	33%	Grp A, U	3	1	33%

Attachment 1

EFFECTIVE 2013-2014 NMPED Summative Reports

DATE	Total in Group	Effective	% EF	DATE	Total in Group	Effective	% EF	DATE	Total in Group	Effective	% EF	DATE	Total in Group	Effective	% EF
May	5355	2849	53%	17-Jun	5606	3086	55%	August 8	5616	3167	56%	August 15	5616	3205	57%
Grp A, EL	1387	849	61%	Grp A, EL	1391	873	63%	Grp A, EL	2170	1371	63%	Grp A, EL	2170	1387	64%
Grp A, HS	785	348	44%	Grp A, HS	806	370	46%	Grp A, HS	772	353	46%	Grp A, HS	772	361	47%
Grp A, MS	779	383	49%	Grp A, MS	786	392	50%	Grp A, MS	879	440	50%	Grp A, MS	879	444	51%
Grp B, EL	319	177	55%	Grp B, EL	488	281	58%	Grp B, EL	377	222	59%	Grp B, EL	377	223	59%
Grp B, HS	512	212	41%	Grp B, HS	538	230	43%	Grp B, HS	581	262	45%	Grp B, HS	582	268	46%
Grp B, MS	463	258	56%	Grp B, MS	483	281	58%	Grp B, MS	378	212	56%	Grp B, MS	378	214	57%
Grp C, EL	1110	622	56%	Grp C, EL	1114	659	59%	Grp C, EL	378	266	70%	Grp C, EL	378	267	71%
								Grp U, U	78	40	51%	Grp U, U	78	40	51%
								Grp A, U	3	1	33%	Grp A, U	3	1	33%

HIGHLY EFFECTIVE 2013-2014 NMPED Summative Reports

DATE	Total in Group	Highly Effective	% HE	DATE	Total in Group	Highly Effective	% HE	DATE	Total in Group	Highly Effective	% HE	DATE	Total in Group	Highly Effective	% HE
May	5355	1253	23%	17-Jun	5606	1308	23%	August 8	5616	1302	23%	August 15	5616	1326	24%
Grp A, EL	1387	281	20%	Grp A, EL	1391	296	21%	Grp A, EL	2170	419	19%	Grp A, EL	2170	426	20%
Grp A, HS	785	177	23%	Grp A, HS	806	200	25%	Grp A, HS	772	181	23%	Grp A, HS	772	183	24%
Grp A, MS	779	146	19%	Grp A, MS	786	151	19%	Grp A, MS	879	160	18%	Grp A, MS	879	164	19%
Grp B, EL	319	108	34%	Grp B, EL	488	128	26%	Grp B, EL	377	112	30%	Grp B, EL	377	113	30%
Grp B, HS	512	206	40%	Grp B, HS	538	207	38%	Grp B, HS	581	223	38%	Grp B, HS	582	231	40%
Grp B, MS	463	146	32%	Grp B, MS	483	138	29%	Grp B, MS	378	112	30%	Grp B, MS	378	113	30%
Grp C, EL	1110	189	17%	Grp C, EL	1114	188	17%	Grp C, EL	378	74	20%	Grp C, EL	378	75	20%
								Grp U, U	78	20	26%	Grp U, U	78	20	26%
								Grp A, U	3	1	33%	Grp A, U	3	1	33%

Attachment 1

EXEMPLARY 2013-2014 NMPED Summative Reports

DATE	Total in Group	Exemplary	% EX	DATE	Total in Group	Exemplary	% EX	DATE	Total in Group	Exemplary	% EX	DATE	Total in Group	Exemplary	% EX
May	5355	67	1%	17-Jun	5606	63	1%	August 8	5616	62	1%	August 15	5616	63	1%
Grp A, EL	1387	13	1%	Grp A, EL	1391	6	0%	Grp A, EL	2170	8	0%	Grp A, EL	2170	8	0%
Grp A, HS	785	14	2%	Grp A, HS	806	13	2%	Grp A, HS	772	15	2%	Grp A, HS	772	15	2%
Grp A, MS	779	11	1%	Grp A, MS	786	7	1%	Grp A, MS	879	7	1%	Grp A, MS	879	8	1%
Grp B, EL	319	3	1%	Grp B, EL	488	6	1%	Grp B, EL	377	7	2%	Grp B, EL	377	7	2%
Grp B, HS	512	17	3%	Grp B, HS	538	20	4%	Grp B, HS	581	16	3%	Grp B, HS	582	16	3%
Grp B, MS	463	5	1%	Grp B, MS	483	6	1%	Grp B, MS	378	4	1%	Grp B, MS	378	4	1%
Grp C, EL	1110	4	0%	Grp C, EL	1114	5	0%	Grp C, EL	378	3	1%	Grp C, EL	378	3	1%
								Grp U, U	78	2	3%	Grp U, U	78	2	3%
								Grp A, U	3	0	0%	Grp A, U	3	0	0%

SUMMATIVE EVALUATION

School Year 2013-2014

Teacher Name: _____ Employee Number: _____

Observation and Conference Dates: see Teachscape

Location: _____ Location Number: _____ Evaluator's Name: _____

Teaching Assignment/Grade: _____

ESSENTIAL COMPETENCIES		IMPROVEMENT (Selected by principal – put date in box)	DOES NOT meet Competency for licensure level	MEETS Competency for licensure level
STRAND A - INSTRUCTION				
1.	The teacher accurately demonstrates knowledge of the content area and approved curriculum.			
2.	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.			
5.	The teacher effectively utilizes student assessment techniques and procedures.			
Strand A. Instruction Evidence, including student achievement and learning goals:				
STRAND B – STUDENT LEARNING				
3.	The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.			
4.	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.			
6.	The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.			
7.	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.			
Strand B. Student Learning Evidence:				
STRAND C – PROFESSIONAL LEARNING				
8.	The teacher demonstrates a willingness to examine and implement change, as appropriate.			
9.	The teacher works productively with colleagues, parents and community members.			
Strand C. Professional Learning Evidence:				

See Teachscape

RECOMMEND FOR RE-EMPLOYMENT	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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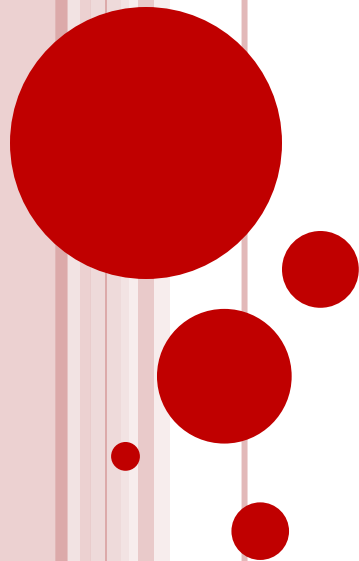
SIGNATURE OF TEACHER: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

ALBUQUERQUE PUBLIC SCHOOLS PILOT FOR TEACHER EVALUATIONS

**Shelly Green, Interim Chief Academic Officer
Yvonne Garcia, Principal, Rio Grande High
School**

Presented to the Legislative Education Study Committee
Representative Rick Miera, Chair
November 15, 2012



WHY PILOT EVALUATIONS NOW?

- School Improvement Grant
 - 4 Schools in APS awarded grant
 - Rio Grande High School
 - West Mesa High School
 - Highland High School
 - Ernie Pyle Middle School
 - SIG required APS to identify factors that would assist rigorous, transparent and equitable evaluation systems
- Gate's Grant and Harvard Strategic Data Fellows
 - 2 Harvard Strategic Data Fellows
 - Assisted with teacher evaluations and studied the achievement gap
- Collaboration between APS and the Albuquerque Teachers' Federation (ATF)
 - Recognized the importance of a pilot to provide feedback on how to design, implement and administer a multiple measures evaluation system

PARTNERSHIP BETWEEN APS AND ATF

- Prior to pilot we negotiated:
 - Voluntary Participation
 - “Hold-Harmless” Evaluation
- For the pilot itself we negotiated:
 - Inclusion of Student Learning Goals
 - Actual percentage weights to each component
 - Solicited union president assistance when discussing pilot with school staff
- After the pilot we negotiated:
 - Use of the pilot observation tool in all schools if PED did not pilot another protocol
 - APS is **not** using the pilot observation tool due to PED pilot

FUNDING FOR THE PILOT

- Overall Budget:
 - \$409,105 from SIG funds
 - Ernie Pyle Middle School = \$123,480
 - West Mesa High School = \$121,242
 - Highland High School = \$86,230
 - Rio Grande High School = \$78,153
- Teachers received up to a \$5000 stipend for participation which was most of the budgeted dollars

PARTICIPATION IN THE PILOT

- Site administrators were required to participate
- School staff were given the option to volunteer
- School Visits
 - The data fellows, chief academic officer and union president visited each of the four schools to solicit volunteers
 - Staff received an overview of the pilot, could attend a Q&A session and were given the pilot materials before they decided
- Participant numbers:
 - 4 principals
 - 7 assistant principals
 - 79 classroom teachers
 - 15 support staff

PARTICIPANTS BY JOB TITLE AND SCHOOL

Table 1: Pilot Participants by Job Title and School

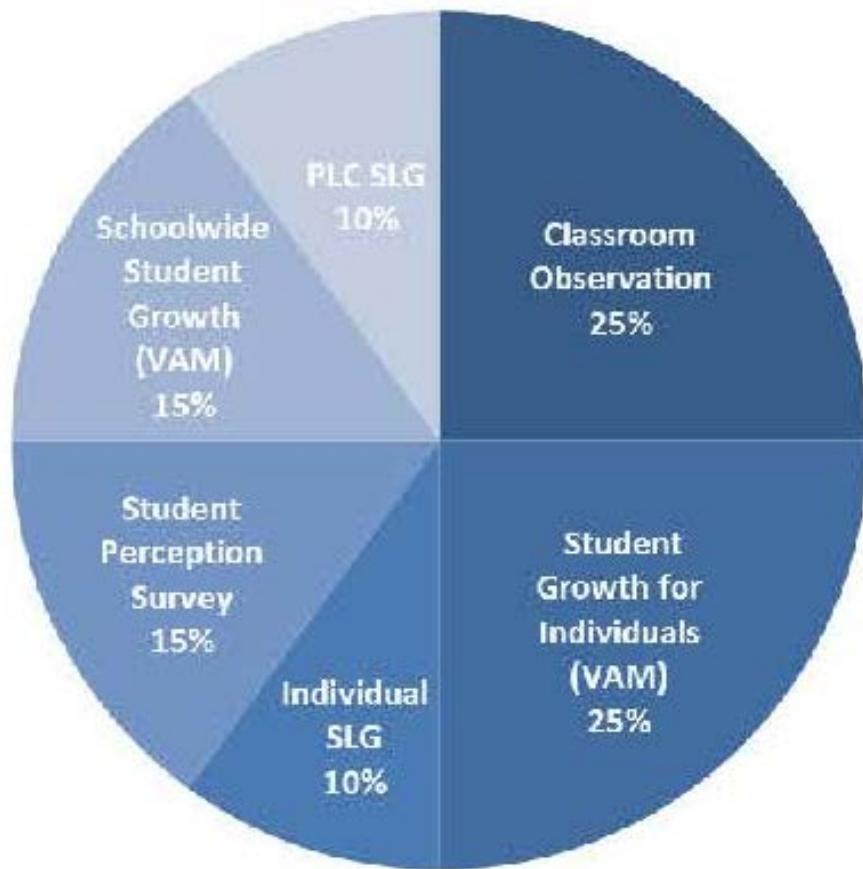
	Regular Education Classroom Teacher	Special Education Classroom Teacher	Support Staff	Administrator	Total
Ernie Pyle	13	3	10	2	28
Highland	10	7	3	3	23
Rio Grande	10	5	2	4	21
West Mesa	29	1	0	2	32
Total	62	16	15	11	104

Table 2: Participants' Pilot Classification by School

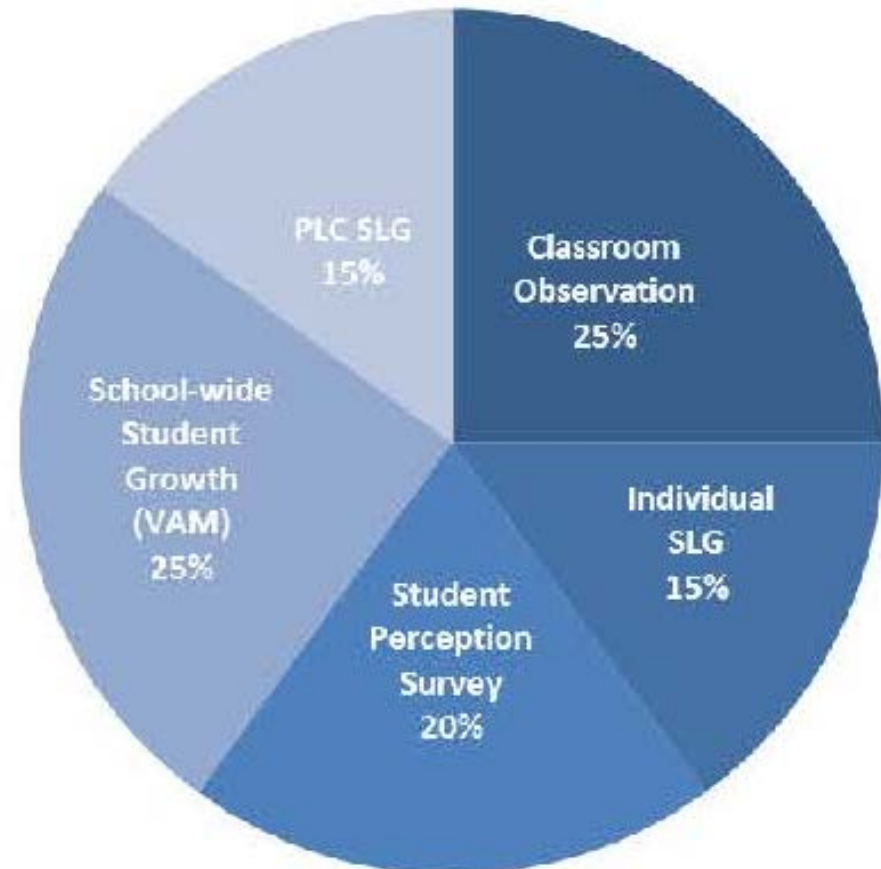
	Non-tested Classroom	Tested Classroom	Non-tested SPED	Support Staff	Total
Ernie Pyle	7	6	3	10	26
Highland	6	4	7	3	20
Rio Grande	8	2	5	2	17
West Mesa	20	9	1	0	30
Total	41	21	16	15	93

BREAKDOWN OF THE PILOT FACTORS

Tested participants



Non-tested participants



OBSERVATION TOOL

- Based on Charlotte Danielson's Framework for Teaching and was aligned to NM Competencies
 - Domain 1: Planning and Preparation
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities
- 3 times during the year
 - 1 time in the fall
 - 2 times in the spring
- 30-45 minutes
- 4 rating levels
- Online rating tool

OBSERVATION TOOL: LESSONS LEARNED

- Feedback from observations was one of the most valued components of the system by participants
- Observations informed teachers about their practice with practical and immediate application
- Extensive professional development is necessary to implement observations accurately with a common vocabulary
- Observations require calibration for consistency and reliability among administrators
- Teachers with high performance on evaluations were strongly correlated to improved student achievement

STUDENT LEARNING GOALS

- Used a rubric for creation
- Created individual SLGs for the students on their roster
- Created collaborative SLGs through their professional learning community
- Teachers submitted their SLGs and self-reported the outcomes at the end of the year
- Progress on goals was measured by:
 - Not achieved
 - Expected achievement
 - Stretch achievement

STUDENT LEARNING GOALS: LESSONS LEARNED

- APS learned a lot about how these work and the improvements that need to be made to make them more effective in the future
- Teachers felt there was value in the exercise of establishing these goals even if there were weaknesses in how APS implemented them in the pilot
- SLGs require dedicated oversight to ensure their rigor
- SLGs require more professional development for teachers to develop them

STUDENT PERCEPTION SURVEY

- Survey contained 34 practice-specific questions
- Had three reliability checks to hold teachers harmless for students who did not take the survey seriously
 - Did students straight-line responses?
 - Did students indicate they lied on the survey?
 - Did students skip more than 20% of the questions?
- Designed for secondary students at a 5th grade reading level
- 5-point Likert scale
- Special Education Students:
 - One with a lower reading level but 5-point scale
 - Another with lower reading level and 3 point scale that utilized smiley faces

TEACHING PRACTICES IDENTIFIED ON SURVEY

The Tripod Project© Student Perception Survey

The Seven C's

	What Teachers Do	What Students Experience
Caring	Caring about students	Encouragement and support
Captivating	Captivate students	Press for cooperation and peer support
Conferring	Confer with students	Success seems feasible
Classroom Management	Manage behavior	Press for effort, perseverance and rigor
Clarifying	Clarify lessons	Learning seems interesting and relevant
Challenging	Challenge students	Students sense their ideas are respected
Consolidating	Consolidate knowledge	Ideas get connected and integrated

EXAMPLE QUESTIONS

	Example Survey Items
Caring	<ul style="list-style-type: none">• My teacher in this class makes me feel that he/she really cares about me.• My teacher gives us time to explain our ideas.
Captivating	<ul style="list-style-type: none">• We have interesting homework.• I like the ways we learn in this class.
Conferring	<ul style="list-style-type: none">• My teacher checks to make sure we understand what he/she is teaching us.• My teacher tells us what we are learning and why.
Classroom Management	<ul style="list-style-type: none">• Students behave so badly in this class that it slows down our learning.• Our class stays busy and does not waste time.
Clarifying	<ul style="list-style-type: none">• My teacher explains things in very orderly ways.• My teacher has several good ways to explain each topic that we cover in this class.
Challenging	<ul style="list-style-type: none">• In this class, my teacher accepts nothing less than our full effort.• My teacher doesn't let people give up when the work gets hard.
Consolidating	<ul style="list-style-type: none">• When my teacher marks my work, he/she writes on my papers to help me understand how to do better.• My teacher takes the time to summarize what we learn each day.

STUDENT PERCEPTION SURVEY: STRENGTHS AND WEAKNESSES

- Teachers found surveys to be most valuable in the pilot
- Teachers believe surveys provide them with immediate feedback that can inform how they deliver instruction
- Surveys must have special considerations for different populations of students
- Teachers require training in how to appropriately proctor surveys
- Surveys must be comprehensive so they truly capture a student's perception

GROWTH ESTIMATES USING A VAM

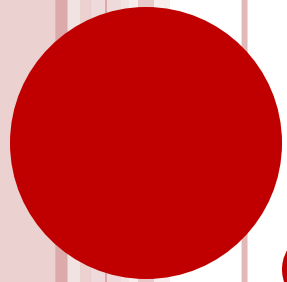
- Used both short-cycle assessment and the NMSBA
- Conditioned data based on student characteristics:
 - Prior test scores for as many years as possible
 - Gender
 - Ethnicity
 - Free and reduced price lunch status
 - ELL status
 - History of unexcused absences and tardies
 - Disciplinary history
 - Arrests
 - Health and special education status
- Value-added estimates were calculated 4 times per year
 - Once for each short-cycle assessment administration (Fall, Winter, Spring)
 - Once for overall growth over the year

GROWTH ESTIMATES: STRENGTHS AND WEAKNESSES

- Teachers began to understand the concept a value added model, however, teachers believe value-added models and their use are still confusing and were therefore not considered as valuable as other components of the pilot
- Measures based on school-wide data deemed inappropriate by the professionals
- Districts need to have a variety of individuals, from district administrators to principals to teachers, who can work the growth models and understand them for sustainability

OTHER LESSONS LEARNED

- Buy-in from employees is crucial to make any system work
- Teachers question the use of content specific standards for each subject area if those tested subject areas (a.k.a. core content) are the only data deemed “valuable” when evaluating student performance
- Teachers who participated in this pilot have a desire to be part of the creation of any new evaluation system adopted
- Teachers desire and are excited about new ways to improve their craft, but demand that they be included in the process



QUESTIONS?

DRAFT

Recommendations for Special Education Additions to the NM PED Teacher Evaluation



Introduction:

Since the 2013-2014 school year began, teachers of students with disabilities have been concerned with the new teacher evaluation system adopted by the New Mexico Public Education Department. The enclosed document was created to help teachers receive a fair evaluation when delivering instruction in a special education setting. The settings under the umbrella of specialized services for students with disabilities are as diverse and unique as the students being served. Special education teachers believe they have not been evaluated with the NM PED rubric in manner that reflects their work on specific IEP driven goals. Many feel the lack of understanding of the diverse needs of students with disabilities by their evaluator influences the outcome within the NM PED rubric. This issue has led to a heightened level of anxiety among special educators. This document is an attempt to incorporate the unique situations and work that special educators encounter in their day to day instructional practices.

Teachers, both special education and general education, are extremely concerned about the value added portion of the evaluation and how it is impacting our most vulnerable students and the teachers who serve them. Many teachers in our district are leaving the field of special education because they feel the NM PED evaluation system sets them up for failure. Those who are not leaving education altogether are moving to general education. There is a sense of unfairness in how teachers are scored based on student high stakes testing. Some of the concerns are listed below.

- The NM Teach lends itself to higher scores for teachers of higher performing students than those working with academically struggling students. The findings of the Brookings Institute confirm in an article published on May 13, 2014.
- Teachers that instruct in courses that don't have SBA scores or EOC's are evaluated differently than the rest. Teachers compared their individual score sheets and cannot understand these differences
- Teachers don't know which students count within their scores.
- Students with disabilities who have an anxiety disorder will not perform well on a test.
- Students are highly mobile within the district and state and may not have been instructed within their particular classroom until right before the high stakes testing. (We have many students that move up to five or six times within a given school year.)
- There is no mechanism to take into account high absenteeism for students.
- Teachers are being marked down for attendance when attending IEP meetings.
- The attitude of teachers of educating students with disabilities is affected by the evaluation system, as many know that the students are well below their peers in achieving proficiency. This obvious disadvantage affects the morale of both special education teachers and their students.
- While teachers agree that an evaluation system is necessary to look at teacher quality, they question the fairness of the current evaluation system. In researching other district and state evaluation systems, many have a separate rubric or evaluation criteria for special educators.
- It is difficult for Special Education Teachers to achieve scores of "effective" or higher on the NM Teach rubric when observed delivering specialized instructional programs by an evaluator who has not had training with this type of multimodal instruction. i.e. Wilson Reading, SPIRE.

This document incorporates language to make the rubric clearer when evaluating those who work with students with learning differences and disabilities. Additions are borrowed from various sources including but not limited to: The Danielson Group, Washoe County School District, and the Special Education Association of Peoria County, SEAPCO.

Proposed additions to the NM PED rubric:

The enclosed document contains the original language from the NM Teacher Evaluation. Additions have been highlighted in yellow for an easy comparison. These additions will provide the evaluator with some essential components to be aware of when observing Special Education Teachers.

Special Education Teacher Evaluation Guidance Document

Most commonly used titles:

- Special Education Teacher
- Special Education Teacher of Gifted
- Special Education Inclusion
- Special Education Teacher in cross categorical / self-contained classroom
- Special Education Teacher in a district self-contained classroom
- Special Education Head Teacher

Roles of Special Education Teachers:

Special education teachers have a wide variety of roles and responsibilities in Albuquerque Public Schools, and individual roles may vary. Some special education teachers have roles that are very specific to the population of students they are serving.

At times, special education teachers may be responsible for a group of students and be the primary instructor of their content, at other times they may be part of a team of educators supporting students' access to modifications and accommodations of content (see Appendix J.13 Negotiated Agreement Between the Albuquerque Municipal School District Number 12 and the Albuquerque Teacher Federation 2013-2014). Special education teachers may teach in:

- a resource room setting where students come in for a short periods of time to receive Tier 3 interventions addressing specific skill deficits,
- a self-contained setting where students spend the majority of their day and receive Tier 3 interventions addressing specific skill deficits and access to the general curriculum,
- a general education inclusion setting where students receive Tier 3 interventions addressing specific skill deficits and/or access to the general curriculum as needed
- a community based program where students receive support in addressing transition goals

Special education middle and high school English Language Arts and Math teachers provide specific Tier 3 interventions incorporating access to the general curriculum within the intervention, for multiple periods throughout the school day. In addition, special education teachers may act as the case manager of the students on their class list.

A key role of special education teachers in the public school setting, in addition to working directly with students, is working with their administration, general education colleagues, related service providers, paraprofessionals and parents. Both collaboration and case management are important aspects within the evaluation of special education teachers.

The evaluation of special education teachers needs to begin with defining the role for that individual and the population of students they are responsible for serving.

Domain 1: Preparation and Planning		
Element:	NMTEACH 1A: Demonstrating knowledge of content <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? To what level is content addressing high quality evidenced based individualized instruction? 	
Level of Performance	Ineffective	Teacher’s plans display little knowledge of the content and no alignment to NM adopted standards and/or IEP goals for Present Levels of Performance. <ul style="list-style-type: none"> Lesson plan show identical instructional strategies for students with no indication of differentiation for student need.
	Minimally Effective	Teacher’s plans reflect some knowledge of the content and partial alignment to NM adopted standards and/or IEP goals for Present Levels of Performance.
	Effective	Teacher’s plans reflect solid knowledge of the content and are clearly aligned to NM adopted standards and/or IEP goals for Present Levels of Performance. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
	Highly Effective	Teacher plans reflect extensive knowledge of the content in core areas, and/or IEP goals for Present Levels of Performance. Teacher’s instructional plans incorporate research and resources related to the NM adopted standards. <ul style="list-style-type: none"> Teacher implements evidence-based specialized instruction according to IEP Teacher correlates IEP objectives with lesson plans. Uses a variety of specially designed instructional materials, e.g. electronic texts, instructional materials, computer word processors, calculators, assistive technology devices, etc. During common planning time, the teacher takes the initiative to ensure that all modifications in the IEP will be implemented across content areas.*

	Exemplary	<p>Teacher’s plans reflect extensive knowledge of content and/or IEP goals for Present Levels of Performance. Teacher incorporates current research resources to support NM adopted standards. Teacher contributes to the refinement and development of the approved NM adopted standards-aligned curriculum.</p> <ul style="list-style-type: none"> The special education teacher will meet with the general education teachers of his/her students to ensure that they understand IEP goals/modifications and accommodations related to self-advocacy skills for his/her students.*
	Notes:	*Special Ed Scenarios Extended examples of Levels of Performance in Special Education The Danielson Group

11/22/2013 Domain 1: Preparation and Planning

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?
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Level of Performance	Ineffective	<p>The sequence of learning is poorly aligned with NM adopted standards and/or IEP goals for Present Levels of Performance.</p> <ul style="list-style-type: none"> Learning activities are not suitable to students or instructional/IEP goals. They do not follow an organized progression and do not reflect sound professional research. The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
	Minimally Effective	<p>The sequence of learning experiences demonstrates partial alignment NM adopted standards and/or IEP goals for Present Levels of Performance.</p> <ul style="list-style-type: none"> Only some of the learning activities are suitable to students or instructional/IEP goals. Progression of activities in the lesson is uneven, and only some activities reflect sound professional research. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
	Effective	<p>The lesson is designed to implement instructional targets aligned to NM adopted standards, IEP goals for Present Levels of Performance as follows:</p> <ul style="list-style-type: none"> Creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students’ cognitive abilities and skills. The sequence of learning experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners. Most of the learning activities are suitable to students and instructional/IEP goals. Progression of activities in the lesson is fairly even, and most activities reflect sound professional research. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.
	Highly Effective	<p>Teacher designs pedagogical practices, including student grouping, differentiated instruction based on student level and IEP goals, and prepared questions to reinforce and extend student learning to include real world, application-based experiences.</p> <ul style="list-style-type: none"> Learning activities are highly relevant to students and instructional/IEP goals. Activities progress coherently, producing a unified whole and reflecting sound

		professional research. The lesson or unit structure is clear and allows for different learning styles.
	Exemplary	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students. <ul style="list-style-type: none"> Learning activities reflect instructional groups varied, as appropriate to the different instructional/IEP goals. Activities permit student choice and learning activities connect to other disciplines.
	Notes:	
Domain 1: Preparation and Planning		
Element:	NMTEACH 1C: Setting instructional outcomes. <ul style="list-style-type: none"> How are daily learning goals communicated to students? To what level do learning goals directly align to content standards? 	
Level of Performance	Ineffective	Instructional targets are not aligned to IEP goals and/or NM adopted standards <ul style="list-style-type: none"> Instructional outcomes are unsuitable for students, represent trivial or low-level learning. They do not permit viable methods of assessment. Goals are not measurable. Progress monitoring is not evident. Goals are not relevant to student needs.
		IEP goals are not valuable and represent low expectations or no conceptual understanding for the students. They are not clearly written and do not permit viable methods of assessment.
	Minimally Effective	Instructional targets are moderately aligned to IEP goals and/or NM adopted standards but are not explicitly stated to students. <ul style="list-style-type: none"> Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals. Some of which permit viable methods of assessment. Lessons reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Goals maybe measurable but inconsistent in progress monitoring.
		IEP goals are moderately clear and may only permit viable methods of assessment for some
	Effective	Instructional targets are aligned to IEP goals and/or NM adopted standards and are stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets and/or IEP goals. <ul style="list-style-type: none"> Instructional outcomes are stated as goals reflecting high-level learning. They are suitable for students and can be assessed. Outcomes reflect opportunities for coordination. Goals are measurable and progress monitoring is evident at least every other week.
		IEP goals are valuable in their level of expectations, conceptual understanding, and importance of learning and include viable methods of assessment. If applicable, the goals are an integral part of prescribed intervention programs.
Highly Effective	Instructional targets are aligned to IEP goals and/or NM adopted content, and are translated into student accessible learning objectives. The instructional process and learning activities are rigorous and aligned to NM adopted standards, IEP goals, and instructional outcomes, and include plans for modifications to ensure students are able to complete the targeted objective.	

		<ul style="list-style-type: none"> Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards taking into account individual needs. Progress monitoring is presented in a clear and concise manner with evidence of student involvement in data collection.
		IEP goals reflect value and the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards including viable methods of assessment.
	Exemplary	<p>The teacher has a deep understanding of grade-level NM adopted standards, student IEP goals, and appropriate pedagogy to ensure all students are making progress toward deep understanding and proficiency in NM adopted standards, IEP goals, and learning targets.</p> <ul style="list-style-type: none"> In addition to the characteristics of being highly effective the teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
		IEP goals reflect high expectations for student growth, are clearly stated in terms understandable to all stakeholders, and can be measured with viable methods of assessment.
	Notes:	
Domain 1: Preparation and Planning		
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 including specialized district supported math and reading curriculum when applicable? What resources have been provided to students to support learning? 	
Level of Performance	Ineffective	<p>Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.</p> <ul style="list-style-type: none"> The teacher has no knowledge of Universal Design for Learning (UDL**) framework
	Minimally Effective	<p>Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.</p> <ul style="list-style-type: none"> The teacher has little knowledge of Universal Design for Learning (UDL**) framework
	Effective	<p>Teacher fully utilizes existing resources including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.</p> <ul style="list-style-type: none"> The teacher has knowledge of Universal Design for Learning (UDL**) framework to increase access to grade level curriculum
	Highly Effective	<p>Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance content knowledge, to use in teaching, or for students who demonstrate need.</p> <ul style="list-style-type: none"> The teacher incorporates Universal Design for Learning (UDL**) framework to increase access to grade level curriculum by creating lessons that reduce barriers, optimize levels of challenge and support, and meet the needs of all learners.
	Exemplary	The teacher engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also collects and shares content specific research studies and

	<p>practices, and shares outside resources. Teacher provides and trains staff for school-wide initiatives. The teacher goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, PLC's, and coaching peers.</p> <ul style="list-style-type: none"> The teacher incorporates Universal Design for Learning (UDL**) framework to increase access to grade level curriculum by creating lessons that reduce barriers, optimize levels of challenge and support, and to meet the needs of all learners. The special education teacher informs general education teachers regarding UDL tools to support instruction of special education students within the general education classroom.
Notes:	<p>**UDL is defined as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in ways information is presented, in ways students respond or demonstrate knowledge and skill, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” By Higher Education Opportunity Act (PL 110-135). Common Core Application to Students with Disabilities</p>

Domain 1: Preparation and Planning

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 student achievement data been used to design activities to support content acquisition? 	
Level of Performance	Ineffective	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for all content areas and including behavioral issues.
	Minimally Effective	Teacher demonstrates some knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for all content areas and including behavioral issues.
	Effective	Teacher demonstrates solid knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for all content areas and including behavioral issues and accommodations and modification for individual students.
	Highly Effective	Teacher demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for all content areas and including behavioral issues and accommodations and modification for individual students, and incorporates culturally-sensitive strategies into instructional planning and practice.
	Exemplary	The teacher provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique learning needs of individual students. The teacher provides ongoing support to administration in demonstrating the linguistically-, culturally-, special-needs, and skill-appropriate instructional programs for the school site.
	Notes:	

Domain 1: Preparation and Planning

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? 	
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	<ul style="list-style-type: none"> How are students assessed to determine understanding of the learning target at the end of the lesson? (e.g. charting concepts, end of level exams, etc.) 	
Level of Performance	Ineffective	Teacher’s plan for assessing student learning contains no clear criteria of NM adopted standards and/or IEP goals, is poorly aligned with the instructional outcomes or students’ IEP goals or is inappropriate to many students.
		No Present Levels of Performance are available or are determined by unsubstantiated methods of measurement.
	Minimally Effective	Teacher’s plan for assessing student learning is partially aligned with the instructional outcomes or students’ IEP goals or is inappropriate to many students.
		Annual Present Levels of Performance are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives.
	Effective	Teacher’s plan for assessing student learning is aligned with the instructional outcomes or students’ IEP goals, and success criteria and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.
		Annual Present Levels of Performance are documented based on progress on current measurable goals and objectives. Standardized assessments may be provided. There is minimal discussion on how these levels impact the student’s performance in the regular classroom.
	Highly Effective	There is full alignment with the instructional outcomes, students’ IEP goals, success criteria, and the assessment tools. Teacher uses clear criteria that show where each student is in his/her learning.
Annual Present Levels of Performance are documented in relation to measurable goals and objectives. Discussion is provided on how these levels impact the student’s performance in the regular classroom and are with the general education teacher.		
Exemplary	The teacher helps implement school-wide training and implementation for understanding students’ IEP goals and assessment data. Students are assessed in multiple ways, using a variety of approaches to show what they know and where they are in their learning.	
	Annual Present Levels of Performance are documented in relation to measurable goals and objectives. Discussion is provided on how these levels impact the student’s performance in the regular classroom and are shared with the general education teacher. Data is collected and effectively reported to all stakeholders.	
Notes:		
Domain 2: Creating an Environment for Learning		
Element:	NMTEACH 2A: Creating an environment for 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? 	

Level of Performance	Ineffective	Classroom interaction between both the teacher and students, and among students, are inappropriate or insensitive to students’ cultural backgrounds, and may include the following: <ul style="list-style-type: none"> • Sarcasm. • Put-downs. • Conflict. • There is no evidence of a classroom behavior management plan.
	Minimally Effective	Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these: <ul style="list-style-type: none"> • Some conflict. • Occasional displays of insensitivity. • Occasional lack of responsiveness to cultural or developmental differences among students. • There is some evidence of a classroom behavior management plan .
	Effective	Classroom interactions, between teacher and students, and among students, are as follows: <ul style="list-style-type: none"> • Are polite and respectful. • Demonstrate knowledge of cultural and developmental differences among groups of students. • Disagreements are handled respectfully. • Classroom behavior management plan is evident and effective e.g. contracts, point systems, charts, progress reports, parent communication logs, etc.
	Highly Effective	Classroom interactions among the teacher and individual students are as follows: <ul style="list-style-type: none"> • Are highly respectful. • Reflect warmth and caring. • Practice reflects sensitivity to students’ cultures and levels of development. • Respectful discourse. • Classroom behavior management plan is evident and effective with student ownership and knowledge of their role .g. contracts, point systems, charts, progress reports, parent communication logs, etc.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules. • Works with colleagues on developing support for students in need. • Helps to create school-wide interventions, and support programs. <p>Classroom behavior management plan is evident and effective with student ownership e.g. contracts, point systems, charts, progress reports, parent communication logs, etc. The special education teacher incorporates student self management strategies into the classroom.</p>
	Notes:	
Domain 2: Creating an Environment for Learning		
Element:	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? 	

		<ul style="list-style-type: none"> To what level does the classroom environment support the day's lesson?
Level of Performance	Ineffective	<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> Unsafe. Students do not have access to learning. Poor alignment between the environment and the lesson activities.
	Minimally Effective	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> Essential learning is accessible to most students. The teacher's use of physical resources, including technology, is moderately effective. Teacher is partially effective in modifying the environment to suit learning activities.
	Effective	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> Learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Uses a variety of techniques to influence the classroom environment, e.g. preferential seating, study carrels, quiet areas, etc. There is posted evidence of student learning.
	Highly Effective	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> Students contribute to the use or adaptation of the physical environment to advance learning. Uses a variety of techniques to influence the classroom environment, e.g. preferential seating, study carrels, quiet areas, etc. Technology is used skillfully, by teachers as appropriate to the lesson (if available).
	Exemplary	<p>In addition to all the requirements to be highly effective, the teacher leader does the following:</p> <ul style="list-style-type: none"> Teacher uses the classroom to model or demonstrate for other teachers. Helps colleagues arrange their environment so learning is accessible to all including techniques. Technology is used skillfully, by teachers and students as appropriate to the lesson. Uses a variety of techniques and shares those techniques with others to influence the classroom environment, e.g. preferential seating, study carrels, quiet areas, etc.
Notes:		

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 students encouraged to communicate with others to address learning goals? 	
P e	Ineffective	The classroom environment conveys a negative culture for learning as follows:

	<ul style="list-style-type: none"> • Low teacher commitment to the subject. • Low expectations for student achievement and engagement. • Little or no student effort.
Minimally Effective	<p>Attempts to create a culture for learning and is partially successful as follows:</p> <ul style="list-style-type: none"> • Some teacher commitment to the subject. • Some student effort. • Teacher and students appear to be “going through the motions”
Effective	<p>The classroom culture is characterized by high expectations for all students:</p> <ul style="list-style-type: none"> • The teacher establishes norms and participant structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing. • Teacher conveys content relevance and lesson pacing contributes to the culture of learning. • Demonstrates commitment to the subject, including addressing foundational skills within the upper grades if necessary as per IEP goals by both teacher and students.
Highly Effective	<p>Culture for learning in which everyone shares a belief in the importance of the subject as follows:</p> <ul style="list-style-type: none"> • High levels of student excitement and teacher passion for the subject. • Students hold themselves to high standards of performance. Students initiate improvements to their efforts (may vary depending on subgroup population e.g. ID, ED, etc.). • Instructional/IEP goals and activities, interactions, and the classroom environment convey high expectations for student achievement based on potential. • Demonstrates commitment to the subject, including addressing foundational skills within the upper grades if necessary as per IEP goals by both teacher and students.
Exemplary	<p>In addition to all the requirements to be highly effective, the teacher as a leader does the following:</p> <ul style="list-style-type: none"> • Promotes and organizes school wide learning program(s) and learning culture among all stakeholders. • Helps colleagues arrange their environment so learning is accessible to all. • Technology is used skillfully, by teachers and students as appropriate to the lesson. • High levels of student energy and teacher passion for the subject create • High expectations for the learning of all students are established and maintained through planning of learning activities, interactions, and classroom environment based on individual potential. • Demonstrates commitment to the subject, including addressing foundational skills within the upper grades if necessary as per IEP goals by both teacher and students.
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 e L	Ineffective
	Instructional time is lost.

		<ul style="list-style-type: none"> • Ineffective classroom routines. • Ineffective procedures for transition. • Ineffective use of supplies.
	Minimally Effective	<p>Some instructional time is lost.</p> <ul style="list-style-type: none"> • Partially-effective classroom routines and procedures. • Partially-effective routines for transition. • Partially-effective use of supplies.
	Effective	<p>Little instructional time is lost.</p> <ul style="list-style-type: none"> • Effective classroom routines and procedures. • Teacher leads effective routines for transition. • Effective use of supplies and student materials and manipulatives.
	Highly Effective	<p>Students contribute to the seamless operation of the classroom.</p> <ul style="list-style-type: none"> • Routines and procedures are evident. • Effective transitions and use of supplies including use of student materials and manipulatives. • Routines for distribution and collection of materials and supplies work efficiently. • Students lead effective routines for transition.
	Exemplary	<p>In addition to all the requirements to be highly effective, the teacher leader helps to create a culture of student ownership of school-wide operations.</p> <ul style="list-style-type: none"> • Student have internalized effective routines for transitions and generalize for use in other settings • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.
	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?
Level of Performance	Ineffective	<p>No evidence that standards of conduct have been established:</p> <ul style="list-style-type: none"> • Little or no teacher monitoring of student behavior. • Response to student misbehavior is repressive or disrespectful of student dignity. • Teacher is unaware of student FBA/BIP and if aware does nothing to implement strategies.
	Minimally Effective	<p>Teacher has made an effort to establish standards of conduct for students</p> <ul style="list-style-type: none"> • Effort made with inconsistent results to monitor students' behavior. • Response to student misbehavior. • Teacher is unsuccessful at implementing the student s' FBA/BIP strategies where applicable.
	Effective	<p>Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with</p>

		<p>one another.</p> <ul style="list-style-type: none"> Standards are clear to students. Teacher holds students responsible for maintaining behavioral standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. Teacher response is consistent and is also in accordance to the students' FBA/BIP where applicable.
	Highly Effective	<p>In addition to standards being clear to students are these elements:</p> <ul style="list-style-type: none"> Evidence of student participation in setting conduct students. Teacher's monitoring of student behavior is highly effective. Teacher's response to student misbehavior is sensitive to individual needs and where appropriate aligns with student FBA/BIP. Students take an active role in monitoring the standards of behavior and take ownership of their behaviors and work towards improvement.
	Exemplary	<p>In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following:</p> <ul style="list-style-type: none"> Actively engages in the monitoring of student behavior school-wide. Serves as a model of positive behavior for stakeholders. Teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment. The teacher's monitoring of student behavior is preventative in nature as students' are successful in all settings because the teacher has educated the rest of the staff in caring out recommendations within BIP's.
	Notes:	
Domain 3: Teaching for Learning		
Element:		<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 understand? To what level is content communicated in a clear, concise manner?
Level of Performance	Ineffective	Does not deliver clear expectations for learning, directions, procedures, and explanation of content to students.
	Minimally Effective	Limited expectations for learning, directions, procedures, and explanation of content.
	Effective	Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback. Sufficient "wait-time" for questioning is evident.
	Highly Effective	Expectations for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions.
	Exemplary	The highly-effective teacher promotes ongoing and consistent communication

		with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts.
	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 within individualized curriculum addressing IEP goals?
Level of Performance	Ineffective	<p>Teacher questioning techniques are not aligned to content and provide no opportunity for student engagement.</p> <p>Questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. Questions are not developmentally appropriate.</p>
	Minimally Effective	<p>Teacher questioning techniques are low-level with minimal student engagement. Some questions elicit a thoughtful response, but most are low-level, posed in rapid succession and engagement of all students in the discussion is only partially successful. Questions are developmentally appropriate.</p>
	Effective	<p>The teacher’s questioning techniques elicit a deep response within specialized curriculum and allows for sufficient time for students to answer through active engagement with peers and teacher.</p> <ul style="list-style-type: none"> Students effectively demonstrate knowledge of concepts and skills being taught Most questions elicit a thoughtful response within specialized instruction and /or content areas and allow sufficient time for student answers. Questions are developmentally appropriate. All students participate in the discussion, with the teacher stepping aside when appropriate.
	Highly Effective	<p>The teacher promotes consistent analytical and collaborative approaches to understanding, uses questioning techniques that scaffold instruction for deep understanding of concepts within the evidence-based specialized instruction/content, allowing for discussion and debate of key concepts.</p> <ul style="list-style-type: none"> Questions reflect high expectations of evidence-based specialized instruction and/or content areas and are developmentally appropriate. Students effectively demonstrate knowledge of concepts and skills being taught and can elaborate on attributes of specific concepts when questioned. (Ex: This is a closed syllable because it has one vowel and is closed off by a consonant and has a short vowel sound.)
	Exemplary	<p>Questioning techniques are engaging and reflect a high level of thinking within the specialized instruction/content, and are culturally and developmentally appropriate. Students engage in deep meaningful conversations using academic language and content specific academic vocabulary. (ex: closed syllable, digraph, prefix)</p> <ul style="list-style-type: none"> Questions reflect high expectations of evidence-based specialized instruction and/or content areas. Questions are developmentally appropriate. Students formulate many of the high-level questions and ensure equality in discussion.

		<ul style="list-style-type: none"> Students generalize specialized instruction knowledge to other content areas by questioning themselves on word structure. (Ex: Student uses word structure knowledge to determine unfamiliar words in the content classes.)
	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 students engaging in the lesson’s activities? To what level are activities sequential and aligned to the daily learning target? To what level are students required to be intellectually engaged with the course content?
Level of Performance	Ineffective	<p>Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes and IEP goals, resulting in no intellectual engagement.</p> <ul style="list-style-type: none"> The lesson has no structure and/or is poorly paced. The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
	Minimally Effective	<p>Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes and IEP goals, resulting in moderate intellectual engagement.</p> <ul style="list-style-type: none"> The lesson does not connect to prior understanding. The lesson has a recognizable structure, but is not fully maintained. The lesson does not have clear learning goals (more specific than broad standard). The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
	Effective	<p>Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes and IEP goals.</p> <ul style="list-style-type: none"> The lesson explicitly connects to prior understanding. All students are engaged. The lesson’s structure is coherent and paced appropriately. The lesson has specific learning goals aligned to the standard and/or IEP goals. The lesson allows for students reflection. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Teacher uses systematic, scientific, research based intervention, materials and manipulatives for specific skill deficits e.g. math, reading, writing. See Special Education website for specific curriculum programs and descriptions).
	Highly Effective	<p>Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes and IEP goals.</p> <ul style="list-style-type: none"> Students are highly intellectually engaged. The lesson is adapted as needed to the readiness and intellectual ability of each student and the structure and pacing allow for students’ reflection and closure. The lesson allow for formative assessment. The lesson’s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is consistent and adapted if needed to be appropriate for all students.
	Exemplary	<p>Expectations of students are at a within content-appropriate level to engage learners to obtain depth of knowledge.</p>

		<ul style="list-style-type: none"> The teacher formatively assesses student engagement, understand, and ability to analyze, and immediately adapts methods for improving learning.
	Notes:	
Domain 3: Teaching for Learning		
Element:		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 students aware of how they will demonstrate understanding of the content/lesson?
Level of Performance	Ineffective	Assessments are not used in instruction. <ul style="list-style-type: none"> Students are unaware of assessment criteria. The teacher does not monitor student progress or offer feedback.
	Minimally Effective	Assessments are occasionally used in instruction. <ul style="list-style-type: none"> Students are minimally aware of the assessment criteria. The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.
	Effective	Assessments are consistently used in instruction. <ul style="list-style-type: none"> There are clear goals and performance criteria, communicated effectively to students. The assessments strategies are aligned to the goal and criteria, and elicit evidence during instruction. Teacher uses adaptive instruction including descriptive feedback. Students monitor progress within evidence based specialized instruction. Student Notebooks/Data folders are evident and track individual student progress. Student involvement occurs through self and peer assessment.
	Highly Effective	Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders. Students monitor progress within evidence based specialized instruction. Student Notebooks/Data folders are evident and track individual student progress. Students take initiative to record and track progress.
	Exemplary	Students analyze and evaluate assessment data, and information, and apply same to improved learning. <ul style="list-style-type: none"> The teacher involves students in establishing the assessments criteria and provides high quality feedback from a variety of sources. Students monitor progress within evidence based specialized instruction. Student Notebooks/Data folders are evident and track individual student progress. Students take initiative to record and track progress. Students are fully aware of the assessment criteria used to evaluate their progress.
		Notes:
Domain 3: Teaching for Learning		
Element:		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?

Level of Performance	Ineffective	<p>Teacher adheres to the instructional plan, even when a change would maximize learning.</p> <ul style="list-style-type: none"> • The teacher disregards students’ learning challenges. • The teacher blames the students or their environment for lack of academic progress.
	Minimally Effective	<p>Teacher accepts responsibility for student success.</p> <ul style="list-style-type: none"> • Teacher attempts to modify the lesson and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon.
	Effective	<p>Teacher promotes the successful learning of all students.</p> <ul style="list-style-type: none"> • Modifies instruction according to IEP • Uses a variety of modifications and accommodations in lessons prepared for the general ed. classroom e.g. shortened assignments, oral tests. Group projects, modified grading scale, extended time, etc. • Prepares modified materials that are aligned with daily lesson plans • Teacher uses a variety of strategies. • The teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests.
	Highly Effective	<p>Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests.</p> <ul style="list-style-type: none"> • Teacher applies student interest to current learning goal. • The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. • In addition to the characteristics of an effective teacher the instruction incorporates the use UDL tools to increase student interest and success.
	Exemplary	<p>The teacher identifies unique “teachable moments” that relate current lessons/standards to individual and student groups.</p> <ul style="list-style-type: none"> • The instructional strategy enhances depth of knowledge and cultural or learning relevance along with the use of UDL** tools and helps students see their own potential in understanding concepts being taught.
	Notes:	
Domain 4: Professionalism		
Element:	<p>NMTEACH 4A: Communication 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? 	
Level of Performance	Ineffective	<p>The teacher does not attempt to engage families in the instructional program.</p> <ul style="list-style-type: none"> • Teacher communication with families is sporadic or culturally inappropriate. • Teacher does not provide information in the IEP of current levels of function that apply to educational concerns. • Goals and Progress Toward Goals are not shared with families.
		<p>The teacher makes minimal attempts to engage families in the instructional program.</p> <ul style="list-style-type: none"> • Teacher communication is not always appropriate to the culture of families. • IEP goals and Progress Toward Goals are not clearly communicated to families with specific examples of student progress is not meaningful.
	Minimally Effective	

	Effective	<p>The teacher successfully engages families in the instructional program.</p> <ul style="list-style-type: none"> Teacher communicates with families in a culturally appropriate manner. Teacher frequently communicates with families.
		<ul style="list-style-type: none"> IEP goals and Progress Toward Goals are clearly communicated to families with specific examples of student progress based on data in parent friendly language.
	Highly Effective	<p>The teacher successfully engages families in the instructional program.</p> <ul style="list-style-type: none"> Teacher’s communications are sensitive to cultural traditions, and students participate in the communication. Teacher communicates frequently and effectively with families.
		<ul style="list-style-type: none"> IEP goals and Progress Toward Goals are clearly communicated and defined to families with specific examples of student progress based on data in parent friendly language. Teacher communicates clearly within the written IEP and orally during the meeting.
	Exemplary	<p>The teacher helps promote school-wide activities that increase family and community understanding of the instructional program.</p> <ul style="list-style-type: none"> Teacher helps promote school-wide activities that increase family involvement. Teacher actively seeks out and engages with stakeholders within the community, and becomes a part of the community.
		<ul style="list-style-type: none"> IEP goals and Progress Toward Goals are clearly communicated and defined to families with specific examples of student progress based on data in parent friendly language, and provides examples of how families can support the learning of students at home.
	Notes:	
Domain 4: Professionalism		
Element:	<p>NMTEACH 4B: Participating in a professional community</p> <ul style="list-style-type: none"> How willing and eager is the teacher to participate in the professional community? How collegial and productive are teacher’s relationships with their colleagues? 	
Level of Performance	Ineffective	<p>The teacher does not participate in a professional community or in school and district events and projects.</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are negative or self-serving.
	Minimally Effective	<p>The teacher participates in a professional community and in school and district events and projects when specifically requested.</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are cordial but relationships do not lead to productive work that benefits students.
	Effective	<p>The teacher actively participates in a professional community and in school and district events and projects.</p> <ul style="list-style-type: none"> Teacher maintains positive and productive relationships with colleagues. Teacher provides appropriate information on students with disabilities to appropriate personnel e.g. strengths/weaknesses, preferred modalities, needed environmental modifications, IEP goals, health/school history, etc.

		<ul style="list-style-type: none"> Teacher consults with regular classroom teachers about instructional and behavioral modifications for Students with Disabilities. Teacher consults with other teachers on student progress e.g. Behavior Intervention Plan, Health Plan, etc.
Highly Effective	The teacher makes a substantial contribution to the professional community, to school/-district events and projects.	<ul style="list-style-type: none"> Teacher assumes a leadership role among the stakeholders. Teacher works with other teachers to monitor IEP objectives addressed in the regular classroom using monitoring notebooks, charts, etc. Teacher consults with other teachers on student progress e.g. Behavior Intervention Plan, Health Plan, etc. Teacher participates in school-wide professional development and observes confidentiality in the school and the community.
Exemplary	The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation.	<ul style="list-style-type: none"> Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship. Teacher serves as a consultant/resource to regular education teachers. Teacher consults with teachers regarding pre-referral collaboration techniques for at-risk students in the regular classroom.
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 their instructional practices? 	
Level of Performance	Ineffective	<p>Teacher does not accurately assess the effectiveness of the instructional practices.</p> <ul style="list-style-type: none"> Teacher has no idea about how the instructional practices could be improved.
	Minimally Effective	<p>Teacher provides a partially accurate and objective description of the instructional practices with some evidence.</p> <ul style="list-style-type: none"> Teacher makes only general suggestions as to how the instructional practices might be improved.
	Effective	<p>Teacher provides an accurate and objective description of own and other instructional practices with specific evidence e.g. progress monitoring within evidence-based specialized instruction.</p> <ul style="list-style-type: none"> Teacher makes some specific suggestions as to how the instructional practices might be improved.
	Highly Effective	<p>Teacher’s reflection on instructional practices is thoughtful and accurate with specific evidence e.g. progress monitoring within evidence-based specialized instruction.</p> <ul style="list-style-type: none"> Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
	Exemplary	<p>Teacher’s reflection is ongoing and immediate.</p> <ul style="list-style-type: none"> The teacher demonstrates immediate understanding of effectiveness of instructional practices. Teacher modifies and adapts as necessary.

	Notes:	
Domain 4: Professionalism		
Element:	NMTEACH 4D: Demonstrating professionalism <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? 	
Level of Performance	Ineffective	<p>The teacher displays a lack of professionalism.</p> <ul style="list-style-type: none"> Teacher contributes to practices that are self-serving or harmful to students. Teacher fails to comply with regulations and timelines. Contributes to school practices that are negative toward students with disabilities.
	Minimally Effective	<p>The teacher displays minimal professionalism.</p> <ul style="list-style-type: none"> Teacher complies inconsistently with regulations, doing just enough to “get by”.
	Effective	<p>The teacher displays a high level of professionalism in dealings with both students and colleagues.</p> <ul style="list-style-type: none"> Teacher complies fully and voluntarily with regulations e.g. keeps current with annual IEP’s, REED’s, Progress Toward Goals, etc. Teacher promotes safe environment for students when monitoring students and activities. Teacher complies with district timelines. Teacher participates in professional development training focusing on students with disabilities e.g. evidence-based instruction, behavior management and/or NVCI training, etc and the implementation of the training is evident in the classroom.
	Highly Effective	<p>The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues.</p> <ul style="list-style-type: none"> Teacher helps ensure that school practices honor all stakeholders. Teacher helps colleagues comply with rules and regulations. Teacher complies with district timelines and has data readily available. Teacher continues to participate in professional development training focusing on students with disabilities e.g. evidence-based instruction, behavior management and/or NVCI training, etc and the implementation of the training is evident in the classroom. Teacher models advocacy and instructs students in self advocacy skills making particular effort to challenge negative attitudes and helps ensure that all students with disabilities are honored in the school.
	Exemplary	<p>The teacher proactively and in a positive way seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students and contributing to the efficacy of adults and students.</p> <ul style="list-style-type: none"> Teacher complies with district timelines and shares data with appropriate colleagues. Teacher continues to participate in professional development; training focusing on students with disabilities e.g. evidence-based instruction, behavior management and/or NVCI training, etc and the implementation of the training is evident in the classroom.

		<ul style="list-style-type: none"> Teacher shares knowledge gained from professional development with colleagues.
Domain 4: Professionalism		
Element:	NMTEACH 4E: Growing and developing professionally <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? 	
Level of Performance	Ineffective	The teacher does not participate in professional development activities. <ul style="list-style-type: none"> Teacher makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.
	Minimally Effective	The teacher participates in professional development activities that are convenient or are required. <ul style="list-style-type: none"> Teacher makes limited attempts to share knowledge with colleagues. Teacher accepts feedback from supervisors and colleagues with some reluctance.
	Effective	The teacher accepts opportunities for professional development after an individual assessment of need. <ul style="list-style-type: none"> Teacher implements PD strategies in evidence-based specialized instruction e.g. reading, math, behavior, etc. Teacher welcomes and implements feedback from supervisors and colleagues regarding evidence-based specialized instruction.
	Highly Effective	The teacher actively pursues professional development opportunities. <ul style="list-style-type: none"> Teacher initiates activities to share expertise in evidence-based instruction with others. Teacher seeks out feedback from supervisors and colleagues.
	Exemplary	The teacher is an established leader in the school. <ul style="list-style-type: none"> Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders.
	Notes:	
Domain 4: Professionalism		
Element:	NMTEACH 4F: Maintaining accurate records <ul style="list-style-type: none"> How efficient and accurate are the teacher's record-keeping systems? 	
Level of Performance	Ineffective	The teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray. <ul style="list-style-type: none"> Information from records contains errors and causes confusion. Teacher fails to complete or use mandated IEP forms including Progress Toward Goals.
	Minimally Effective	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and partially successful. <ul style="list-style-type: none"> Information from records is mostly accurate and not up to date. Teacher uses mandated IEP forms but does not complete all sections in an effective manner. Explanation of Progress Toward Goals is not provided.
	Effective	The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful. <ul style="list-style-type: none"> Information from records is accurate and up to date.

		<ul style="list-style-type: none"> • Information is used by teacher to make decisions regarding students. • Develops and monitors IEP objectives which correspond with present levels of student performance and allow for continuous student progress. • Reports status of current IEP objectives, i.e. met, not met, continued. • Assists with pre-referral and referral timelines, e.g., attends pre-referral meetings when asked, and provides suggestions for classroom interventions and baseline data, etc. • Keep current with annual IEP's, REED's, Progress Toward Goals, etc. • Teacher effectively completes IEP forms in all areas including Progress Toward Goals. Explanation of Progress Toward Goals is provided.
	<p>Highly Effective</p>	<p>The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records.</p> <ul style="list-style-type: none"> • Information from records is accurate, up to date, and use constructively by students and teacher. • Information from IEP objectives and goals is shared and clearly defined with all stakeholders. • Present levels of student performance reflect whether a skill has been mastered at the independent level through progress monitoring. • Teacher effectively completes IEP forms in all areas including Progress Toward Goals. Explanation is based on progress monitoring.
	<p>Exemplary</p>	<p>The teacher's system is recognized by the school community as efficient and used as a model for other teachers.</p> <ul style="list-style-type: none"> • Teacher is able to communicate and facilitate how to develop and monitor IEP objectives, which correspond with present levels of student performance and allow for continuous student progress, and provide support to colleagues. • Teacher effectively completes IEP forms in all areas including Progress Toward Goals. Explanation is based on progress monitoring and shared with all stakeholders.
	<p>Notes:</p>	

Site Improvement
Plan: 2.5 – 2.99

- “High Range” Minimally Effective Teachers
- Scores from 2.5 – 2.99
- Principals will be primarily responsible for this plan
- Implemented after one observation ranking of minimally effective (as early as October 15)
- 90-day duration – required
- Teachers who score effective on future observations may exit the improvement plan entirely
- Teachers who do not improve, or score worse on observations, may move to the district improvement plan

District
Improvement Plan:
2.0 – 2.49

- “Low Range” Minimally Effective Teachers
- Scores from 2.0 – 2.49
- This will be a joint effort between school principals and central administration – support may depend on number of teachers on the district intensive evaluation plan
- Implemented after one observation ranking of minimally effective (as early as October 15)
- 90-day duration – required
- Teachers who score effective on future observations may exit the improvement plan entirely
- Teachers who do not improve, or score worse on observations, may move to district intensive evaluation

District Intensive
Evaluation: 1.0 –
1.99

- All Ineffective Teachers
- Scores from 1.0 – 1.99
- This program will most closely model the PAR program with intense central administration support
- Implemented after one observation ranking of ineffective (as early as October 15)
- 90-day duration – required
- Teachers who score minimally effective on future observations may graduate to a district or site improvement plan
- Teachers who do not improve, or score worse on observations, may be subject to due process

Professional Growth Plan for Ineffective 2013-2014

The preprinted document(s) for teacher(s) at your school who scored **ineffective** on the NMPED Summative Report for 2013-2014 is attached.

- 1) Review the information with the teacher
- 2) On the form describe the kind of support to be provided in each area of concern
- 3) Determine the projected end date for the plan (90 school days from the date of the meeting)
- 4) Set timelines for observations (5 must be completed within the plan period)
- 5) Sign. Send copy to you HR staffer. Give copy to teacher. Retain original at school
- 6) At the end of the plan period sign and send original to your HR staffer

IF THE TEACHER IS NO LONGER AT YOUR SCHOOL PLEASE SEND EMAIL TO greene@aps.edu. IF YOU KNOW WHERE THE TEACHER HAS GONE (retired, transferred to ____) PLEASE INCLUDE THAT INFORMATION.

QUESTIONS ABOUT THE TEACHERS NMPED RATING? PLEASE CONTACT ME.

Support for Minimally Effective 2013-2014

The preprinted document(s) for teacher(s) at your school who scored **minimally effective** on the NMPED Summative Report for 2013-2014 is attached.

- 1) Review the information with the teacher
- 2) Make changes to suggested support – optional
- 3) Sign. Give copy to teacher. Retain original at school

IF THE TEACHER IS NO LONGER AT YOUR SCHOOL PLEASE SEND EMAIL TO greene@aps.edu. IF YOU KNOW WHERE THE TEACHER HAS GONE (retired, transferred to ____) PLEASE INCLUDE THAT INFORMATION.

QUESTIONS ABOUT THE TEACHERS NMPED RATING? PLEASE CONTACT ME.

Name: _____ Employee # _____ School: _____

APS SITE SUPPORT

Minimally Effective – NMPED Summative Report 2013-2014

Per NMPED: Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System. Flexibility to this rule was given to districts to determine duration and type of support to provide to teachers scoring minimally effective.

You received a rating of minimally effective on the Summative Report issued by NMPED. Information below is based on data from August 15, 2014. A copy of your summative report is attached.

The Summative Report is composed of three areas: Student Achievement, Observations, and Multiple Measures. You will receive guided support in Student Achievement, Domain 2/3, and Domain 1/4 if below 60% of possible points. Support provided in Attendance if below 50% (more than 10 days absent)

Rating: **Minimally Effective** Total Score: _____ Points

Student Achievement Measure: _____

DESCRIPTION OF SUPPORT: _____

Domain 2/3 Observations: _____

DESCRIPTION OF SUPPORT: _____

Domain 1/4: _____

DESCRIPTION OF SUPPORT: _____

Attendance: _____

DESCRIPTION OF SUPPORT: _____

SAMPLE

OUTCOME OF SUPPORT:

TEACHER'S COMMENTS: _____

EVALUATOR'S COMMENTS: _____

I understand these supports are being recommended to me in order to support my teaching practice. If I am receiving site support it is my choice to access the recommended resources and activities.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Name: **Snow White** Employee # _____ School: **ALAMOSA ELEMENTARY**

APS SITE SUPPORT

Minimally Effective – NMPED Summative Report 2013-2014

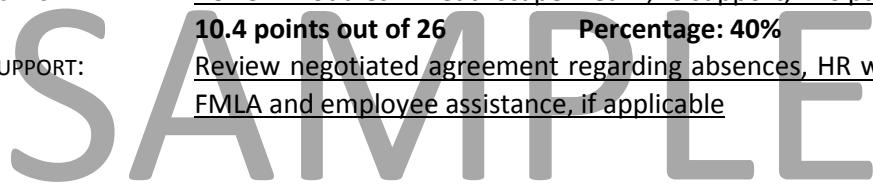
Per NMPED: Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System. Flexibility to this rule was given to districts to determine duration and type of support to provide to teachers scoring minimally effective.

You received a rating of minimally effective on the Summative Report issued by NMPED. Information below is based on data from August 15, 2014. A copy of your summative report is attached.

The Summative Report is composed of three areas: Student Achievement, Observations, and Multiple Measures. You will receive guided support in Student Achievement, Domain 2/3, and Domain 1/4 if below 60% of possible points. Support provided in Attendance if below 50% (more than 10 days absent)

Total Score: **110.35** Points

Student Achievement Measure:	18.80 points out of 25	Percentage: 54%
DESCRIPTION OF SUPPORT:	<u>Review current student’s test scores in AIMS</u>	
Domain 2/3 Observations:	58 points out of 100	Percentage: 58%
DESCRIPTION OF SUPPORT:	<u>Review modules in Teachscape- Learn; IC support; PLC participation</u>	
Domain 1/4:	23.08 points out of 39	Percentage: 59%
DESCRIPTION OF SUPPORT:	<u>Review modules in Teachscape- Learn; IC support; PLC participation</u>	
Attendance:	10.4 points out of 26	Percentage: 40%
DESCRIPTION OF SUPPORT:	<u>Review negotiated agreement regarding absences, HR website regarding FMLA and employee assistance, if applicable</u>	



OUTCOME OF SUPPORT:

TEACHER’S COMMENTS: _____

EVALUATOR’S COMMENTS: _____

I understand these supports are being recommended to me in order to support my teaching practice. If I am receiving site support it is my choice to access the recommended resources and activities.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Name: «First_Name» Employee # _____ School: «School_Name»

APS PERFORMANCE GROWTH PLAN

Ineffective Rating – NMPED Summative Report 2013-2014

Per NMPED: Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System.

You received a rating of ineffective on the Summative Report issued by NMPED. Information below is based on data from August 15, 2014. A copy of your summative report is attached.

The Summative Report is composed of three areas: Student Achievement, Observations, and Multiple Measures. You will receive guided support in Student Achievement, Domain 2/3, and Domain 1/4 if below 60% of possible points. Support provided in Attendance if below 50% (more than 10 days absent)

Total Score: «Total» Points

Student Achievement Measure: _____

DESCRIPTION OF SUPPORT: _____

Domain 2/3 Observations: _____

DESCRIPTION OF SUPPORT: _____

Domain 1/4: _____

DESCRIPTION OF SUPPORT: _____

Attendance: _____

DESCRIPTION OF SUPPORT: _____

«M of STAM»

«M Dom 2 3»

«M DOM 1 4»

«M Att»

SAMPLE

SUPPORT BEGIN DATE: _____ Projected SUPPORT END DATE: _____ (must be a minimum of 90 school days from begin date)

Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

OUTCOME OF SUPPORT: _____

TEACHER'S COMMENTS: _____

EVALUATOR'S COMMENTS: _____

I understand that NMPED requires me to be observed and evaluated more than 4 times during the 90 day period of the PGP. Information from these observations must be provided to me in writing. One of these observations may be the required observation in Teachscape and will be scored. The others may be walkthroughs in Teachscape that are not scored or information documented "paper/pencil" by my evaluator. Within 5 days of the completion of my Professional Growth Plan my evaluator will send a copy of this document to Human Resources indicating if performance deficits have been satisfactorily addressed.

Employee Signature: _____ Date: _____

Plan has been completed: _____ Satisfactory _____ Unsatisfactory

Evaluator Signature: _____ Date: _____

Name: Ann Gables Employee # _____ School: ALBUQUERQUE ELEMENTARY

APS PERFORMANCE GROWTH PLAN

Ineffective Rating – NMPED Summative Report 2013-2014

Per NMPED: Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System.

You received a rating of ineffective on the Summative Report issued by NMPED. Information below is based on data from August 15, 2014. A copy of your summative report is attached.

The Summative Report is composed of three areas: Student Achievement, Observations, and Multiple Measures. You will receive guided support in Student Achievement, Domain 2/3, and Domain 1/4 if below 60% of possible points. Support provided in Attendance if below 50% (more than 10 days absent)

Total Score: **83.08** Points

Student Achievement Measure: **16.02 points out of 70** Percentage: **23%**

DESCRIPTION OF SUPPORT: _____

Domain 2/3 Observations: **29.03 points out of 65** Percentage: **45%**

DESCRIPTION OF SUPPORT: _____

Domain 1/4: **22.42 points out of 39** Percentage: **57%**

DESCRIPTION OF SUPPORT: _____

Attendance: **15.6 points out of 26** Percentage: **60% No support required**

DESCRIPTION OF SUPPORT: _____

SUPPORT BEGIN DATE: _____ Projected SUPPORT END DATE: _____ (must be a minimum of 90 school days from begin date)

Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

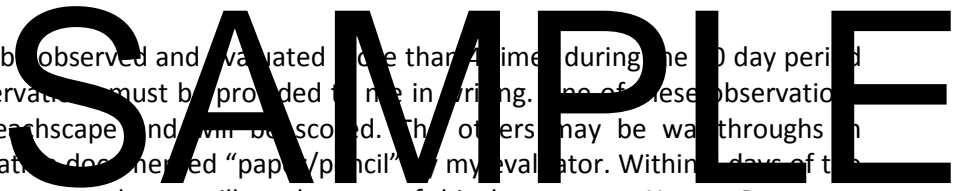
Observation Date: _____ Conference Date: _____ Observation Date: _____ Conference Date: _____

OUTCOME OF SUPPORT:

TEACHER’S COMMENTS: _____

EVALUATOR’S COMMENTS: _____

I understand that NMPED requires me to be observed and evaluated more than 4 times during the 90 day period of the PGP. Information from these observations must be provided to me in writing. One of these observations may be the required observation in Teachscape and will be scored. The others may be walkthroughs in Teachscape that are not scored or informally documented “paper/pencil” by my evaluator. Within 30 days of the completion of my Professional Growth Plan my evaluator will send a copy of this document to Human Resources indicating if performance deficits have been satisfactorily addressed.



Employee Signature: _____ Date: _____

Plan has been completed: _____ Satisfactory _____ Unsatisfactory

Evaluator Signature: _____ Date: _____

Name: Ann Gables Employee # _____ School: ALBUQUERQUE ELEMENTARY

APS PERFORMANCE GROWTH PLAN

Ineffective Rating – NMPED Summative Report 2013-2014

Per NMPED: Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System.

You received a rating of ineffective on the Summative Report issued by NMPED. Information below is based on data from August 15, 2014. A copy of your summative report is attached.

The Summative Report is composed of three areas: Student Achievement, Observations, and Multiple Measures. You will receive guided support in Student Achievement, Domain 2/3, and Domain 1/4 if below 60% of possible points. Support provided in Attendance if below 50% (more than 10 days absent)

Rating: Ineffective Total Score: 83.08 Points

Student Achievement Measure: **16.02 points out of 70** Percentage: **23%**

DESCRIPTION OF SUPPORT: Ann will access the student achievement scores for her current students in AIMS and review how this information can be used to guide instruction

Domain 2/3 Observations: **29.03 points out of 65** Percentage: **45%**

DESCRIPTION OF SUPPORT: Ann will access the competency based learning modules in Teachscape Learn and choose one or more activities to complete based on the elements in Domain 2/3 that were rated below 3 in Teachscape 2013-2014 summary evaluation. She will also participate in the school wide PLC that is addressing use of assessment in the classroom and work with instructional coach

Domain 1/4: **24.18 points out of 39** Percentage: **63%** No support required

DESCRIPTION OF SUPPORT:

Attendance: **10.4 points out of 26** Percentage: **40%**

DESCRIPTION OF SUPPORT: Ann will receive documentation on where to locate attendance information in the negotiated agreement and the APS Human Resources site

SAMPLE

SUPPORT BEGIN DATE: 9/22/2014 Projected SUPPORT END DATE: 2/10/2015 (must be a minimum of 90 school days from begin date)

Observation Date: 9/30 Conference Date: 10/1 Observation Date: 10/13 Conference Date: 10/13

Observation Date: 10/28 Conference Date: 11/3 Observation Date: 1/24 Conference Date: 1/25

Observation Date: 2/6 Conference Date: 2/7 Observation Date: _____ Conference Date: _____

OUTCOME OF SUPPORT:

Attachment 6

TEACHER'S COMMENTS: I completed three training modules in Teachscape in Domain 2 and 3. I also worked with the instructional coach on lesson planning. I believe that I have gained valuable knowledge from these activities. I looked up my students in AIMS and was able to target instruction based on

EVALUATOR'S COMMENTS: Ann has successfully completed her professional growth plan

I understand that NMPED requires me to be observed and evaluated more than 4 times during the 90 day period of the PGP. Information from these observations must be provided to me in writing. One of these observations may be the required observation in Teachscape and will be scored. The others may be walkthroughs in Teachscape that are not scored or information documented "paper/pencil" by my evaluator. Within 5 days of the completion of my Professional Growth Plan my evaluator will send a copy of this document to Human Resources indicating if performance deficits have been satisfactorily addressed.

Employee Signature: _____ Date: _____

Plan has been completed: 2/15/2015 Satisfactory _____ Unsatisfactory

Evaluator Signature: _____ Date: _____

Albuquerque Public Schools

2014-2015 TEACHER EVALUATION FAQ

9_23_2014

Carla Greene
9-23-2014

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1 PROFESSIONAL DEVELOPMENT PLANS

1.1 WHAT IF I DON'T HAVE A TEACHSCAPE ACCOUNT?

If you are assigned to a class in Synergy then you should have an account in Teachscape. If you do not have an account, contact greeneg@aps.edu

If you do not have a class assigned in Synergy you should not be evaluated in Teachscape. You should complete your PDP using pen and paper or electronic version of PDP found on the APS intranet, HR forms. Have your principal sign and date it. You will complete Form 1/2/3 and summative outside of Teachscape. These forms will be turned in to HR at the end of the school year.

1.2 ARE WE REQUIRED TO COMPLETE PDP FORMS?

Yes. Each teacher, whether evaluated in Teachscape or not, must submit a Professional Development Plan by October 1.

1.3 DO PDPs HAVE TO BE SUBMITTED TO HR?

If the PDP Form 1 is not in Teachscape the original must be turned in to HR at the end of the school year. There is no need to submit a copy of the PDP form if it is entered into Teachscape.

1.4 HOW DO I SIGN A PDP?

Since only the teacher has access to the PDP under his/her name in Teachscape there is no signature required. When a principal reviews that PDP and clicks ok it will count as an electronic signature. All PDPs in Teachscape must be reviewed by October 1. PDPs for teachers who have completed paper forms must be reviewed and signed by the principal by October 1st. These documents will be turned in to HR at the end of the school year.

1.5 WHO FILLS OUT WHAT FORM?

PDP Goal Setting Form in Teachscape is the equivalent of PDP Form 1. Do not be concerned that it says "level 1". It is the same for all teachers, no matter what level.

1.6 HOW MANY COMPETENCIES MUST A TEACHER CHECK/WORK ON IN THE TEACHSCAPE FORM?

Only one is required. A teacher may choose more than one. It is recommended that the teacher review last year's observations in Teachscape and choose based on areas identified for growth. The teacher will have an action plan just as in past years.

1.7 ARE THE GOALS THAT THE TEACHERS HAVE LIKE THOSE OF THE FIRST STAGE OF A PDP LAST YEAR?

PDP Form 1 has been revised to reflect the Domains of the current teacher evaluation system and the crosswalk with the prior NM teacher competencies.

1.8 WHEN ARE THE PDPs DUE?

By the 40th day. October 1, 2014

1.9 WHAT ABOUT THE OTHER DOCUMENTS UNDER PROFESSIONAL DEVELOPMENT?

Teacher Self-Evaluation	By April 1	Optional
Professional Development Plan (PDP) Goal Setting Form	By Oct 1	PDP Form 1
Professional Development Plan (PDP) Mid-Year Review	By Jan 9	PDP Form 2
Professional Development Plan (PDP) Reflection Form	By April 1	PDP Form 3

2 APS TEACHER EFFECTIVENESS PLAN 2014-2015

2.1 PLAN BASICS FOR 2014-2015

Each teacher evaluated using Teachscape will have scores based on

- One student achievement measure-SBA or EOC or DIBELS (50%),
- 2 observations of Domain 2/3 (25%),
- One submission of Domain 1 and one submission of Domain 4 (15%)
- Teacher attendance (10%)
- Also included, but not scored, are two walkthroughs in Teachscape – one per semester.

2.2 CHANGES FROM 2013-2014

- Student Achievement Group A SBA only—no EOC
- Group B EOC or if EOC not available, prior year School QI Growth¹
- Group C DIBELS—not DRA²
- Two observations of Domain 2/3—not three
- Domain 1/4 one submission each—not two
- Attendance: Only sick (non FMLA) counted—personal leave not counted
- WALKTHROUGHS: Two in TEACHSCAPE– unscored

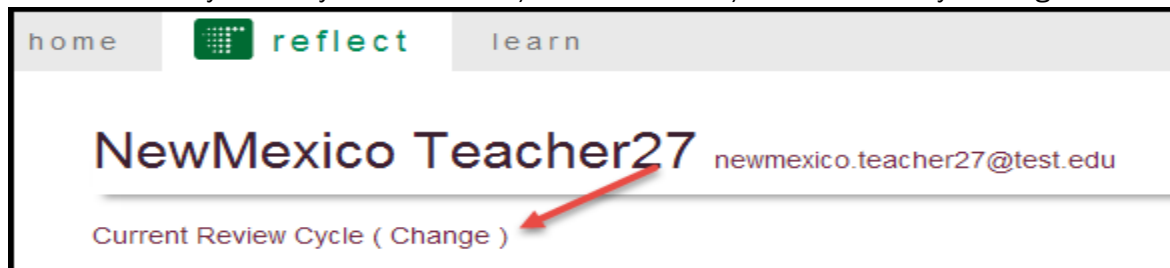
¹ PED required fallback for 2015 if EOC unavailable

² Student achievement one year delayed. DRA from 2014, 2013, 2012 used for 2015 evaluation.

3 TEACHSCAPE

3.1 HOW DO I ACCESS PRIOR YEAR'S EVALUATION?

You can access your last year's Domain 2/3 and Domain 1/4 information by clicking on



3.2 HOW DO I GET A COPY OF MY 2013-2014 PED SUMMATIVE REPORT?

You can get a copy of your PED Summative Report by asking your principal (if you are at the same school) or contact greene@aps.edu

3.3 WHEN SHOULD OBSERVATIONS BEGIN?

It is up to you to complete your observations and walkthroughs in a timely manner. Do what works best for you and your staff. A walkthrough should be completed before observations. It might identify an area or areas the teacher can address prior to the formal/scored observation.

3.4 WHAT WILL THE TEACHER WORKFLOW LOOK LIKE THIS YEAR?

In 2013-14 the workflow for APS was generic. This year's workflow is based on the APS approved plan. Because walkthroughs are not scored they are not listed in the workflow and are accessed in a different section of Teachscape.

Evaluation		Summary		1 Walkthrough in TS each semester	
Task				Evaluator	
Professional Development Plans	October 1	Not Started		NewMexico Principal27	View
Observation #1	December 17	Not Started		NewMexico Principal27	View
Professional Responsibilities: Domain 1 Fall		Not Started		NewMexico Principal27	View
Professional Responsibilities: Domain 4 Spring		Not Started		NewMexico Principal27	View
Observation #2	April 1	Not Started		NewMexico Principal27	View
Summative Feedback		Not Started		NewMexico Principal27	View
Student Achievement Measures		Not Started		NewMexico Principal27	View
Multiple Measures		Not Started		NewMexico Principal27	View

3.5 WHAT ARE THE DUE DATES FOR 2014-2015?

	Due Dates	
	<u>October 1st</u>	
	<i>PDP Form 1</i>	
<u>December 17th</u>		<u>April 1st</u>
<i>1 Walkthrough</i>		<i>1 Walkthrough</i>
<i>1 Obs Domain 2/3</i>		<i>1 Obs Domain 2/3</i>
<i>Submission Domain 1</i>		<i>Submission Domain 4</i>

3.6 WHEN WILL I RECEIVE ADDITIONAL TRAINING ON THE TEACHSCAPE OBSERVATION TOOL?

NMPED will require 3 different calibration training times this year. September, November, and March. Evaluators will be required to attend one day each session.

Group	September	November	February/ March
Elementary Principals & Assistant Principals	September 9, 10, 11 or 12	November 18, 19, 20, or 21	March 17, 18, 19, or 20
Secondary Principals and Assistants	September 2, 3, or 4	November 12, 13, or 14	February 23, 24, or 25
Evaluators who are not school based should attend calibration rounds with level where majority of teachers are located			

3.7 TEACHSCAPE ISSUES

3.7.1 When do I contact Teachscape and when do I contact APS?

Direct contact with Teachscape: Technical problems with Teachscape (i.e. cannot load an artifact, an artifact has been loaded incorrectly, a form was completed and now it disappeared, etc.) then contact national Teachscape support at support@Teachscape.com or call at 1-888-479-7600.

Examples of technical problems include:

- I uploaded an artifact and now it's missing
- I forgot my password

Technical problems can be answered directly by national Teachscape support.

3.7.2 What should I do if it looks like all the information I have entered disappeared?

Teachscape completes many auto saves. This is a good thing but it can cause your account to appear odd at times – missing data in most cases. If this happens you should first clear your cache. Directions on how to clear cache can be found at <http://www.wikihow.com/Clear-Your-Browser's-Cache>. Clearing cache should always be your first fix. If the information is still not appearing, call Teachscape support. support@Teachscape.com or call at 1-888-479-7600. They may be able to find it for you.

3.7.3 How do I activate my account?

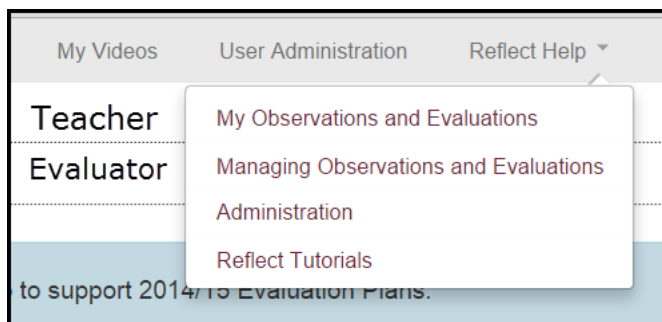
Directions should have been emailed to you from Teachscape. Contact greeneg@aps.edu

3.7.4 How do I log in?

www.teachscape.com/login username: aps email password: custom password that you set when you activate your account.

3.7.5 When will training on using Teachscape for teachers or evaluators be available?

There are no plans for formal training on using Teachscape. Log in to Teachscape and go to Reflect. By clicking on Reflect Help you can access current help documents, including webinars. My Observations is



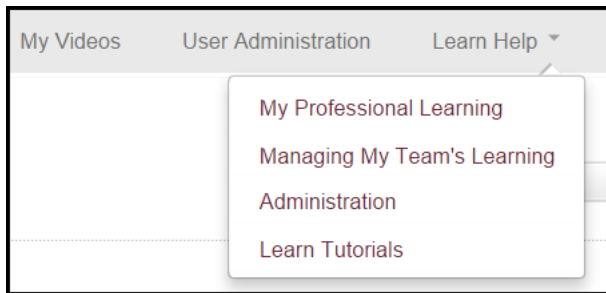
teacher focused; Managing Observations is administrator focused.

3.7.6 What is the expectation for Principals to use Teachscape LEARN?

Teachscape LEARN is an excellent tool to use when implementing site support. There are activities that are tied directly to the Domains as well as modules in literacy, common core, new teacher training and much more. Instructional coaches will have access to LEARN even though they are not evaluated in Teachscape.

3.7.7 How can I learn more about the LEARN module?

Click on the LEARN tab and then on Learn Help. There is a wealth of information available on how to use LEARN and its content.



3.8 TEACHER ROSTERS AT SCHOOLS

3.8.1 What if I don't have the correct teachers on my school roster?

Contact green@aps.edu with the following information: Employee full name, ID number, and APS email address, work location AND Comments about what happened/is wrong with the account.

3.8.2 Where will a teacher be assigned if they share a school?

(i.e. are a 0.5 at one school and a 0.5 at a different school?) Teachers should only be on one school roster. The principals of the schools should talk to one another and determine who will complete the evaluation. If it is decided to share the evaluation, contact green@aps.edu to move the teacher to another site at semester.

3.8.3 Should Instructional Coaches be in Teachscape?

Yes, but not for evaluation purposes unless they also have a class assigned to them in Synergy. If an instructional coach is going to help you with professional development, the coach needs access to LEARN. In order to have access to LEARN, it is necessary to have an account. It will be an instructional specialist account and will not have the evaluation components attached. The Instructional Coaches are being added based on a list from Curriculum and Instruction. They will not be evaluated in Teachscape.

3.8.4 What if I want to change evaluators? All of the teachers are assigned to the Principal.

DO NOT CHANGE EVALUATORS FROM YOUR SCHOOL TO A DIFFERENT SCHOOL. Contact green@aps.edu

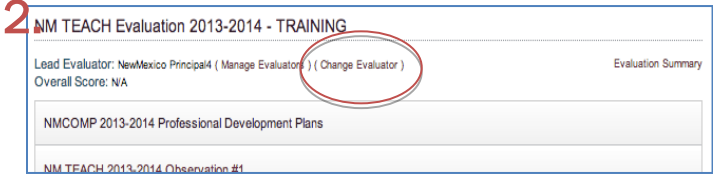
Within the same school: The initial assignment of all teachers will be to the principal. The principal will reassign the teachers to the appropriate evaluator within the same school.

Change Evaluator allows the Lead Evaluator (usually the principal) to assign the teacher evaluation process to another evaluator.

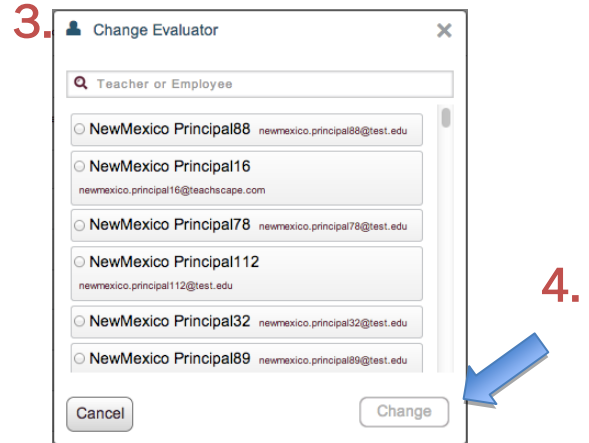
Example: *You are the one of several evaluators at a school, but you are not responsible for monitoring the teacher's evaluation process.*

How to change a teacher's evaluator for an entire evaluation:

1. Navigate to the teacher page
2. Click on [Change Evaluator] at the evaluation level



3. Select the correct evaluator or type their name in the search field
4. Click [Change]



3.8.5 How do I know if I successfully changed the evaluator?

The new evaluator will receive a confirmation email from Teachscape.

4 FORMAL OBSERVATIONS DOMAIN 2/3 - 25% OF EVALUATION

4.1 WHAT FORM DO I USE FOR AN OBSERVATION?

The recording of evidence and artifacts is compiled in Teachscape. The NMTEACH rubric is used to assess the level of competence. It is the standard observation rubric.

4.2 HOW DO I ENTER OBSERVATION DATA?

Teachscape is the online tool where you will record your observations, notes and score teachers. You can save observation information and reports in this database and finish completing them at a later time. However, **once an observation report is done and confirmed the report cannot be altered** and becomes part of the basis for the teacher's summative evaluation. Reports within Teachscape will allow you to track completion of the various components of the evaluation.

4.3 CAN A "CONFIRMED OBSERVATION" BE RELEASED BACK TO THE EVALUATOR FOR EDITING?

NO! Teachscape cannot release a confirmed observation once it is confirmed.

4.4 DOES EVIDENCE HAVE TO BE SUBMITTED FOR EACH ELEMENT IN A DOMAIN?

It is extremely important to document evidence during your observation. While the system allows a score without evidence it would be difficult to score an element without any evidence to support it.

REMINDER: Align the evidence to an element if the evidence was documented during an observation.

4.5 HOW MANY OBSERVATIONS AM I REQUIRED TO DO?

All teachers should be observed 2 times on the NMTEACH rubric if they are a Group A, B, C or PreK teacher. If the teacher is a Group D teacher you should follow the process outlined in the Human Resources Department from the 2012-2013 school year. (PDP Form 1, 2, 3, Progressive and Summative and 1 formal observation). Group D will not have any information in Teachscape. This is a change from 2013-2014.

4.6 DO THE TWO OBSERVATIONS OF DOMAIN 2/3 HAVE TO BE COMPLETED BY TWO DIFFERENT OBSERVERS?

No. A single observer may complete all components of the observation. This is flexibility that was granted APS. Observations may be shared (1 from each observer). It is a school decision.

- Individual schools may choose how they would like to schedule observations.
- There is no requirement that a teacher be observed two times by the same administrator or 1 time each by two different administrators
- Administrators may "share" staff and each may observe all teachers. Sharing is done through Teachscape.
- The only requirement is that every teacher has a minimum of one walkthrough(in Teachscape), one observation of Domain 2/3 and submission of Domain 1 by December 17 and a second walkthrough (in Teachscape) and observation of Domain 2/3 and submission of Domain 4 by April 1, 2015

4.7 WHO CAN COMPLETE OBSERVATIONS?

Can a dean of students, instructional coach or activities/athletics director assist the principal and assistant principal in completion of the observations? No. Per the APS negotiated agreement with ATF, only principals and assistant principals may complete evaluations for teachers. The positions listed in the question are on teacher contracts and are therefore not permitted to complete an observation.

4.8 Do I HAVE TO DO A PRE-OBSERVATION CONFERENCE WITH TEACHERS?

Yes, for a scheduled observation. The scheduled observation has to have a pre-conference.

The Pre Observation form in Teachscape is used for a pre-observation conference. The form may serve as a reflection piece for Domain 1 and can be used as evidence by the principal when scoring professional responsibilities. It also sets the stage for the observation.

An unscheduled observation does not require a pre-observation conference.

4.9 Do I HAVE TO DO A POST-CONFERENCE WITH TEACHERS AFTER OBSERVING THEM?

Yes. You are required to provide written feedback to the teacher within 10 calendar days of doing an observation. The 10 days is from the date you complete the observation and the date you click "completed" releasing the information to the teacher. Feedback within 10 days is a scored component of the Principal's evaluation.

A teacher who has all element scores of 3 or above in Domain 2/3 might receive written comments only. However, it is recommended that whenever possible a face to face conference is held.

A teacher who has element score(s) below 3 in Domain 2/3 should have a face-to-face conference to review available support.

4.10 DOES A TEACHER HAVE TO COMPLETE THE POST-OBSERVATION CONFERENCE FORM?

The form is a good conversation starter for the post-observation conference requirement and can also serve as a reflection piece for Domain 1 and 4 and the reflection component of the PDP. Its use should be encouraged.

4.11 ARE OBSERVATIONS SCHEDULED OR UNSCHEDULED?

There should be both. Scheduled observations do not have to have a formal appointment. Scheduled could be as simple as "I will be in your classroom sometime this week." Notice can be given when you do the pre-observation conference. Please keep your announced observation within the week. We are recommending that principals give more notice than just "this month." Teachscape has a scheduling function that you can use that will send a message to the teacher that the observation has been scheduled.

A scheduled observation of Domain 2/3 can/should include the teacher lesson plan upload and the pre-observation form which is the reflection on Domain 1. We recommend that you score Domain 1 when you complete the first semester scheduled observation of Domain 2/3. We know that Domain 1 is in a different scoring module than Domain 2/3. However, you can use the lesson plan and pre-observation form to inform the rubric scoring for Domain 1. You do not have to submit Domain 1 at the same time as Domain 2/3.

We recommend that you score Domain 4 over the course of the year. This will give the teacher the opportunity to add additional evidence, if needed, prior to confirming the submission. Domain 4 must be scored by April 1.

4.12 WHAT HAPPENS IF A TEACHER DISAGREES WITH THE RATING ON THEIR OBSERVATION/ EVALUATION?

If the teacher has element scores that are 2 or below support should be given in those areas. The only formal process to disagree with a rating takes place after the written comments are sent to the teacher **but before confirmation**. Principals must send written comments to the teacher within 10 calendar days. The teacher then has the opportunity to respond.

If a teacher would like to respond to an observation scoring, the teacher can do so in the post-observation conference form or through a separate document that can be uploaded as a post-observation artifact.

After the post-observation conference and teacher response, the principal will have the opportunity to edit the observation report and scoring if the principal feels it is appropriate. However, after an observation has been confirmed there will be no more changes to the scoring for the teacher.

4.13 DOES THE PRINCIPAL HAVE TO REVIEW THE POST-OBSERVATION CONFERENCE A SECOND TIME WITH THE TEACHER AND A UNION REPRESENTATIVE?

No. The post observation conference is between the teacher and principal. The teacher may have union representation at this meeting. The principal does not have to conduct the post observation conference a second time so the Union representative can be present.

4.14 IF A TEACHER'S SCORE IS MINIMALLY EFFECTIVE (2) IN ONE ELEMENT, WILL THE TEACHER BE MINIMALLY EFFECTIVE OVERALL?

It is possible. The scoring for the domain will average each individual element. Each element is worth between 1 and 5 points. Add all of the points together and divide by the number of elements that have been scored. Effective is considered an average of 3 or above. Do not let this affect your scoring. The focus should be on identifying areas of strength and growth and supporting teachers to improve student outcomes.

4.15 DO ALL TEACHERS RECEIVE A WRITTEN EVALUATION SUMMARY OR JUST THEIR SCORE?

All written comments from the observation will be included in the summary.

4.16 DO I STILL COMPLETE 2 OBSERVATIONS AND A MINIMUM OF 2 WALKTHROUGHS IN TEACHSCAPE IF THE TEACHER IS PART-TIME?

YES.

4.17 DO I STILL COMPLETE 2 OBSERVATIONS IF THE TEACHER IS OUT ON LEAVE?

You will complete observations, submissions and walkthroughs during the time the teacher is there. If there during any part of the semester you should complete the required plan elements. Extenuating circumstances – such as unexpected leave – would prevent you from completing all the plan components. This is OK.

4.18 IS APS REQUIRING STATEMENTS IN THE “AREAS OF STRENGTH, AREAS FOR GROWTH, RECOMMENDATIONS, AND ADDITIONAL COMMENTS” IN THE FINAL OBSERVATION REPORT?

YES. The information can be bulleted, not complete sentences, etc. This is a summary of the observation and can help focus discussion. The completion of recommendations is a component of the principal's evaluation. The principal's supervisor will use examples from random observations to determine the score in the rigor component of the principal's evaluation. Recommendations should include quality, constructive feedback that teachers can use to improve their practice.

4.19 IS APS REQUIRING THAT PRINCIPALS SHARE NOTES FROM THE OBSERVATION SCORING?

YES. Any notes in Teachscape should be shared with the teacher.

4.20 WHICH PRINCIPAL DOES THE OBSERVATIONS IF A TEACHER IS A 1.2 OR 1.4 FTE BECAUSE THEY TEACH AN EVENING CLASS?

The principal of the school where the teacher is assigned the majority of the time should complete the observations.

5 MULTIPLE MEASURES – PROFESSIONAL RESPONSIBILITIES 25% OF EVALUATION

5.1 DOMAIN 1 & 4 – 15% OF EVALUATION

5.1.1 When are submissions for Domain 1 & 4 due?

You may submit at any time but must submit a score no later than the due date.

Domain 1: December 17

Domain 4: April 1

5.1.2 Where do I score Professional Responsibilities?

Professional Responsibilities has been broken out and now shows Domain 1 and 4 separately.

APS recommends that you use the scheduled observation of Domain 2/3 to score Domain 1. This is why: A teacher uploads a lesson plan and completes the pre-observation form. The pre-observation form is a reflective tool for Domain 1. Principals should use the information contained in the lesson plan and pre-observation form to inform and be evidence for the scoring of Domain 1. The score for Domain 1 is entered separately, but for efficiency sake, you can collect the information at the same time. If there are areas of concern you do not need to submit the score for Domain 1. Continue to work with your teacher. There is only one opportunity to submit Domain 1 this year.

5.1.3 Why are there three different modules for submission?

Domain 2/3 are scored together, Domain 1 and Domain 4 stand alone.

5.1.4 If a teacher does not upload a lesson plan in Teachscape, but provides a hard copy to a principal, can the principal then upload the lesson plan as a post observation artifact?

Yes, and we encourage the principals to do so. This evidence will be critical when scoring Domain 1 and may be helpful later in the year if there are questions about a teacher's observation scores.

5.1.5 Does APS require teachers use a district approved lesson plan template?

No. However, APS has created four lesson plan templates that meet all the requirements and display all the components of Domain 1 of the NMTEACH rubric. These lesson plan templates are a resource for teachers. We strongly encourage teachers to use these templates. If your school does not want to use the district templates then a principal should work with their instructional council to create a template at the school level. Principals have to comply with the rubric language. Principals have to see lesson plans and know teachers are implementing them in the classroom. For scheduled observations, teachers are strongly encouraged to upload their lesson plans in the Teachscape tool so the principal can review.

5.1.6 Can principals ask me to submit lesson plans or have it readily accessible?

Yes. How principals collect lesson plan information is a school level decision. Teachers should have lesson plans readily accessible at any given time due to unscheduled observations.

Principals cannot, under any circumstance per the NMTEACH rubric, rank a teacher effective, highly effective or exemplary in Domain 1 if the teacher does not have a lesson plan that meets all the different components as outlined in Domain 1.

5.1.7 Where can I find the lesson plan templates?

On Blackboard. They are housed in the curriculum department resources. These lesson plans are not required but APS believes they meet all the elements of Domain 1.

5.1.8 Where should lesson plans be uploaded?

There is a section on Observation #1 where a lesson plan can be uploaded. A lesson plan can also be uploaded as an artifact under Professional Responsibilities Domain 1. An upload of any document can be done so the principal can review prior to an observation or submission.

5.2 TEACHER ATTENDANCE – 10% OF EVALUATION

5.2.1 Which absences will count against me in the attendance requirement?

Only sick leave not covered under approved FMLA will be counted. Personal leave will not be counted in 2014-2015. If you have a medical condition, please contact HR to discuss your options about intermittent FMLA leave or other district options. Absences under any federally protected leave status will not be included. Professional leave, personal leave, bereavement leave, military leave, FMLA leave, religious leave and jury duty will not be counted as a penalty for the multiple measure components.

5.2.2 How does PED get attendance information?

APS pulls the information on total number of days absent due to illness from Lawson and submits a file to PED. It is our understanding that attendance will be from the first reporting date to April 15 for 2014-2015.

5.2.3 How many absences may I have as a teacher?

Teacher attendance is worth 20 points on the summative evaluation IF a teacher has three years of student achievement data. $20 - \text{Number of days sick} = \text{total attendance points on summative report}$. The more days you miss the fewer points you will receive.

5.2.4 Why did my summative report indicate 40 possible points for attendance?

If a teacher did not have 3 years of student achievement data, graduated considerations were applied. This moved some of the possible student achievement points to other parts of the evaluation. If a teacher had 40 possible points in attendance the number scored was based on the percentage of days the teacher was present out of 20. Example: $20 - 13 \text{ days sick} = 7$ $7/20 = 35\%$ $35\% \text{ of } 40 = 14 \text{ attendance points}$ If a teacher had 29 possible points $35\% \text{ of } 29 = 10.15 \text{ attendance points}$

5.2.5 If I miss 2 hours for a doctor's appointment, will that count as an entire work day?

No. Payroll calculates leave by the hour. Therefore, if a teacher misses 2 hours for an appointment it will only be logged as 2 hours. One work day is 6.5 hours. A teacher has to accumulate 6.5 hours of sick leave in order to have it count as one day.

5.2.6 Will I be penalized if I am called for jury duty? Religious leave?

No. Please ensure the correct payroll code has been used to signify jury duty and religious leave

5.2.7 Will sick leave count against me if I take it for my child?

Yes. If a teacher takes sick leave to care for a child and the teacher is not on FMLA leave, that absence will still count against a teacher.

5.2.8 What if I have a tragedy in my family or special circumstance this year?

Contact HR to discuss your options about intermittent FMLA leave or other district options. Absences under any federally protected leave status will not be included.

5.2.9 What happens if I am on FMLA Leave?

Absences under FMLA will be excluded

6 STUDENT ACHIEVEMENT – 50% OF EVALUATION

6.1 TEACHER CLASSIFICATIONS

6.1.1 Group A: Must have classes assigned in Synergy

Tested Subject Areas and Grades

Teachers of Grades 3-5	Teachers of Grades 6-8	Teacher of Grade 7	Teachers of Grades 10-11 ⁵	Teachers of Grade 9, 10, 11
General Education	Reading and Math General Education	Science General Education	Reading General Education	Math and Science General Education
Special Education ² teacher	Reading and Math Special Education ²	Science Special Education ²	Reading Special Education ²	Math and Science Special Education ²
ELL/ESL Teachers ⁴	Reading and Math ELL/ESL Teachers ⁴		Reading ELL/ESL Teachers ⁴	Online Math & Science
Reading Interventionists	Reading Interventionists		Reading Interventionists	
Teachers of the gifted ³	Teachers of the gifted ³		Online Reading Teachers	
TEACHERS IN INTENSIVE SUPPORT PROGRAMS ² AND PACES ARE GROUP A. PED IS USING NMAPA SCORES TO DETERMINE TEACHER STUDENT ACHIEVEMENT MEASURE				

¹ Any teacher who has 30 or more students who take the SBA, regardless of what other class load they may have or other duties they may perform, can expect to be categorized as a Group A teacher.

² Any teacher who has a class roster that includes students who take the NMAPA will have student achievement scores when the total number of students tested over three years equals 9 or more

³ Teachers of gifted: if they have a class roster and dependent on the grade level and subject Group A or B

⁴ If you are a teacher and you have a class roster, even if the students are ELL/ESL, you will have student achievement measures assigned to your evaluation.

⁵ In 2016 the PARCC assessment from 2015 will be used to determine student achievement. Teachers of 9th grade English will then be considered Group A

6.1.2 Group B: Must have classes assigned in Synergy

Non-Tested Subject Areas and Grades

Grades 3-5	Grades 6-8	Grade 6, 8, 12	Grades 9 ⁵ and 12	Other Subjects
Non-SBA Tested Subject areas	Non-SBA Tested Subject Areas	Science General Education	Reading and Math General Education	Elective Courses
Fine Arts (all elementary grades)	Social Studies – General Education/ Special Education	Science Special Education	Reading and Math Special Education	Any other teacher not specifically listed in Group D
P.E.(all elementary grades) APE	Fine Arts	Online Instructors teaching Science	Reading and Math ELL/ESL Teachers	Online Instructors
	P.E. (all middle school grades)		Online Instructors Reading and Math	Teachers of the gifted

⁵ In 2016 the PARCC assessment from 2015 will be used to determine student achievement. Teachers of 9th grade English will then be considered Group A

**6.1.3 Group C: Must have classes assigned in Synergy
Kindergarten, 1st, 2nd**

General Education
Special Education
ELL/ESL Teachers
Reading Interventionists with a class roster (this includes teachers who are teaching ELL/ESL students)
Teachers of gifted with a class roster

6.1.4 Group PreK:

Preschool teachers will be evaluated in Teachscape for the first time in 2015. Because these teachers administer a different assessment than any of the other groups we anticipate they will be in a new group. PED has developed look-fors to be used by evaluators when using the NMTEACH rubric. Because student achievement is one year lagged, assessments administered in 2015 will not be used until the 2016 evaluation. Contact APS Early Childhood Program Manager at 880-8249

6.1.5 Group D:

Group D staff will not have any documentation in Teachscape. This is a change from 2013-2014. PDPs will be completed using documents from the APS HR intranet site.

Here is a list of who we know should be in Group D IF they do not have students assigned in Synergy other than for advisory or student aides:

- Librarians
- Counselors
- Ancillary Staff (SLPs, OTs, PTs, etc.)
- Interns
- Principal interns
- Resource Teachers with no class roster
- JROTC instructors who are not licensed teachers
- Interventionists with no class roster
- Instructional Coaches (no evaluation workflow in Teachscape but access to Learn)

6.2 WHAT DOCUMENTS ARE USED FOR GROUP D TEACHERS' EVALUATIONS?

All teachers and related service providers classified in group D will use the same evaluation process. **There will not be any documentation in Teachscape.** Use PDP Forms available on the APS intranet under Forms – Human Resources Department. Counselors have documents from Health and Wellness.

6.3 WHAT IF A TEACHER HAS A SPLIT FTE?

They will be classified in the group that has student achievement business rules whenever possible. For example, if a teacher is a .5 Librarian/.5 P.E. then that teacher would be in Group B. If a teacher is a .5 Counselor/.5 ELL teacher, that teacher would be in Group A or Group D depending if the teacher has a class in Synergy.

6.4 HOW MANY YEARS OF DATA WILL PED USE?

PED will use up to three years of data when possible.

6.5 DO MY STUDENTS HAVE TO BE PROFICIENT TO GET CREDIT IN STUDENT ACHIEVEMENT?

No. Growth in scale score points will count as value added. If a student makes one year's growth in one year's time, although still at beginning steps, you have added value to that student's learning and will receive a positive value added score. A positive value added score results in higher points in the student achievement measure portion of your summative evaluation.

6.6 IS STUDENT ACHIEVEMENT COHORT DATA OR INDIVIDUAL STUDENT?

The PED will track how each individual student performed. PED looks at the scale score points from the previous year(s) and creates a projected performance for the student for the next year using a value added model. If a student meets the projected performance the teacher has “added value” and will score well on the student achievement portion of the teacher evaluation.

6.7 DOES APS HAVE THE VALUE ADDED MODEL FORMULAS?

No. This is housed in PED.

6.8 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR KINDERGARTEN TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The DRA was the student achievement measure for Group C K-2 teachers in the APS teacher evaluation plan for 2014. APS submitted DRA scores for 2011, 2012, 2013 to NMPED. NMPED used this data to generate a valued added score. Value added scores are based on how close the student’s score was to the predicted score. For kindergarten students the fall and winter administration predicted how the student would score in the spring. If the student scored better than predicted a positive value added score was generated. If the student’s score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded in the student achievement component of the teacher evaluation.

6.8.1 What if the DRA was not given in the fall?

The predicted score for spring was based on the winter administration.

6.9 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 1ST GRADE TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The DRA was the student achievement measure for Group C K-2 teachers in the APS teacher evaluation plan for 2014. APS submitted DRA scores for 2011, 2012, 2013 to NMPED. NMPED used this data to generate a valued added score. Value added scores are based on how close the student’s score was to the predicted score. For 1st grade students the kindergarten spring administration score and the average of the fall and winter 1st grade administration scores were used to predict the student’s score on the 1st grade spring administration. If the student scored better than predicted a positive value added score was generated. If the student’s score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.10 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 2ND GRADE TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The DRA was the student achievement measure for Group C K-2 teachers in the APS teacher evaluation plan for 2014. APS submitted DRA scores for 2011, 2012, 2013 to NMPED. NMPED used this data to generate a valued added score. Value added scores are based on how close the student’s score was to the predicted score. For 2nd grade students the kindergarten spring administration score and 1st grade spring administration score were used to predict the student’s score on the 2nd grade spring administration. If the student scored better than predicted a positive value added score was generated. If the student’s score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.11 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 3RD GRADE TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The SBA was the student achievement measure for 3-8 grade Group A teachers. For 3rd grade students the 1st grade spring DRA score and the 2nd grade spring DRA score would have been used to predict performance on the 3rd grade SBA. APS submitted DRA scores for 2011, 2012, 2013 to NMPED. The DRA measures reading. The 3rd grade SBA measures reading and math. There were issues relating to the SBA/DRA data that prevented NMPED from calculating value added scores for the majority of New Mexico 3rd grade teachers.

6.12 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 4TH GRADE READING AND MATH TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The SBA was the student achievement measure for 3-8 grade Group A teachers. For 4th grade students the 3rd grade SBA score in reading and math was used to predict the performance of the student on the SBA administered in 4th grade. If the student scored better than predicted a positive value added score was generated. If the student's score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.13 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 4TH GRADE SCIENCE TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

We are waiting on clarification on this.

6.14 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 5TH, 6TH 7TH AND 8TH GRADE READING AND MATH TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The SBA was the student achievement measure for 3-8 grade Group A teachers. For 5th, 6th, 7th, and 8th grade teachers the student's two prior years SBA scores in reading and math were used to predict the performance of the student on the SBA administered in the next grade. If the student scored better than predicted a positive value added score was generated. If the student's score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.15 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 7TH GRADE SCIENCE TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

We are waiting for clarification on this.

6.16 DID TEACHERS OF 9TH GRADE MATH STUDENTS RECEIVE STUDENT ACHIEVEMENT SCORES ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

Yes.

Students in math class as 9th graders in 2012 generated a VAS labeled as 2013. Students in math class as 9th graders in 2011 generated a VAS labeled as 2012. Students in math class as 9th graders in 2010 generated a VAS labelled as 2011. The value added model applies a value added score to 9th grade math teachers even though the students did not take the SBA until the year after participating in a math class as a 9th grader. The 9th grade math teacher contributed to the learning of the student and therefore receives

credit for growth or lack of growth as evidenced by performance on the SBA as a 10th grader. (NMPED). The VAS was based on the entire test, not just performance on items addressing content addressed in the math class taken in 9th grade i.e. algebra, geometry.

Students teacher had in as 9 th graders in math	VAS label	Value added score based on SBA taken in 10 th grade	Predicted Performance on 10 th SBA based on performance
2012	2013	2013	7th 2010 8th 2011
2011	2012	2012	7th 2009 8th 2010
2010	2011	2011	7th 2008 8th 2009

6.17 DID TEACHERS OF 9TH AND 10TH GRADE SCIENCE STUDENTS RECEIVE STUDENT ACHIEVEMENT SCORES ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

Yes When a student took the science SBA as an 11th grader ANY teacher who had that student in science in previous years of high school received a value added score based on that student's performance.

Year teacher had as 9 th graders in science	VAS label	Value added score based on SBA taken in 11 th grade	Predicted Performance on 11 th Science SBA based on performance
2011	2013	2013	2010 8th Reading/Math and 2012 10th Reading/Math
2010	2012	2012	2009 8th Reading/Math and 2011 10th Reading/Math
2009	2011	2011	Requesting clarification from PED

Year teacher had as 10 th graders in science	VAS label	Value added score based on SBA taken in 11 th grade	Predicted Performance on 11 th Science SBA based on performance
2012	2013	2013	2010 8th Reading/Math and 2012 10th Reading/Math
2011	2012	2012	2009 8th Reading/Math and 2011 10th Reading/Math
2010	2011	2011	Requesting clarification from PED

6.18 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 10TH GRADE LANGUAGE ARTS TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The SBA was the student achievement measure for 10th grade Group A teachers. For 10th grade teachers the student's two prior years SBA scores in reading were used to predict the performance of the student on the SBA administered in the next grade. This would be SBA taken in 8th and 7th grade. If the student scored better than predicted a positive value added score was generated. If the student's score was less than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.19 HOW WERE STUDENT ACHIEVEMENT SCORES DETERMINED FOR 11TH GRADE LANGUAGE ARTS TEACHERS ON THE NMPED 2013-2014 SUMMATIVE REPORTS?

The SBA was the student achievement measure for 11th grade Group A teachers. For 11th grade teachers the student's two prior years SBA scores in reading were used to predict the performance of the student on the SBA administered in the next grade. This would be SBA taken in 10th and 8th grade. If the student scored better than predicted a positive value added score was generated. If the student's score was less

than predicted a negative value added score was generated. The higher the value added score, the more student achievement points awarded to the student achievement component of the teacher evaluation.

6.20 WHEN WILL STUDENT ACHIEVEMENT DATA BE UPLOADED?

In 2013-2014 student achievement data was not available until summative reports were published May 17. There has been discussion about providing student achievement data based on 2012, 2013, 2014 testing by November 2014. This is a PED decision.

6.21 HOW DOES PED GET STUDENT TEST SCORE INFORMATION?

The same way PED receives the information for school grading purposes. There is a data file for each test taker that is shared by the test vendors. DIBELS/PARCC results will be provided to NMPED directly from the vendor. EOC results are sent to the NMPED through a data exchange vendor.

6.22 HOW IS STUDENT ACHIEVEMENT ATTACHED TO TEACHERS?

APS submits the names of students, the courses they are assigned to, and the names of teachers of the courses every 40 days. The PED uses this information to attach test scores to the teacher(s) who has had the student in class(es) that is aligned with the SBA/PARCC. The test scores for a student may be used to generate the value added scores for multiple teachers.

6.23 HOW CAN PED USE 3 YEARS OF DATA FROM AN EOC I HAVE NEVER ADMINISTERED?

PED will not need 3 years of EOC data because the value added model (VAM) prediction for performance on an EOC is based on the past years of the specific student's SBA scores. The SBA will determine the prediction, not scores on EOCs taken by the specific student. There is a strong correlation between performance on the SBA and performance on EOCs. (NMPED)

7 WALKTHROUGHS – USE CHROME

7.1 SHOULD WE USE THE TEACHSCAPE TOOL FOR WALKTHROUGHS?

Yes. APS is using the Teachscape walk-through function. The walkthroughs are informative, not evaluative and are recorded in Teachscape. The APS plan for 2014-2015 requires a minimum of 1 walkthrough in Teachscape each semester. Additional walkthroughs may be completed to help provide guidance and support.

7.2 WHAT ARE THE DISTRICT’S EXPECTATIONS WITH WALKTHROUGHS?

Use walkthroughs to inform you about what’s going on in classrooms and to inform conversations with teachers. Walkthroughs are designed to give teachers feedback on what was happening in the classroom. Use the information from the walkthrough to help teachers prepare for their formal observation.

7.3 WHERE CAN I FIND MORE INFORMATION ABOUT WALKTHROUGHS?

Under Reflect Help click on Managing Observations and Evaluations. On the left hand side you will see a list of topics. Click on Managing and Conducting Walkthroughs. This is basic information. Additional information is available on the right hand side of the Reflect page and is more in-depth. There are videos and lessons on the use of walkthroughs and the data gained from them.

7.4 WHAT IF I WOULD LIKE TO USE THE SAME WALKTHROUGH FORMAT FOR TEACHERS NOT EVALUATED IN TEACHSCAPE?

See Appendix A for a template form of the document available in Teachscape “CWT Standard Look Fors”. You can use this for your teachers who are not evaluated in Teachscape.

7.5 WHY WON’T MY EMAILED WALKTHROUGH GO THROUGH?

Log in using **Chrome**. If you have already completed a walkthrough and need to send it you still can. Log in using Chrome. Click on the walkthrough you want to send. On the right you have an option to “send email”. Click on it.

8 IMPROVEMENT PLANS

8.1 PROFESSIONAL GROWTH PLANS (PGP) BASED ON RATINGS FROM NMPED 2013-2014 SUMMATIVE REPORTS

8.1.1 Flexibility for improvement plans for 2013-2014

The information below was taken from the NMTEACH website. Flexibility has been given for those who received a minimally effective rating on the 2013-2014.

8.1.2 Who is placed on a PGP based on Summative Report ranking from PED?

From the NMTEACH FAQ

What happens if I receive a minimally effective or ineffective rating?

Teachers who demonstrate ineffective or minimally effective performance will receive targeted supervision and support. This process will be documented in a Professional Growth Plan (PGP) that will be the responsibility of the teacher to demonstrate improvements in areas of need.

When are districts required to put a teacher on a Performance Growth Plan (PGP)?

Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System. This is not to be confused with providing feedback to teachers within ten days of conducting an observation, which is one component of the evaluation plan. Districts, however, do have local discretion to place teachers on a PGP after a single observation or any other single component of the effectiveness evaluation system. This may be done based on professional judgment of the principal.

8.1.3 What flexibility has NMPED given for support to teachers based on ratings from 2013-2014 summative reports?

Any teacher who received a rating of ineffective must be placed on a professional growth plan (PGP). For a teacher rated minimally effective it is a district decision as to the type and duration of support to be provided.

8.2 INEFFECTIVE RATING ON 2013-2014 NMPED SUMMATIVE REPORT AUGUST 2014

A teacher who received an overall score of **Ineffective** on the end of year 2013-2014 Summative Report generated by PED will be placed on a professional growth plan (PGP) for 90 school days.

Based on analysis of scores from the summative report the teacher will receive support as follows:

- Student Achievement below 60% of possible points:
 - Information and support on accessing student achievement information in AIMS for students currently assigned or other support as determined by teacher and evaluator
- Domain 2/3 below 60% of possible points:
 - Guidance and support in the use of the LEARN modules within Teachscape that focus on areas of need or other support as determined by teacher and evaluator
- Domain 1/4 below 60% of possible points:
 - Guidance and support in the use of the LEARN modules within Teachscape that focus on areas of need or other support as determined by teacher and evaluator
- Attendance below 50% of possible points (indicates more than 10 days absent):
 - Information on FMLA and Employee Assistance will be provided or other support as determined by teacher and evaluator

Teacher and principal will work collaboratively to develop the professional growth plan. It is possible for a teacher to need support in all four areas. Timelines will be established and observation dates set.

Documentation is completed on APS Professional Growth Plan form and submitted to Human Resources. A pre-populated document will be provided to administrators identifying teachers in this category.

8.2.1 Why would a teacher's overall effectiveness rating change from May 17 to August 15?

NMPED made updates throughout the summer. Here are some possible reasons a teacher's total score/rating may have changed:

- Attendance corrected due to incorrect submission of sick leave approved through FMLA
- Recalculation of student achievement due to insufficient data being used to calculate value added score
- Teacher was in incorrect Group
- Teacher was placed in the incorrect graduated considerations level (tag)
- 70% of APS K-2 teachers were moved to Group A when a recalculation was completed in August by PED. Teachers' overall scores increased due to the impact of graduated considerations. The Summative Report will not be changed. Although report says SBA the assessment used to determine student achievement was the DRA

8.2.2 How often does a teacher on a Professional Growth Plan (PGP) based 2013-2014 Summative Report have to be observed?

Per the PED rule, teachers on a plan have to be observed and evaluated "more than 4 times" while on the improvement plan and the plan must be in place for a minimum of 90 *school* days. Walkthroughs in Teachscape are not scored but may be used for informational purposes and are counted as part of the teacher evaluation plan. The observation of Domain 2/3 may be counted as one of the observations.

8.3 MINIMALLY EFFECTIVE RATING ON 2013-2014 NMPED SUMMATIVE REPORT AUGUST 2014

A teacher who received an overall score of **Minimally Effective** on the end of year 2013-2014 Summative Report generated by PED will receive support as follows based on analysis of scores from the summative report:

- Student Achievement below 60% of possible points:
 - Information on accessing student achievement information in AIMS for students currently assigned or other support as determined by teacher and evaluator
- Domain 2/3 below 60% of possible points:
 - Guidance on LEARN modules within Teachscape that focus on areas of need or other support as determined by teacher and evaluator
- Domain 1/4 below 60% of possible points:
 - Guidance on the LEARN modules within Teachscape that focus on areas of need or other support as determined by teacher and evaluator
- Attendance below 50% of possible points (indicates more than 10 days absent):
 - Information on FMLA and Employee Assistance will be provided or other support as determined by teacher and evaluator

Support is site based. The duration of the support is determined by the teacher and evaluator. Documentation of the site support is not submitted to Human Resources but is maintained at the school site.

8.3.1 Why would a teacher's overall effectiveness rating change from May 17 to August 15?

NMPED made updates throughout the summer. Here are some possible reasons a teacher's total score/rating may have changed:

- Attendance corrected due to incorrect submission of sick leave approved through FMLA
- Recalculation of student achievement due to insufficient data used to calculate value added score
- Teacher was in incorrect Group
- Teacher was placed in the incorrect graduated considerations level (tag)
- 70% of APS K-2 teachers were moved to Group A when a recalculation was completed in August by PED. Teachers' overall scores increased due to the impact of graduated considerations. The Summative Report will not be changed. Although report says SBA the assessment used to determine student achievement was the DRA

8.3.2 What is the difference between a professional growth plan (PGP) and site support based on the 2013-2014 NMPED Summative Reports?

INEFFECTIVE

- Professional Growth Plan
- Teacher and Principal work collaboratively to develop
- Must be for 90 school days
- Formal timelines established
- Required observations/walkthroughs with documentation
- Documentation provided to Human Resources

MINIMALLY EFFECTIVE

- Site Support
- Teacher and Principal work collaboratively to develop/Teacher driven
- Timeline for completion determined by teacher/principal
- No additional observations/walkthroughs required
- Documentation kept at school site

8.3.3 Can a teacher who received a rating of ineffective or minimally effective submit a dossier for licensure advancement?

We are waiting for written documentation from PED. We received verbal direction that a teacher who received a rating of minimally effective on the 2013-2014 NMPED Summative Report can submit a dossier after the completion of observations in the effective range in 2014-2015. A teacher who received a rating of ineffective cannot.

8.4 APS SUPPORT AND IMPROVEMENT PLANS BASED ON 2014-2015 OBSERVATIONS

8.4.1 Site Support:

Principals need to monitor progress of teachers receiving site support. They do not have to do this through a formal, scored observation or walkthrough in Teachscape. Additional walkthroughs in Teachscape (over the two required) may be completed and used to monitor progress. Teacher and principal may set up conference times but accessing the recommended supports is teacher driven.

8.4.1.1 *What if the first walkthrough indicates the teacher needs support?*

Have a conversation with the teacher. Determine what kind of support is needed to help the teacher be rated as effective on the Domain 2/3 observation. A new teacher may benefit from reviewing the new teacher activities in LEARN. Perhaps the teacher could work with the instructional coach. Do not wait until the formal observation of Domain 2/3 to see if there is improvement. It is perfectly alright to complete more walkthroughs. They are not scored and provide valuable feedback to the teacher. Access the "APS Support: Teacher Evaluation 2014-2015" on the Principals' Index to document recommendations. **(See Appendix A)**

8.4.1.2 What score will determine the need for site support or a plan?

Recommendations for support will be provided in the summary section for each element rated 2 or below. **THIS IS A CHANGE FROM LAST YEAR.** Support is not based on the average score of the observation but on the score of each element. Site support should be provided prior to district plan unless there are significant concerns that cannot be addressed adequately at the school level.

The performance rating for each element in a domain is as follows:

Ineffective	1.0
Minimally Effective	2.0
Effective	3.0
Highly Effective	4.0
Exemplary	5.0

Make sure there is adequate documentation in Teachscape for the post observation conference between teacher and observer. Documented evidence should clearly support the scores on the rubric. During the post observation face-to-face conference there should be discussion of the areas of concern and the kind of support available.

8.4.1.3 What does school site support include?

If a teacher is identified as needing support prior to the formal observation occurring, the principal can use the template available on the Principals' Index "APS Support: Teacher Evaluation 2014-2015 or in Appendix A of this document. When the formal observation of the Domain takes place, the observer will document resources available to the teacher in the summary section of each element rated 2 or below. Some possible site support recommendations:

LEARN module in Teachscape	Instructional Coach
<u>Teach Like A Champion</u>	Teaching Channel
Articles from professional journals	Activities in PLCs
Classroom observations	Peer Coaching
PD offered by Union	

For clarification, if you are providing a teacher school site support you do not need to have HR present. Site support needs to be documented but notice does not need to be sent to HR or placed in the employee's file. Information about the site support the principal is recommending takes place at the post observation conference or after a walkthrough.

8.4.1.4 What paperwork/follow up does a principal have to complete if a teacher scores below a 3.0 on elements in Domain 2/3 or Domain 1 or Domain 4?

You will be documenting support resources in Teachscape for each element in a Domain that is rated 2 or below (minimally effective or ineffective). There is no need for additional paperwork. If you would like to formalize the support there is a form available on the Principals' Index "APS Support: Teacher Evaluation 2014-2015" that can be used. (See Appendix A)

8.4.1.5 What will documentation of support look like in Teachscape?

Score: **NMTEACH 2A: Creating an environment of respect and rapport (NMCOMP: 6.A 7.G, 7.I)** ?

Summary (optional)

Suggestions for support: access Learn module and complete activity on Creating a Respectful Environment

Spell Check Summary Add

Observation date Sep 23, 2014

A student slumps in his chair following a comment by the teacher.

Levels of Performance

- 1 Ineffective**
Classroom interactions both between and among students, are inappropriate, disrespectful, and/or based on cultural backgrounds, and may include Put-downs, Conflict
- 2 Minimally Effective**
Classroom interactions, both

NMTEACH 2A: Creating an environment of respect and rapport (NMCOMP: 6.A 7.G, 7.I)

Principal21, NewMexico **Score: 1**

Evidence

A student slumps in his chair following a comment by the teacher.
The teacher does not call students by their names.
Students attend passively to the teacher, but tend to talk, text, etc. when other students are talking.

Summary

Suggestions for support: access Learn module and complete activity on Creating a Respectful Environment

NMTEACH 3E: Demonstrating flexibility and responsiveness (NMCOMP: 8.C, 7.A)

Principal21, NewMexico **Score: 1**

Evidence

When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."
The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."

Summary

Suggested Support: work with instructional coach, access Learn "Being Responsive and Flexible", Teach Like A Champion Chptr 7, video 7.3

8.4.1.6 *If a teacher has received recommendations for site support based on the first observation but improves on the second observation, can I take the teacher off site support?*

Site support is a recommendation of resources to support the teacher in elements rated below 3 or areas identified during a walkthrough. There are no timelines attached so there is no need to “take the teacher off site support”.

8.4.2 District Improvement Plan and Intensive Evaluation Plan PAR:
District Improvement Plan PAR

Principals need to monitor progress of teachers on a district improvement plan. The PAR program will provide support, but will not be an evaluator for these teachers. The principal should observe teachers on a district improvement plan every 10-15 contract days. They do not have to do this through a formal, scored observation or walkthrough in Teachscape. Additional walkthroughs in Teachscape (over the two required) may be completed and used to monitor *progress*. The observation should be documented on a summative memo. The memo is not a form in Teachscape and should not be loaded in Teachscape. The memo needs to be submitted to Human Resources. APS requires this documentation for our own legal obligations in §22-10A-1 et. seq NMSA 1978 The School Personnel Act.

Intensive Evaluation Plan PAR:

Principals need to monitor progress of teachers on intensive evaluation plan. The PAR program will provide support, but will not be an evaluator for these teachers. The principal should observe teachers on a district improvement plan every 10-15 contract days. They do not have to do this through a formal, scored observation or walkthrough in Teachscape. Additional walkthroughs in Teachscape (over the two required) may be completed and used to monitor progress. The observation should be documented on a summative memo. The memo is not a form in Teachscape and should not be loaded in Teachscape. The memo needs to be submitted to Human Resources. APS requires this documentation for our own legal obligations in §22-10A-1 et. seq NMSA 1978 The School Personnel Act.

8.4.2.1 *How do I access district support for teachers who are struggling even after site support has been provided?*

Contact your HR staffer for additional information on district support (PAR).

8.4.2.2 *What does a district improvement plan or district intensive evaluation include?*

HR will assist you in developing these plans. Please contact them for the templates.

The PAR consulting teacher, if a teacher is on an intensive plan, may meet with the principal to discuss strategies and interventions. However, the PAR teacher is not an evaluator and will not provide the teacher’s progress to the principals. An Instructional Coach can also provide support but is not an evaluator and will not provide the teacher’s progress to the principals.

8.4.2.3 *How does a teacher move from Site Support to a District Plan or from Intensive Evaluation to District Plan?*

If the teacher is receiving site support and does not make progress, contact HR. If the teacher is on a District plan or Intensive Plan and more or less support is needed, notify the HR staffer so a meeting can be scheduled with the PAR panel.

8.4.2.4 While on the 90 day plan (PAR), teachers can move between levels but how is the decision made to move between levels?

Do not confuse the support provided to teachers based on 2014-2015 observations with that required by NMPED for teachers rated as ineffective on 2013-2014 NMPED summative reports. Site support is not a set number of days. The support is completed based on mutual agreement of the teacher and evaluator. If the teacher is on a District Plan or Intensive Plan based on 2014-2015 observations and it is determined that less – or more – intervention is required there is no need to wait for the 45 day review. Notify the HR staffer so a meeting can be scheduled with the PAR panel.

8.4.2.5 What happens if a teacher is on a plan from last year?

If the teacher is still at the same school as 2013-2014, continue the process and include additional information from the NMPED 2013-2014 Summative Report. If the teacher had a rating of ineffective or minimally effective, include the recommendations for support in specific areas. If the teacher is no longer at your school, notify human resources. HR will work with you on plans to be in place 2014-2015 school year based on the results of the 2013-2014 PED Summative evaluation.

8.4.2.6 What happens at the end of the 90 day improvement plan if receiving support through the PAR process?

At the end of the 90 days, the principal determines if the teacher has met the goals of the improvement plan. If they have met the goals, the principal may remove the teacher from the improvement plan.

If the teacher does not meet the goals of the improvement plan, the principal can make one of three recommendations:

- Principal may recommend for termination (end of year);
- Principal may recommend for discharge (immediate); or
- Principal may continue the improvement plan until a later date he/she determine.

Any steps for termination or discharge must comply with the negotiated agreement.

8.4.2.7 If a teacher has been placed on a district plan based on the first observation but improves on the second observation, can I take the teacher off the plan?

If the teacher is receiving support through the PAR process, contact Human Resources.

8.4.3 Will summative report results be made public?

No. Per NMTEACH website:

Who will have access to my evaluation? Will it be released to my principal, parents, students and/or the public?

NM Public Education Department shares personally-identifiable data with only authorized school district and charter school personnel. The summative evaluation is a part of the teacher's personnel file and will be treated with the same privacy protections as all other contents of the personnel file.

Aggregate school, district and state level data may be released. This data will be subject to FERPA-like rules that do not allow for a teacher to be personally identified unless a confidentiality agreement has been signed. Data compiled from NMTEACH will be de-identified of individual teacher records and will be devoid of information that could be used either alone or in combination with other information to identify a teacher. Principals will have access to the report cards of the teachers on their staffs through NMTeachscope.

9 END-OF-COURSE EXAMS

9.1 WILL END OF COURSE EXAMS BE USED AS A STUDENT ACHIEVEMENT MEASURE FOR TEACHER EVALUATION FOR 2014-2015?

Only for Group B teachers. Student achievement measures for 2014-2015 teacher evaluation will use value added scores based on the results of EOCs administered in 2012-2013 and 2013-2014. EOCs administered by Group A teachers in 2012-2013, 2013-2014 will not be used in the Group A teacher's 2014-2015 evaluation.

During 2014-2015 Group B teachers will administer EOCs, if available. If an EOC has not been developed for the course the teacher's student achievement measure for the 2015-2016 school year will be based on the school's Quartile 1 growth from 2014-2015.

9.2 ARE THERE ANY UPDATES ON EOCs?

EOCs available to APS are developed and deployed by the PED Assessment Bureau. Access information on EOCs at <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>

9.3 IS APS REQUIRED TO ADMINISTER PED DEVELOPED EOCs?

Yes. If the PED has created one then APS will be required to administer the PED-developed EOC.

9.4 HAVE ANY MORE EOCs BEEN DEVELOPED?

You can find a list on the PED Assessment website

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>

9.5 WHERE ARE THE FRAMEWORK FOR THE EOCs DEVELOPED BY PED?

PED released the blue prints for the EOCs on Friday, October 4, 2013. The blueprints can be found at this website about 2/3 of the way down the page:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>

9.6 IF I TEACH A SEMESTER COURSE (EX: HEALTH EDUCATION) WILL I ADMINISTER THE EOC AT THE END OF EACH SEMESTER?

Yes. We do have confirmation from PED that you will be required to administer the EOC at the end of each semester.

9.7 WHAT IF THERE IS NOT AN EOC DEVELOPED FOR THE COURSE I TEACH?

Beginning in 2014-2015 PED has required a fallback student achievement measure for those teachers of classes for which there is not an EOC. Student achievement measure will be based on the Q1 (quartile 1) growth of the school from the prior year. If the school earned 70% of the possible points on Q1 growth in 2015 then the teacher would receive 70% of the possible points available under student achievement on the summative report for the 2015-2016 teacher evaluation.

9.8 WILL THE 11TH GRADE WRITTEN LANGUAGE, ALGEBRA I, ALGEBRA II, AND SCIENCE EOCs BE USED AS PART OF GROUP A TEACHER'S STUDENT ACHIEVEMENT MEASURE?

No. These EOCs will be given as a graduation requirement for students but will not be used as part of the teacher evaluation process.

10 NEW TEACHERS

10.1 HOW ARE “NEW TEACHERS” DEFINED?

New teachers are those teachers who have either never taught before (first year out of the college of education) or a teacher that is new to New Mexico.

10.2 ARE NEW TEACHERS EVALUATED USING THE SAME NMTEACH RUBRIC?

Yes. All new teachers must demonstrate performance based on Domains 1-4 of the NMTEACH rubric.

10.3 HOW DOES STUDENT ACHIEVEMENT WORK FOR NEW TEACHERS?

First year teachers are will not have any points attributed to the student achievement portion of the teacher evaluation system due to the fact that they do not have previous year’s data.

10.4 WHAT IS THE EVALUATION SYSTEM PERCENTAGE BREAKDOWN FOR FIRST YEAR TEACHER IN 2014-2015?

Domain 2/3 Observations: 50% Multiple Measures: Domain 1/4 25%; Attendance 25%

11 SPECIAL EDUCATION

In 2014-2015 all teachers who have students assigned to classes in Synergy will be evaluated using the NMTEACH observation protocol in Teachscape. We have asked for additional guidance from PED and it is our understanding the “look-fors” are in process. The Danielson group has put together some scenarios that might be useful as you begin your observations. This is not a rubric for special education – just guidance.

<http://danielsongroup.org/special-education>

12 APPENDIX

APS SUPPORT: TEACHER EVALUATION 2014-2015

TEACHER NAME: _____

LOCATION: _____

Observation/Walkthrough Date: _____

The elements below have been identified as areas where support is needed either through a walkthrough or formal observation.

DOMAIN 2

- NMTEACH 2A:** Creating an environment of respect and rapport
- NMTEACH 2B:** Organizing physical space
- NMTEACH 2C:** Establishing a culture for learning
- NMTEACH 2D:** Managing classroom procedures
- NMTEACH 2E:** Managing student behavior

DOMAIN 2

- NMTEACH 3A:** Communicating with students an appropriate manner
- NMTEACH 3B:** Using questioning and discussion techniques to support classroom discourse
- NMTEACH 3C:** Engaging students in learning
- NMTEACH 3D:** Assessment in Instruction
- NMTEACH 3E:** Demonstrating flexibility and responsiveness

DOMAIN 1

- NMTEACH 1A:** Demonstrating knowledge of content.
- NMTEACH 1B:** Designing Coherent Instruction
- NMTEACH 1C:** Setting instructional outcomes
- NMTEACH 1D:** Demonstrating knowledge of resources
- NMTEACH 1E:** Demonstrating knowledge of students
- NMTEACH 1F:** Designing student assessment

DOMAIN 4

- NMTEACH 4A:** Communicating with families
- NMTEACH 4B:** Participating in a professional community
- NMTEACH 4C:** Reflecting on teaching
- NMTEACH 4D:** Demonstrating professionalism
- NMTEACH 4E:** Growing and developing professionally
- NMTEACH 4F:** Maintaining accurate records

DESCRIPTION OF SUPPORT: _____

RECOMMENDED RESOURCES/ACTIVITIES: _____

I understand these supports are being recommended to me in order to support my teaching practice. It is my choice to access the recommended resources and activities.

TEACHER'S SIGNATURE: _____

DATE: _____

EVALUATOR'S SIGNATURE: _____

DATE: _____

TEACHSCAPE LEARN: PROFESSIONAL DEVELOPMENT MODULES

COMPETANCY BASED LEARNING

DOMAIN 1 PLANNING AND PREPARATION		Start Date	End Date	Comments
	Understanding Your Students			
	Considering Technology Tools for Your Classroom			
	Backwards Design			
	Establishing Learning Goals			
	Designing Student Assessments: Checklists and Rubrics			
	Enhancing Content and Pedagogical Knowledge Using the Teachscape Professional Learning Suite			
DOMAIN 2 THE CLASSROOM ENVIRONMENT		Start Date	End Date	Comments
	Creating a Respectful Environment			
	Motivation in a Culture for Learning			
	Establishing Expectations for Classroom Procedures			
	Managing Student Behavior			
	Setting Up Your Classroom			
DOMAIN 3 INSTRUCTION		Start Date	End Date	Comments
	Asking Effective Questions			
	Engaging Students with Collaborative Learning and Relevant Tasks			
	Monitoring Student Learning			
	Being Responsive and Flexible			
	Effective Communication During a Lesson			
DOMAIN 4 PROFESSIONAL RESPONSIBILITIES		Start Date	End Date	Comments
	The Importance of Reflection			
	Maintaining Accurate Records to Monitor Student Progress			
	Communicating with and Engaging Families			
	Professional Learning Communities			
	Service to Students			
	Being Receptive to Feedback			

COMMON CORE SERIES

ENGLISH LANGUAGE ARTS		Start Date	End Date	Comments
	An Introduction to the Common Core State Standards for English Language Arts & Literacy			
	Balancing Informational and Literary Text			
	Teaching Case (K-5): Main Topic and Main Idea in Nonfiction Texts			
	Teaching Case (6-8): Debating the New Deal			
	Teaching Case (9-12): Discussing Themes in a Socratic Seminar			
	Integrating Literacy in the Disciplines			
	Increasing Text Complexity			
	Teaching Case (K-2): Using Nonfiction Text Features			
	Teaching Case (11-12): Examining Advertisements			
	Prioritizing Text-Based Evidence			
	Focusing on Academic Vocabulary			
	Teaching Case (6-8): Analyzing the Script of a Play			
	Considering Implicit Aspects of the CCSS for ELA & Literacy			

MATHEMATICS		Start Date	End Date	Comments
	Introduction to the Standards for Mathematical Practice			
	Standards for Mathematical Practice: Applying Instructional Strategies			
	Standard for Mathematical Practice 1: Make Sense of Problems and Persevere in Solving Them			
	Standard for Mathematical Practice 2: Reason Abstractly and Quantitatively			
	Standard for Mathematical Practice 3: Construct Viable Arguments and Critique the Reasoning of Others			
	Standard for Mathematical Practice 4: Model with Mathematics			
	Standard for Mathematical Practice 5: Use Appropriate Tools Strategically			
	Standard for Mathematical Practice 6: Attend to Precision			
	Standard for Mathematical Practice 7: Look for and Make Use of Structure			
	Standard for Mathematical Practice 8: Look for and Express Regularity in Repeated Reasoning			

DATA DRIVEN INSTRUCTION SERIES

LEADING A DATA FOCUSED SCHOOL		Start Date	End Date	Comments
	Finding Focus and Getting Results DD100			
	Leading and Supporting Effective Work with Data DD100			
USING DATA TO IMPROVE INSTRUCTION		Start Date	End Date	Comments
	Effective Formative Assessment DD200			
	Data-Focused Instructional Decision Making DD200			
IMPLEMENTING THE CLASSROOM WALKTHROUGH PROCESS		Start Date	End Date	Comments
	Introduction to Classroom Walkthrough DD300			
	Implementation and Practice of Classroom Walkthrough DD300			
	Data Analysis and Reflection Using Classroom Walkthrough DD300			
EXAMINING EVIDENCE OF EFFECTIVE TEACHING		Start Date	End Date	Comments
	Establishing a Culture of Reflective Practice DD400			
	Implementing In-Classroom Observations DD400			
	Implementing Video-Based Classroom Observations DD400			

EFFECTIVE INSTRUCTIONAL STRATEGIES

HIGH YIELD STRATEGIES: THE FOUNDATION		Start Date	End Date	Comments
	Planning for the High Yield Strategies EI100			
	High Yield Overview EI100			
CREATING AN ENVIRONMENT FOR LEARNING		Start Date	End Date	Comments
	Reinforcing Effort and Providing Recognition EI200			
	Cooperative Learning EI200			
	Setting Objectives and Providing Feedback EI200			
HELPING STUDENTS DEVELOP UNDERSTANDING		Start Date	End Date	Comments
	Summarizing and Note-Taking EI300			
	Homework and Practice EI300			
	Nonlinguistic Representations EI300			
	Cues, Questions, and Advance Organizers EI300			
HELPING STUDENTS EXTEND AND APPLY KNOWLEDGE		Start Date	End Date	Comments
	Identifying Similarities and Differences EI400			
	Generating and Testing Hypotheses EI400			
INSTRUCTIONAL STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT		Start Date	End Date	Comments
	Direct Instruction EI500			
	Differentiating Instruction EI500			
	Scaffolding in Action EI500			
STRATEGIES TO DEEPEN STUDENT LEARNING		Start Date	End Date	Comments
	Data-Focused Instructional Decision Making EI100			
	Foundations of Effective Teaching EI600			
	Understanding Student Need EI600			

ELEMENTARY SCIENCE SERIES

EARTH SCIENCE SERIES		Start Date	End Date	Comments
	Science as Inquiry: Investigating Erosion SC100			
	Investigating Properties of Minerals: the 5 E's SC100			
PHYSICAL SCIENCE SERIES		Start Date	End Date	Comments
	Magnetism: Using Questions to Guide Learning SC200			
	Investigating Density: Why Objects Sink or Float SC200			

ENGLISH LANGUAGE LEARNER SERIES

DEVELOPING ENGLISH LANGUAGE SKILLS		Start Date	End Date	Comments
	English Language Learners: Listening and Speaking EL100			
	English Language Learners: Reading and Writing EL100			
ENGLISH LANGUAGE SKILLS FOR MIDDLE SCHOOL STUDENTS		Start Date	End Date	Comments
	English Language Development at Middle School EL200			
ENGLISH LANGUAGE SKILLS FOR HIGH SCHOOL STUDENTS		Start Date	End Date	Comments
	English Language Development at High School EL300			
USING SDAIE TO PROMOTE ENGLISH LANGUAGE DEVELOPMENT		Start Date	End Date	Comments
	Using SDAIE for English Language Learners EL400			
	Teaching High School Math Using SDAIE Methodology EL400			
	Teaching High School Science Using SDAIE Methodology EL400			
PROMOTING ENGLISH LANGUAGE LEARNING: THE LEADERSHIP PERSPECTIVE		Start Date	End Date	Comments
	Module 1: ELs & the Law EL500			
	Module 2: SLA Theory EL500			
	Module 3: Characteristics of Immigrant ELs EL500			
	Module 4: Teaching Strategies for Content Instruction EL500			
	Module 5: Teaching Strategies for English Language Development EL500			
	Module 6: ELs & Accountability EL500			
	Module 7: ELs & Assessment EL500			

LITERACY SERIES

FOUNDATIONS OF EFFECTIVE LITERACY PRACTICE		Start Date	End Date	Comments
	Foundations of Teaching Reading: Phonemic Awareness LI100			
	Foundations of Teaching Reading and Writing: Putting it All Together LI100			
	Foundations of Teaching Reading: Fluency LI100			
	Foundations of Teaching Reading: Vocabulary LI100			
	Foundations of Teaching Reading: Comprehension LI100			
UNDERSTANDING THE RESEARCH BASE: PERSPECTIVE FROM THE EXPERTS		Start Date	End Date	Comments
	Early Reading Success, Edward Kame'enui LI200			
	Reading Instruction and the Importance of Teacher Preparation, Louisa Moats LI200			
	Preventing Reading Failures, Reid Lyon LI200			
	Effective Comprehension Instruction, Michael Pressley LI200			
	Comprehension and Vocabulary Development, Isabel Beck LI200			
	Methods to Teach Children to Read, Sally Shaywitz LI200			
EVIDENCE-BASED PRACTICES IN TEACHING READING: READING FIRST		Start Date	End Date	Comments
	Phonemic Awareness and Phonics LI300			
	Fluency LI300			
	Vocabulary Development LI300			
	Comprehension Strategies LI300			
	Letter-Sound Correspondences LI300			
	Word Building LI300			
	Talking About Texts LI300			
BEST PRACTICES IN TEACHING WRITING		Start Date	End Date	Comments
	Organizing for Writing LI400			
	Writing Conferences LI400			
	Sharing and Publishing LI400			
EFFECTIVE LITERACY PRACTICES		Start Date	End Date	Comments
	Differentiation of Instruction LI500			
	Scaffolding in Action LI500			
ESSENTIAL READINGS IN LITERACY		Start Date	End Date	Comments
	Book Review: The Academic Achievement Challenge, Jeanne Chall LI600			
	Book Review: Overcoming Dyslexia, Sally Shaywitz LI600			
	Book Review: Speech to Print, Louisa Moats LI600			
THE ENGLISH LANGUAGE ARTS SERIES		Start Date	End Date	Comments
	Project CORE: English Language Arts (Providing Text Evidence) LI700			
	Project CORE: English Language Arts (Analyzing Text Structures) LI700			
	Project CORE: English Language Arts (Teaching Vocabulary) LI700			

MATHEMATICS SERIES

FOUNDATIONS OF EFFECTIVE MATHEMATICS TEACHING		Start Date	End Date	Comments
	Effective Questioning in the Mathematics Classroom MA100			
	Formative Assessment in the Mathematics Classroom MA100			
	Foundations of Effective Mathematics Teaching MA100			
	Problem Solving in Mathematics MA100			
OPERATIONS AND ALGEBRAIC THINKING MA200		Start Date	End Date	Comments
	Pre-Algebra: Pan Balance Equations MA200			
	Pre-Algebra: Patterns and Functions MA200			
NUMBER AND OPERATIONS		Start Date	End Date	Comments
	Number & Operations: Division with Remainders MA300			
	Number & Operations: The Magnitude of Fractions MA300			
	Number & Operations: Broken Calculator MA300			
MEASUREMENT AND DATA		Start Date	End Date	Comments
	Geometry: Calculating the Area of a Triangle MA400			
	Investigating Density: Why Objects Sink or Float MA400			
GEOMETRY		Start Date	End Date	Comments
	Geometry: 2D and 3D Figures MA500			
	Geometry: Calculating the Area of a Triangle MA500			
RATIOS AND PROPORTIONAL RELATIONSHIPS		Start Date	End Date	Comments
	Proportional Reasoning in the Middle Grades MA600			
	Proportional Reasoning MA600			
STATISTICS AND PROBABILITY		Start Date	End Date	Comments
	Data Analysis MA700	-		
	Data Analysis and Probability: Using Data to Make Predictions MA700			
	Data Analysis and Probability: Measures of Center MA700			
ALGEBRA, FUNCTIONS, AND MODELING		Start Date	End Date	Comments
	Quadratic Functions for Algebra II MA800			
	Linear Equations and Inequalities for Algebra II MA800			
	Linear Systems for Algebra II MA800			
	Transformations of Quadratic Functions for Algebra II MA800			
	Exponential Functions MA800			
	Function Operations and Inverses MA800			
	Higher Order Polynomial and Rational Functions MA800			
	Operations on Numbers and Expressions MA800			
	Linear Functions MA800			
	Transformations of Linear Functions MA800			
	Linear Equations MA800			
	Systems of Linear Equations MA800			
	Quadratic Functions MA800			
	Transformations of Quadratic Functions MA800			
	Quadratic Equations MA800			

NEW TEACHER SUPPORT

CLASSROOM MANAGEMENT		Start Date	End Date	Comments
	Beginning of the Year Classroom Management NT100			
	Secondary Classroom Management NT100			
ESSENTIAL TEACHING STRATEGIES		Start Date	End Date	Comments
	Foundations of Effective Teaching NT200			
DECISION MAKING FOR STUDENT ACHIEVEMENT		Start Date	End Date	Comments
	Data Focused Instructional Decision Making NT300			
DEEPENING UNDERSTANDING OF STUDENT NEED		Start Date	End Date	Comments
	Understanding Student Need NT400			
EFFECTIVE INSTRUCTIONAL PLANNING		Start Date	End Date	Comments
	Design for Learning NT500			

Name:
Observer:

Date:
Location:

CWT STANDARD LOOK FORS WITH COMMENTS

There are five focus areas: Curriculum, Instruction, Learner, Classroom Environment, and Differentiation. Best practice is to choose area(s) of focus for the walkthrough. It is not necessary-nor advisable - to focus on all areas

FOCUS ON CURRICULUM

Focus is on what is being taught by examining what the lesson objective is, whether students know what the lesson objective is, and whether the lesson objective is on target for grade-level standards. Learning objectives should focus on what students are learning (what knowledge or skills they are attaining) rather than on what students are doing. Students of any age should be able to articulate what they are learning rather than what they are doing.

What is the learning objective(s) for the lesson?

Learning objective(s) is evident to the students (select one)

Evident Not evident Unable to determine

Learning objective(s) on target for grade-level standards (select one)

Yes No Unable to determine

Comments:

FOCUS ON INSTRUCTION

What instructional practices, strategies, and student grouping formats have been selected to help students meet the lesson objective? Instructional strategies are powerful only when used appropriately and deliberately. Encouraging student engagement, their use of learning strategies, and their connection to content are critical teaching practices.

Identify instructional practices

<input type="checkbox"/> Coaching	<input type="checkbox"/> Informal assessment	<input type="checkbox"/> Presentation
<input type="checkbox"/> Discussion	<input type="checkbox"/> Lecture	<input type="checkbox"/> Providing directions/instructions
<input type="checkbox"/> Unable to determine	<input type="checkbox"/> Learning centers	<input type="checkbox"/> Providing opportunities for practice
<input type="checkbox"/> Hands-on experiences	<input type="checkbox"/> Modeling	<input type="checkbox"/> Teacher-directed Q and A
<input type="checkbox"/> Testing	<input type="checkbox"/> None	

Comments:

Identify grouping format

Whole group Small group Paired Individual

Comments:

Identify research-based instructional strategies – Teacher

- | | |
|---|--|
| <input type="checkbox"/> Identifying similarities and differences | <input type="checkbox"/> Cooperative learning |
| <input type="checkbox"/> Summarizing/note-taking | <input type="checkbox"/> Setting objectives/providing feedback |
| <input type="checkbox"/> Reinforcing effort/recognition | <input type="checkbox"/> Generating/testing hypotheses |
| <input type="checkbox"/> Homework/practice | <input type="checkbox"/> Cues/questions/advance organizers |
| <input type="checkbox"/> Nonlinguistic representations | |

Comments:

Identify research-based instructional strategies – Student

- | | |
|---|--|
| <input type="checkbox"/> Identifying similarities and differences | <input type="checkbox"/> Cooperative learning |
| <input type="checkbox"/> Summarizing/note-taking | <input type="checkbox"/> Setting objectives/providing feedback |
| <input type="checkbox"/> Reinforcing effort/recognition | <input type="checkbox"/> Generating/testing hypotheses |
| <input type="checkbox"/> Homework/practice | <input type="checkbox"/> Cues/questions/advance organizers |
| <input type="checkbox"/> Nonlinguistic representations | |

Comments:

FOCUS ON THE LEARNER

What are students doing at the time of the walk? What instructional materials are being used? What is the level of student work (based on the original Bloom's Taxonomy), and the levels of class engagement (based on Schlechty's WOW model)? Characterization of the level of student work does not assume a sequential process (i.e., we do not need to go through the levels in order, and their use is not necessarily dependent on the time of year). These levels can occur at any time and in any combination. Class engagement is a measure of students' connection with the learning—its relevance to them. The 75 percent rule is used when uncertain about the level of class engagement (e.g., if 75 percent are highly engaged, check "Highly Engaged"). Again, the bar is set high for what learners should experience in classrooms.

Identifying student actions

- | | | | |
|--|-----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Working with hands-on materials | | | |

Comments:

Identify instructional materials

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Computer software | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Textbooks |
| <input type="checkbox"/> Content specific manipulatives | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Video |
| <input type="checkbox"/> Hand-held technology | <input type="checkbox"/> Real-world objects | <input type="checkbox"/> Website |
| <input type="checkbox"/> Lab/activity sheet | <input type="checkbox"/> Student-created materials | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> None | | |

Comments:

Determine level(s) of student work

- | | |
|---|--|
| <input type="checkbox"/> Recalling information (Knowledge)
(Analysis) | <input type="checkbox"/> Breaking down information into parts |
| <input type="checkbox"/> Understanding information (Comprehension)
(Synthesis) | <input type="checkbox"/> Putting information together in new ways |
| <input type="checkbox"/> Using information in a new way (application)
(Evaluation) | <input type="checkbox"/> Making judgments and justifying positions |

Comments:

Determine levels of class engagement (select one)

- Highly engaged – Most students are authentically engaged
- Well managed – Students are willingly compliant, ritually engaged
- Dysfunctional – Many students actively reject the assigned task or substitute another activity

Comments:

FOCUS ON CLASSROOM ENVIRONMENT

What elements of the classroom environment support learning? While a classroom may be beautiful, it may not create an environment that is conducive to teaching and learning.

- Materials are available on the classroom
- Models/exemplars of quality student work posted
- Routines and procedures are evident
- None
- Scoring rubrics are displayed/provided
- Students interact with classroom environment
- Student work displayed

Comments:

DIFFERENTIATION

Is there evidence of differentiation in the classroom? How do the instruction and environment of the classroom support the needs of all learners and give every student the opportunity to meet the learning objective? At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.*

The teacher is responding to specific learning needs through differentiation of:

- Content
- Process
- Product
- Learning environment
- Unable to determine

Comments:

Attachment 8

School Name	K	1	2	3	4	5	ES OTHER	MS	HS	OTHERS	TOTAL
A. Montoya Elementary School	4	3	2	4	3	3	12	0	0	0	31
Acoma Elementary School	4	1	2	1	1	1	9	0	0	0	19
Adobe Acres Elementary School	6	3	2	6	4	3	23	0	0	0	47
Alameda Elementary School	6	3	2	2	0	1	12	0	0	0	26
Alamosa Elementary School	8	8	5	9	2	5	18	0	0	0	55
Albuquerque High School	0	0	0	0	0	0	0	0	158	0	158
Alvarado Elementary School	4	3	2	2	2	2	22	0	0	0	37
Apache Elementary School	4	6	3	5	5	4	13	0	0	0	40
APS Summer School	0	0	0	0	0	0	0	0	90	1	91
Armijo Elementary School	6	8	3	6	1	3	20	0	0	0	47
Arroyo Del Oso Elementary School	8	9	7	3	4	3	12	0	0	0	46
Atrisco Elementary School	5	2	2	6	3	3	26	0	0	0	47
Atrisco Heritage Academy High School	0	0	0	0	0	0	0	1	180	1	182
Bandelier Elementary School	6	7	6	5	5	6	12	0	0	0	47
Barcelona Elementary School	6	5	3	7	4	3	18	0	0	0	46
Bel-Air Elementary School	7	6	3	4	3	3	14	0	0	0	40
Bellehaven Elementary School	4	6	5	2	1	2	14	0	0	0	34
Career Enrichment Center	0	0	0	0	0	0	0	0	6	0	6
Carlos Rey Elementary School	9	13	8	7	4	6	21	0	0	0	68
Central NM Comm College	0	0	0	0	0	0	0	0	0	1	1
Chamiza Elementary School	6	6	4	5	4	7	15	0	0	0	47
Chaparral Elementary School	8	7	8	6	6	5	40	0	0	0	80
Chelwood Elementary School	13	6	7	4	4	4	11	0	0	0	49
Cibola High School	0	0	0	0	0	0	0	0	150	1	151
Cleveland Middle School	0	0	0	0	0	0	0	55	0	5	60
Cochiti Elementary School	4	2	2	2	1	1	10	0	0	0	22
College and Career High School	0	0	0	0	0	0	0	0	7	1	8
Collet Park Elementary School	4	4	4	2	2	2	15	0	0	0	33
Comanche Elementary School	7	4	4	3	3	4	10	0	0	0	35
Continuation School	0	0	0	0	0	0	0	0	2	0	2
Coronado Elementary School	0	0	0	0	0	0	25	0	0	0	25
Corrales Elementary School	6	5	3	3	4	3	10	0	0	0	34
Del Norte High School	0	0	0	0	0	0	0	0	87	0	87

Attachment 8

School Name	K	1	2	3	4	5	ES OTHER	MS	HS	OTHERS	TOTAL
Dennis Chavez Elementary School	6	6	3	4	6	5	22	0	0	0	52
Desert Ridge Middle School	0	0	0	0	0	0	0	94	0	3	97
Desert Willow Family School	0	0	5	1	2	0	6	0	0	0	14
Dolores Gonzales Elementary School	1	2	1	3	2	1	35	0	0	0	45
Double Eagle Elementary School	5	5	4	6	6	4	12	0	0	0	42
Duranas Elementary School	2	3	1	3	3	3	25	0	0	0	40
Early College Academy	0	0	0	0	0	0	0	0	10	0	10
East San Jose Elementary School	6	6	8	5	4	3	21	0	0	0	53
eCADEMY Virtual	0	0	0	0	0	0	0	0	7	1	8
Edmund G. Ross Elementary School	6	6	6	4	2	3	20	0	0	0	47
Edward Gonzales Elementary School	0	0	0	17	14	8	18	0	0	0	57
Eisenhower Middle School	0	0	0	0	0	0	0	76	0	2	78
Eldorado High School	0	0	0	0	0	0	0	0	119	1	120
Emerson Elementary School	7	6	5	8	3	3	13	0	0	0	45
Ernie Pyle Middle School	0	0	0	0	0	0	0	82	0	1	83
Eubank Elementary School	6	7	7	7	3	5	16	0	0	0	51
Eugene Field Elementary School	3	3	2	2	1	1	22	0	0	0	34
Freedom High School	0	0	0	0	0	0	0	0	15	0	15
Garfield Middle School	0	0	0	0	0	0	0	49	0	0	49
Georgia O'Keeffe Elementary School	7	6	6	5	3	5	15	0	0	0	47
Governor Bent Elementary School	8	7	4	4	4	3	20	0	0	0	50
Grant Middle School	0	0	0	0	0	0	0	82	0	0	82
Griegos Elementary School	5	6	6	4	3	2	6	0	0	0	32
Harrison Middle School	0	0	0	0	0	0	0	106	0	0	106
Hawthorne Elementary School	8	5	4	5	3	3	19	0	0	0	47
Hayes Middle School	0	0	0	0	0	0	0	45	0	0	45
Helen Cordero Elementary School	13	11	12	0	0	0	27	0	0	0	63
Highland Autism Center Annex	0	0	0	0	0	0	4	4	0	0	8
Highland High School	0	0	0	0	0	0	0	0	124	1	125
Hodgin Elementary School	7	7	6	7	6	2	20	0	0	0	55
Home or Hospital Instruction	0	0	0	0	0	0	0	1	0	0	1
Homebound	0	0	0	0	0	0	29	3	0	0	32
Hoover Middle School	0	0	0	0	0	0	0	67	0	1	68

Attachment 8

School Name	K	1	2	3	4	5	ES OTHER	MS	HS	OTHERS	TOTAL
Hubert H. Humphrey Elementary School	6	5	3	1	3	5	5	0	0	0	28
Inez Elementary School	8	4	5	6	6	2	10	0	0	0	41
Interim Alternative Ed Setting	0	0	0	0	0	0	1	3	0	0	4
Jackson Middle School	0	0	0	0	0	0	0	55	1	1	57
James Monroe Middle School	0	0	0	0	0	0	0	74	0	2	76
Jefferson Middle School	0	0	0	0	0	0	0	65	0	2	67
Jimmy Carter Middle School	0	0	0	0	0	0	0	104	0	4	108
John Adams Middle School	0	0	0	0	0	0	0	62	0	2	64
John Baker Elementary School	5	4	4	3	4	4	15	0	0	0	39
Juvenile Detention Center	0	0	0	0	0	0	0	10	0	0	10
Kennedy Middle School	0	0	0	0	0	0	0	46	0	0	46
Kirtland Elementary School	7	5	4	3	4	3	11	0	0	0	37
Kit Carson Elementary School	5	4	4	5	4	2	16	0	0	0	40
L.B. Johnson Middle School	0	0	0	0	0	0	0	79	0	1	80
La Cueva High School	0	0	0	0	0	0	0	0	115	0	115
La Luz Elementary School	4	3	1	1	3	2	11	0	0	0	25
La Mesa Elementary School	7	4	4	7	5	2	20	0	0	0	49
Lavaland Elementary School	6	6	6	4	8	5	18	0	0	0	53
Lew Wallace Elementary School	1	4	3	3	1	1	11	0	0	0	24
Longfellow Elementary School	2	3	4	2	0	0	14	0	0	0	25
Los Padillas Elementary School	2	2	2	3	0	2	11	0	0	0	22
Los Ranchos Elementary School	4	4	1	4	4	2	20	0	0	0	39
Lowell Elementary School	6	7	7	4	3	5	11	0	0	0	43
MacArthur Elementary School	5	2	2	2	2	0	9	0	0	0	22
Madison Middle School	0	0	0	0	0	0	0	55	0	0	55
Manzano High School	0	0	0	0	0	0	0	0	119	1	120
Manzano Mesa Elementary School	7	9	4	7	5	7	12	0	0	0	51
Marie M. Hughes Elementary School	5	6	6	5	4	4	14	0	0	0	44
Mark Twain Elementary School	3	3	3	3	1	2	26	0	0	0	41
Mary Ann Binford Elementary School	10	13	10	7	8	7	22	0	0	0	77
Matheson Park Elementary School	3	5	1	3	3	1	8	0	0	0	24
McCollum Elementary School	3	3	5	3	2	1	28	0	0	0	45
McKinley Middle School	0	0	0	0	0	0	0	59	1	0	60

Attachment 8

School Name	K	1	2	3	4	5	ES OTHER	MS	HS	OTHERS	TOTAL
Mission Avenue Elementary School	7	4	4	3	3	3	14	0	0	0	38
Mitchell Elementary School	7	4	4	3	3	4	10	0	0	0	35
Monte Vista Elementary School	6	3	2	4	6	3	11	0	0	0	35
Montezuma Elementary School	3	4	3	3	2	2	24	0	0	0	41
Mountain View Elementary School	2	2	3	4	2	2	13	0	0	0	28
Navajo Elementary School	6	6	4	6	4	2	33	0	0	0	61
New Futures High School	0	0	0	0	0	0	0	11	11	0	22
Nex Gen Academy	0	0	0	0	0	0	0	0	20	0	20
North Star Elementary School	5	7	6	7	5	6	8	0	0	0	44
Onate Elementary School	3	2	1	2	2	2	4	0	0	0	16
Osuna Elementary School	7	5	4	3	4	3	7	0	0	0	33
Painted Sky Elementary School	10	12	6	8	7	10	26	0	0	0	79
Pajarito Elementary School	5	4	5	5	4	3	31	0	0	0	57
Petroglyph Elementary School	7	9	6	8	4	5	15	0	0	0	54
Polk Middle School	0	0	0	0	0	0	0	43	0	0	43
Reginald Chavez Elementary School	6	4	5	3	2	1	15	0	0	0	36
Rio Grande High School	0	0	0	0	0	0	0	0	132	0	132
Roosevelt Middle School	0	0	0	0	0	0	0	31	0	2	33
Rudolfo Anaya Elementary School	7	10	10	6	4	5	32	0	0	0	74
San Antonito Elementary School	4	3	4	3	2	3	10	0	0	0	29
Sandia Base Elementary School	7	7	5	4	3	3	8	0	0	0	37
Sandia High School	0	0	0	0	0	0	4	0	136	1	141
School On Wheels High School	0	0	0	0	0	0	0	0	11	0	11
Seven Bar Elementary School	8	10	3	7	7	6	20	0	0	0	61
Sierra Vista Elementary School	9	6	6	5	5	3	13	0	0	0	47
Sombra Del Monte Elementary School	3	3	3	3	5	0	6	0	0	0	23
Sunset View Elementary School	4	7	4	6	6	4	8	0	0	0	39
Susie Rayos Marmon Elementary School	7	10	8	9	5	4	22	0	0	0	65
SY Jackson Elementary School	6	4	4	5	5	4	13	0	0	0	41
Taft Middle School	0	0	0	0	0	0	0	46	0	0	46
Taylor Middle School	0	0	0	0	0	0	0	47	0	1	48
TEP	0	0	0	0	0	0	0	2	0	0	2
Tierra Antigua Elementary School	7	5	8	6	7	2	6	0	0	0	41

Attachment 8

School Name	K	1	2	3	4	5	ES OTHER	MS	HS	OTHERS	TOTAL
Tomasita Elementary School	4	3	5	6	1	2	10	0	0	0	31
Tony Hillerman Middle School	0	0	0	0	0	0	0	65	0	0	65
Transition Services	0	0	0	0	0	0	0	0	19	0	19
Truman Middle School	0	0	0	0	0	0	0	115	0	3	118
Valle Vista Elementary School	4	5	5	6	5	3	17	0	0	0	45
Valley High School	0	0	0	0	0	0	0	0	87	0	87
Van Buren Middle School	0	0	0	0	0	0	0	59	0	0	59
Ventana Ranch Elementary School	8	8	6	8	6	5	8	0	0	0	49
Vision Quest Alternative Middle School	0	0	0	0	0	0	0	8	0	0	8
Volcano Vista High School	0	0	0	0	0	0	0	0	146	1	147
Washington Middle School	0	0	0	0	0	0	0	42	0	1	43
West Mesa High School	0	0	0	0	0	0	0	0	106	2	108
Wherry Elementary School	7	7	4	3	3	2	16	0	0	0	42
Whittier Elementary School	6	6	3	5	1	2	10	0	0	0	33
Wilson Middle School	0	0	0	0	0	0	0	48	0	0	48
Zia Elementary School	2	4	2	2	3	0	27	0	0	0	40
Zuni Elementary School	5	5	1	3	4	5	5	0	0	0	28
ZZ eCADEMY	0	0	0	0	0	0	0	0	2	0	2

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total
A. Montoya Elementary School			5	22	57	56	53	57	48	61																359
Acoma Elementary School					27	21	24	21	29	29																151
Adobe Acres Elementary School		11	50	1	100	95	78	113	95	82																625
Alameda Elementary School				39	37	42	43	41	44	42																288
Alamosa Elementary School		3	16		91	110	113	100	110	90																633
Albuquerque High School														557	525	432	322									1,836
Alvarado Elementary School					60	63	59	59	44	63																348
Apache Elementary School					68	74	59	75	58	52																386
Armijo Elementary School				35	84	68	76	79	68	62																472
Arroyo Del Oso Elementary School					77	82	72	64	72	70																437
Atrisco Elementary School		3	12		62	58	54	65	55	64																373
Atrisco Heritage Academy High School														767	688	536	430			1				1		2,423
Bandelier Elementary School					100	95	108	101	99	91																594
Barcelona Elementary School				40	79	92	76	65	68	74																494
Bel-Air Elementary School		10		42	77	61	71	62	63	58																444
Bellehaven Elementary School				37	60	49	45	52	45	38																326
Career Enrichment Center															6	5										11
Carlos Rey Elementary School		28	11	2	122	115	132	122	120	114																766
Central NM Comm College															1	3	2									6
Chamiza Elementary School					75	74	72	88	86	101																496
Chaparral Elementary School		29	39		132	140	140	133	134	146																893
Chelwood Elementary School					122	100	112	79	107	90																610
Child Find and Early Childhood		333	87	1	12	3	1	2	7	4	2	2	5	3	5	1	1									469
Cibola High School														563	532	404	380	4		1		2		3		1,889
Cleveland Middle School											212	212	209													633
Cochiti Elementary School		3	6	20	49	51	65	48	35	46																323

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total
College and Career High School															20	53	38									111
Collet Park Elementary School		2	11		55	61	60	56	56	62																363
Comanche Elementary School					66	68	59	63	76	78																410
Continuation School														2	2											4
Coronado Elementary School					44	60	57	51	44	45																301
Corrales Elementary School					62	64	69	73	60	70																398
Del Norte High School	1													363	343	269	219	2				1		1		1,199
Dennis Chavez Elementary School		15	16		88	96	90	97	116	107																625
Desert Ridge Middle School											335	338	346													1,019
Desert Willow Family School					23	31	31	35	28	28	27	22	22													247
Dolores Gonzales Elementary School		9	22		77	69	65	64	56	62																424
Double Eagle Elementary School					77	81	83	105	92	86																524
Duran Elementary School					41	52	42	46	40	42																263
Early College Academy														26	51	43	43									163
East San Jose Elementary School		14	27	15	85	83	105	83	93	80																585
eCADEMY Virtual														6	18	15	33									72
Edmund G. Ross Elementary School					80	90	78	83	88	70																489
Edward Gonzales Elementary School								197	209	207																613
Eisenhower Middle School										1	290	294	287													872
Eldorado High School														580	469	409	398			3		1		1		1,861
Emerson Elementary School				36	88	83	85	81	63	71																507
Ernie Pyle Middle School											208	203	212													623
Eubank Elementary School				38	82	75	90	72	68	69																494
Eugene Field Elementary School				37	60	51	39	54	48	34																323
Freedom High School														51	51	54										156
Garfield Middle School											100	106	129													335
Georgia O'Keeffe Elementary School					105	107	110	92	108	96																618

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total
Governor Bent Elementary School					85	89	91	80	88	74																507
Grant Middle School	1										227	214	200													642
Griegos Elementary School					57	64	76	63	61	68																389
Harrison Middle School											278	266	310													854
Hawthorne Elementary School				27	85	93	106	80	76	85																552
Hayes Middle School											152	138	132													422
Helen Cordero Elementary School		2	5	1	206	203	225																			642
Highland Autism Center Annex							1	1		3	2	1	2	1	3	1	3									18
Highland High School														524	402	299	264	4				2		1		1,496
Hodgin Elementary School		5	12		82	89	102	87	98	88																563
Home or Hospital Instruction								4	2	2	3															11
Homebound			2		3	1	6	11	11	9	6	8	3	4	5	3	2	5								79
Hoover Middle School											204	190	226													620
Hubert H. Humphrey Elementary School					63	79	76	73	79	86																456
Inez Elementary School					80	77	74	75	68	70																444
Interim Alternative Ed Setting														1	1											2
Jackson Middle School											177	186	196													559
James Monroe Middle School											347	331	337													1,015
Jefferson Middle School											272	258	303													833
Jimmy Carter Middle School											395	423	425													1,243
John Adams Middle School											218	225	224													667
John Baker Elementary School					82	86	92	96	100	83																539
Juvenile Detention Center													7	21	7	1										36
Kennedy Middle School											164	146	175													485
Kirtland Elementary School		11	12		61	48	50	42	46	40																310
Kit Carson Elementary School		6	17	36	72	76	67	87	65	57																483
L.B. Johnson Middle School											322	301	264													887

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total
La Cueva High School														511	449	414	447	2		2		2				1,827
La Luz Elementary School					37	41	41	37	36	45																237
La Mesa Elementary School			28		115	109	112	115	114	101																694
Lavaland Elementary School		36	28	1	92	114	87	90	100	87																635
Lew Wallace Elementary School					35	45	48	48	52	51																279
Longfellow Elementary School					53	59	61	46	45	39																303
Los Padillas Elementary School	1		18	1	39	37	39	44	47	33																259
Los Ranchos Elementary School		20	22	1	55	55	55	38	54	44																344
Lowell Elementary School					62	56	55	55	47	50																325
MacArthur Elementary School		5			41	42	45	37	40	30																240
Madison Middle School											276	231	232													739
Manzano High School														579	535	304	330	2		3						1,753
Manzano Mesa Elementary School		8	33		133	132	120	129	111	115																781
Marie M. Hughes Elementary School					81	89	91	99	97	101																558
Mark Twain Elementary School		11	18		62	74	66	50	62	56																399
Mary Ann Binford Elementary School					129	173	156	156	146	132																892
Matheson Park Elementary School					57	61	50	43	55	55																321
McCollum Elementary School		6	8	21	55	72	60	42	57	43																364
McKinley Middle School											198	196	196													590
Mission Avenue Elementary School		12	16		66	57	72	68	69	61																421
Mitchell Elementary School					69	81	74	66	59	75																424
Monte Vista Elementary School					84	85	83	90	89	81																512
Montezuma Elementary School					60	74	78	85	76	76																449
Mountain View Elementary School					80	56	67	50	57	72																382
Navajo Elementary School				38	119	119	105	99	105	99																684
New Futures High School												1		40	33	39	38									151

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total	
New Mexico School for the Deaf		4	4		3																					11	
Nex Gen Academy														94	90	63	48										295
NM School For The Blind & Visually Impaired		16	11		16																					43	
North Star Elementary School					81	100	99	111	102	117																610	
Onate Elementary School					32	27	40	33	38	38																208	
Osuna Elementary School					92	73	76	81	63	57																442	
Painted Sky Elementary School		14	12		193	193	192	200	174	189																1,167	
Pajarito Elementary School		15	15	36	70	88	79	81	76	83																543	
Petroglyph Elementary School		21	31		104	102	113	104	98	92																665	
Polk Middle School											122	112	144													378	
Private School					2	8	20	22	12	11	8	8	6	4	2	4	4									111	
Reginald Chavez Elementary School					65	57	48	46	45	61																322	
Rio Grande High School														602	422	272	256	3		7		3		2		1,567	
Roosevelt Middle School											115	97	124													336	
Rudolfo Anaya Elementary School					138	163	163	149	167	147																927	
San Antonito Elementary School					63	49	51	57	50	58																328	
Sandia Base Elementary School					103	86	84	79	57	70																479	
Sandia High School													1	471	517	425	419	2		1		1				1,837	
School On Wheels High School														20	44	38	26									128	
Seven Bar Elementary School					113	150	124	146	129	131																793	
Sierra Vista Elementary School				41	116	117	130	108	135	136																783	
Sombra Del Monte Elementary School					54	55	59	66	58	51																343	
Special Education Department		101	137																							238	
Sunset View Elementary School					93	117	115	110	105	85																625	
Susie Rayos Marmon Elementary School					118	145	152	123	128	114																780	
SY Jackson Elementary School					77	103	88	101	100	102																571	
Taft Middle School											180	175	171													526	

Attachment 9

School	N/A	P1	P2	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	C1	T1	C2	T2	C3	T3	C4	T4	Total
Taylor Middle School											166	149	147													462
TEP														4												4
Tierra Antigua Elementary School					140	125	157	162	121	128																833
Tomasita Elementary School					55	74	71	66	48	47																361
Tony Hillerman Middle School											310	336	326													972
Transition Services																			53		70		30		11	164
Truman Middle School											428	461	461													1,350
Valle Vista Elementary School			28	37	80	77	71	70	93	77																533
Valley High School	1												1	433	336	237	209	3								1,220
Van Buren Middle School											170	215	165													550
Ventana Ranch Elementary School					127	127	117	125	123	143																762
Vision Quest Alternative Middle School												2	5													7
Volcano Vista High School														621	656	468	438	3		4		2				2,192
Washington Middle School											152	188	157													497
West Mesa High School														557	449	293	258			2		2				1,561
Wherry Elementary School			5	7	93	92	99	78	85	86																545
Whittier Elementary School	1	19	6	4	78	77	83	65	55	67																455
Wilson Middle School											174	182	163													519
Zia Elementary School					69	75	79	65	71	72																431
Zuni Elementary School					67	82	76	73	72	77																447
Total	5	777	772	609	7,166	7,418	7,433	7,185	7,049	6,935	6,240	6,217	6,313	7,354	6,656	5,083	4,667	30	53	24	70	16	30	9	11	88,122



ALBUQUERQUE

Custom Plan

Group A Teachers

		Elementary		Middle School		High School		
Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.	Student Achievement	SBA	35	SBA	35	SBA	35	
		EOC*	15	EOC	15	EOC	15	
This includes the following teachers: Grades 3–5 Grades 6–8, 10–11 for Language Arts/Math* Grades 7, 9, 10, and 11 for Science Special Education teacher in the grades and subjects above (Teachers of students with severe and profound disabilities are exempt from this group.)	Observations	Domain 2&3	25	Domain 2&3	25	Domain 2&3	25	
		Multiple Measure	Domain 1&4	15	Domain 1&4	15	Domain 1&4	15
			Teach Att	10	Teach Att	10	Teach Att	10

Group B Teachers

		Elementary		Middle School		High School	
Group B Teachers are teachers that teach in subjects and grades that cannot be meaningfully linked to the SBA.	Student Achievement	EOC*	50	EOC	50	EOC	50
		Observations	Domain 2&3	25	Domain 2&3	25	Domain 2&3
Multiple Measures	Domain 1&4		15	Domain 1&4	15	Domain 1&4	15
	Teach Att		10	Teach Att	10	Teach Att	10

Group C Teachers

Group C Teachers are teachers that teach Grades K, 1, and 2

		Elementary	
Student Achievement	DRA	50	
		Observations	Domain 2&3
Multiple Measure	Domain 1&4		15
		Teach Att	10

Abbreviations

DRA	Developmental Reading Assessment
EOC	End of Course
EOC*	At the elementary level, this may be interim assessments
Math*	Includes 9th Grade Algebra I & Geometry Teachers
SBA	Standards Based Assessment
Teach Att	Teacher Attendance