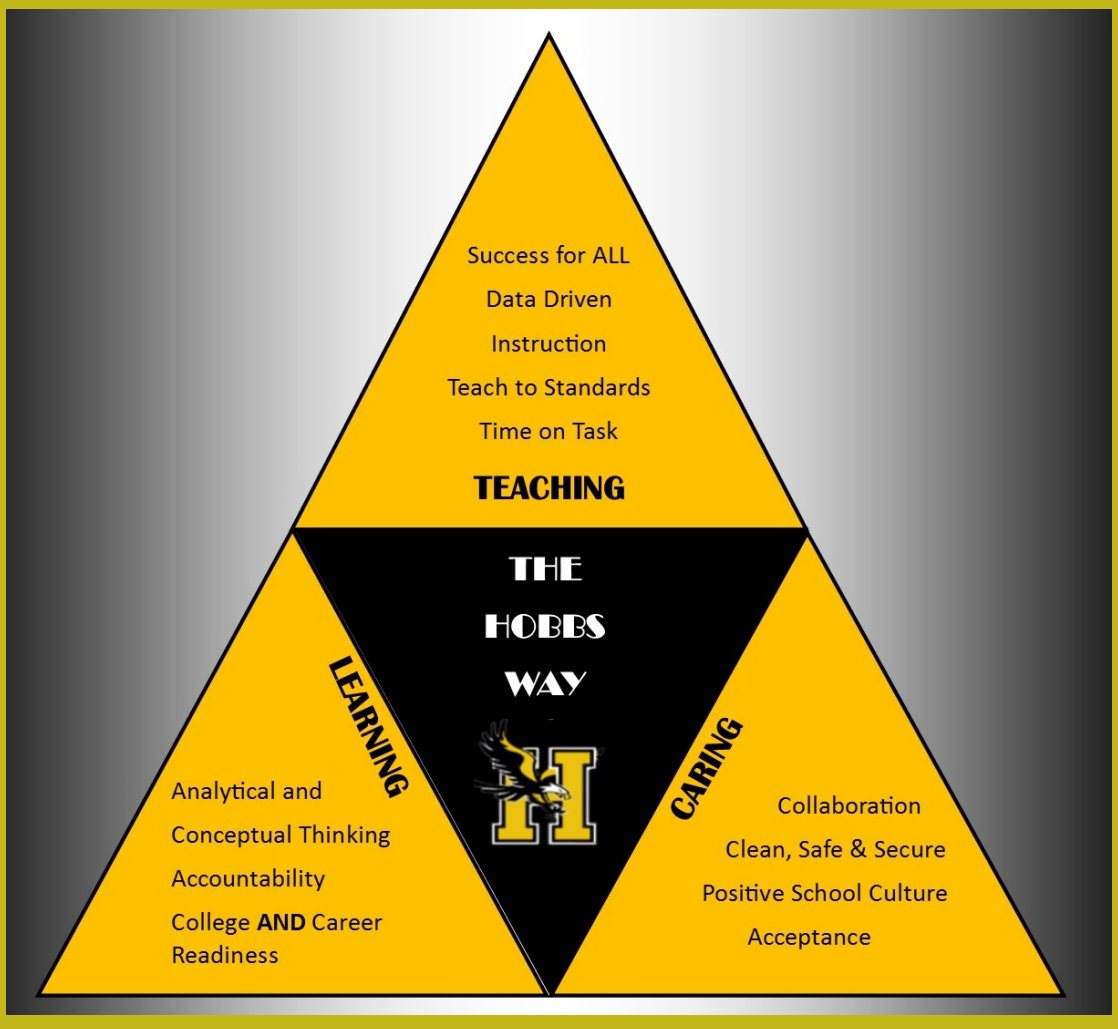
Hobbs Municipal Schools
2019-2020
New Teacher Orientation Workbook



Monday, August 5th, 2019

8:00	**Report to Campus:** Pick-up lap tops from Lab Managers/Campus Principals
9:30	**Hobbs Municipal Schools Technology & Resources Training**
	Computer-Aided-Instruction
	✓ Outlook (Email, Calendar)
	✓ Happy Fox (Work Order Entry & Tracking)
	✓ Mediacast
	✓ Google APPS (Learning Management System)
10:00	illuminateED
	✓ Student Assessment and Short Cycle Assessments
10:30	Skyward (Student Management)
	✓ Student Management
	✓ Gradebook
11:00	Skyward Finance
	✓ Pay Stubs
	✓ Contract Info
	✓ Employee Info
	Frontline
	✓ **OASYS** (Professional Growth) Active Date (**9-15ish**)
	✓ **AESOP** (Absence Management) Active Date: (**8-10**) Letter will be sent email to create a Frontline ID (If you have one already it still exists).
11:30/11:45	Lunch
12:30	Curriculum Resources
	✓ iStation, KOT, STAR/AR, Pearson, Studies Weekly, Wonders

Tuesday, August 6th, 2019

8:00	**Breakfast Sponsored by LEA County Credit Union**
8:30	Principals and District Staff Introductions
9:30	**The Hobbs Way**
	❖ **P**rofessional **L**earning **C**ommunities- ***Big Ideas***
	❖ HMS "Unwrapping the District"
	➢ Certified Handbook
	➢ HMS Policies & Procedures
11:30	**Lunch with NEA & HACT**
12:30 - 1:30	Drug Abuse Awareness
1:30 - 2:30	Blood Borne Pathogens & Child Abuse Prevention
2:45 – 3:30	Dossier Advancement (**Leveling Up**)

Wednesday, August 7th, 2019

8:30-8:45	Introductions
8:45- 9:15	The Craft of Teaching
9:15-9:45	Space Communicates
	Break
10:00- 11:00	Rules, Routines, and Transitions
11:00- 11:30	District Announcements
11:30-12:15	***HMS*** (Eastern/USW) Get your ***Masters On***!
	Continue w/
12:15-1:00	Rules, Routines, and Transitions
1:00- 1:30	Visual Schedules
	Break
1:45- 3:15	Growth Mindset

Thursday, August 8th, 2019

(Picture and Survey Morning)

8:00	**Breakfast, Sponsored by Common Ground**
8:30	Student Achievement • Value Added Model • Summative Evaluation
9:00	NM Teacher Evaluation ***Domain 1***. *Planning and Preparation* ➢ Look for's ➢ When a Lesson Goes Wrong ➢ Lesson Review
10:30	NM Teacher Evaluation ***Domain 4***. *Professionalism* • PDP • Artifacts
11:30	**Lunch *Mentor Program/Lunch with Mentors***
12:30	NM Teacher Evaluation **Domain 2**. Creating an Environment for Learning
1:30	Connecting our Learning • Jigsaw Breakdown • Evidence or Not • NM Teacher Evaluation **Domain 3**. *Teaching for Learning*
2:30	Rigor, Engagement, Assessment • Deep Dive And Evidence Alignment
3:20-4:00	Professional Learning Communities/ (***TLC***) Closure

NEW TEACHERS/PRINCIPAL MEETING 2019-2020

The following is a suggested list of topics to cover in your meeting with your new teachers.
Please return these signed forms for each of your new teachers to
William Hawkins by **August 16, 2020**.

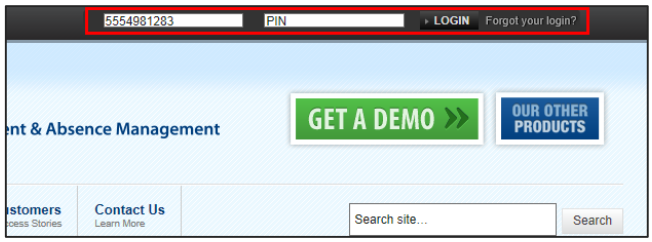
- ✓ 1st day of school procedures
- ✓ Lesson plans – when reviewed, required components, etc.
- ✓ Curriculum Guide provided – How to use it, responsibility for teaching District's approved curriculum, etc.
- ✓ Grade book – teacher's grade book is the official record for both grades and attendance
- ✓ Login for ***Teacher Evaluation Software System*** and scheduling Observations
- ✓ Answer questions about observations and explain expectations.
- ✓ Discuss PDPs and PGPs
- ✓ Discuss/Review Student Handbook
- ✓ Teacher & Student dress codes – be certain teachers have copies of each
- ✓ Discipline Referrals – discuss when and how to complete necessary forms
- ✓ Suspension process
- ✓ ***Absence procedure*** – discuss instructions for the sub-caller, travel forms, whom to call when absent
- ✓ Crisis Management – give details regarding codes, threats, drills, etc.
- ✓ Procedure for getting copying done
- ✓ Bookkeeping – purchase orders, ordering supplies, and travel form reimbursement
- ✓ Mentor expectations – meetings, documentation, etc.
- ✓ I.E.P.s – discuss in detail the teacher's role during and before the meeting
- ✓ Honeywell process – principals and secretaries make the calls
- ✓ Review the substance abuse and the sexual harassment policies (Please be sure that all staff members have read and signed their Personnel Handbooks – these policies are in the handbook.)
- ✓ Certified Staff telephone/cell phone use during school hours
- ✓ Building 90 Day Plan
- ✓ Building Professional Learning Community Protocols
- ✓ BullyFree Curriculum; Expectations regarding reports or suspicion of bullying
- ✓ CCSS Implementation
- • Other_____

_____ _____
Teacher's Signature Date

_____ _____
Principal's Signature Date

Logging in on the Web

To log in to Aesop, type **www.frontlinek12.com/aesop** in your web browser's address bar (on mobile devices, type **m.aesoponline.com**).



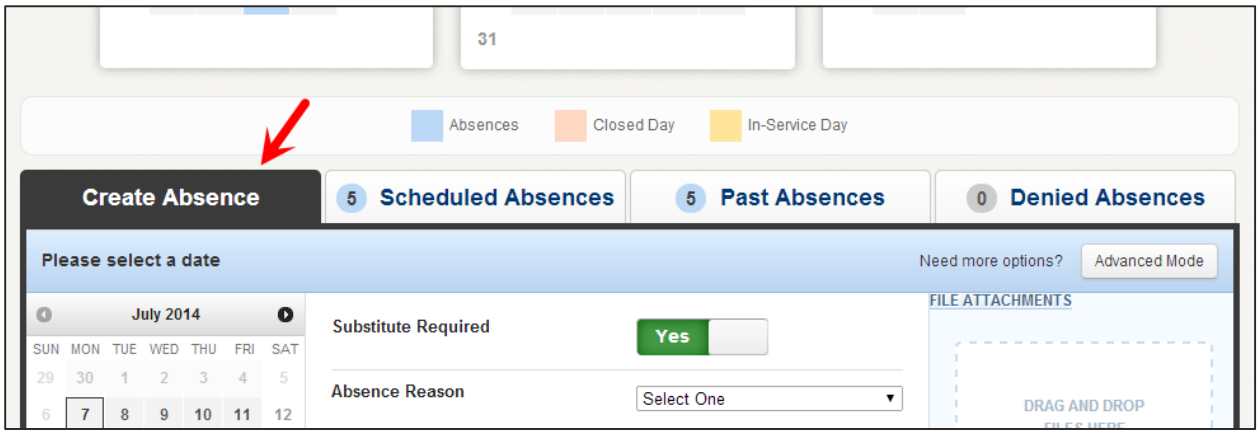
Enter your ID number and PIN, then click **Login**.

Can't remember your login info?

If you're having trouble logging in, click the **Forgot your login?** link next to the "Login" button for more information.

Creating an Absence

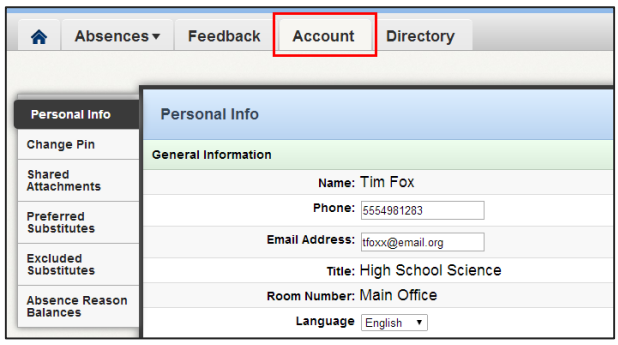
You can enter a new absence right from your Aesop home page under the **Create Absence** tab.



Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.

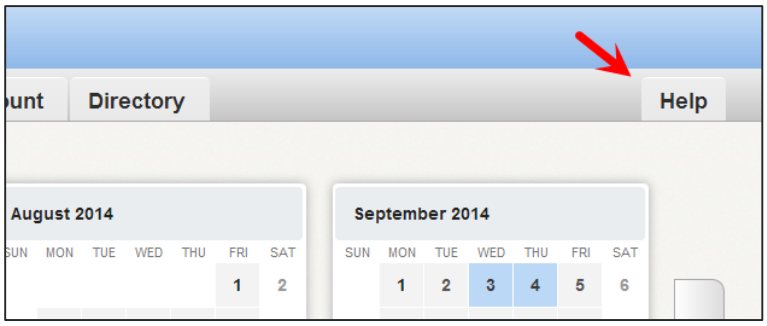
When you've complete entering the absence details, click the **Create Absence** button.

Managing your PIN and Personal Information



Under the "Account" tab, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more in the "Account" tab.

Getting Help and Training



If you have questions, want to learn more about a certain feature, or need want more information about a specific topic, click the **Help** tab to go to the Aesop Learning Center where you can search Aesop's knowledge base of help and training materials.

Using Aesop on the Phone

Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

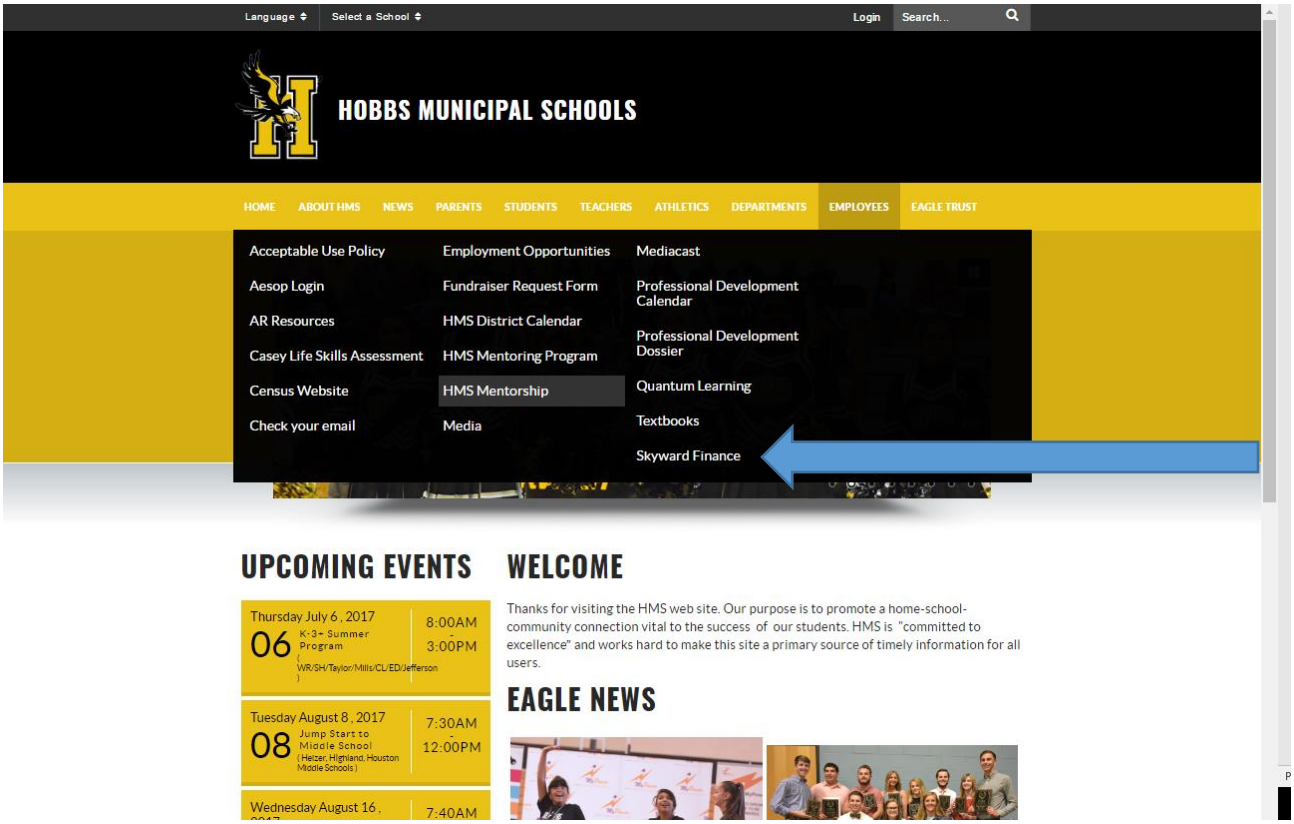
- Create an absence (within the next 30 days) – **Press 1**
- Check your absence reason (entitlement) balances – **Press 2**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.

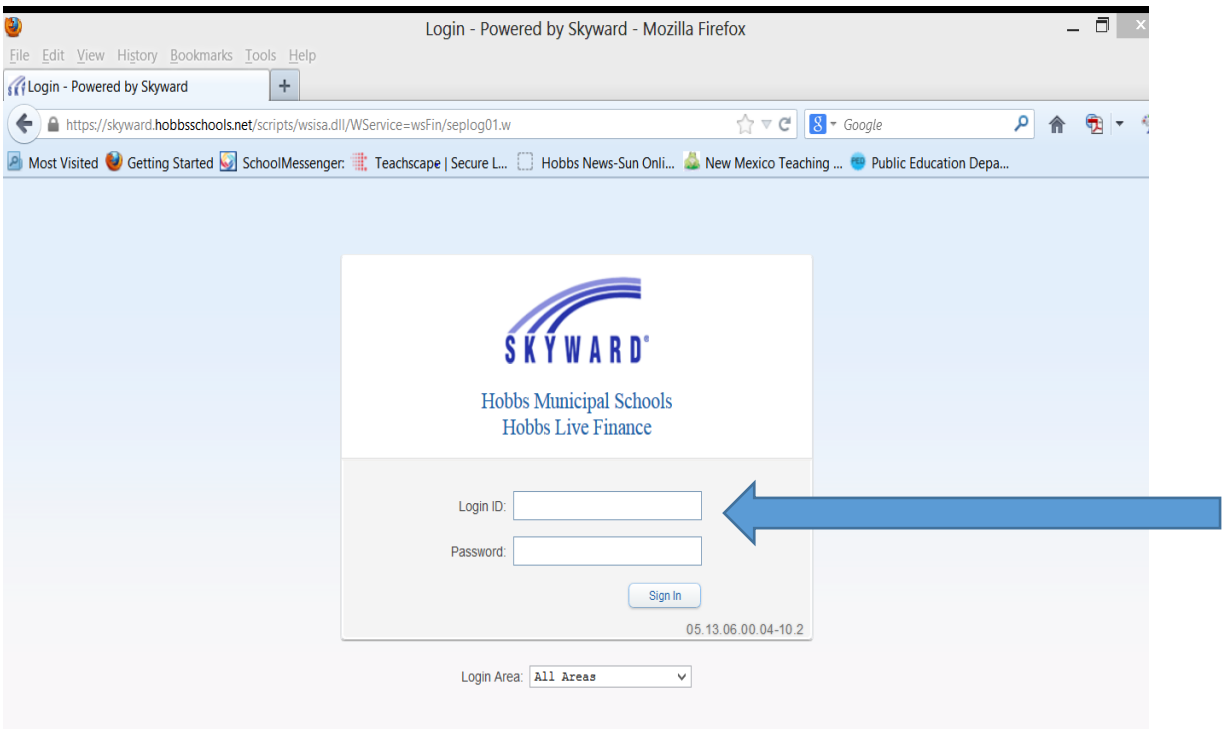
Hobbs Municipal Schools' Skyward Training Employee Access

(Computer lab managers and campus principals will be able to help you)

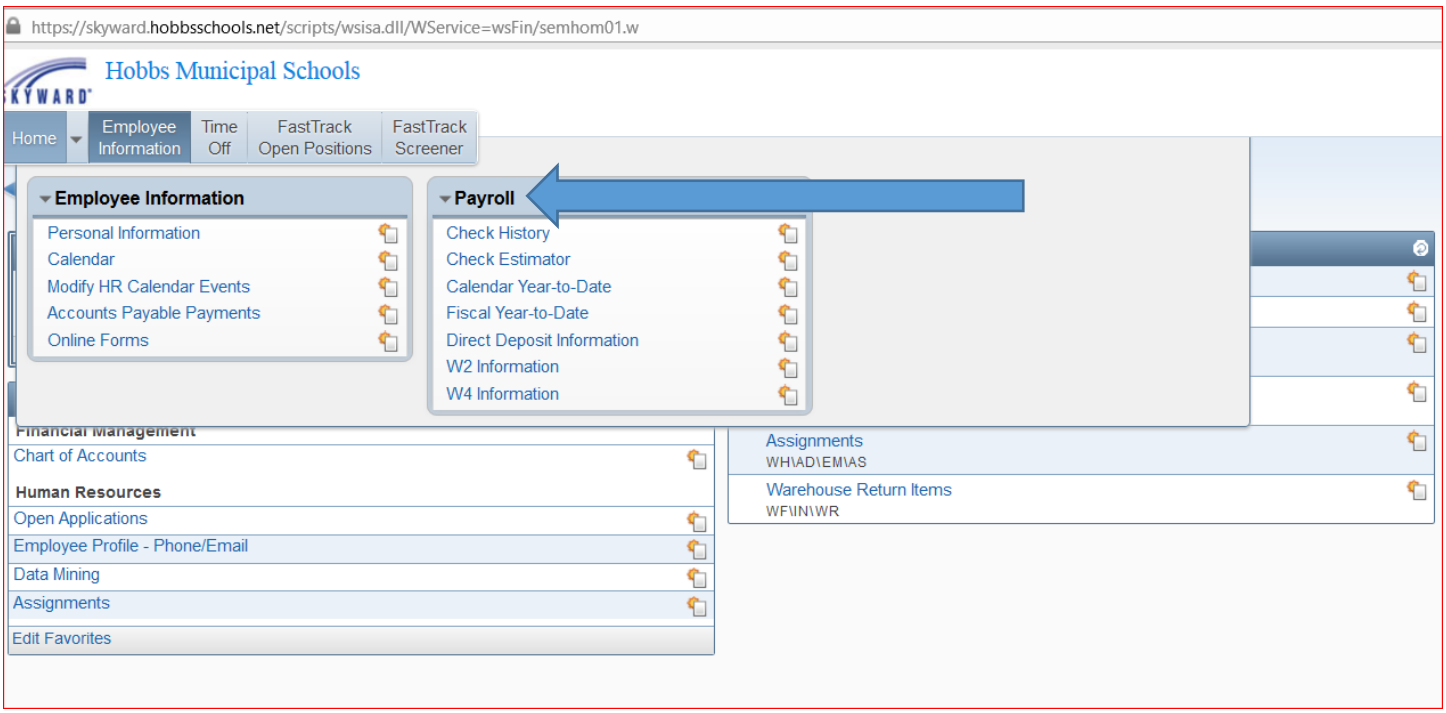
1. Go To HMS Schools website and **Click Skyward Finance Login:**



2. Login = the first part of your HMS email address up to the @hobbsschools.net (usually this is your Last name first intial) hawkinsw. Password = 8 digit birthday: ***07/07/1972*** (input the forward slash mark inbetween digits)



From this page you will be able to view your current time off and your employee payroll information.

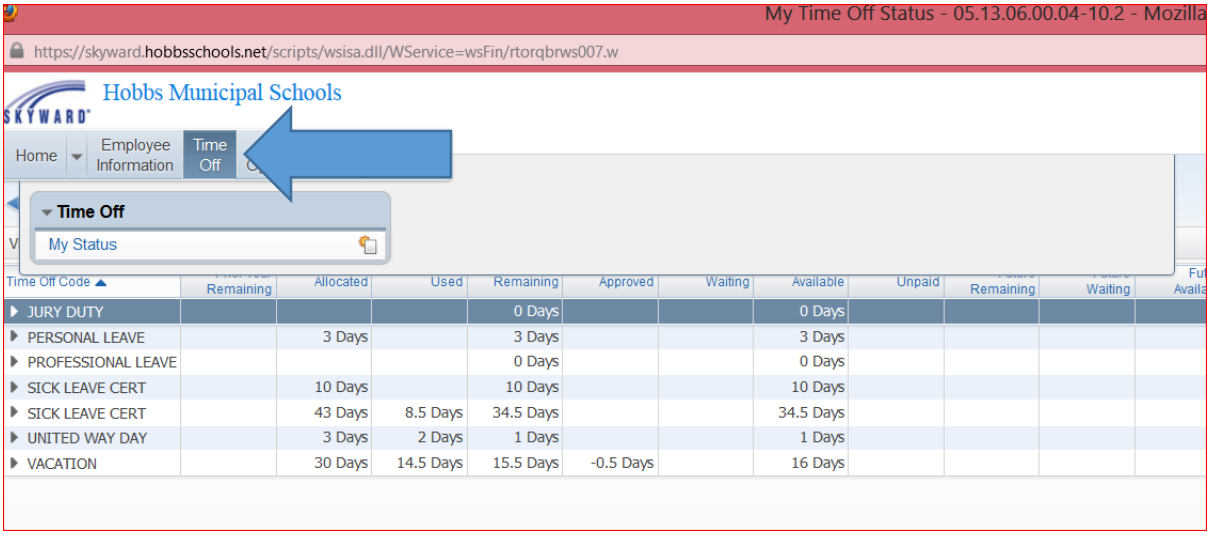


The Payroll Button will give you various options including the ability to review your pay check history, amounts paid YTD (both calendar year and fiscal year basis). The bank account for your direct deposit (if applicable), Your W-2 forms and your W-4 Information.

From Check History you can print out a copy of your check stub or direct deposit information. For example, if you need copies of your last 3 paystubs for a loan application, you can print that information at your convenience.

From the W-2 Information button, you will be able to print out pdf's of your W-2 form.

There is also a Check Estimator Button so that you can calculate the effect of possible changes in your net pay. For example, you can use it to calculate the difference in your take home pay if you were to change your tax withholding status.



Click on Time off to see your accrued and expended days.

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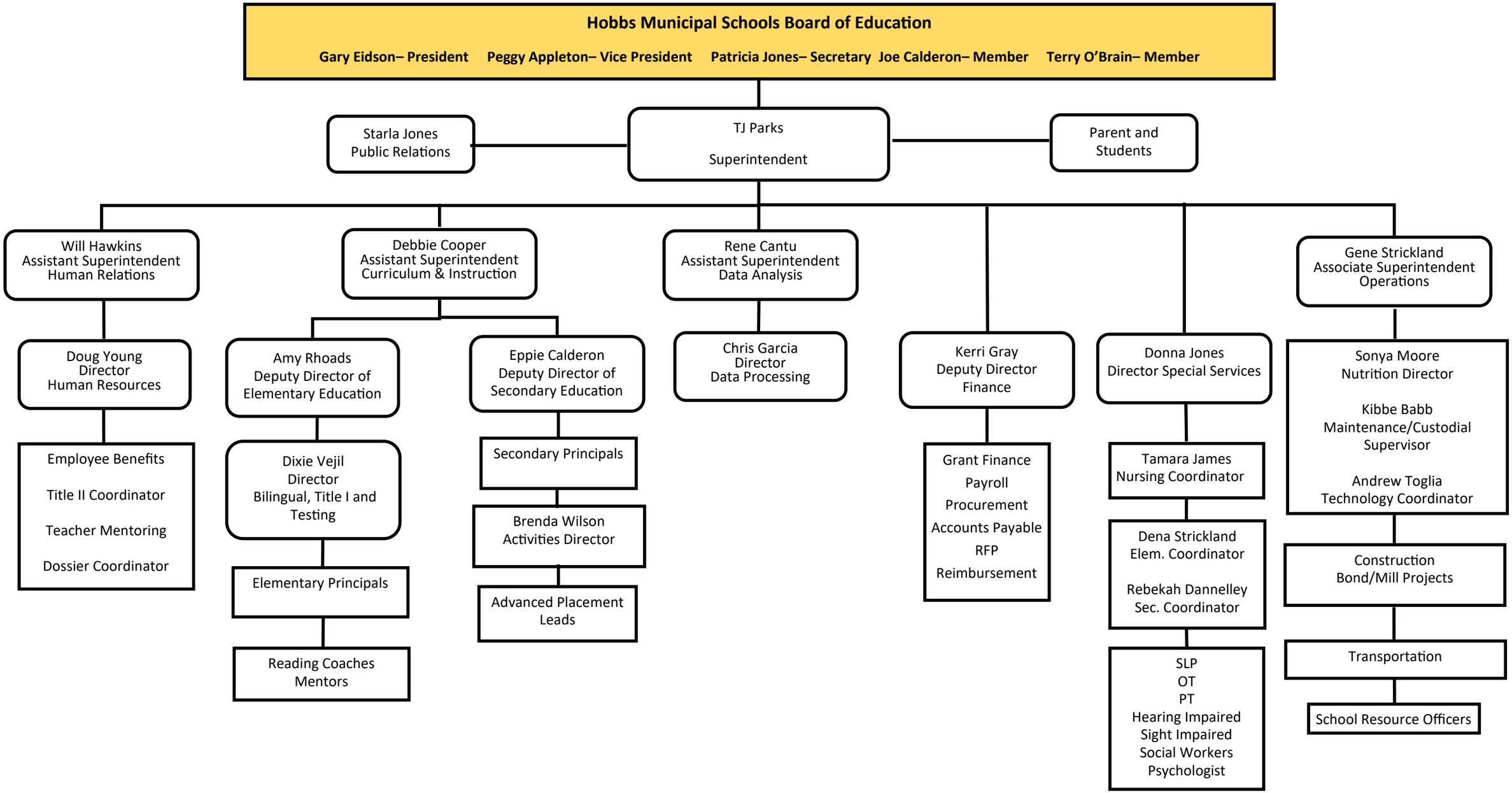
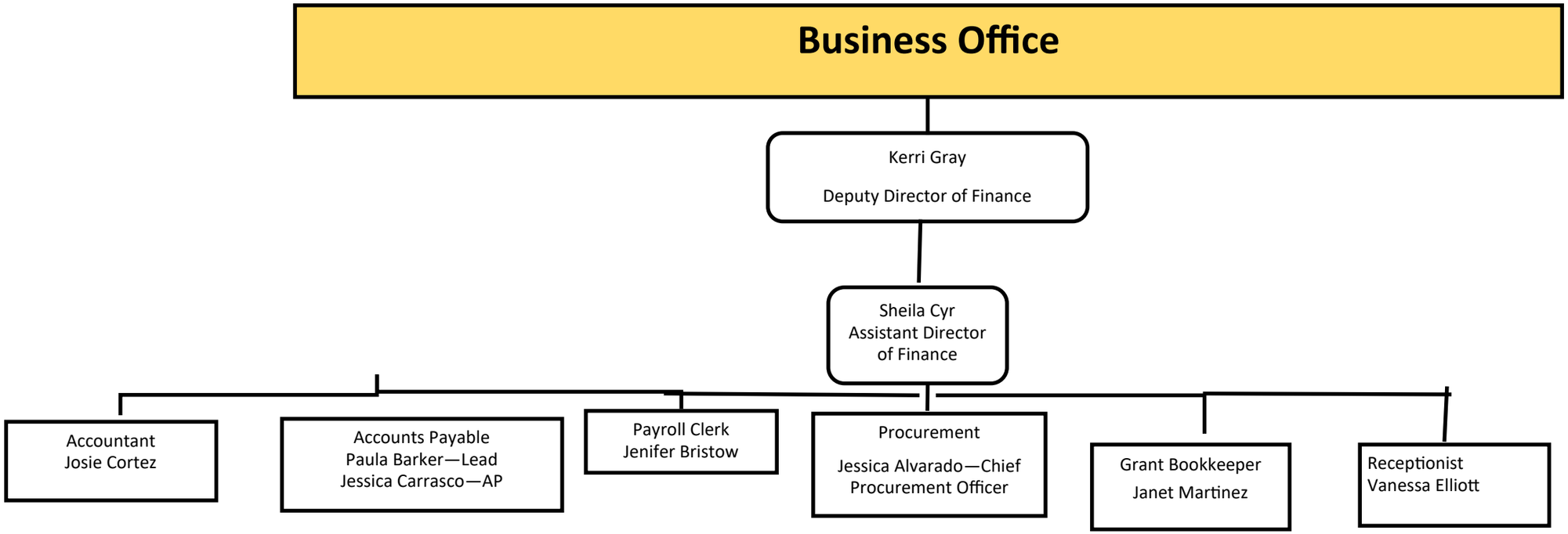
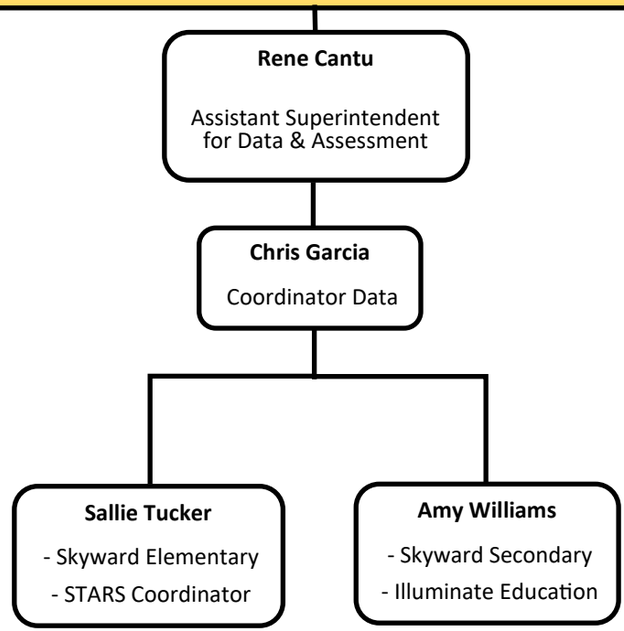

Hobbs Municipal Schools Board of Education
Gary Eidson– President
Peggy Appleton– Vice President
Patricia Jones– Secretary
Joe Calderon– Member
Terry O'Brain– Member
Starla Jones
Public Relations
TJ Parks
Superintendent
Parent and
Students
Will Hawkins
Assistant Superintendent
Human Relations
Debbie Cooper
Assistant Superintendent
Curriculum & Instruction
Rene Cantu
Assistant Superintendent
Data Analysis
Gene Strickland
Associate Superintendent
Operations
Doug Young
Director
Human Resources
Amy Rhoads
Deputy Director of
Elementary Education
Eppie Calderon
Deputy Director of
Secondary Education
Chris Garcia
Director
Data Processing
Kerri Gray
Deputy Director
Finance
Donna Jones
Director Special Services
Sonya Moore
Nutrition Director
Kibbe Babb
Maintenance/Custodial
Supervisor
Andrew Toglia
Technology Coordinator
Employee Benefits
Title II Coordinator
Teacher Mentoring
Dossier Coordinator
Dixie Vejil
Director
Bilingual, Title I and
Testing
Secondary Principals
Brenda Wilson
Activities Director
Advanced Placement
Leads
Grant Finance
Payroll
Procurement
Accounts Payable
RFP
Reimbursement
Tamara James
Nursing Coordinator
Dena Strickland
Elem. Coordinator
Rebekah Dannelley
Sec. Coordinator
SLP
OT
PT
Hearing Impaired
Sight Impaired
Social Workers
Psychologist
Construction
Bond/Mill Projects
Transportation
School Resource Officers
Elementary Principals
Reading Coaches
Mentors


Business Office
Kerri Gray
Deputy Director of Finance
Sheila Cyr
Assistant Director
of Finance
Accountant
Josie Cortez
Accounts Payable
Paula Barker—Lead
Jessica Carrasco—AP
Payroll Clerk
Jenifer Bristow
Procurement
Jessica Alvarado—Chief
Procurement Officer
Grant Bookkeeper
Janet Martinez
Receptionist
Vanessa Elliott

Data Processing



Hobbs Municipal Schools Human Resources

Will Hawkins
Assistant Superintendent Human Resources

- District Hiring and Evaluation Reviewer
- Skyward Applicant Approval
- Personnel Matters "Investigations"
  - Title V, VI, OCR Complaints
  - IPRA
  - Workers Comp Claim
  - Volunteer Donated Leave Request
- Teacher Evaluation System
- State Reporting (Comparability, T&E/TCI, Title II)
- Mentor Support
- State Reporting

Doug Young
Director of Human Resources

- HR Signor for Verification/Garnishments/Retirement
- Skyward Application Approval
- AESOP Time-off Approval
- Substitute Training
- Benefits Billing Review
- FMLA Approval

Sharon Reighley
Office Manager
Certified Contracts Prep.
Board Packet Preparation
Certified Employee Action Documentation
New Teacher, Transfer, Resignation Docs.

Bonnie Juarez
Classified Contracts Prep.
Classified Employee Action Docs.

Rebecca Rodriguez
Employee Licensure Management
Garnishment/Verification Prep.

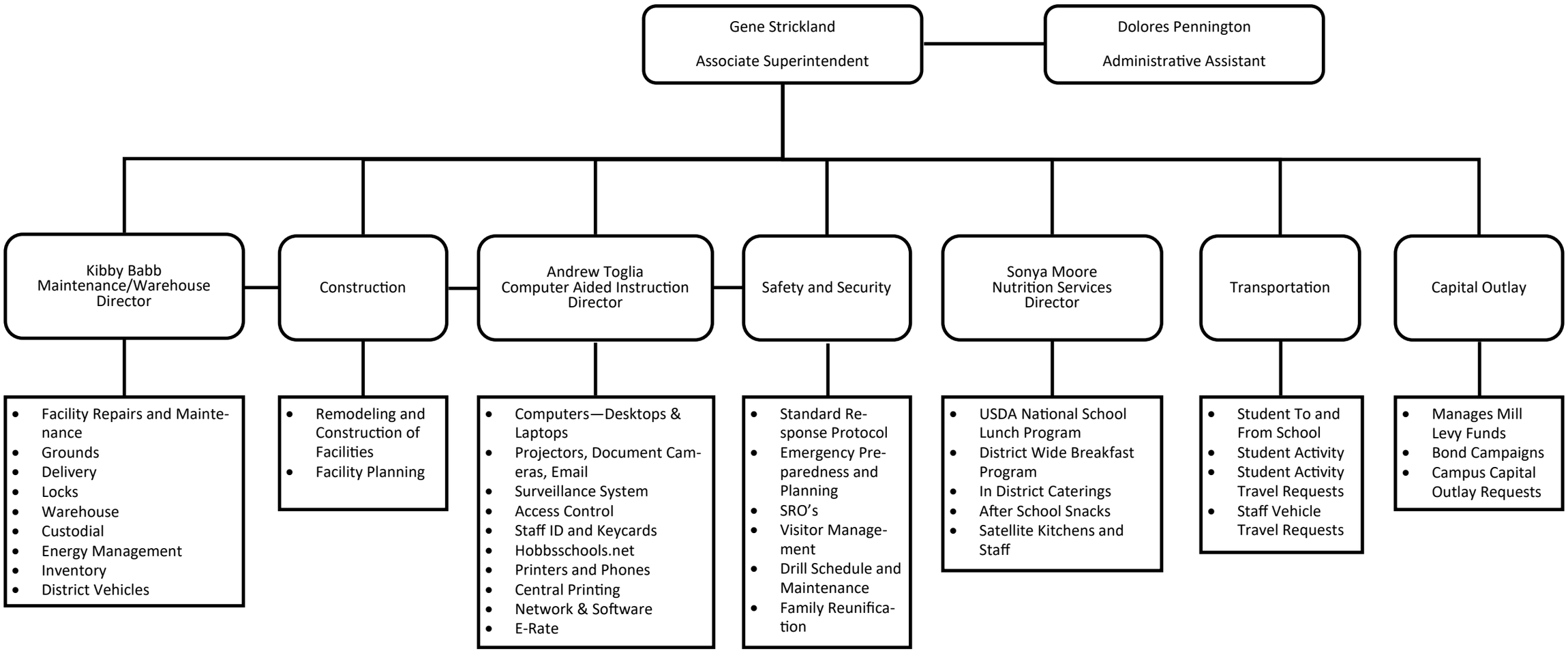
Gay-Dawn Henry
Substitute Specialist (AESOP)
Garnishment/Verification Prep.

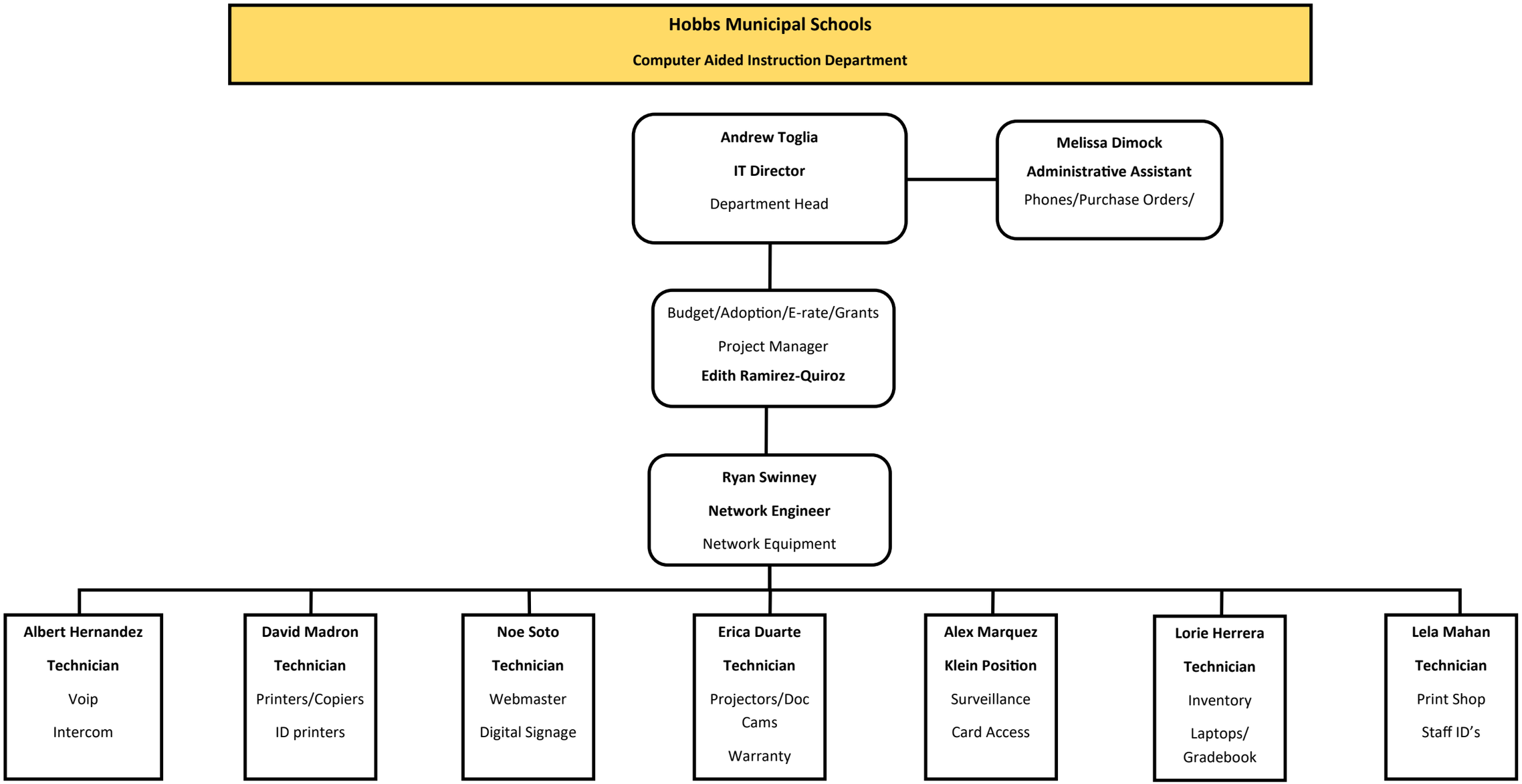
Helen Houston
Benefits Specialist
Workers Comp.

Juanita Wimbush
Central Office Receptionist

Hobbs Municipal Schools

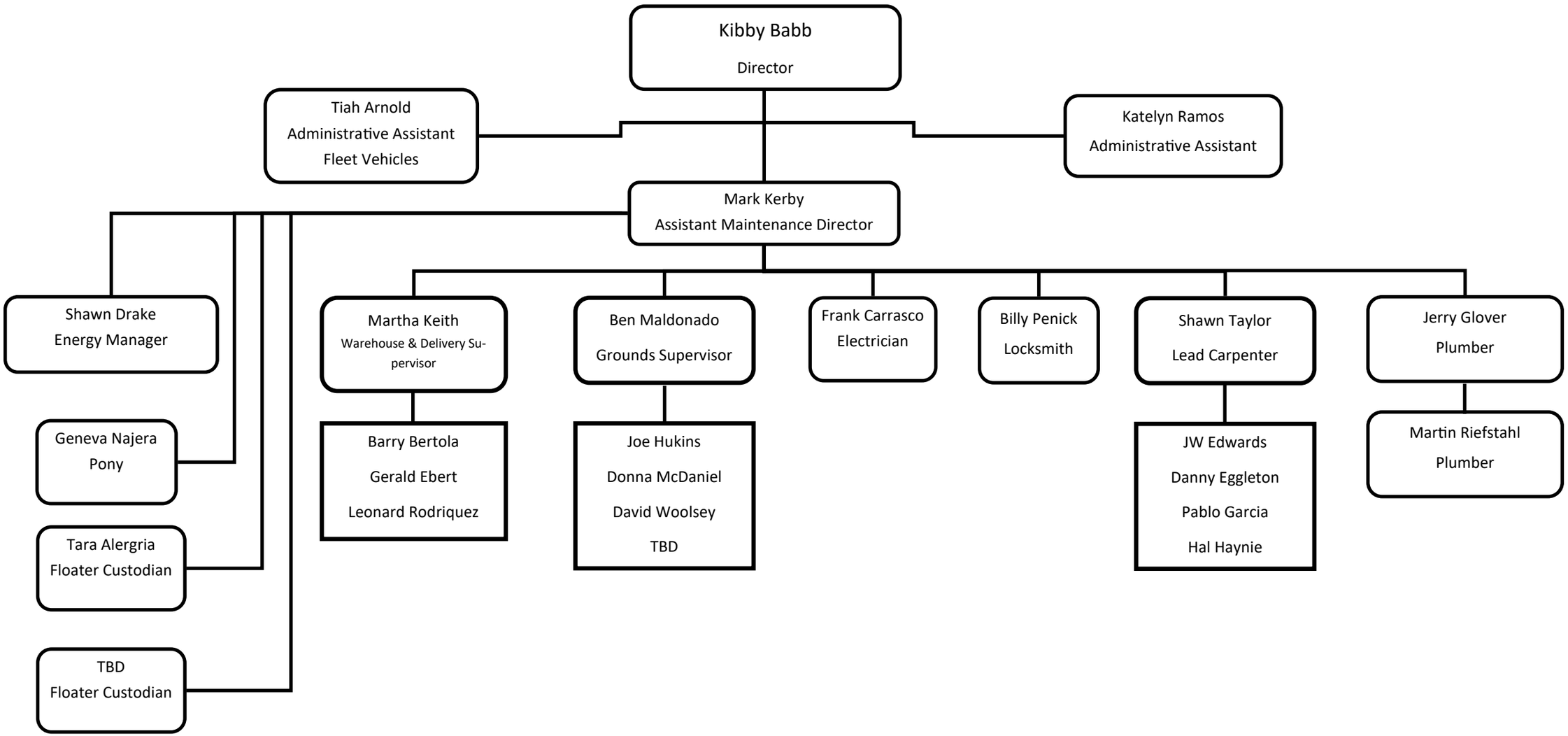
Operations




Hobbs Municipal Schools
Computer Aided Instruction Department
Andrew Toglia
IT Director
Department Head
Melissa Dimock
Administrative Assistant
Phones/Purchase Orders/
Budget/Adoption/E-rate/Grants
Project Manager
Edith Ramirez-Quiroz
Ryan Swinney
Network Engineer
Network Equipment
Albert Hernandez
Technician
Voip
Intercom
David Madron
Technician
Printers/Copiers
ID printers
Noe Soto
Technician
Webmaster
Digital Signage
Erica Duarte
Technician
Projectors/Doc Cams
Warranty
Alex Marquez
Klein Position
Surveillance
Card Access
Lorie Herrera
Technician
Inventory
Laptops/ Gradebook
Lela Mahan
Technician
Print Shop
Staff ID's

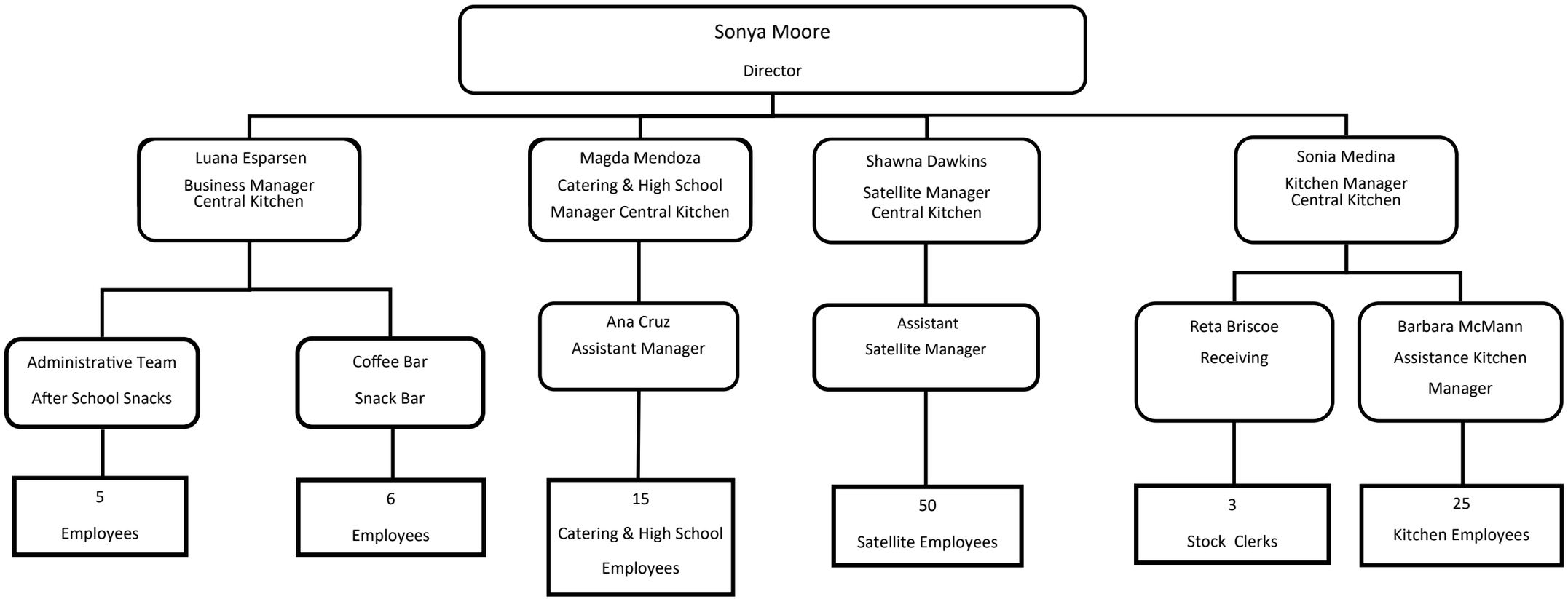
Hobbs Municipal Schools

Maintenance & Warehouse



Hobbs Municipal Schools

Nutrition Services



K-12 Curriculum & Instruction

Debbie Cooper

Assistant Superintendent

Amy Rhoads
Deputy Director of
Elementary Education

Instructional Coaches

Angela Baeza
Cathy Klepper
Carrie Pruett

Professional Development

Grade Level Leads

Elementary Principals

BT Washington - Robert Sims
Broadmoor - Galinda Everhart
College Lane - Susan Flowers
Coronado - Laura Cordova
Edison - Pat Duran
Jefferson - Pam Randall
Mills - Jennifer Carlson
Murray - Nicholas Bartlett
Sanger - Pam Hightower
Southern Heights - Diana Salinas
Stone - Chaundra Jarrett
Taylor - Lisa Richards
Will Rogers - Andi Engle

Elementary Secretary
Kerri Stone

Pre K—5th
Curriculum/Instruction
Parent Liaison
Pre K grant
K-5 Plus grant
Summer Reading
6th-12th
Long Term Hearing
Officer
K-8th
Reading Interventions
District SAT

Eppie Calderon
Deputy Director of
Secondary Education

Secondary Principals

HHS– Zeke Kaney

HFHS– Lana Weldy

Alt– Lorna Jackson

Heizer-Freddie Salgado

Highland– Ron Haggerton

Houston– Jon Gilcrease

Activities Director

Brenda Wilson

Athletics/ Activities

Fundraiser Requests

Lead Teachers

ELA– Paula Seeker

Math-Glen Kostedt

Soc. Studies– Melissa Richards-Doss

Science-Debbie Dean

Secondary Secretary
Scharlotte Johnson

Advanced Placement
504 Coordinator
Homeless Liaison
Parent Liaison
Summer School Ad-
ministrator
Title IV
Dual Credit Early Col-
lege
Long Term Hearing
Officer
SSAE Grant

Dixie Vejil
Director
Bilingual, Title I and
Testing

Title I clerk
Judy Abney

Bilingual and Testing
Secretary
Lorena Hernandez

State Testing

- Istation Testing
- Transition ELA & Math Testing
- Science Testing
- DLM-Alternative Assess-ment
- ACCESS Testing

English Language Learners

- Bilingual Programs
- English Language Learner Compliance

Title 1

- Parent Involvement
- Title 1 Budget
- Title 1 Federal documentation

SPECIAL SERVICES

Donna Jones

Director of Special Services

Tamara James
Director of Nursing
*Homebound services

Nurses
BT Washington/Taylor—Brandi Brister
Broadmoor/Sanger –Joy Mossman
College Lane - Chelsea Gerwick
Coronado - Amy Wall
Edison - Ernestine Harmston
Jefferson/Stone - Irma Minjares
Mills - Donna Ferrell
Murray –Robbie Schoonover
Southern Heights/Will Rogers—
Daisha Windham
Heizer - Beatriz Butler
Highland—Sylvia Pena
Houston - Jennifer Norman
Freshman/Alt School - Sandra Bolanos
HHS—Stefanie Shoults &
Kathie Rodriguez

Dena Strickland
Director of Elementary Education

Elementary Resource Teachers

BT Washington - Rachel Roberts, (open Pre-K)
Broadmoor - Vierna Lamatao
College Lane - Teather Rodriguez, Natalie Trujillo
Coronado - Bekim Kjerimi/Carol Taylor

Edison - Guadalupe Alvarado
Dorothy Noseff

Jefferson - Phillip May, Nelson Ravina, Pauline DeGuzman

Mills - Kristin Martin, Noel Galido

Murray - Adela Prieto, Elenita Bahain, Letisia Moreno, Patricia Wright, Maria Alino, Niatalie Faulve, Jessica Collins, Irma Brijalba

Sanger - Bridget Spencer

Southern Heights - Melinda Hencey, Maria Espiritu
Stone - Carrie Crossland

Taylor - Laurie Smith

Will Rogers - Nicole Villanueva, Arnel Rosales, Regina Rich, Megan Montez

Gifted—Donna Hicks, Sarah Henneke

Rebekah Dannelley
Director of Secondary Education

*Consult on IEP's and student placement

*Supports students, staff, & parents

*Curriculum guidance

Secondary Lead Teachers

HHS– Amanda Acosta

HFHS– Tammy Rotunno

Alt– Lorna Jackson

Heizer-Christy Martinez

Highland– Iris Hathcox

Houston– Lisa Harris

Secondary Resource Teachers

Special Services Secretaries

Margie Sotelo—Administrative Assistant
*PO's & requisitions
Mary Vasquez—Compliance Secretary
*SAT, parent interviews
Jackie Mejia—Registrar
*IEP entry data
Nancy Avena—IEP secretary
Dori Chavez—IEP secretary
Kathy Davis—IEP secretary
Laura Suchil—IEP secretary/registrar
*Student records & scheduling IEPs

School Psychologist & Assistant

David Anderson-Bey
Latoya Jackson-Hooks

Sign Lang. Interpreters

Lauren Henry
Chalea Leik
Kelly Matthews
Isaac Rivera
Isaiah Rivera
Israel Rivera

Social Workers/Elem Counselor

Riann Cecil, Janet Cross, Debbie Cox, Diane Dean, Allison Friend, Elena Galinda, Fernando Galinda, Judith Jaquez, Loretta King, Tracie Lyle, Lisa Navarro, Janie Pointer, Jessica Ramirez, Diana Rivero, Claudia Saxe, Charlotte Shaw

PT/PTAs
Chase Casey
Jerri Dohloff
Nicole Hunter
Kelly Parsons

Audiologist
Orland Purcell
Ginger Peugh

Diagnosticians
Nancy Bartlett
Paula Bensing
Sherry Hill-Goodwin
Linda Grado
June Hardison
Cindy Kaney
Misty Miller
Terrin Pender
Cristie Payen

OT/COTAs
Myriam Allen
Adrianna Bush
Priscila Carrasco
Rosalinda Carreon
Elaine Fogerty
Angela Gonzales
Carina Ochoa
Stacy Peyton
Suzi Souter
Sarah Stutz
Leslie Wright

Ancillary Staff
*Service Students according to IEP

SLP/SLPAs
Brianna Beall
Marisa Chapin
Yvonne Chavez
Seiri Corral
Crystal Dominguez
Krystal Herrera
Debbie Holmes
Jane Jones
Jami Juarez
Audrey Kearney
Lynda Lakin
Marlena Lopez
Daffney O'Bare
Sharon Salcido-Lewis
Johnna Shain
Denise Shiroma
Shannon Slover
Elena Taylor
Amber Villalobos
Eveylin Williams
April Williams

Vision Education
Walt Stelzer

Homebound
Rick Shed

MONTHLY CONTRIBUTIONS EFFECTIVE OCTOBER 1, 2019

NEW MEXICO PUBLIC SCHOOLS INSURANCE AUTHORITY

THE STANDARD: BASIC LIFE
ACCIDENTAL DEATH & DISMEMBERMENT
Employer pays 100% of premium

$10,000 Life/AD&D	**$0.94 per month**
$25,000 Life/AD&D	**$2.36 per month**
$50,000 Life/AD&D	**$4.70 per month**

THE STANDARD: ADDITIONAL LIFE (Employee, Spouse, & Children) and **AD&D** (Employee Only)
Employee pays 100% of premium

Person's Age	Rate per $1,000
under 30	$0.04
30 - 39	$0.06
40 - 44	$0.08
45 - 49	$0.12
50 - 54	$0.22
55 - 59	$0.34
60 - 64	$0.52
65 - 69	$0.78
70 & over	$1.02
Child(ren)	$0.24/mo.

THE STANDARD: LONG TERM DISABILITY
Employer contributes premium

30 Day Wait	**$0.58 per $100 payroll**
60 Day Wait	**$0.34 per $100 payroll**
90 Day Wait	**$0.28 per $100 payroll**

HEALTH COVERAGES Employer contributes premium (see reverse side)	**Single**	**Two-Party**	**Family**
Blue Cross Blue Shield New Mexico – High Option	**$722.40**	**$1,373.88**	**$1,834.96**
Blue Cross Blue Shield New Mexico – Low Option	**$546.46**	**$1,039.32**	**$1,388.20**
Blue Cross Blue Shield New Mexico – Exclusive Provider Organization (EPO) Option*	**$650.16**	**$1,236.46**	**$1,651.46**
Presbyterian – High Option	**$584.20**	**$1,226.70**	**$1,635.74**
Presbyterian – Low Option	**$441.98**	**$928.02**	**$1,237.40**
United Concordia Dental – High	**$28.60**	**$54.44**	**$85.54**
United Concordia Dental – Low	**$14.32**	**$27.26**	**$42.78**
Davis Vision Plan	**$6.26**	**$10.48**	**$14.14**

** EPO Plan – A managed care plan where services are covered only if you go to providers (doctors, specialists, hospitals, etc.) in the plan's network (except in an emergency).*

(5.9% increase on High and EPO medical plan options;
3.1% increase on Low medical plan options;
5.0% increase on dental plan options)

Date prepared: 02.11.2019

CONTRIBUTIONS EFFECTIVE OCTOBER 1, 2019 *MONTHLY COST SHARING based on salary and EMPLOYER MINIMUM CONTRIBUTION REQUIREMENTS set for in NM State Statute*		Less than $15,000 *25%/75%*	$15,000 - $19,999 *30%/70%*	$20,000 - $24,999 *35%/65%*	$25,000 and Over *40%/60%*
MEDICAL	**Single (employee deduction)**	**$180.60**	**$216.72**	**$252.84**	**$288.96**
BCBS	Single (district/employer contribution)	$541.80	$505.68	$469.56	$433.44
High Option	**Two-Party (employee deduction)**	**$343.46**	**$412.16**	**$480.86**	**$549.54**
	Two-Party (district/employer contribution)	$1,030.42	$961.72	$893.02	$824.34
	Family (employee deduction)	**$458.74**	**$550.48**	**$642.24**	**$733.98**
	Family (district/employer contribution	$1,376.22	$1,284.48	$1,192.72	$1,100.98
BCBS	**Single (employee deduction)**	**$136.62**	**$163.94**	**$191.26**	**$218.58**
Low Option	Single (district/employer contribution)	$409.84	$382.52	$355.20	$327.88
	Two-Party (employee deduction)	**$259.82**	**$311.80**	**$363.76**	**$415.72**
	Two-Party (district/employer contribution)	$779.50	$727.52	$675.56	$623.60
	Family (employee deduction)	**$347.04**	**$416.46**	**$485.86**	**$555.28**
	Family (district/employer contribution	$1,041.16	$971.74	$902.34	$832.92
BCBS	**Single (employee deduction)**	**$162.54**	**$195.04**	**$227.56**	**$260.06**
EPO Option	Single (district/employer contribution)	$487.62	$455.12	$422.60	$390.10
	Two-Party (employee deduction)	**$309.12**	**$370.94**	**$432.76**	**$494.58**
	Two-Party (district/employer contribution)	$927.34	$865.52	$803.70	$741.88
	Family (employee deduction)	**$412.86**	**$495.44**	**$578.00**	**$660.58**
	Family (district/employer contribution	$1,238.60	$1,156.02	$1,073.46	$990.88
Presbyterian	**Single (employee deduction)**	**$146.04**	**$175.26**	**$204.46**	**$233.68**
High Option	Single (district/employer contribution)	$438.16	$408.94	$379.74	$350.52
	Two-Party (employee deduction)	**$306.68**	**$368.00**	**$429.34**	**$490.68**
	Two-Party (district/employer contribution)	$920.02	$858.70	$797.36	$736.02
	Family (employee deduction)	**$408.94**	**$490.72**	**$572.50**	**$654.30**
	Family (district/employer contribution	$1,226.80	$1,145.02	$1,063.24	$981.44
Presbyterian	**Single (employee deduction)**	**$110.50**	**$132.58**	**$154.68**	**$176.78**
Low Option	Single (district/employer contribution)	$331.48	$309.40	$287.30	$265.20
	Two-Party (employee deduction)	**$232.00**	**$278.40**	**$324.80**	**$371.20**
	Two-Party (district/employer contribution)	$696.02	$649.62	$603.22	$556.82
	Family (employee deduction)	**$309.34**	**$371.22**	**$433.08**	**$494.96**
	Family (district/employer contribution	$928.06	$866.18	$804.32	$742.44
DENTAL	**Single (employee deduction)**	**$7.16**	**$8.58**	**$10.00**	**$11.44**
United Concordia	Single (district/employer contribution)	$21.44	$20.02	$18.60	$17.16
High Option	**Two-Party (employee deduction)**	**$13.62**	**$16.34**	**$19.06**	**$21.78**
	Two-Party (district/employer contribution)	$40.82	$38.10	$35.38	$32.66
	Family (employee deduction)	**$21.38**	**$25.66**	**$29.94**	**$34.22**
	Family (district/employer contribution	$64.16	$59.88	$55.60	$51.32
United Concordia	**Single (employee deduction)**	**$3.58**	**$4.30**	**$5.00**	**$5.74**
Low Option	Single (district/employer contribution)	$10.74	$10.02	$9.32	$8.58
	Two-Party (employee deduction)	**$6.82**	**$8.18**	**$9.54**	**$10.90**
	Two-Party (district/employer contribution)	$20.44	$19.08	$17.72	$16.36
	Family (employee deduction)	**$10.70**	**$12.82**	**$14.98**	**$17.12**
	Family (district/employer contribution	$32.08	$29.96	$27.80	$25.66
VISION	**Single (employee deduction)**	**$1.58**	**$1.88**	**$2.20**	**$2.50**
Davis Vision	Single (district/employer contribution)	$4.68	$4.38	$4.06	$3.76
	Two-Party (employee deduction)	**$2.64**	**$3.14**	**$3.68**	**$4.18**
	Two-Party (district/employer contribution)	$7.84	$7.34	$6.80	$6.30
	Family (employee deduction)	**$3.54**	**$4.24**	**$4.94**	**$5.66**
	Family (district/employer contribution	$10.60	$9.90	$9.20	$8.48

(5.9% increase on High and EPO medical plan options;
3.1% increase on Low medical plan options;
2.0% increase on dental plan options)

Date prepared: 02.11.2019

Hobbs Municipal Schools

Central Office 1515 East Sanger P. O. Box 1030 Hobbs, New Mexico 88241
Phone: (575)433-0100 Fax: (575)433-0140

BUSINESS OFFICE INFORMATION – FY2019-20

Welcome to Hobbs Schools!

Purchasing

- **Any** purchase must go through the purchase order process in Skyward prior to ordering goods/services.
- An **approved (signed)** purchase order **must** be obtained **before** any purchasing is initiated.
- **NO** telephone orders may be placed.
- **NO** "previewing" order may be placed. A purchase order **must be done first**.
- **NO** faxing of an unapproved and/or unsigned purchase order.
- **Do not make purchases expecting to be reimbursed by the District.** Failure to follow purchasing procedures can result in the cost being your personal responsibility.

Travel

- **Any** travel for school business requires prior approval from central office.
  - First, you must submit your requested absence in AESOP with a description of the training/purpose.
  - Complete a Requisition for meal reimbursements.
  - Upon return, an After Trip Expense Report must be filled out with the related receipts and the agenda attached. Approval must be obtained by the person responsible for the budget to be charged with the expense. Purchases for disallowed items, such as alcohol will **not** be reimbursed. Reimbursements will only be made up to the applicable limits imposed by state statute.
- Vehicles should be scheduled using Travel Tracker. This should be done in advance to allow adequate time for approvals. If one is available, a school vehicle **must** be used. Reimbursement of mileage for a private vehicle will be made only if a school vehicle was not available. Contact the Transportation secretary (Debbie Nichols) at the Warehouse if you have any questions regarding vehicles.
- ***Please allow sufficient time before the travel to make these arrangements and obtain the appropriate approvals.***

Money

- **Any** money received by a school employee for school-related activities such as fees, fundraisers, etc. must be turned in **daily** to your school office for depositing.
- State Law states that money received by a school employee **must** be deposited into the bank within 24 hours.
- There are **no** exceptions to the "24-hour deposit" rule!

Remember that your school Principal and school Secretary are your first resource for explaining business procedures. In addition, the Hobbs Schools website (www.hobbsschools.net) under the Finance Department page has a great deal of information and forms for your reference and use. If you still have questions, please do not hesitate to call the Business Office at (575) 433-0100. Have a great year!

HOBBS MUNICIPAL SCHOOLS			
School Year 2019-2020			
Payroll Dates and Cut Off Dates			
	Pay Date	**Dates Covered**	**Cut Off Date**
1	7/15/2019	**6.17-6.28**	6/28/2019
2	7/31/2019	**7.1-7.12**	7/12/2019
3	8/15/2019	**7.15-8.2**	8/2/2019*
4	8/30/2019	**8.5-8.16**	8/16/2019
5	9/13/2019	**8.19-8.30**	8/30/2019
6	9/30/2019	**9.2-9.13**	9/13/2019
7	10/15/2019	**9.16-9.27**	9/27/2019
8	10/31/2019	**10.1-10.11**	10/11/2019
9	11/15/2019	**10.15-11.1**	11/01/2019*
10	11/22/2019	**11.1-11.15**	11/15/2019
11	12/13/2019	**11.18-11.29**	11/29/2019
12	12/20/2019	**12.2-12.13**	12/13/2019
13	1/15/2020	**12.16-1.3**	1/3/2020*
14	1/31/2020	**1.6-1.17**	1/17/2020
15	2/14/2020	**1.20-1.31**	1/31/2020
16	2/28/2020	**2.3-2.14**	2/14/2020
17	3/13/2020	**2.17-2.28**	2/28/2020
18	3/31/2020	**3.2-3.13**	3/13/2020
19	4/15/2020	**3.16-4.3**	4/3/2020
20	4/30/2020	**4.1-4.15**	4/15/2020
21	5/15/2020	**4.16-5.1**	5/1/2020
22	5/22/2020	**5.4-5.8**	5/8/2020>
23	6/15/2020	**5.11-5.29**	5/29/2020
24	6/30/2020	**6.1-6.12**	6/12/2020
25	DEFERRED		
26	DEFERRED		
27	DEFERRED		
28	DEFERRED		

* = 3 weeks

^ = 1 week

Hobbs Municipal Schools
School Calendar
2019-2020

9, 12 Teacher Work Days
13 First Day of School
20 Board Meeting
14,21,28 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

AUGUST

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NO PRE SCHOOL ON WED.

2 Labor Day Holiday
17 Board Meeting
19 Parent / Teacher Conference / No School
4,11,18,25 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

SEPTEMBER

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NO PRE SCHOOL ON WED.

11 End of 1st 9-Weeks
14 Teacher Work Day
14 Begin Second 9-Weeks
15 Board Meeting
2,9,16,23,30 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

OCTOBER

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NO PRE SCHOOL ON WED.

7 Lea County In-Service
ELEM. Dismissal: 12:20 pm
SEC. Dismissal: 11:30 am
19 Board Meeting
22 Regular Dismissal Times
25-29 Thanksgiving Holiday
6,13,20 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

NOVEMBER

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NO PRE SCHOOL ON WED.

17 Board Meeting
20 End of Second 9-Weeks
ELEM. Dismissal: 12:20 pm
SEC. Dismissal: 11:30 am
23-03 Christmas/Winter Break
4,11,18 PLC In-Service
ELEM. Dismissal: 1:40
SEC. Dismissal: 2:40

DECEMBER

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NO PRE SCHOOL ON WED.

1 New Year's Day
6 Begin Third 9-Weeks
20 M.L. King Holiday
21 Board Meeting
8,15,22,29 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

JANUARY

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NO PRE SCHOOL ON WED.

11 Parent / Teacher Conferences - No School
17 President's Day
18 Board Meeting
5,12,19,26 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

FEBRUARY

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

NO PRE SCHOOL ON WED.

11 End of 3rd 9-Weeks
12 Begin Fourth 9-Weeks
17 Board Meeting
20 Regular Dismissal Times
23-27 Spring Break
4,11,18 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

MARCH

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NO PRE SCHOOL ON WED.

10 Good Friday Holiday
21 Board Meeting
1,8,15,22 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm

APRIL

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NO PRE SCHOOL ON WED.

19 Board Meeting
22 Last Day of School
ELEM. Dismissal: 12:20 pm
SEC. Dismissal: 11:30 am
6,13,20 PLC In-Service
ELEM. Dismissal: 1:40 pm
SEC. Dismissal: 2:20 pm
25 Memorial Day

MAY

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NO PRE SCHOOL ON WED.

Elementary Report Cards will be available on-line: October 21, January 13, March 30 and May 22

Instruction Days: 87 **NO PRE SCHOOL CLASSES ON WEDNESDAY** **Instruction Days: 92**

Teacher Work Days | PLC Days | Board Meetings | In-Service

Holiday | Parent / Teacher Conference | [Beginning Nine Weeks |] Ending Nine Weeks

B

L

A

N

K

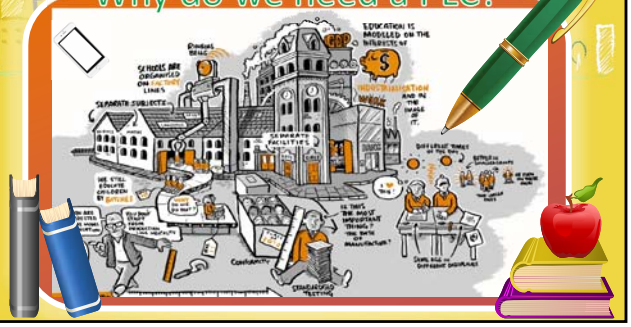
Title Page (Animated)

Group Norms

- Limit technology distractions (place phones on silent and please use laptops/tablets only to take notes)
- Be punctual (sessions, breaks, lunch, small group work)
- Let others finish what they are saying without being interrupted
- Show respect for each other's opinions
- Be brief and to the point when speaking
- Agree to disagree
- Give everyone a chance to speak
- Build on each other's ideas

PLC

Why do we need a PLC?



Let's Get Focused!

Big IDEA	3 Min. Talk	Big IDEA
The system in place was never intended to assure successful learning of a high standards curriculum by all students.	What big Idea take aways did you draw?	The system-in-place lacks the agility to quickly adjust to these many changes.

PLC Big Idea #3: A Focus on Results

Four Types of Schools
Dufour et al, Whatever it Takes

Dufour describes four types of schools based upon their philosophy of student learning.

Charles Darwin High
-We believe all kids can learn…based upon their ability.

Pontius Pilate High
-We believe all kids can learn…if they take advantage of the opportunity we give them to learn.

The Chicago Cub Fan Charter School
-We believe all kids can learn…something, and we will help students experience academic growth in a warm and nurturing environment.

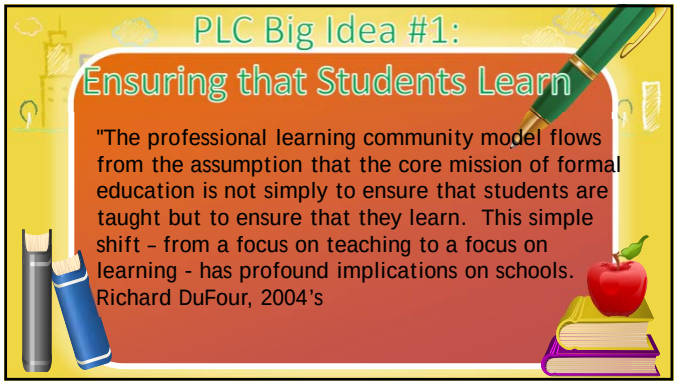
Henry Higgins High
-We believe all kids can learn…and we will work hard to help all students achieve high standards of learning.

Which is your school?

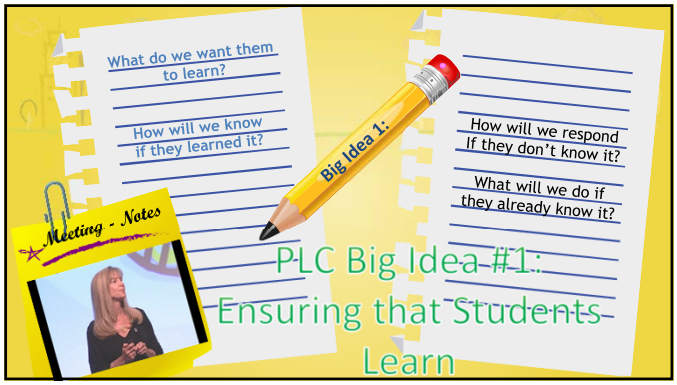
The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators *work interdependently to achieve common goals for which members are mutually accountable*.

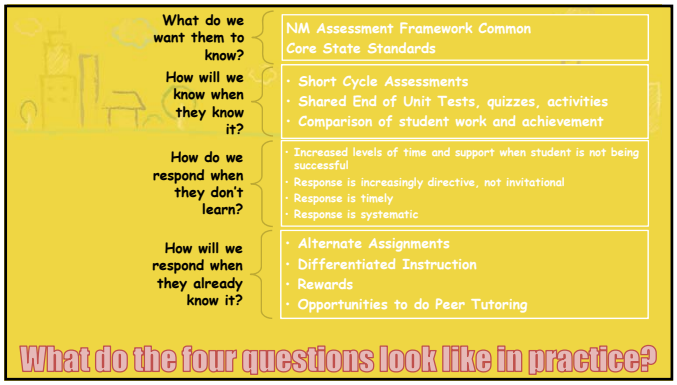
So, What's a PLC?

What's are the
Big Ideas?
The 3 Big Ideas


PLC Big Idea #1:
Ensuring that Students Learn
"The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift – from a focus on teaching to a focus on learning - has profound implications on schools. Richard DuFour, 2004's

Courtesy: www.DansCartoons.com
TEST
D+
"No, I'm not worried about my teaching, but you ought to be worried about your learning!"


What do we want them to learn?
How will we know if they learned it?
Big Idea 1:
How will we respond If they don't know it?
What will we do if they already know it?
Meeting - Notes
PLC Big Idea #1: Ensuring that Students Learn


What do we want them to know?
NM Assessment Framework Common Core State Standards
How will we know when they know it?
· Short Cycle Assessments
· Shared End of Unit Tests, quizzes, activities
· Comparison of student work and achievement
How do we respond when they don't learn?
· Increased levels of time and support when student is not being successful
· Response is increasingly directive, not invitational
· Response is timely
· Response is systematic
How will we respond when they already know it?
· Alternate Assignments
· Differentiated Instruction
· Rewards
· Opportunities to do Peer Tutoring
What do the four questions look like in practice?

PLC Big Idea #2: A Culture of Collaboration
"We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate a collaborative culture through the development of high performing teams."
Becky DuFour, 2007

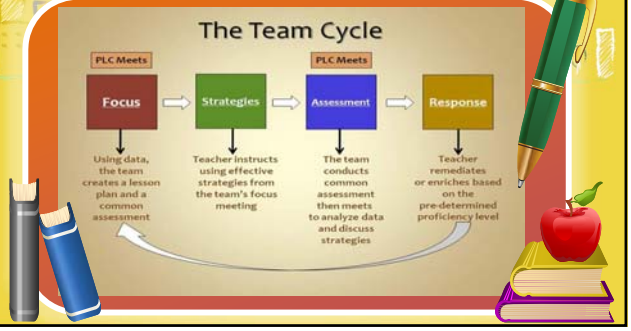
PLC Big Idea #2: A Culture of Collaboration

- ✓ Teachers learn best from other teachers.
- ✓ Collaboration and shared leadership by teachers generates better results.

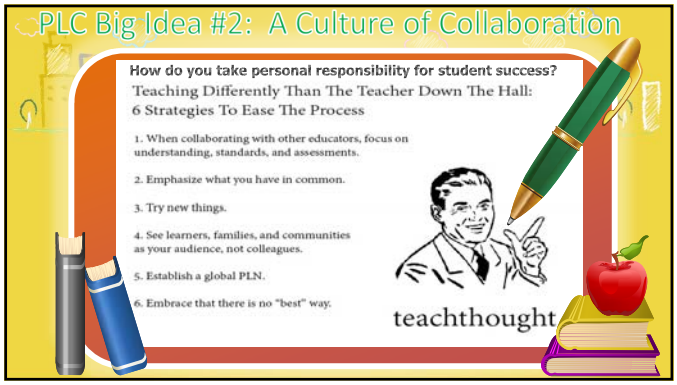
PLC Big Idea #2: A Culture of Collaboration

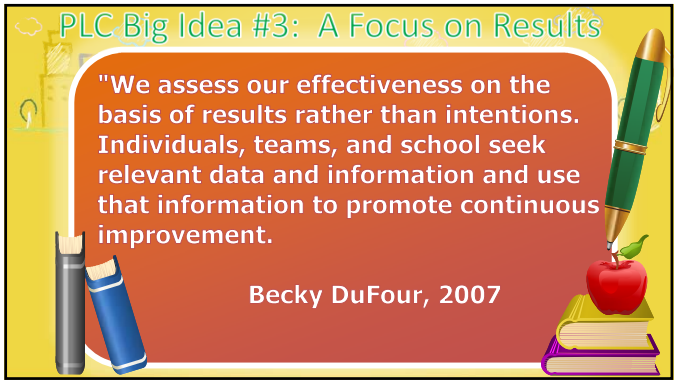
If schools want to enhance their capacity to boost student learning, they should work on building a collaborative culture...When groups, rather than individuals are seen as the main units for implementing curriculum, instruction, and assessment; they facilitate development of shared purposes for student learning and collective responsibility to achieve it- Fred Newmann

PLC Big Idea #2: A Culture of Collaboration

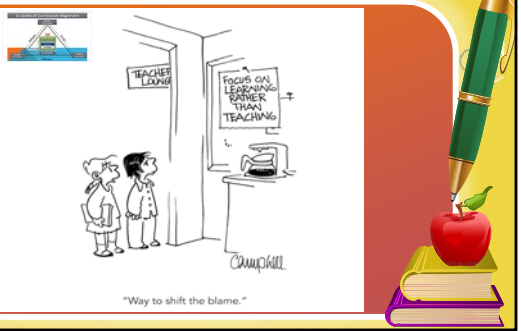


Teaching is...
collaborating until you're a team.


PLC Big Idea #2: A Culture of Collaboration
How do you take personal responsibility for student success?
Teaching Differently Than The Teacher Down The Hall:
6 Strategies To Ease The Process
1. When collaborating with other educators, focus on understanding, standards, and assessments.
2. Emphasize what you have in common.
3. Try new things.
4. See learners, families, and communities as your audience, not colleagues.
5. Establish a global PLN.
6. Embrace that there is no "best" way.
teachthought


PLC Big Idea #3: A Focus on Results
"We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and school seek relevant data and information and use that information to promote continuous improvement.
Becky DuFour, 2007

PLC Big Idea #3: A Focus on Results



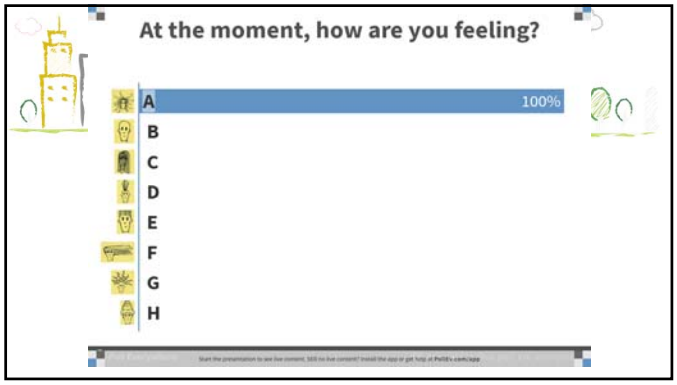
PLC Big Idea #3: A Focus on Results

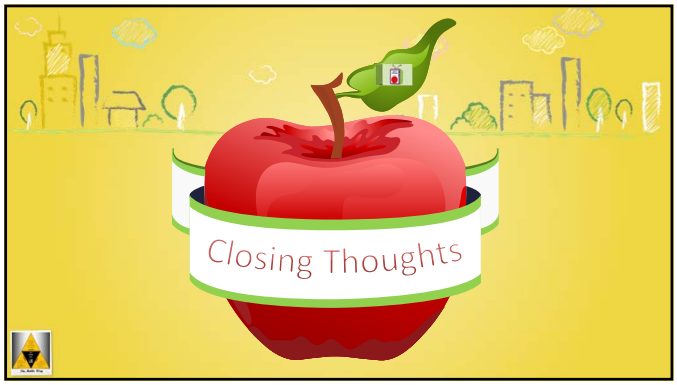
Short Main Body Text

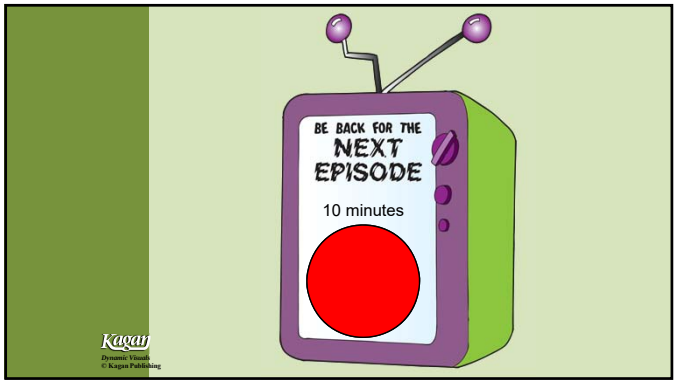
Successful PLC means systems change

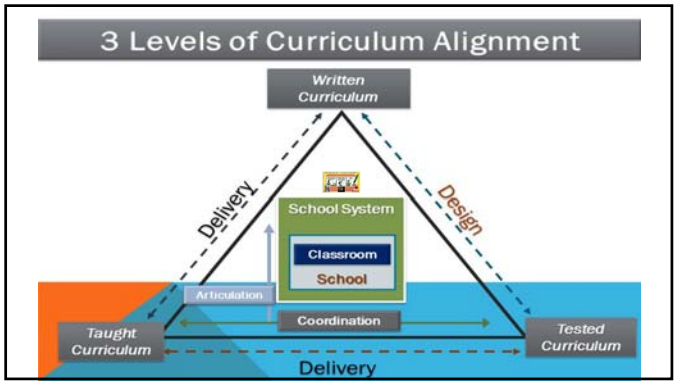
We are committed to increasing student achievement and teacher effectiveness through Professional Learning Communities.

How are we changing our systems to support our commitment to staff & students?


At the moment, how are you feeling?
A
100%
B
C
D
E
F
G
H


Closing Thoughts


BE BACK FOR THE
NEXT
EPISODE
10 minutes
Kagan
Dynamic Visuals
© Kagan Publishing


3 Levels of Curriculum Alignment
Written Curriculum
Delivery
Design
School System
Classroom
School
Articulation
Coordination
Taught Curriculum
Tested Curriculum
Delivery

34

Four Types of Schools

Dufour et al, Whatever it Takes

Dufour describes four types of schools based upon their philosophy of student learning.

Charles Darwin High

◦We believe all kids can learn…based upon their ability.

Pontius Pilate High

◦We believe all kids can learn…if they take advantage of the opportunity we give them to learn.

The Chicago Cub Fan Charter School

◦We believe all kids can learn…something, and we will help students experience academic growth in a warm and nurturing environment.

Henry Higgins High

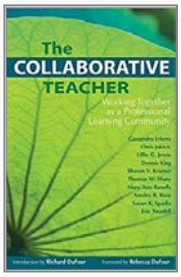
◦We believe all kids can learn…and we will work hard to help all students achieve high standards of learning.

Which is your school?

Quick Book Read

The time of exclusive top-down leadership is over! Only teachers can transform education from inside the classroom, and this book defines best practices of collaborative teacher leadership. Specific techniques, supporting research, expert insight, and real classroom stories illustrate how to work together for student learning, create a guaranteed and viable curriculum, and use data to inform instruction.

- Define and implement best practices for collaborative teacher leadership in a PLC.
- Discover how to work together for student learning and how to create a guaranteed and viable curriculum.
- Explore the many ways data can be utilized to inform instruction.
- Use common assessments to bridge the gap between teaching and learning.



Read the table of contents

Notice the 3 Parts & the number of chapters in the book.

Pick a Chapter that peaks your interest.

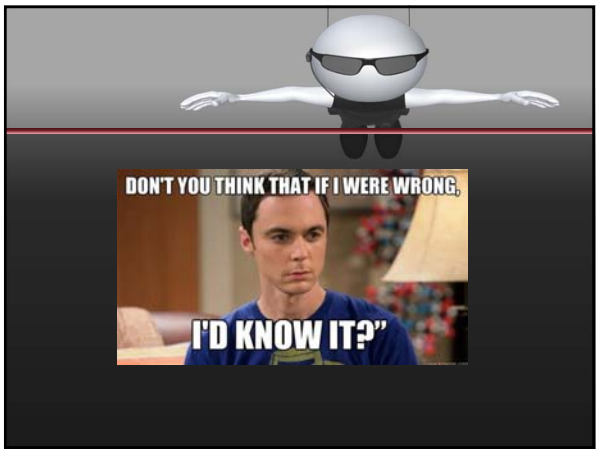
Read the first page (intro) of the chapter which interests you.

Circle, underline, or highlight any key main ideas or concepts.

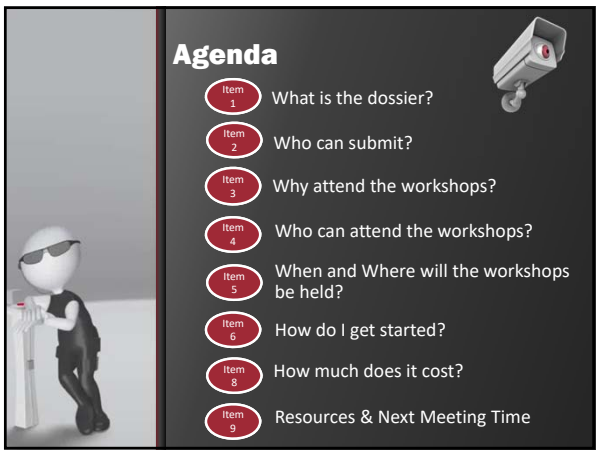
Pay attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists.

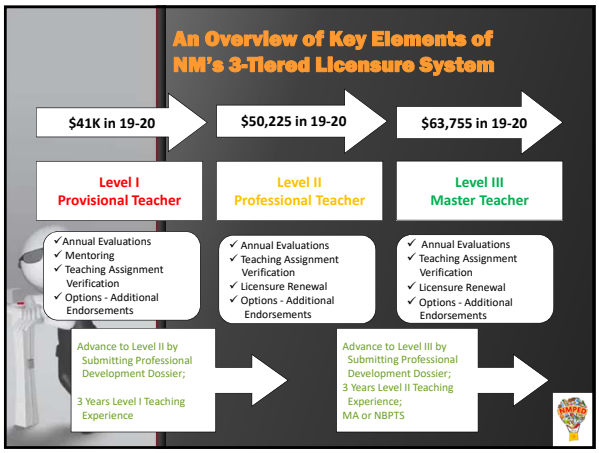
Read the last paragraph of the chapter.

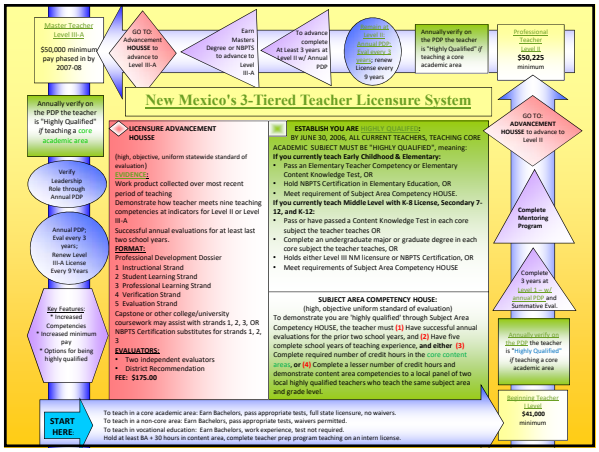
Is this a chapter within a book that deserves further reading when time permits?

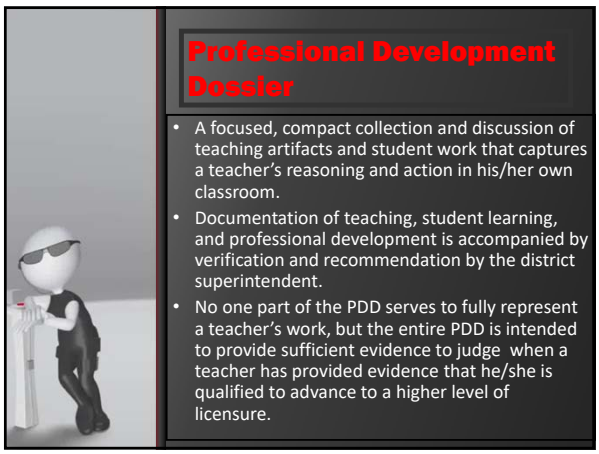

DON'T YOU THINK THAT IF I WERE WRONG,
I'D KNOW IT?"

Professional Development Dossier
PDD


Agenda
Item 1
What is the dossier?
Item 2
Who can submit?
Item 3
Why attend the workshops?
Item 4
Who can attend the workshops?
Item 5
When and Where will the workshops be held?
Item 6
How do I get started?
Item 8
How much does it cost?
Item 9
Resources & Next Meeting Time


An Overview of Key Elements of NM's 3-Tiered Licensure System
$41K in 19-20
$50,225 in 19-20
$63,755 in 19-20
Level I Provisional Teacher
Level II Professional Teacher
Level III Master Teacher
✓ Annual Evaluations
✓ Mentoring
✓ Teaching Assignment Verification
✓ Options - Additional Endorsements
✓ Annual Evaluations
✓ Teaching Assignment Verification
✓ Licensure Renewal
✓ Options - Additional Endorsements
✓ Annual Evaluations
✓ Teaching Assignment Verification
✓ Licensure Renewal
✓ Options - Additional Endorsements
Advance to Level II by Submitting Professional Development Dossier;
3 Years Level I Teaching Experience
Advance to Level III by Submitting Professional Development Dossier;
3 Years Level II Teaching Experience;
MA or NBPTS


New Mexico's 3-Tiered Teacher Licensure System
Master Teacher Level III-A
$50,000 minimum pay phased in by 2007-08
GO TO: Advancement HOUSSE to advance to Level III-A
Earn Masters Degree or NBPTS to advance to Level III-A
To advance complete At Least 3 years at Level II w/ Annual PDP
Remain at Level II Annual PDP; Eval every 3 years renew License every 9 years
Annually verify on the PDP the teacher is "Highly Qualified" if teaching a core academic area
Professional Teacher Level II
$50,225 minimum
GO TO: ADVANCEMENT HOUSSE to advance to Level II
Annually verify on the PDP the teacher is "Highly Qualified" if teaching a core academic area
Verify Leadership Role through Annual PDP
Annual PDP; Eval every 3 years; Renew Level III-A License Every 9 Years
Key Features:
* Increased Competencies
* Increased minimum pay
* Options for being highly qualified
LICENSURE ADVANCEMENT HOUSSE
(high, objective, uniform statewide standard of evaluation)
EVIDENCE:
Work product collected over most recent period of teaching
Demonstrate how teacher meets nine teaching competencies at indicators for Level II or Level III-A
Successful annual evaluations for at least last two school years.
FORMAT:
Professional Development Dossier
1 Instructional Strand
2 Student Learning Strand
3 Professional Learning Strand
4 Verification Strand
5 Evaluation Strand
Capstone or other college/university coursework may assist with strands 1, 2, 3, OR NBPTS Certification substitutes for strands 1, 2, 3
EVALUATORS:
• Two independent evaluators
• District Recommendation
FEE: $175.00
ESTABLISH YOU ARE HIGHLY QUALIFIED:
BY JUNE 30, 2006, ALL CURRENT TEACHERS, TEACHING CORE ACADEMIC SUBJECT MUST BE "HIGHLY QUALIFIED", meaning:
If you currently teach Early Childhood & Elementary:
• Pass an Elementary Teacher Competency or Elementary Content Knowledge Test, OR
• Hold NBPTS Certification in Elementary Education, OR
• Meet requirement of Subject Area Competency HOUSE.
If you currently teach Middle Level with K-8 License, Secondary 7-12, and K-12:
• Pass or have passed a Content Knowledge Test in each core subject the teacher teaches OR
• Complete an undergraduate major or graduate degree in each core subject the teacher teaches, OR
• Holds either Level III NM licensure or NBPTS Certification, OR
• Meet requirements of Subject Area Competency HOUSE
SUBJECT AREA COMPETENCY HOUSE:
(high, objective uniform standard of evaluation)
To demonstrate you are 'highly qualified' through Subject Area Competency HOUSE, the teacher must (1) Have successful annual evaluations for the prior two school years, and (2) Have five complete school years of teaching experience, and either (3) Complete required number of credit hours in the core content areas, or (4) Complete a lesser number of credit hours and demonstrate content area competencies to a local panel of two local highly qualified teachers who teach the same subject area and grade level.
Complete Mentoring Program
Complete 3 years at Level I and annual PDP and Summative Eval.
Annually verify on the PDP the teacher is "Highly Qualified" if teaching a core academic area
Beginning Teacher Level
$41,000 minimum
START HERE
To teach in a core academic area: Earn Bachelors, pass appropriate tests, full state licensure, no waivers.
To teach in a non-core area: Earn Bachelors, pass appropriate tests, waivers permitted.
To teach in vocational education: Earn Bachelors, work experience, test not required.
Hold at least BA + 30 hours in content area, complete teacher prep program teaching on an intern license.


Professional Development Dossier
• A focused, compact collection and discussion of teaching artifacts and student work that captures a teacher's reasoning and action in his/her own classroom.
• Documentation of teaching, student learning, and professional development is accompanied by verification and recommendation by the district superintendent.
• No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide sufficient evidence to judge when a teacher has provided evidence that he/she is qualified to advance to a higher level of licensure.

Who Can Submit a dossier?

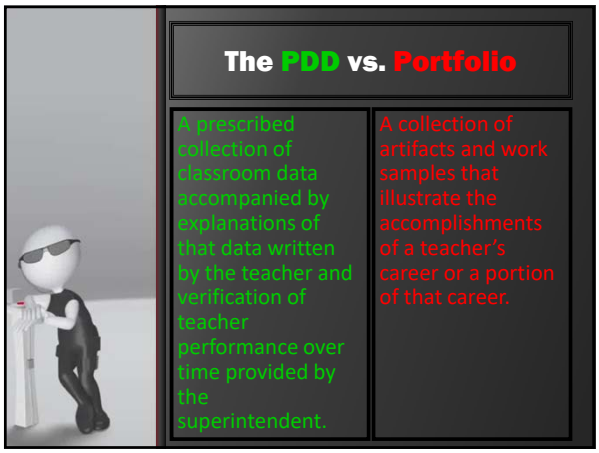
- Level I to a Level II
- Must have successfully completed a formal mentoring program.
- Must have at least 3 years experience as a Level I teacher on a standard license.
- Must have at least 3 positive evaluations as a Level I teacher on a standard license.
- A teacher **must** successfully write and submit a dossier by the end of their fifth year of teaching on a standard license.

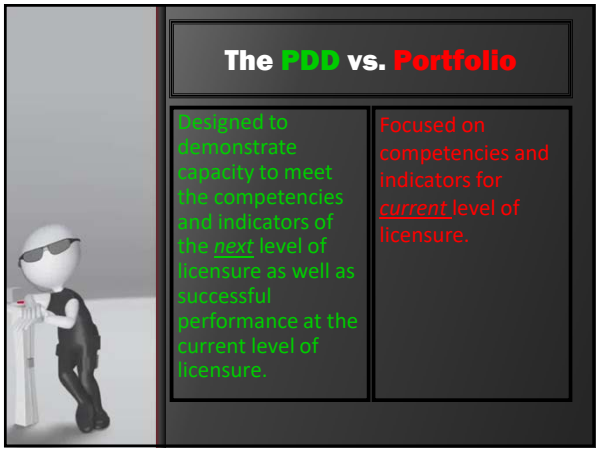
Who Can Submit a Dossier?

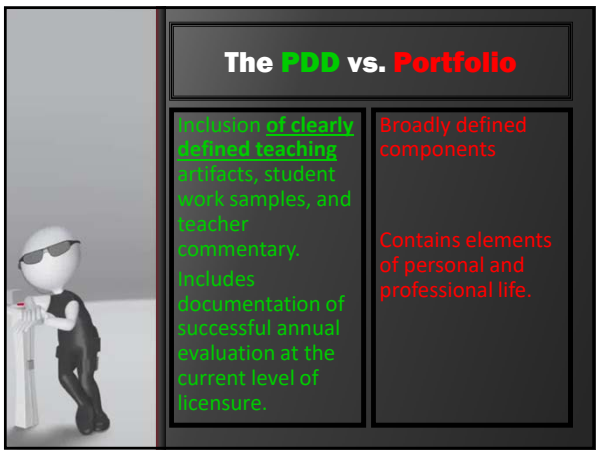
- Level II to Level III
- Must have at least 3 years experience on a standard license as a **Level II** teacher.
- Must have a Master's Degree or National Board Certification.
- Must have at least 3 positive evaluations as a **Level II** teacher on a standard license.
- A teacher can stay at a **Level II** for the remainder of his/her career.

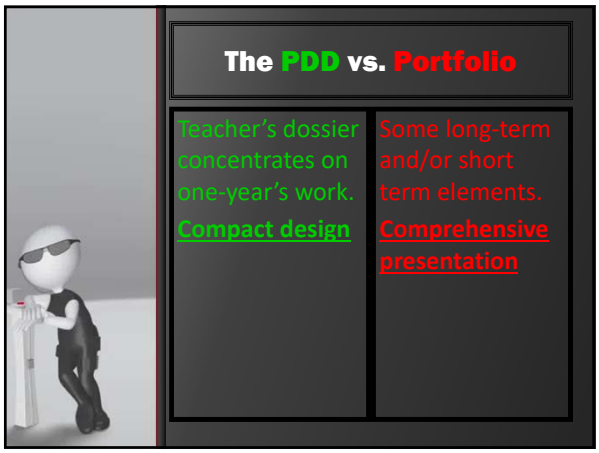
Reciprocity and the Dossier

Teachers from other states that have received their license through reciprocity may be required to have at least 2 years of positive evaluations and experience in New Mexico before submitting a Professional Development Dossier for the State of New Mexico.


The PDD vs. Portfolio
A prescribed collection of classroom data accompanied by explanations of that data written by the teacher and verification of teacher performance over time provided by the superintendent.
A collection of artifacts and work samples that illustrate the accomplishments of a teacher's career or a portion of that career.

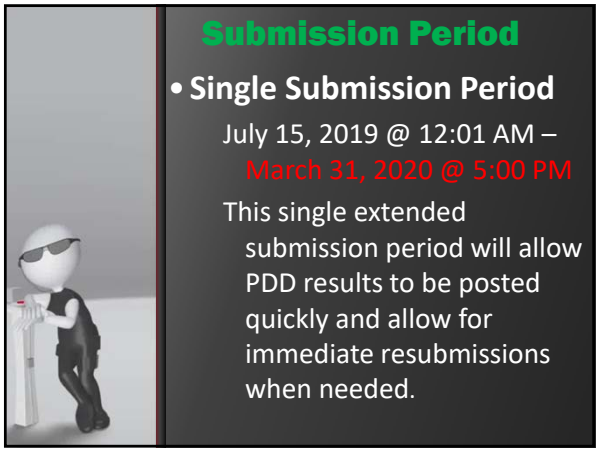

The PDD vs. Portfolio
Designed to demonstrate capacity to meet the competencies and indicators of the next level of licensure as well as successful performance at the current level of licensure.
Focused on competencies and indicators for current level of licensure.


The PDD vs. Portfolio
Inclusion of clearly defined teaching artifacts, student work samples, and teacher commentary.
Includes documentation of successful annual evaluation at the current level of licensure.
Broadly defined components
Contains elements of personal and professional life.



PDD ORGANIZATION

Strand A. Instruction Strand B. Student Learning Strand C. Professional Learning	Strands A, B, and C will be represented by data from the teacher's classroom, explained and organized by the teacher to show how s/he meets the competencies.
Strand D. Verification	*For Level I to II* – Superintendent verifies: (1) participation in a district's formal mentorship program; (2) three years successful teaching experience at Level I; and (3) that the dossier is accurate and is the work of the teacher. *For level II to Level III*: Superintendent verifies at least three years successful teaching experience at Level II.
Strand E. Evaluation (all Competencies)	Superintendent's recommendation for advancement, based on: • Quality and completion of the candidate's professional development plan. • Verification that measurable objectives were achieved. • Principal's annual observations of the candidate's classroom practice.



Submission Period

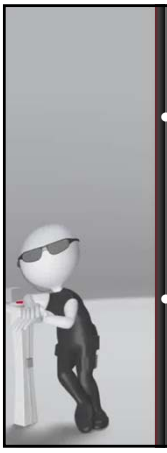
- Teachers cannot submit any earlier than 3 months of meeting all requirements of advancement.
- Teachers who will be meeting all requirements for advancement during the current school year cannot submit before **February 1.**
- Completing 3rd year of teaching at current level*
- Completing Master's Degree **or** National Boards

PDD Review

The Instructional, Student Learning, and Professional Learning Strands will be evaluated by two reviewers from outside a candidate's district. At least one of the reviewers will have teaching experience in the same or similar subject area and at the same or similar level.

Cost: $320.00 (Licensure Renewal Included)

Resubmission Costs
1 Strand - $110.00
2 Strands - $220.00
3 Strands -$320.00

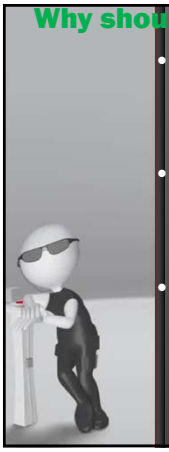


Hobbs Municipal Schools offer help…

- Free workshop classes for those planning on submitting their dossier in the current school year.
- We are eating an elephant… one bite at a time.

Dossier Workshops

- Workshops will take teachers through each strand in depth and assign projects to be done in between each workshop.
- Teachers who keep pace with the workshops will be ready to submit in early February.



Why should you attend the workshops?

- Get knowledgeable help in understanding, writing, and submitting your dossier.
- Have collaborative time with others who are writing their dossier.
- High success rate between those that routinely attended the workshops for the last four years and those that passed their dossier on their first submission.

Pacing of the Workshop

- The workshops offered through HMS are paced for submission beginning early February
- A teacher whose license is expiring this year should submit as early as possible to allow time for resubmission.
- Teachers wishing to submit before ***February***, will ***not*** want to attend the workshops.

Workshop Eligibility

- **Level I** teachers moving to Level II who will submit this year.
- **Level II** teachers moving to Level III who have **not** previously attended the workshops and will submit this year.
- **Level II** teachers moving to Level III who have previously attended the workshops **do not** need to attend. Priority will be given to "first timers."

Dossier Workshops

Workshops 1 – 7 will be held in the Central Office Conference (upstairs) from 3:30-4:30 pm.

1. Wednesday, August 28th
2. Wednesday, September 11
3. Wednesday, October 2
4. Wednesday, October 23
5. Wednesday, November 13
6. Wednesday, December 11
7. Wednesday, January 15
8. Wednesday, February – 3RD – all day workshop (Discovery Lab – HHS)

How do I get started?

✓Submit a "Declaration of Intent" form to your principal for his/her signature.

- www.hobbsschools.net
- Human Resources
- Professional Development Dossier
- HMS PDD Forms
- Declaration of Intent
- Submit a copy of this form to Will Hawkins, in Human Resources by due date.

Before our Next Meeting

September 10th at the Administrative Conference Room 4:00 – 5:00

Before then…

- Print and Read Requirements and Guidelines
- Print strand templates
- Download templates onto a jump drive or other electronic storage device
- Look at and print handbook and simulation strands
- Organize all of these printed materials into a notebook.

www.teachnm.org

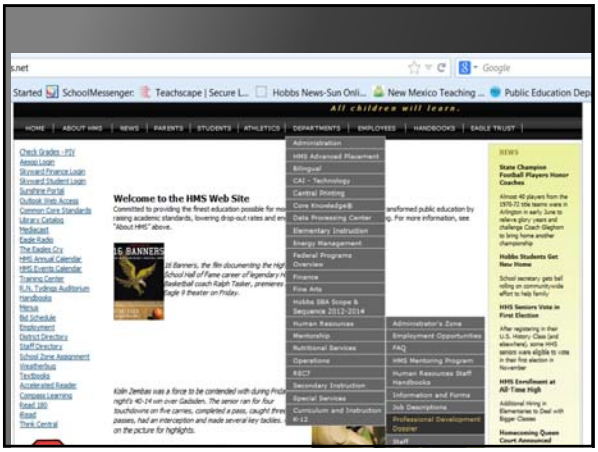
Step 1 – Use name as it appears on your license
- Be sure to keep your username and password in a safe place.

Step 2 – Print and read the Requirements and Guidelines

Step 3 – Print and download these templates for writing your dossier.

Step 4 – Very helpful resources (Simulations and Handbook)

Step 5 – You will submit on this site



Questions? Comments?
I am happy to help you!

Useful Media Elements

NMTEACH VAM & STAM
A Teacher's Perspective

William Hawkins
Assistant Superintendent

1

Group Norms

- Limit technology distractions (place phones on silent and please use laptops/tablets only to take notes)
- Be punctual (sessions, breaks, lunch, small group work)
- Let others finish what they are saying without being interrupted
- Show respect for each other's opinions
- Be brief and to the point when speaking
- Agree to disagree
- Give everyone a chance to speak
- Build on each other's ideas

2

Session Objectives

- Understand the history of NMTEACH.
- Be able to understand the components of the Teacher Evaluation System.
- Identify components of your district plans.
- Apply the components of the NMTEACH Teacher Evaluation System when working with or mentoring peers.

3

Three National Trends in Education

- The skills levels required for the jobs we want for our communities are increasing.
- The educational gap between children of relatively affluent families and those of relatively poor families is widening.
- This generation of students is less likely to have more education than their parents.

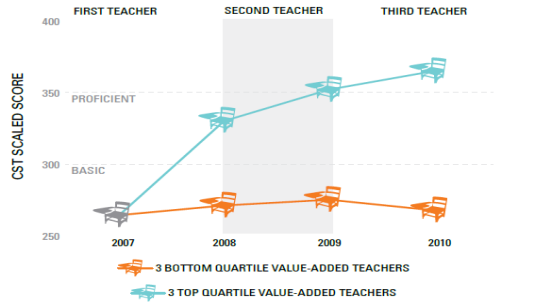
4

Great teaching changes lives.

Even one year with a highly effective teacher has a **lifelong impact** on students.

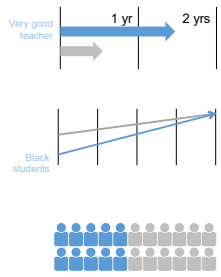
5

Teachers matter – a lot – when it comes to student learning.



6

When it comes to raising student achievement, nothing at school matters more than the quality of the teacher at the front of the class.



1 extra year of learning

"The students of an ineffective teacher learn an average of half a year's worth of material in one school year, while the students of a very good teacher learn 1.5 year's worth—a difference of a year's worth of learning in a single year."
(Hanushek, 2010)

Gap-closing growth in 4 years

"Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row could be enough to close the black-white test score gap."
(Gordon, Kane and Staiger, 2006)

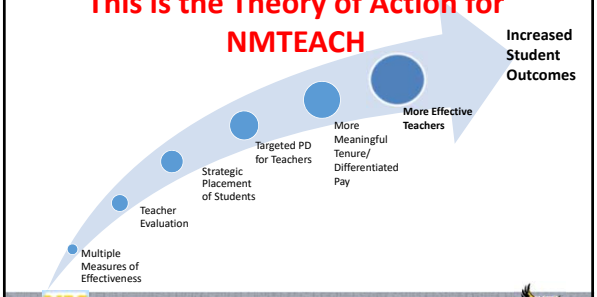
10-student class size reduction

Changing teacher performance from mediocre to very good (25th to 75th percentile) has an effect equivalent to reducing class size by 10+ students in 4th grade, 13+ students in 5th grade, or an "implausible" number in 6th grade.
(Rivkin et al., 2005) TNTP, 2012

7

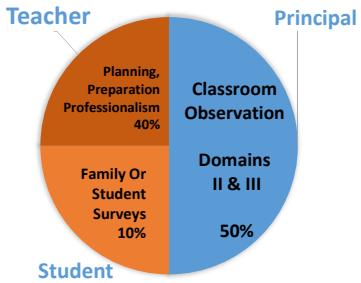
NMTEACH was designed to ultimately improve student outcomes.

This is the Theory of Action for NMTEACH



8

Teacher Evaluation System



9

Decoding the DATA Report

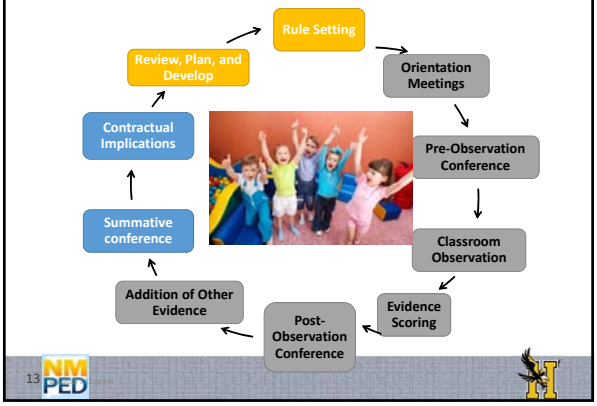
What Are Student Achievement Measures (STAM)?

- Student achievement growth is the most reliable measure of the impact an individual teacher has on students.
- STAM are used in calculating Value Added Scores (VAS) scores.

Value Added Models and Fairness:

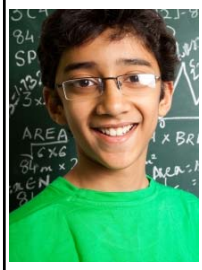
End

Cycle of Continuous Improvement



13

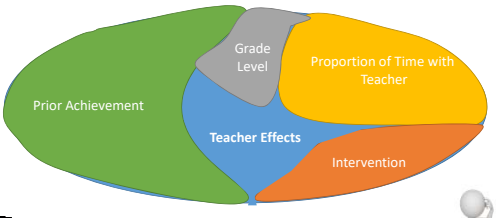
Value Added Models



The New Mexico Value-Added Model for Educator Effectiveness **partitions variance** in student achievement among teachers, thereby isolating the portion of student achievement on assessments that is attributable to the teacher.

14

Partitioning Variation in Student Achievement



30

What impacts a student's achievement outcome?

15

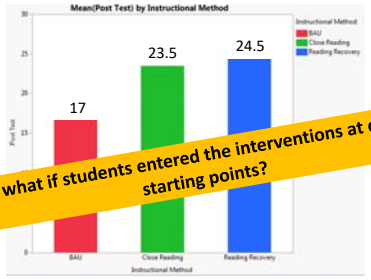
Quick example

- Suppose that you have three reading interventions and you want to know which is most effective in boosting student reading skills.

A. Business as Usual (BAU)
B. Reading Recovery (RR)
C. Close Reading (CR)

16

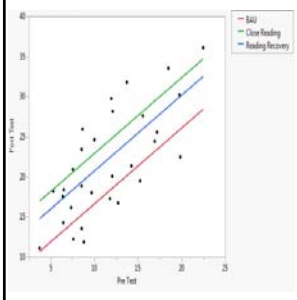
Post Test Results

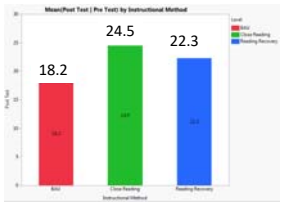


But, what if students entered the interventions at different starting points?

17

Post Test Results, given pre test

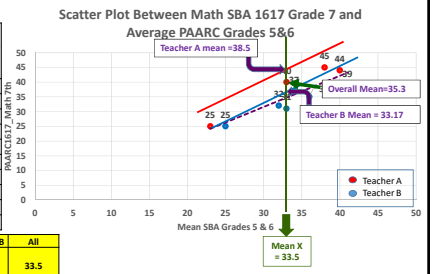




18

Teacher Name	X: Mean PAARC Grades 5_6	Y: PAARC1617_Math (Grade7)
A	40	44
A	38	45
A	23	25
A	33	40
B	32	32
B	41	39
B	36	35
B	33	31
B	25	25
B	36	37

	Teacher A	Teacher B	All
Mean X : PAARC Grades 5 &6	33.50	33.50	33.5
Mean Y	38.50	33.17	35.3



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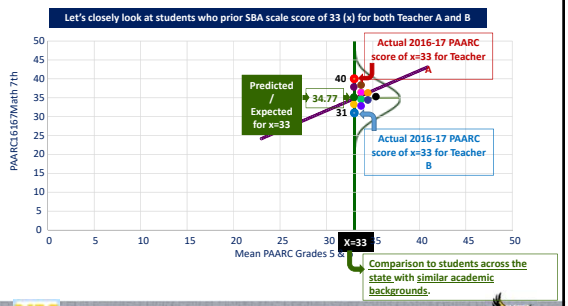
19

Students who have the same prior PAARC (x), will have the same expected score (Predicted). However, actual 2016-17 PAARC score (y) may be different



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Sample Evaluation

Student Achievement Value-Added Scores (VAS) for JOHN G KEATING

	Measure	2014		2015		2016		Total	
		Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	Total VAS
Geometry				14	-0.6900	18	-0.990	32	-0.8588
Algebra		12	0.660	18	0.730	16	0.740	46	0.7152
		12	0.330	32	0.1088	34	-0.1759	78	0.07000

The table above displays your Value-Added Scores (VAS) for each test of achievement in each year that you were teaching. It is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic history (academic peer group). **Students included in the table reflect data received by the PED and only for whom there is complete data history and accurate information.**

If VAS is less than 0
Your students made less than one year's growth in one year's time.

If VAS = 0
Your students made one year's growth in one year's time.

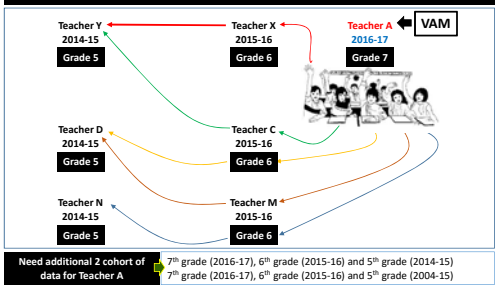
If VAS is greater than 0
Your students made more than one year's growth in one year's time.

LESS EFFECTIVE — EFFECTIVE — MORE EFFECTIVE

More detailed information about VAS calculations is available at: http://www.ped.state.nm.us/ped/NMTeachIndex.html

21

3- Year of Data Structure: VAM for 7th Grade Teacher



Need additional 2 cohort of data for Teacher A	7th grade (2016-17), 6th grade (2015-16) and 5th grade (2014-15) 7th grade (2016-17), 6th grade (2015-16) and 5th grade (2004-15)

2016-17 80th Day TSDL Roster for Grade 1 for Sample Teacher (ID XXXXXXX)

Grade	Teacher	Student ID	ID4NUM	Course Name
01	XXXXXXX		728714981	0001 FIRST GRADE
			728714981	1274 BILINGUAL 1 HOUR
			728714981	1717 DUAL LANGUAGE SCIENCE
			728714981	2020 BILINGUAL 3 HOUR
			732766993	0001 FIRST GRADE
			732766993	1274 BILINGUAL 1 HOUR
			732766993	1717 DUAL LANGUAGE SCIENCE
			732766993	2020 BILINGUAL 3 HOUR
			775886187	0001 FIRST GRADE
			775886187	1274 BILINGUAL 1 HOUR
			775886187	1717 DUAL LANGUAGE SCIENCE
			775886187	2020 BILINGUAL 3 HOUR
			869663898	0001 FIRST GRADE
			869663898	1274 BILINGUAL 1 HOUR
			869663898	1717 DUAL LANGUAGE SCIENCE
			869663898	2020 BILINGUAL 3 HOUR
			895651578	0001 FIRST GRADE
			895651578	1274 BILINGUAL 1 HOUR
			895651578	1717 DUAL LANGUAGE SCIENCE
			895651578	2020 BILINGUAL 3 HOUR

N = 88

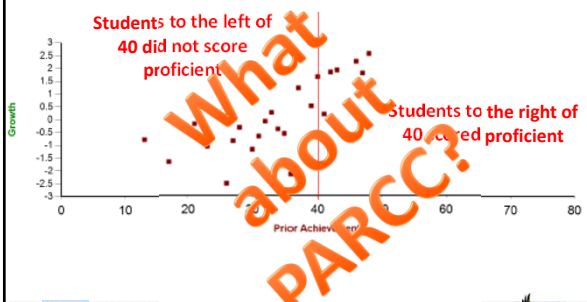
This teacher has 22 same students taking four classes with her

Course ID Frequency

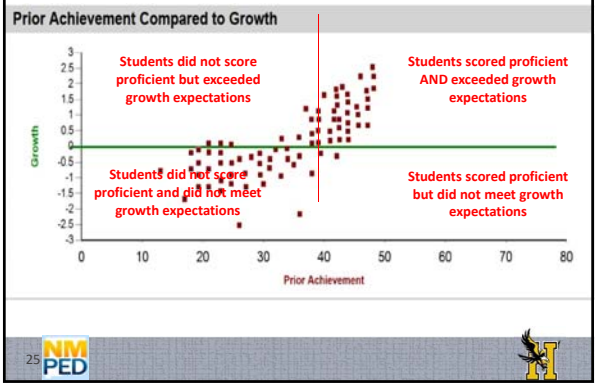
0001	22
1274	22
1717	22
2020	22

Students may take Istation in Spanish for course 1274 (Spanish language Arts)

Student Achievement Data



Student Achievement Data



25

Value Added Score (VAS) Three Year Data Portfolio

Student Achievement Value-Added Scores (VAS) for JOHN G KEATING

	Measure	2014		2015		2016		Total	
		Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	Total VAS
Geometry				14	-0.8900	18	-0.990	32	-0.8588
Algebra		12	0.660	18	0.730	16	0.740	46	0.7152
		12	0.330	32	0.1088	34	-0.1759	78	0.07000

26

Supporting Teachers…

- Your table team will review the teacher summative provided.
- Use the notes that you have taken on STAM to identify key points that you could use to mentor the teacher.
- Identify strength areas and areas of concern.

End

27

Questions a teacher might ask in light of evaluation results

- **Content Knowledge**: What is my current mastery of content knowledge? How does my content knowledge compare with current expectations for performance? What supports might enable me to develop a richer content knowledge?
- **Observation Rubric/Teaching Framework**: Have I demonstrated the necessary skills to ensure that student's opportunity to learn is maximized? Am I familiar with strategies needed to teach all students? Have I been exposed to explicit methods to help them meet expectations?

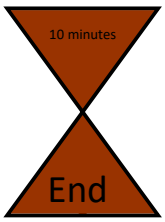
28

Questions a teacher might ask in light of evaluation results

- **Professionalism:** Is my contributions to the campus community and climate positive? What social skills do I need to exhibit to be a successful member of the team?
- **Motivation:** Is my motivation to engage in professional development appropriate? What types of motivation/factors are relevant for my target growth areas?
- **Engagement**: What types of engagement are necessary for me to be successful? Do I demonstrate active learning during professional development?

29

Connecting STAM & VAM Planning and Preparation



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Page 42

District Educator Effectiveness Summative Teacher's Report 2014-2015

JOHN G KEATING

123
Overall Score out of 200

Effective
Effectiveness Level

Group: **A - SBA**
Level: **High School**
License Number: **123456**
Graduated Considerations: **6**

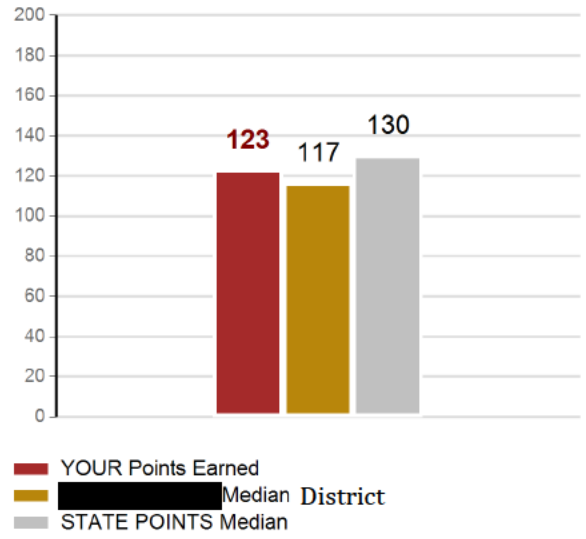
SUCCESS District
VERY GOOD HIGH School

Educator Effectiveness Plan Totals

Category	Measure	Possible Points	Your Points Earned
Student Achievement	**SBA**	70.00	**37.07**
	Discovery	0.00	
	Subtotal	70.00	**37.07**
Observation	**Domain 2&3**	65.00	**39.65**
	Subtotal	65.00	**39.65**
Multiple Measures	**Domain 1&4**	39.00	**24.05**
	Student Survey	26.00	**22.58**
	Subtotal	65.00	**46.63**
Total Evaluation		**200.00**	**123.35**

Exemplary	173 through 200
Highly Effective	146 through 172
Effective	119 through 145
Minimally Effective	92 through 118
Ineffective	91 or less

Teacher | District | State Medians



Next Steps

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

(Signing this document does not signify that you agree with this evaluation.)

This report contains the data collected by local administrators pursuant to the NMTEACH Educator Effectiveness System framework as adopted by the School or District, and received by PED by April 15, 2015.

Student Achievement Course Groups Value Added Scores (VAS)

	2012		2013		2014		Total	
Course Group	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	VAS Score
Geometry			14	-0.6900	18	-0.990	32	-0.8588
Algebra	12	0.660	18	0.730	16	0.740	46	0.7152
Totals:	12	0.660	32	0.1088	34	-0.1759	78	**0.07000**

To what degree are your students making a year's worth of achievement growth in a year's worth of time?

If VAS is less than 0
Your students made less than one year's growth in one year's time.

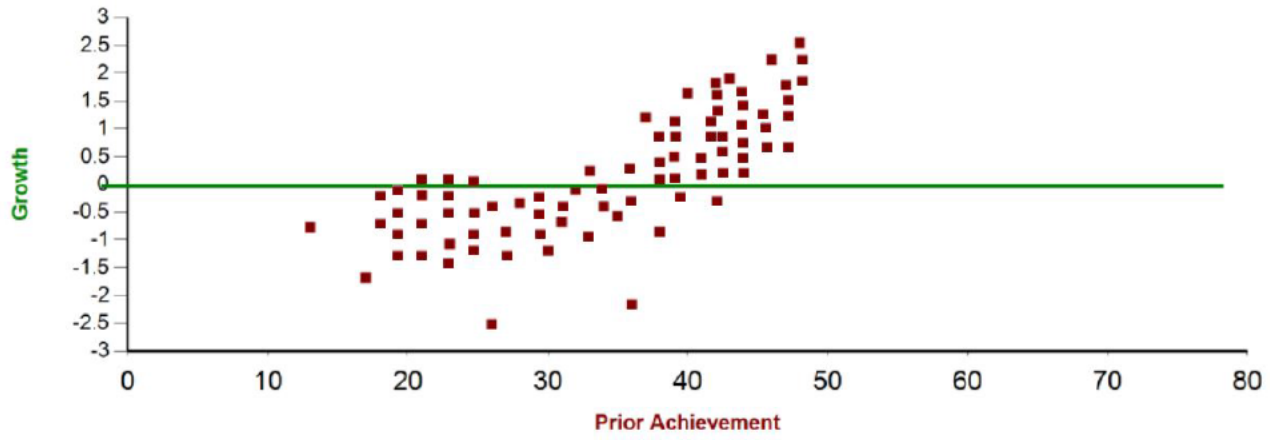
If VAS = 0
Your students made one year's growth in one year's time.

If VAS is greater than 0
Your students made more than one year's growth in one year's time.

LESS EFFECTIVE **EFFECTIVE** **MORE EFFECTIVE**

The table above displays your Value Added Scores (VAS) for each course group in each year that you were teaching. Your overall VAS score is [VAS Score]. It is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic backgrounds. More detailed information about VAS calculations is available at: http://VASscorevvideo.com

Prior Achievement Compared to Growth

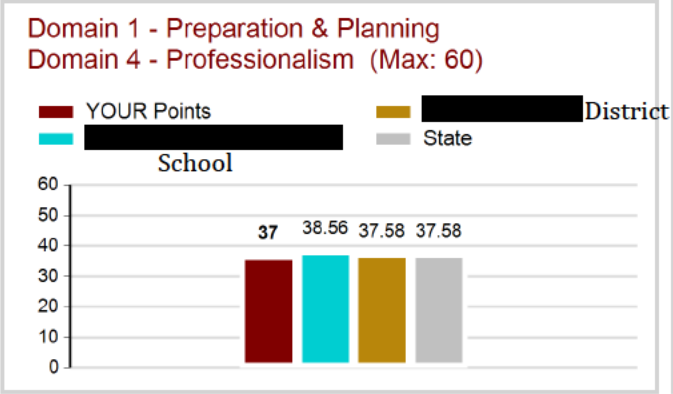


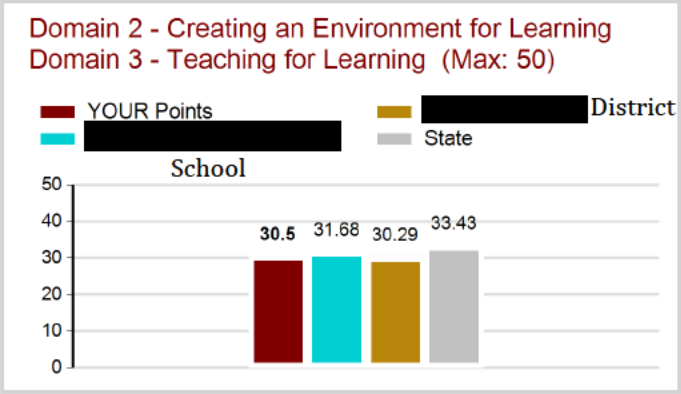
To what degree are you helping all of your students grow?

Each point in the scatterplot represents one of your students for whom data is available and connected to you as their teacher. If your students are clustered on the green zero horizontal line, then they have made one year's growth in one year's time. If they fall *above* the line, they are *growing* more than expected. Students below the line are not progressing as expected.

The **Prior Achievement** horizontal axis shows their SBA score from the previous year. The vertical **Growth** axis shows their variation from the average for other students in the State with the same achievement. For example, a student with a growth of 1, has a current year score that is one standard deviation *above* the average value of all New Mexico students with the same prior achievement.

Observations & Multiple Measures - JOHN KEATING

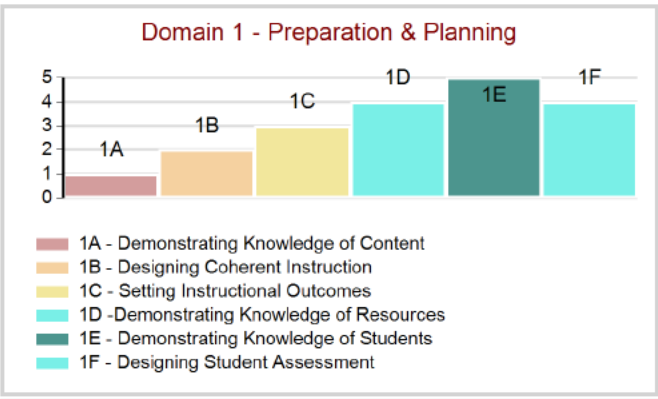


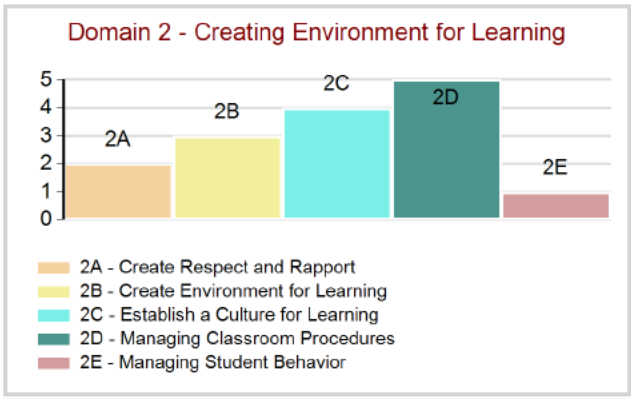


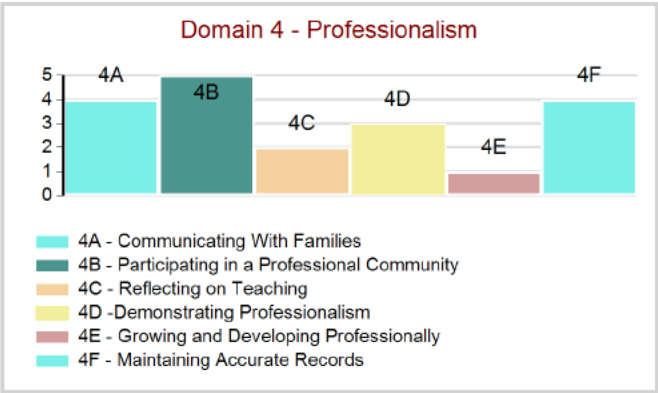
Are your classroom and professional practices in and out of the classroom yielding high observation scores?

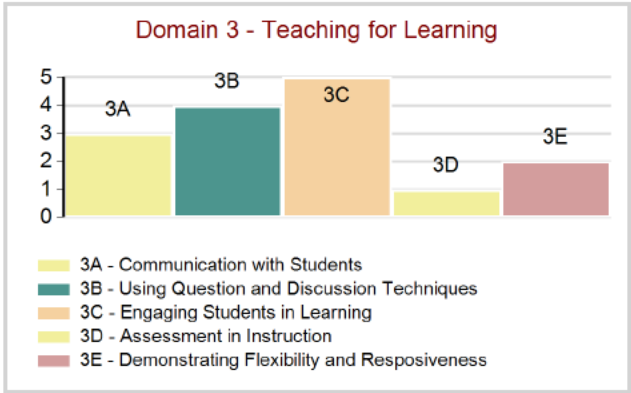
The bar charts above show your average **raw scores** on your observations for Domains 2 & 3 and Domains 1 & 4 in comparison to your school, your district, and the state. To see how these raw scores are converted to the scores you see as part of your summative score on Page 1, please visit http://observationvideo.com for an informational video. You can view your raw scores through the TeachScape Portal.

Strengths and Improvement Areas



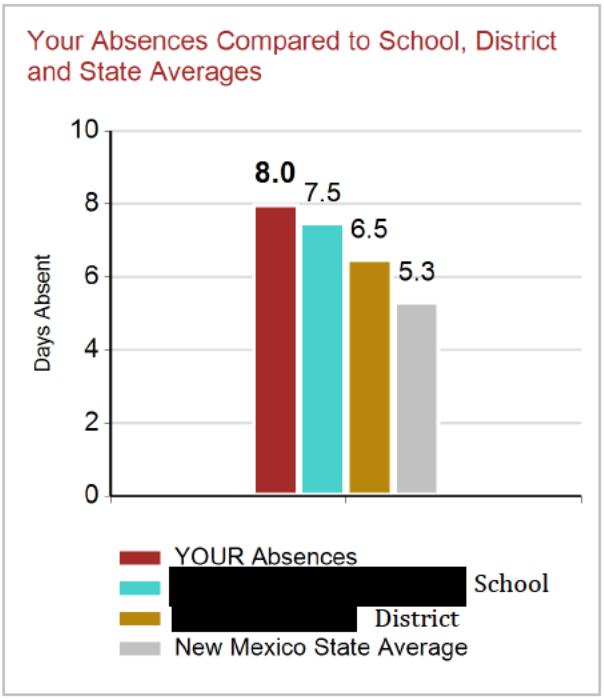






These four Domain charts illustrate your average observation score (Max: 5 each) for each of the elements within the Domain. Go to http://ped.state.nm.us/ped/NMTeach_Toolbox.html - Teacher Rubric Domain1 1 through 4.

Attendance



To what extent is your attendance impacting your overall performance?

The bar chart above displays your absences compared to your school, your district, and the state averages. To understand how your raw attendance is converted to the attendance score you see as part of your summative score on Page 1, please visit http://attendancevideo.com for an informational video.

To see the business rules that determines which absences count toward this evaluation measure, visit ped.state.nm.us/ped/NMTeach-FAQ.html.

Survey Parent / Student Responses

Question Number	Rubric Alignment	Never	Hardly Ever	Some-times	Usually	Almost Always	Always
1	1C & 2C	2 %	0 %	0 %	6 %	16 %	76 %
2	3D	2 %	0 %	8 %	14 %	18 %	59 %
3	1E & 4F	2 %	0 %	0 %	14 %	18 %	67 %
4	3D & 4A	2 %	0 %	6 %	14 %	18 %	61 %
5	2D & 4A	2 %	0 %	6 %	20 %	12 %	61 %
6	2A & 4A	2 %	0 %	0 %	16 %	18 %	65 %
7	4A & 4F	2 %	2 %	6 %	10 %	14 %	67 %
8	2E & 4A	4 %	2 %	8 %	10 %	18 %	59 %
9	1E & 2A	2 %	0 %	0 %	6 %	4 %	88 %
10	2C & 4A	4 %	2 %	6 %	14 %	22 %	53 %

To what extent do <students> / <parents> perceive that you are maximizing their opportunities to learn the course materials?

The table above shows the breakdown of responses to the survey that was given to your **<students> / <parentsofstudents>.** For each question, it is better to have a higher percentage of "always" responses. The second column shows which Observation Rubric elements align to the survey questions.

To see the survey questions as well as how your student survey responses are converted to the student survey score you see as part of your summative score on Page 1, please visit http://surveyvideo.com for an informational video.

Glossary of Terms

Effectiveness Levels:

Exemplary	173 through 200
Highly Effective	146 through 172
Effective	119 through 145
Minimally Effective	92 through 118
Ineffective	91 or less

Group: Your group is determined based on what student achievement measures are available for the classes you teach.

- **Group A** Teachers teach grades and/or subjects that **can** be meaningfully linked to the SBA
- **Group B** Teachers teach grades and/or subjects that cannot be meaningfully linked to the SBA
- **Group C** Teachers teach grades K, 1, and 2

Level: Your level is determined based on the grade level that you teach:

- Elementary
- Middle School
- High School

Graduated Considerations: Graduated Considerations redistributes the points for the Student Achievement portion of the NMTEACH Educator Effectiveness System based on how many *years of data* are available for the teacher and the *number of student achievement measures* chosen at the District level.

To see how your Graduated Considerations (or Tags) are determined, visit:

http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/Grad%20Cons%20Table%20with%20Tags2014-2017final.pdf.

District Plan: Within the framework provided by NMTEACH, each District had the opportunity to submit a custom ***Educator Effectiveness Plan***, tailored to their school community's needs. If a District did not choose to submit an evaluation plan, the State plan is used.

To view your District's or Charter School's plan, visit:

http://ped.state.nm.us/ped/NMTeach_EvaluationPlanPDFs.html.

To view informational videos about each of the measures that are included in your evaluation, visit: _____(tbd)

Mentor Worksheet

Teacher: Mr. Keating

Student Achievement Analysis

1. What can you infer from the analysis of the Student Achievement portion of Mr. Keating's summative evaluation?

2. What are some specific suggestions you can make to help Mr. Keating improve in this area?

Observation Analysis

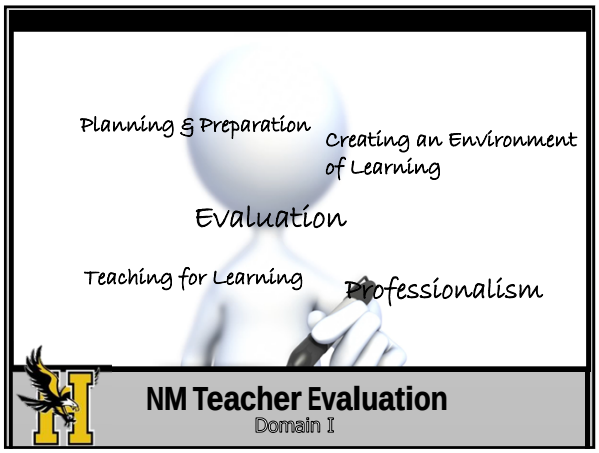
1. What are some of Mr. Keating's strengths? What are some of his weaknesses?

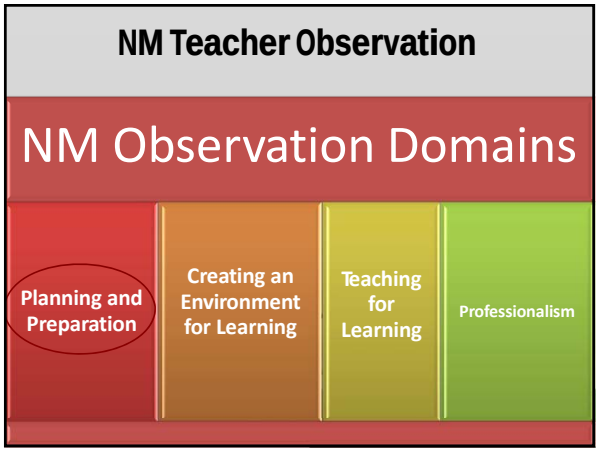
2. What are some specific suggestions you can make to help Mr. Keating improve in this area?

Multiple Measures Analysis

1. What can you infer from the analysis of Mr. K's Teacher Attendance and Parent and Student Survey results?

2. What are some specific suggestions you can make to help Mr. Keating improve in this area?





Session Objectives

Participants will:

- **Understand each element within Domain 1 – Planning & Preparation.**
- **Identify teacher actions within Domain 1 that would generate positive student growth.**
- **Determine collaboration efforts that support teacher success on Domain 1.**
- **Complete initial scoring of Domain 1 elements, using sample lesson plans and identifying supporting evidence.**

Preparation and Planning

Knowledge of Content and Pedagogy

Knowledge of students

Content

Instruction

Domain 1

Resources

Assessment

Key Elements of Domain One

Content	Demonstrating Knowledge of Content	Knowledge of Content & Pedagogy
Cohesiveness	Demonstrating Coherent Instruction	
Outcomes	Setting Instructional Outcomes	
Resources	Demonstrating Knowledge of Resources	
Students	Demonstrating Knowledge of Students	Knowledge of Students
Assessment	Designing Student Assessment	

ELEMENTS

Levels of Performance

Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary

Where do I fall?

1A KNOWLEDGE OF CONTENT

TEACHER'S PLANS REFLECT A SOLID KNOWLEDGE OF THE CONTANT AND ARE CLEARLY ALIGNED TO NM OR CCS STANDARDS.

Content

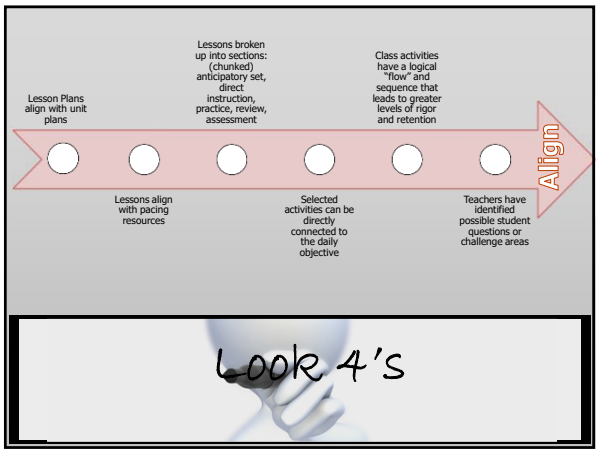
Look 4's

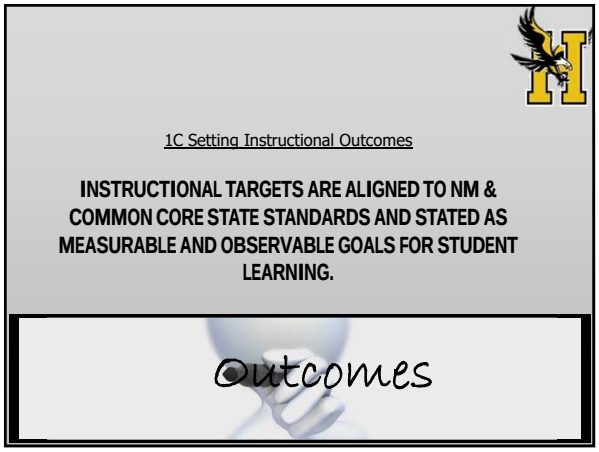
What is the evaluator looking for when they look at this element?

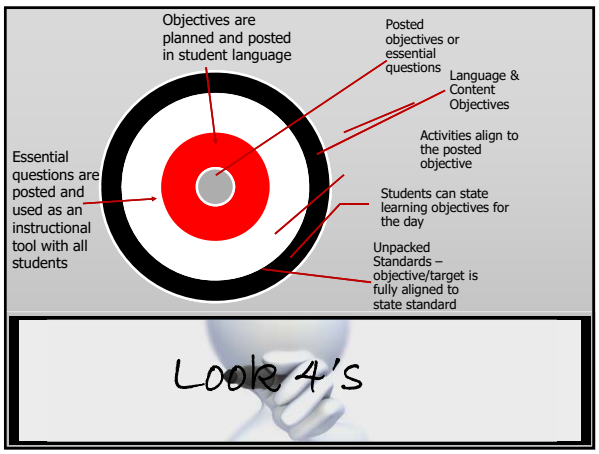
1B Designing Coherent Instruction

THE LESSON IS DESIGNED TO IMPLEMENT INSTRUCTIONAL TARGETS ALIGNED TO STANDARDS:

Coherence


Lesson Plans align with unit plans
Lessons broken up into sections: (chunked) anticipatory set, direct instruction, practice, review, assessment
Class activities have a logical "flow" and sequence that leads to greater levels of rigor and retention
Align
Lessons align with pacing resources
Selected activities can be directly connected to the daily objective
Teachers have identified possible student questions or challenge areas
Look 4's


1C Setting Instructional Outcomes
INSTRUCTIONAL TARGETS ARE ALIGNED TO NM & COMMON CORE STATE STANDARDS AND STATED AS MEASURABLE AND OBSERVABLE GOALS FOR STUDENT LEARNING.
Outcomes


Objectives are planned and posted in student language
Posted objectives or essential questions
Language & Content Objectives
Activities align to the posted objective
Essential questions are posted and used as an instructional tool with all students
Students can state learning objectives for the day
Unpacked Standards – objective/target is fully aligned to state standard
Look 4's

1D Demonstrating knowledge of resources

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.

Instructional processes and activities address students' varying a

Resources

Teachers utilize posted

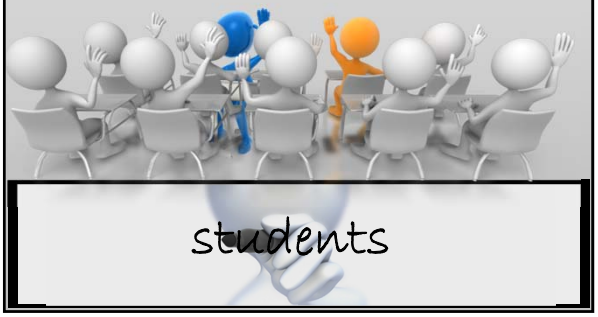
Look 4's

1E Current Description of Effectiveness

TEACHER DEMONSTRATES SOLID KNOWLEDGE OF STUDENTS BACKGROUNDS, CULTURES, SKILLS, ACADEMIC LANGUAGE DEVELOPMENT INTEREST AND SPECIAL NEEDS

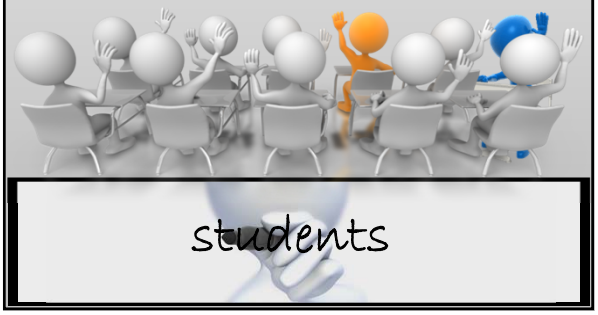
students

Lessons provide equitable access and thoughtful inclusion of culturally- and linguistically-diverse students



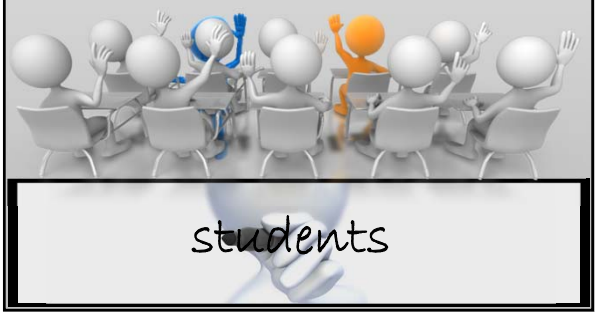
students

Student achievement data, as well as formative assessment results, are used to group students or to select learning activities or resources



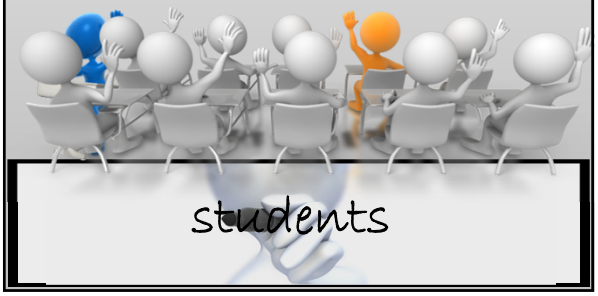
students

Evidence of student data (prior, current and future) is referenced and used systematically in the design of instruction



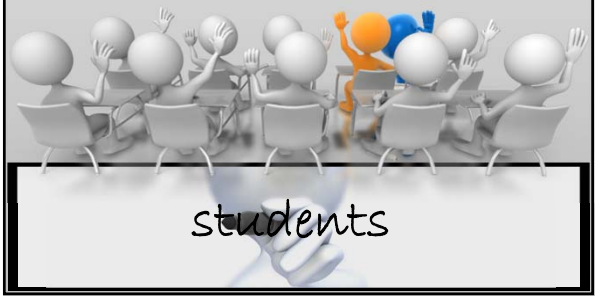
students

Evidence of student characteristics (background information, learning styles, academic performance, and non-school related data) are used in the selection of resources and activities



students

Differentiated instruction and student accommodations should be evident in the lesson plan and seen implemented in the classroom for Tier II and students with disabilities



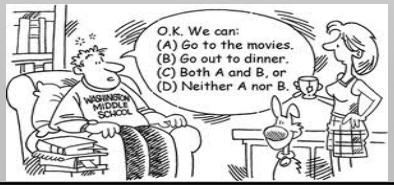
students

1F Designing student assessment

TEACHER'S PLAN FOR ASSESSING STUDENT LEARNING IS ALIGNED WITH THE INSTRUCTIONAL OUTCOMES, SUCCESS CRITERIA AND THE ASSESSMENT TOOLS.

assessment

- Teacher plans how he/she will check for student understanding throughout the lesson
- Formative assessment practices are planned and used in the classroom
  - Re-teaching
  - Interventions within the lesson
  - Flexible grouping



When a Lesson Goes Wrong

Student assignments are the best predictor of student achievement.

Student assignments are the best predictor of student achievement.

When Unpacking Domain 1

- Focus on the assignments students are given.
- Quality Instruction focuses on a cycle of learning in which students progress through a sequence of steps that lead to a product.
- A series of disconnected activities (i.e. random vocabulary, generic worksheets, read-alouds, etc.) will not ensure that students are prepared for Common Core expectations.
- Make sure lessons and activities address *all* populations at high levels.

- **Teachers use a class closure activity (essential question review and/or summary of learning) to check for understanding**
- **Language (output) objectives are used (SIOP)**
- **Teacher questions students individually and actively checks student work products throughout the lesson**

Which one?

Can you determine which assignment was given to affluent students and which was given to poor students?

Grade 10 Writing Assignment

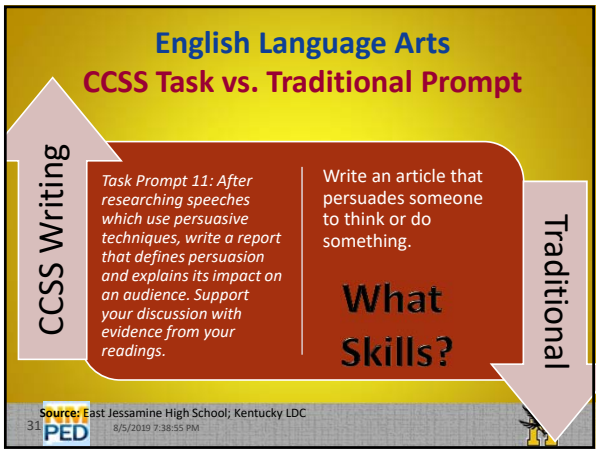
A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

The Education Trust

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

The Education Trust


English Language Arts
CCSS Task vs. Traditional Prompt
CCSS Writing
Task Prompt 11: After researching speeches which use persuasive techniques, write a report that defines persuasion and explains its impact on an audience. Support your discussion with evidence from your readings.
Write an article that persuades someone to think or do something.
What Skills?
Traditional
Source: East Jessamine High School; Kentucky LDC
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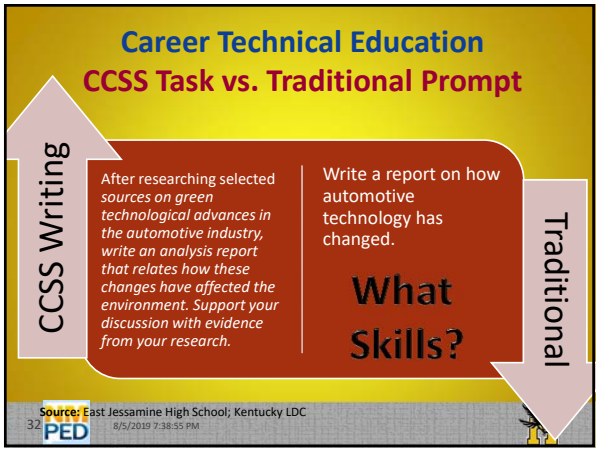
Career Technical Education
CCSS Task vs. Traditional Prompt
CCSS Writing
After researching selected sources on green technological advances in the automotive industry, write an analysis report that relates how these changes have affected the environment. Support your discussion with evidence from your research.
Write a report on how automotive technology has changed.
What Skills?
Traditional
Source: East Jessamine High School; Kentucky LDC
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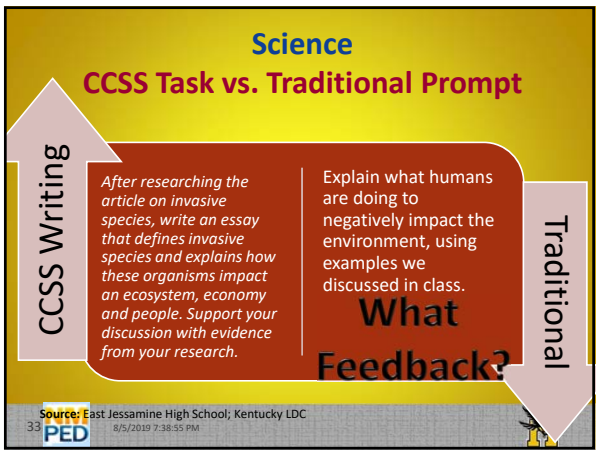
Science
CCSS Task vs. Traditional Prompt
CCSS Writing
After researching the article on invasive species, write an essay that defines invasive species and explains how these organisms impact an ecosystem, economy and people. Support your discussion with evidence from your research.
Explain what humans are doing to negatively impact the environment, using examples we discussed in class.
What Feedback?
Traditional
Source: East Jessamine High School; Kentucky LDC
33
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Kindergarten Task

Task Template K-1.12 - Informational or Explanatory

After reading Corduroy, write or draw a retelling of the story in which you describe the key events of the story. **Support your response with evidence from the text/s.**

D 2

Include at least 3 examples from the text/s in your response.

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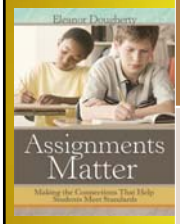
Assignments Matter



Quality Assignments make connections:

- To Content
- To Skills
- To Standards
- To academic behaviors
- To academic practices

35

All means all.

36

Clarifying Terms

- Assignment – a taught task with a prompt, product and rubric
- Activity – not scored; a strategy, event or practice
- Assessment – not taught; a test or quiz

Eleanor Dougherty, *Assignments Matter*

7 Steps to Create an Assignment

1. Define standards, goals, content
2. Determine a product
3. Identify demands and qualities
4. Write a prompt
5. Write a rubric
6. Do the assignment
7. Develop an instructional plan

TEACH!!!

E. Dougherty

The Most Important View

The Student Desk Top

Domain 1 Key Artifacts

Observers can adequately score Domain 1 elements using the following:

- **Lesson plans**
- **Student learning objectives/agendas posted in the classroom**
- **Student specific tasks—what are students being asked to do?**
- **Student handouts or materials available at student workstations**

The Bottom Line

The task predicts performance.

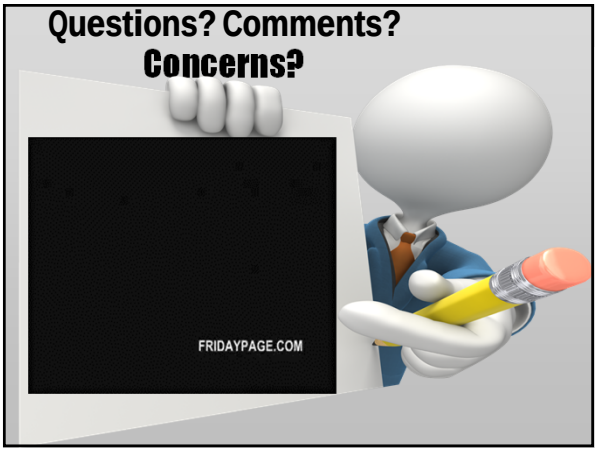
City, Elmore, Fieman & Teitel (2009)

Your Task

- Use the Assignment Review Sheet to analyze your assigned lesson plan and assignment– **Handout**
- Refer to the Common Core Anchor Standards -**p. 50**
- #1—5th Grade - **p. 57-61 (Elementary Schools)**
- #2—7th Grade Science – **p. 63-68 (Middle Grades)**
- #3—Social Studies – **p. 71 (High School)**
- #4—6th Grade Math – **p. 73-80 (Freshman)**

When a Lesson Goes Wrong

Questions? Comments? Concerns?



Domains	Strands	Elements	Level of Performance				
			Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Domain 1:Planning and Preparation	Knowledge of Content and Pedagogy	1A: Demonstrating knowledge of content					
		1B: Designing Coherent Instruction					
		1C: Setting Instructional Outcomes					
		1D: Demonstrating knowledge of resources					
	Knowledge of Students	1E: Demonstrating knowledge of students					
		1F: Designing student assessment					
Domain 2: Creating an Environment for Learning	Creating an Environment of Respect & Rapport	2A: Creating an environment of respect and rapport					
		2B: Organizing Physical Space					
	Establishing a Culture of Learning	2C: Establishing a culture for learning					
	Managing Classroom Procedures	2D: Managing Classroom Procedures					
	Managing Student Behavior	2E: Managing Student Behavior					
Domain 3: Teaching for Learning	Communicates Clearly and Accurately	3A: Communicating with Students					
	Uses Questioning and Discussion Techniques	3B: Using questioning and discussion techniques					
	Engaging Student Learning	3C: Engaging students in learning					
		3D: Assessment in Instruction					
		3E: Demonstrating flexibility and responsiveness					
Domain 4: Professionalism	Provides Feedback to Parents	4A: Communicating with Families					
	Professional Collaboration	4B: Participating in a Professional Community					
	Professional Growth	4C: Reflecting on Teaching					
		4D: Demonstrating Professionalism					
		4E: Growing and Developing Professionally					
		4F: Maintaining Accurate Records					

Domains	Strands	Elements	Level of Performance: Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Domain 1: Planning and Preparation	Knowledge of Content and Pedagogy	1A: Demonstrating knowledge of content			/		
		1B: Designing Coherent Instruction			/		
		1C: Setting Instructional Outcomes			/		
		1D: Demonstrating Knowledge of resources				/	
	Knowledge of Students	1E: Demonstrating Knowledge of students				/	
		1F: Designing student assessment			/		
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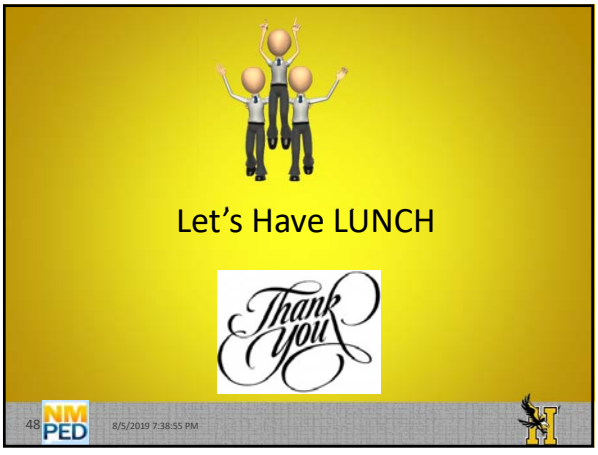
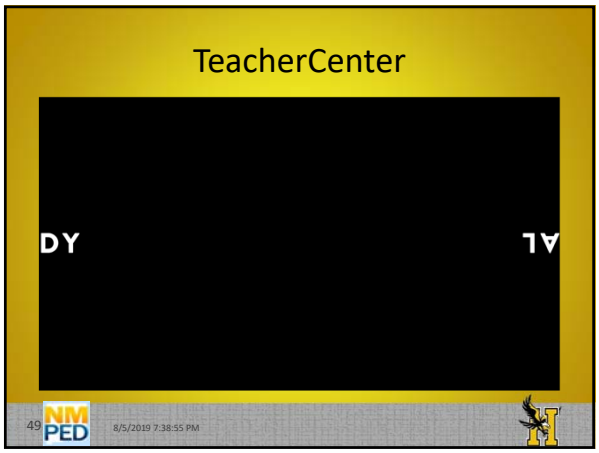
		4D: Demonstrating Professionalism					
		4E: Growing and Developing Professionally					
		4F: Maintaining Accurate Records					

Focus on Evidence

NM Teacher Observation

NM Observation Domains

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Defining Rigor in Lesson Plans

Define, Refine, Post

How do you define Rigor in Lesson Plans?	
My Definition	**Collaborative Definition**
My Partner's Definition	

Assignment Review

As a table team, you will review your assignment. Within your assignment handout, you will find a daily plan to support the assignment and the primary student resources. Please answer the following review questions.

Focus on Standards:

Does the assignment support the expectations of the Common Core?

What evidence do you have from the teacher's plan?

What evidence do you have from the student resource?

Standards Alignment: (Circle the best description of Alignment)	**0** **Student activity is not aligned to the expectation of the standard.**	**1** **Student activity is moderately aligned. The activity is related to the standard but not at the same rigor level.**	**2** **Student activity is directly aligned to the standard. The activity directly supports the standard at the expected rigor level.**

Focus on Product:

What product/artifact will the student have to assist with the retention of learning?

How does this artifact emphasize the acquisition of content or skills from the Common Core State Standards?

Focus on the Student Behavior:

What will students have to "know" and "do" to complete the assignment? List expected content and learning skills needed for successful completion.

Focus on Rigor:

What is the DOK Level of the overall student artifact?

Does the assignment require students to complete tasks similar to those promoted by Common Core and/or PARCC?

Rigor Alignment: (Circle the best description of Rigor)	**0** **Student completion of the assignment is at a basic level of understanding.**	**1** **Student completion of the assignment will require the student to apply learned content or skills. Students are directly required to cite evidence from provided source(s).**	**2** **Student completion of the assignment will require the students to organize and cite information in a meaningful way. Students will be required to connect learning to other content, self or environment.**

Common Core Reading Anchor Standards

Key Ideas and Details

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

R.CCR.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
R.CCR.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Common Core Writing Anchor Standards

Text Types and Purposes*

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Sample #1 A Closer Look at "Mother to Son" (5th grade ELA)

by Jody Pittock, Cathy A. Feldman (from LDC.org)

During this module, students will focus on RL5.2, determining the theme of a poem using details in the text, including how characters respond to challenges and how the narrator reflects upon a topic.

Task Template UE9 - Informational or Explanatory

What is the theme of the poem Mother to Son? After reading Mother to Son (and an informational text on metaphors), write a/n essay for our class literary magazine in which you discuss how Langston Hughes' use of metaphors contributes to an understanding of the theme of this poem. Give several example/s from the poem to support your discussion.

CCRS Anchor Standards: L.5. 1, 2, 3, 4, 5 RL.5. 1, 2, 4, 10 W.5. 2, 3, 5, 9, 10

LESSON PLAN (Day 2 of 10)

Remind students that there are times when a text deserves to be read several times in order to deeply understand and appreciate its meaning. Tell students that this poem is one of those types of texts. State that they will be engaging in a close reading of the poem, rereading several times over a couple of days.

- Initial Reading:
  - Have students read the poem independently, circling any words/phrases that they do not completely comprehend.
  - Allow partners time to share their initial thoughts about the overall meaning of the poem and any words/phrases they did not understand.
  - Possible Accommodations: Prior to the independent reading, allow striving readers the opportunity to hear the poem read aloud in its entirety. This could be done by the teacher or via audio recording prior to the lesson.

- Second Reading:
  - Read the entire poem aloud for fluency. Remind students to pay close attention to the words/phrases they circled on initial reading.
  - Allow partners to again discuss their interpretation of the overall meaning of the poem. Permit a few students to share out.
  - Possible Accommodations: Carefully pair students to encourage optimal engagement and comprehension.

- Third Reading:
  - Have partners read stanza 1 and discuss text-dependent questions #1-4 on the recording sheet. Remind students to return to the text for evidence for their responses. Remind students to think of the meanings of the words/phrases both literally and figuratively.
  - Have a whole class discussion about student responses to the text-dependent questions #1-4.
  - Repeat the same procedure for text dependent questions #5-7, referencing stanza 2.
  - Repeat the same procedure for text dependent questions #8-10, referring back to stanza 3.
  - Possible accommodations for striving students: Read each text-dependent to the student, making sure they understand the question. Check in with partners after each question. Provide small group guidance.
  - Possible accommodations for advanced students: Work in partners to create their own text dependent questions and respond to each.

Student Support

Close Reading Recording Form

Day 2

Name _____

<u>Day 1 - Part A:</u> Return to the poem to answer each of the following questions.

1. (1) Who is speaking? Who is the narrator speaking to? How do you know?
2. (1) What is meant by 'no crystal stair'?
3. (1) Has the narrator had an easy life? What evidence from this stanza supports your answer?
4. (1) The first stanza ends with the word 'bare'. Besides the stairs being bare, what else does the narrator mean is bare?
5. (2) When life is challenging, does the narrator give up? How do you know? What words tell you that answer?
6. (2) What is the symbolism in the phrase 'turnin' corners'?
7. (2) The narrator speaks of dark times. What is meant by 'dark times'?
8. (3) What advice is the narrator offering? What words in this stanza of the poem provide you the answer?
9. (3) What does the narrator intend to do? How do you know?
10. (3) What is the significance of the metaphor '... life for me ain't been no crystal stair'?

Mother To Son

Langston Hughes

http://allpoetry.com/poem/8495549-Mother-To-Son-by-Langston-Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

B

L

A

N

K

Sample #2 The Effect of Algal Blooms on Marine Ecosystems (7th grade Life Science)

by Mark C. Weese (from LDC.org)

The goal of this module is for students to learn about the importance of population balance in marine ecosystems and how human activities (specifically fertilizer run-off from nearby farmlands into the Mississippi River) can impact energy webs by changing predator/prey relationships. A lab activity is included in this module during the Reading/Data Collection Process, enabling students to supplement the data collected from reading with their own lab results. Students are required to use scientific articles to research the cause and effect of algal blooms off the coast of the U.S. and write a letter to the Environmental Protection Agency to inform them of the problem as well as suggest possible solutions

Task Template 25 - Informational or Explanatory

What effect do algal blooms have on marine environments off the coast of the United States? After reading scientific texts on fertilizer run-off and algal blooms, write a letter to the Environmental Protection Agency in which you examine the cause(s) of (he causes of algal blooms and explain the effect(s) fertilizer run-off has on the population of algae in marine ecosystems. Support your discussion with evidence from the text(s).

College and Career Readiness Anchor Standards: Reading: 1, 2, 4, 6, 10 Writing: 2, 4, 5, 9, 10

LESSON PLAN (Day 5 of 10)

Scientific Inquiry: Ability to use scientific concepts and apply them to develop or simulate experimental designs.

Pacing: 1 hr and 30 mins

SHORT CONSTRUCTED RESPONSE

Scientific Method: Design a controlled experiment that answers the problem, “How does fertilizer run-off impact pond water ecosystems?” Come up with a hypothesis that answers this scientific problem (See Dead in the Water Lab in resources below).

Scoring Guide:

Work meets expectations if: • Lab sheets, data analysis, observations, and data recording reflect the experimental procedure was accurately carried out and recorded.

Instructional Strategies:

Teaching Strategies: • Provide students with the Dead in the Water Lab sheets and discuss procedures and pre-lab research questions. • Set up classroom simulation of the dead zone occurring in the Gulf of Mexico by setting up a controlled experiment including three containers of pond water with different amounts of fertilizer added. (See Dead in the Water Lab in resources below). • Additional fertilizer will be added weekly to two groups as noted in lab instructions. (See Dead in the Water Lab in resources) • Make initial readings of turbidity, dissolved oxygen, and PH levels. Continue measuring and recording data on these features weekly to observe changes. Notes: This is a description of the experiment my students designed in response to the prompt. Any feasible and practical experiment students recommend could be used for this part of the module. This took 2 days.

Name _____ Period _____ Date _____ (*CONTENT ABBREVIATED FOR TRAINING PURPOSES*)

Dead in The Water Lab

Introduction: The article "Dead in The Water" discussed a major ecological problem occurring in the Gulf of Mexico as a result of large amounts of fertilizer running off into the Mississippi River. In this lab, you will simulate the effects fertilizer has on life in pond water, just as scientists have viewed these effects on the marine life in the gulf of Mexico.

Prelab Questions:

1.Why has the geographic location of the Mississippi River made it so prone to fertilizer runoff?
2. What does hypoxic mean?
3. How do algal blooms create hypoxic waters in the Gulf of Mexico? Be specific.
4. How has this affected certain species of organisms in this habitat?

Lab Procedure:

1. Set up three jars of pond water that was collected from the same pond.
2. Label the three jars, A, B, and C.
3. Over the course of three weeks:
    a. add zero drops of fertilizer in jar A each week.
    b. add 5 drops of fertilizer to jar B each week.
    c. add 10 drops of fertilizer to jar C each week.
4. Over the course of the three weeks, make observations such as water turbitity and other visual observations about the jars.
5. After three weeks have gone by, take samples of each of the jars to observe the amount of life found in each sample. Compare these to your initial observations at the beginning of this unit.

Problem: How does fertilizer runoff affected pond water ecosystems?

What did you observe in the sample that does not have any fertilizer?

Hypothesis:

_____

Controls:_____

Manipulated Variable: _____

Data:

Day #_____ (*REPEATED FOUR TIMES OVER SEVERAL DAYS*)

Jar A: Turbidity _____ PH level _____ Dissolved Oxygen Level _____

Jar B: Turbidity _____ PH level _____ Dissolved Oxygen Level _____

Jar C: Turbidity _____ PH level _____ Dissolved Oxygen Level _____

Other Observations:

_____

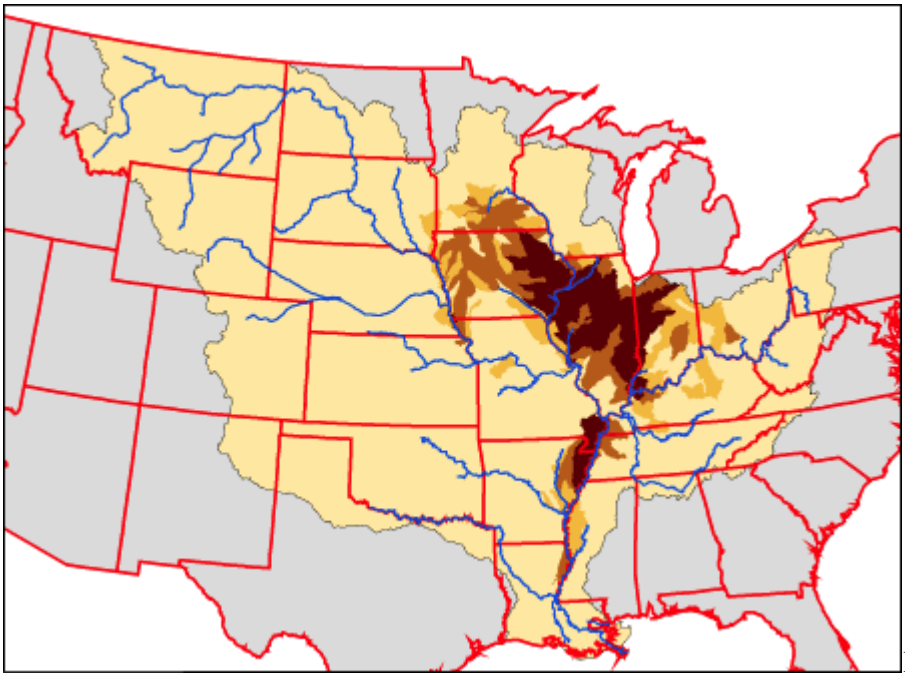
Make some observations about what you see in each of the three jars compared to one another.

Conclusion:

Refer to your hypothesis and make a conclusion statement on the effect fertilizer has on the life in pond water.

Dead in the Water

MONDAY, APRIL 10, 2006



It is one of the toughest environmental problems facing America. For over 20 years, scientists have documented the appearance of a summertime "Dead Zone" that all but obliterates marine life in what is arguably the nation's most important fishery, the Gulf of Mexico. Each year the Dead Zone grows to an area that is roughly the size of New Jersey - ranging from 5,000 to 8,000 square miles. The main culprit: an annual flood of wasted fertilizer from heavily farmed land, running off into rivers and finally into the Gulf, where it feeds the development of massive algae blooms. The algae then die and decompose, robbing the water of oxygen and suffocating all life that cannot leave the area.

In the wake of last summer's hurricanes, many wonder how much more environmental abuse the Gulf and its invaluable fishery can withstand. But there is good news.

A new Environmental Working Group (EWG) analysis of government and industry data shows that simple, targeted reforms of wasteful federal farm programs could make a significant dent in the Dead Zone while improving the bottom line for family farms throughout the Mississippi River Basin.

We found that the vast majority of fertilizer pollution comes from a relatively small area of heavily subsidized cropland along the Mississippi and its tributaries where taxpayer funded commodity spending overwhelms water quality related conservation spending by more than 500 to 1. Shifting a modest portion of commodity subsidies, particularly the portion that goes to the largest and wealthiest growers, into programs that encourage more careful fertilizer use, wetland restoration and the planting of streamside buffers of grass and trees to absorb runoff, could reduce dead zone pollution significantly while also boosting the bottom line for family farms.

Subsidizing fertilizer pollution and the Dead Zone

The EWG analysis, an update of fertilizer run-off modeling that was conducted for the Mississippi River Basin (MRB) in the early 1990s, shows that at current prices, farmers flush more than one third of a billion dollars of nitrogen fertilizer down the Mississippi River each spring. This annual surge of nitrate fertilizer pollution is responsible for more than 70 percent of the total nitrate pollution entering the Gulf in the crucial spring months prior to the formation of the Dead Zone. In contrast, municipal sewage accounts for about 11 percent, animal waste about 12 percent, and atmospheric deposition about 6 percent.

No meaningful progress has been made in the past 15 years in reducing this annual rush of agricultural pollution to the Gulf. Instead, taxpayers have unintentionally aggravated the problem by pouring billions of dollars in farm subsidies into the region. This taxpayer funded, guaranteed income has encouraged excessive use of fertilizer to produce surplus quantities of corn, rice, cotton and other subsidized commodities. From 1990 through 2002, total nitrogen fertilizer application in the MRB increased by 2 billion pounds, from about 14 billion to 16 billion pounds annually. A significant portion of this fertilizer is wasted and ends up in the Mississippi River and eventually the Gulf of Mexico. EWG's analysis found that:

- In the peak spring pollution period, 7.8 million pounds of fertilizer nitrate a day leaves the Mississippi River Basin, bound for the Gulf of Mexico.
- From 1998 through 2002, an average of $270 million dollars worth of nitrogen fertilizer was flushed down the Mississippi River in the spring of each year. At current fertilizer prices, the value of fertilizer lost down the Mississippi River each year is well over a third of a billion dollars - $391,000,000.

Pollution and subsidies concentrated in the same region

Yet this problem is readily manageable. EWG research shows that nitrate pollution is disproportionately concentrated in a small portion of the MRB, and that crop subsidies, particularly corn payments, are concentrated in this region as well. At the same time, counties in this region have relatively less land enrolled in conservation programs than elsewhere in the MRB. This convergence suggests that a simple, common-sense reform of the way we spend tax dollars, to support targeted application of improved farming practices will produce significant and cost-effective long-term gains in water quality, and help restore the Gulf.

We found that:

- Farms in counties that comprise just 15 percent of the total land area of the Mississippi River Basin are responsible for 80 percent of the critical spring surge of agricultural nitrate pollution to the Gulf.
- From 1995 through 2002, $28 billion out of $59.7 billion, or nearly half of all subsidies in the MRB went to these counties that comprise just 15 percent of the MRB.
- Farms in 124 counties that account for just five percent of the land area in the MRB account for 40 percent of spring nitrate fertilizer pollution in the Gulf. These top polluting counties in Illinois, eastern Iowa, western Indiana, northeastern Arkansas and southeastern Missouri, received $11.4 billion in subsidies from 1995 through 2002.

In the top polluting counties, far more money is spent on wasteful commodity subsidies, than proven water quality related conservation programs. For the Wetland Reserve Program, the Environmental Quality Incentive Programs and the Riparian and Wetland components of the Conservation Reserve Program:

- Crop subsidy payments were about 500 times greater than conservation payments in the 124 counties that account for 40 percent of spring nitrate fertilizer pollution, with just $22.5 million in water quality payments compared to $11.4 billion in crop subsidies.
- At the county level, payment disparities of 1,000 to 1 are common, with some counties in the high polluting region getting 10,000 times more in crop subsidies than water quality conservation dollars.
- In counties with the highest fertilizer runoff, the proportion of land enrolled in conservation programs drops as the proportion of land in fertilized agriculture increases - just the opposite of what is needed to reduce nitrate pollution.

Environmental incentive programs under-funded

Many farmers are concerned about fertilizer pollution and want to do something about it. In fact, in the top polluting regions of the MRB thousands of farmers have signed up for existing federal programs that support clean water, best management practices, and conservation, only to be turned away because money is being spent on traditional subsidy programs.

- In the top nitrate fertilizer polluting states of Illinois, Indiana and Iowa, $235 million in conservation and water quality grants for more than 11,000 farmers went unfunded under the Environmental Quality Incentive Program

(EQIP) in 2004. This is more than four times the value of funded EQIP projects in those states in that year, some $52 million. Crop subsidies in those states, which in general encourage excessive nutrient use, totaled more than $2.7 billion in 2004.

- In the 14 states where the 15 percent of high polluting counties are located, EQIP requests from 55,100 farmers valued at more than $832 million were unfunded in the same year.
- Wetland restoration and preservation programs fared no better. In 2004, 2,450 farmers were unable to enroll 321,000 acres in the Wetlands Reserve Program (WRP) due to a $411 million shortfall in WRP funding.

Focusing resources on reducing fertilizer runoff in these hotspots through wetland restoration, streamside easements and better nutrient management on working farm lands will improve local water quality, restore stream and river banks, help control floodwaters, and ultimately reduce the size of the Dead Zone in the Gulf of Mexico. Currently, however, trends are in the opposite direction. In the nitrate pollution hotspots identified in this analysis, less than 3 percent of the acreage is enrolled in any kind of conservation program. Overall, acres set aside for conservation in the MRB have declined over 30 percent since their peak in 1993.

RECOMMENDATIONS

Taxpayers should not be forced to subsidize agricultural production that contributes to the Dead Zone in the Gulf of Mexico nor the pollution of the Mississippi River. At the same time, pollution control strategies must recognize that much of the highly polluting acreage is also some of the most highly productive land in the nation. Policy makers must be strategic about conservation decisions and blend a combination of nutrient management requirements with well-funded opportunities for easements and riparian and wetland reserves.

Taxpayers spend $500 dollars subsidizing fertilizer pollution through direct commodity payments for every dollar they spend to prevent it. As a result, less than three percent of the farmed land in the pollution hotspots identified in this analysis is enrolled in any federal conservation program, and this figure includes the Conservaton Reserve Lands. The main reason for this dismal participation rate is lack of funds, not lack of farmer interest.

- Funding for EQIP the WRP and related water quality improvement and protection programs must be increased dramatically to help growers protect critical buffer zones, wetlands, and riparian areas.

There is also a glaring need to improve nitrogen management practices. Recent data from USDA shows that farmers who test their soil for nitrate apply about 4 percent less nitrogen per acre than those who don't, but that only about 17 percent of acres are currently tested. Farmers have no incentive to optimize fertilizer applications because nitrogen is a relatively minor input cost, even with rising energy prices, and because nearly all farmers in the MRB are cushioned in the marketplace by generous taxpayer subsidies.

- After a phase-in period to ensure that capacity is available, nutrient management plans must be required as a condition of receiving taxpayer subsidies in the 15 percent of counties in the MRB that account for 80 percent of spring fertilizer runoff surge to the Gulf.

A combination of improved fertilizer management, easements, and restoring riparian buffers, wetlands and pasture on as little as 3 percent of the land area of the MRB would dramatically reduce N loading to the Mississippi River, its tributaries, and ultimately the Gulf of Mexico. By redirecting some of the money now spent on commodity payments to conservation payments, US farm policy can be brought into line with government objectives to protect fisheries and marine systems in the Gulf of Mexico. As shown with the conservation reserve program, diversified land use provides a variety of benefits, including flood control, reduced sediment loading in streams, reduced municipal water treatment costs, improved fish habitat, carbon sequestration, and miles of connected habitat corridors for wildlife.

The Dead Zone in the Gulf is not unique — all over the world, freshwater and marine systems are experiencing unparalleled chemical and nutrient pollution that wipes out productive fisheries and leaves a legacy of decay for future generations. The Gulf region is staggering both economically and ecologically to recover from last season's

hurricanes, and the added stress of a continually increasing Dead Zone will only delay the recovery, perhaps indefinitely. Leveraging the existing system of subsidies to redirect money that is already being spent toward proven conservation programs is a winning strategy for all concerned.

METHODS IN BRIEF

Our objective was to build a spatial model of the relationship between nitrogen loading factors in the Mississippi River Basin and the nitrate inputs to the Gulf of Mexico. The nitrogen loading factors in the MRB include: fertilizer use, animal waste, human waste, and atmospheric nitrate deposition. We sought to characterize the extent to which each factor contributes nitrate to the Gulf, and also provide updated information on which geographic areas are the largest contributors. We then took the further step of relating patterns of land use and nitrogen loading to the system of agricultural subsidies that support "program crop" farming in the United States.

We employed standard methods of watershed analysis to examine how nitrogen use as fertilizer, and production as waste, contribute to nitrogen pollution in rivers and streams. We calculated fertilizer use with USDA crop data, checking the accuracy of our fertilizer use estimates against a commercial database of fertilizer sales in the United States. We acquired nitrate flux data from water quality monitoring sites maintained by the US Geological Survey (USGS), summed the nitrogen inputs that occurred within the drainage areas of each site, and used a statistical regression model to describe how nitrogen inputs on the land are conveyed into rivers, and ultimately into the Gulf of Mexico. We used the resulting statistical relationship to identify which areas of the MRB are the greatest sources of nitrate to the Gulf of Mexico. Finally, we used USDA agricultural subsidy data to characterize relationships between subsidies, land use, and nitrate pollution.

The regression model provided an effective description of spring nitrate flux dynamics in the MRB, accounting for about 84 percent of variation in the data. Our modeled results for the March-June runoff period of each year closely matched USGS results for measured nitrate flux to the Gulf of Mexico, and our conclusions mirrored those of other studies examining the sources of nutrient flux to the Gulf.

Source: http://www.ewg.org/research/dead-water

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Sample #3--The British Industrial Revolution (High School World History)

by Sara Ballute, Tim Lent (from LDC.org)

This module sits inside a unit in which students study the Age of Revolution and the focus of the module is on the British Industrial Revolution. Students will draw on content studied during the unit and their readings of primary and secondary sources (combined into a reading packet) about the module topic to write an argumentation essay.

Task Template 2 - Argumentation

Were the achievements and growth of the Industrial Revolution Era worth the cost to society? After reading secondary and primary sources pertaining to the British Industrial Revolution, write an essay in which you address the question and argue one side of the issue. Support your position with evidence from the text(s).

College and Career Readiness Anchor Standards: RH.9-10: 1, 2, 4, 10 WHST.9-10: 1, 4, 5, 9, 10

LESSON PLAN (Day 3 out of 15)

Note-Taking: Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes. Use Cornell Note-taking Sheet to take notes on "Urbanization" article.

Scoring Guide:

Meets expectations by
•Properly completing notes and vocabulary on "Urbanization" article in Cornell format.
•Writing relevant comments and/or questions.
•Listing benefits and/or disadvantages of the topic of the article (urbanization).
•Completing a summary of the article.

Instructional Strategies:
•Introduce packet of primary and secondary sources.
•Model Cornell Note-taking strategy with a sample article.
•Give students "Urbanization" article and have them take notes individually or in pairs.
• Cornell Notes Template
•Collect, score, and return student work with feedback before they begin note-taking on other articles.

Name: [redacted] Cornell Note Taking System

Directions: As you read, use this Cornell Note Taking System to help you analyze the text you are working with. In the right-hand column, write down important ideas and details from the text. Also, as you read and find words you do not know, write those words and their definitions in the right hand column. Be sure to also make note of the benefits and disadvantages you determine from the reading. In the left hand column, write your own thoughts and responses, question, confusions, personal reactions, and reflections on what the information means. After reading the document, review your notes and write a summary of the information on the bottom of the sheet.

Source and Reading # 2 Urbanization

Comments and Questions:

Q. What did the government do to keep the growing population under control.

Q. What was ~~done~~ done to get

Notes and Vocabulary

1700s = more than 1/2 of population in Britain lived and worked on farms.

Bt 1750 & 1851 population increased dramastically.

(Benefits)

Larger population = more workers.

(Disadvantages) Population was so large people lived in cramp conditions. poor families lived on streets or in basement.

Persistent crime

Summary:

The rapid increase in population ~~be~~ in Britain between 1750 and 1851 led to the overcrowding of towns forcing families to share homes. This increased the spread of diseases ~~that~~ and to a shorter life expectancy for people dealing with these conditions.

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Sample #4--Interpreting Equations (6th Grade Mathematics Lesson)

Mathematics Assessment Resource Service--University of Nottingham & UC Berkeley

http://map.mathshell.org/materials/download.php?fileid=1529

MATHEMATICAL GOALS

This lesson unit is intended to help students to:

☐ Connect algebraic equations to real-life situations.

☐ Uncover and address misconceptions concerning the meaning of variables in equations.

COMMON CORE STATE STANDARDS

This lesson relates to the following Standards for Mathematical Content in the Common Core State Standards for Mathematics:

6EE Represent and analyze quantitative relationships between dependent and independent variables.

This lesson also relates to the following Standards for Mathematical Practice in the Common Core State Standards for Mathematics:

2. Reason abstractly and quantitatively

4. Model with mathematics

7. Look for and make use of structure

INTRODUCTION

This lesson unit is structured in the following way:

☐ Before the lesson, students work individually on an assessment task designed to reveal their current understanding. You then review their responses and create questions for students to consider when improving their work. (The assessment has already been completed. Students are like-ability grouped according to strengths and weaknesses on yesterday's assessment.)

☐ In a whole-class discussion, students consider how the meaning of different equations and expressions changes when the definitions of the variables change.

☐ Students then work in small groups (teams of three) on a collaborative discussion task, finding word explanations to go alongside the appropriate expressions and equations. Students are encouraged to challenge one another. I will ensure that all students have materials and are starting the activity. Once the class has started, I will work with teams 2 and 3 to do two additional examples. These teams had very weak performance on the assessment and will need additional assistance to begin. Teams 7 and 8 will need to be challenged; I have created a set of extension cards for them to work on after they complete the initial activity,

☐ In a whole-class discussion, students discuss what they have learned.

☐ Finally, students will work independently on a task similar to the introductory assessment. Depending on the pace of class, this may be completed as a warm-up tomorrow.

MATERIALS REQUIRED

Each small group of students will need cut-up copies of the Statements and Equations sheets, a large sheet of paper for making a poster, and a glue stick.

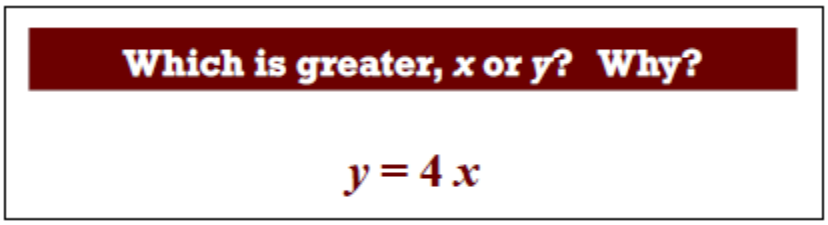
TIME NEEDED

15 minutes formative assessment, a 60-minute lesson and 15 minutes follow-up task.

LESSON OUTLINE

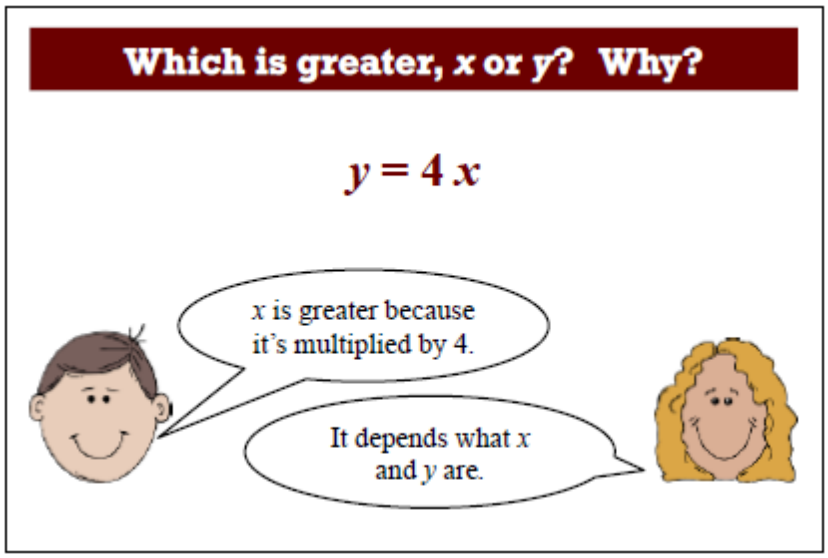
Whole-class introduction (20 minutes)

Begin by showing slide P-1, which simply contains the question:



Ask students to discuss this in pairs.

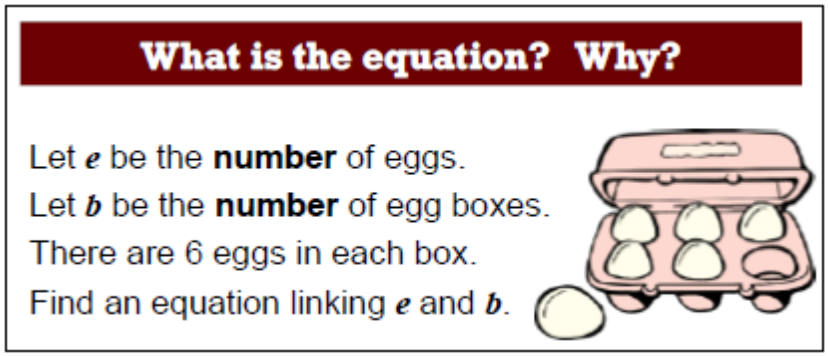
Then show slide P-2, which includes two possible answers:



What do you think? Why? [y is greater because it is four times the size of x]

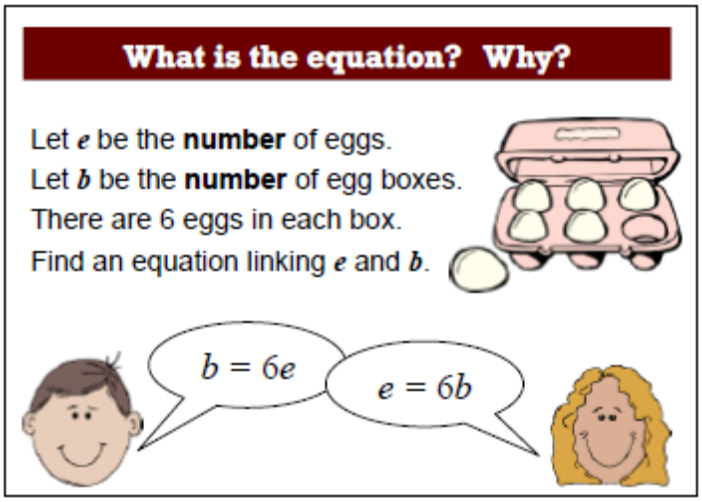
Students may be concerned about the possibility of x and y being negative, when words like 'greater' can be ambiguous. If this is raised as a problem, you could say that in today's lesson all our variables will take positive values.

Then show slide P-3



Again, invite students to discuss this with their neighbor.

Slide P-4 shows two likely possible answers.



Do you agree with the boy or with the girl? Why?

Students may think that the boy is right if they read the equation as 'a box equals six eggs'. They may be quite surprised and confused to realize that in fact the girl is correct.

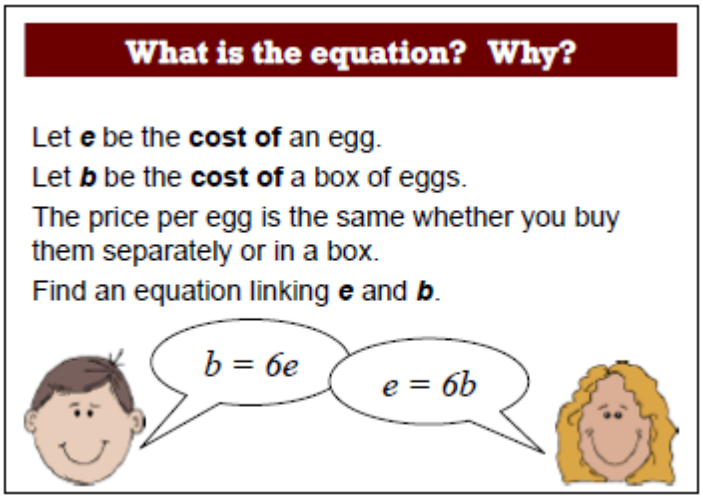
Suggest that students think of substituting some numbers for e and b:

Tell me two numbers for e and b that would make sense. [e.g. e=18, b=3]

Which equation do these numbers fit?

Clearly here there will be 6 x 3 = 18 eggs, which matches the girl's equation but not the boy's.

Now show slide P-5, which redefines the variables e and b.

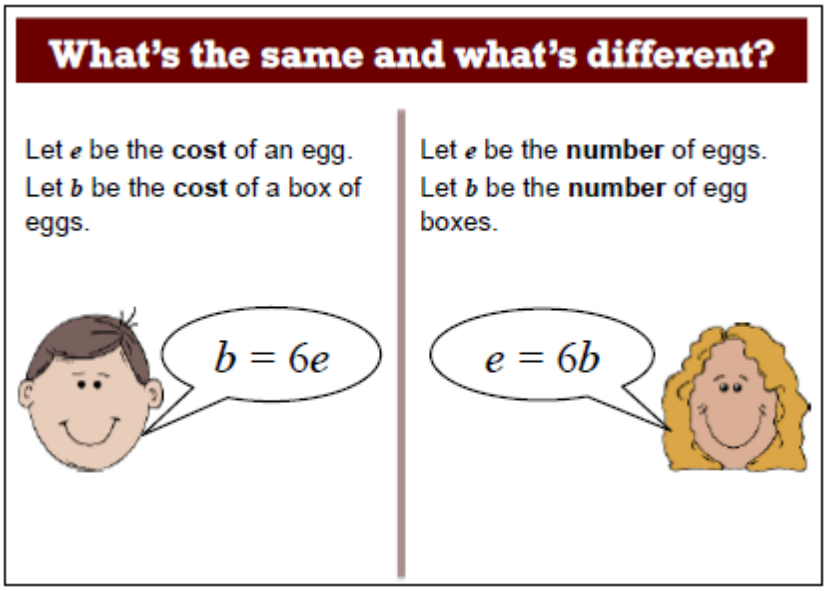


If they do not look too carefully, students may think that this is the same question as before.

What's the same here and what's different?

Students may assume that the boy's equation must be correct this time, but encourage them to explain to each other why.

Slide P-6 may assist with comparing the two situations.



Can you explain why the equations are different in these two situations?

Why does each equation fit its situation?

Collaborative small-group work (25 minutes)

Ask students to work in groups of two or three.

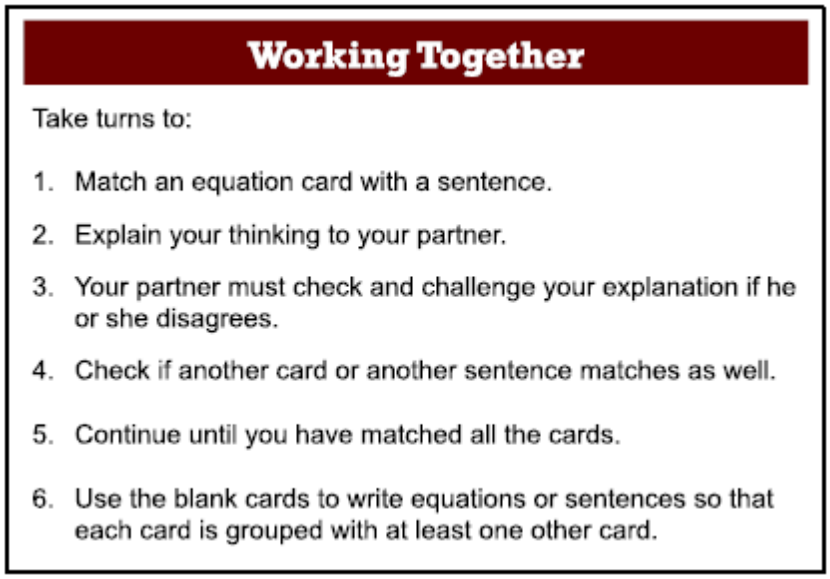
Give each group some blank paper, a large sheet of paper, and the cut-out definitions of the variables, and the cards from the Equations and Statements sheets.

I'd like you to match up the statements with the equations.

Sometimes more than one equation will go with a statement and sometimes more than one statement will go with an equation.

Write on the blank cards if there is a statement or equation that doesn't have a match.

Show the slide Working Together (P-7) which explains how the students should work together.



Whole-class discussion (15 minutes)

Conduct a whole-class discussion about what has been learned and explore the different descriptions that have been written. If you have noticed some interesting misconceptions as you circulated among the groups, you may want to focus the discussion on these.

Which equations did you find easiest/hardest? Why do you think that was?

Interpreting the equations, such as ax = 5, that combine two variables, are likely to be the most difficult.

What does the "a" represent here? What is x? How do you know?

What words did you put for this one? Why?

Did anyone else do the same or something different? Which description do we prefer? Why?

Does anyone have a different way of explaining it?

Who agrees/disagrees? Why?

*Please see the student activity cards (Equations and Statements) and the extension task that on the following pages. These are the student resources that will be used for the lesson.

Equations

a = the **number** of apples I bought

b = the **number** of bananas I bought

x = the **cost** of an apple in dollars

y = the **cost** of a banana in dollars

$y = 2x$	$b = 2a$
$a = \frac{b}{2}$	$x = 2y$
$ax = 5$	$ax + by = 5$
$y = \frac{x}{2}$	$b + a = 5$
$b = 2$	$x = \frac{y}{2}$

Statements

I bought twice as many bananas as apples.	The apples I bought cost $5.
Altogether I bought 5 apples and bananas.	I paid $5 for all the apples and bananas I bought.
Bananas cost twice as much as apples.	Bananas cost $2.
Apples and bananas cost the same.	Apples cost half as much as bananas.

Real-life Equations (Revisited)

1. Suppose that there are some spiders in a tank and each spider has 8 legs.

   x = the **number** of spiders.
   y = the total **number** of legs on all the spiders.

   Put a check mark in the box next to every equation below that you think is correct.

(a) $x = 8y$ ☐ (b) $y = \frac{x}{8}$ ☐ (c) $x = \frac{y}{8}$ ☐ (d) $y = 8x$ ☐

Explain your answer(s).

2. Suppose that Mary sells some cups of coffee and some cups of tea.
   She sells a cup of tea for x dollars and a cup of coffee for y dollars.

   t = the **number** of cups of tea she sold
   c = the **number** of cups of coffee she sold

   The following two equations are true.

   Write down the meaning of each equation in everyday words.
   (Refer to coffee and tea in your answers, don't just use letters).

$c = 2t$	$tx + cy = 20$
In everyday words this means:	In everyday words this means:

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Teacher's Tip Sheet—Domain 1 Review

Directions: 1. As you listen to the description of each element, write down artifacts/evidence that you can use to score the element. 2. In your expert team group, create a summary of the Element and Tips that you can share with teachers to score at the Effective Level.

Element	Artifacts Related to the Element	Summary of Element	Tips to Score at the Effective Level
NMTEACH 1A: Demonstrating knowledge of content			
NMTEACH 1B: Designing Coherent Instruction			
NMTEACH 1C: Setting Instructional Outcomes			

Teacher's Tip Sheet—Domain 1 Review			
Element	**Artifacts Related to the Element**	**Summary of Element**	**Tips to Score at the Effective Level**
NMTEACH 1D: Demonstrating knowledge of resources			
NMTEACH 1E: Demonstrating knowledge of students			
NMTEACH 1F: Designing student assessment			

Connecting Our Learning

- Review your notes from this morning.
- On a post-it note, write three (3) key things that you learned.
- Be prepared to share your learning with others

2:00

Group Norms

- Limit technology distractions (place phones on silent and please use laptops/tablets only to take notes)
- Be punctual (sessions, breaks, lunch, small group work)
- Let others finish what they are saying without being interrupted
- Show respect for each other's opinions
- Be brief and to the point when speaking
- Agree to disagree
- Give everyone a chance to speak
- Build on each other's ideas

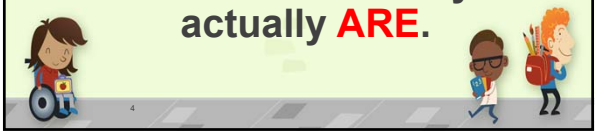
Session Objectives

Participants will:

- **Review the Elements of Domains 2, 3 and 4.**
- **Determine key "look fors" for each element (based on the taught grade level).**
- **Identify actions that teacher teams can take to support Effective and Highly Effective practices.**
- **Determine next steps to address the district's priorities (Rigor, Engagement and Intervention/Differentiation).**

Thinking about Growth

You can never **GROW** from where you **THINK** you should be; you can only **GROW** from where you actually **ARE**.



4

NM Teacher Evaluation

Domain II

Creating and Environment for Learning

NM Teacher Observation

NM Observation Domains

Planning and Preparation	Creating an Environment for Learning	Teaching for Learning	Professionalism

Objectives:

- Understand the elements of Domain 2 and 3
- Determine teacher actions to improve effectiveness for each element
- Review artifacts to support each element
- Identify previously provided professional development opportunities to support teacher effectiveness

BITE-SIZED PD

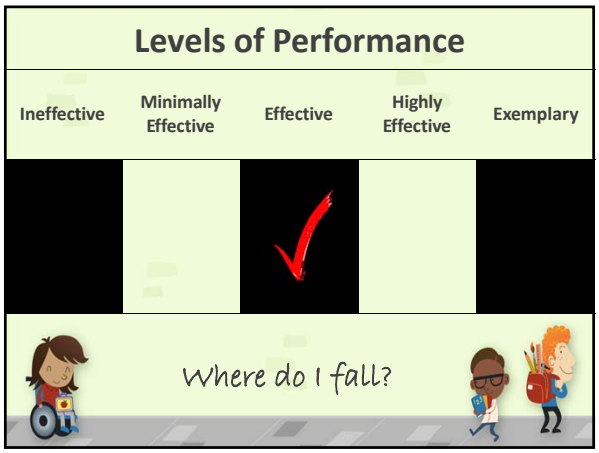
"Everyone in your building needs three things: **to be seen, to be heard, and to be loved.** That's the key to a positive culture."

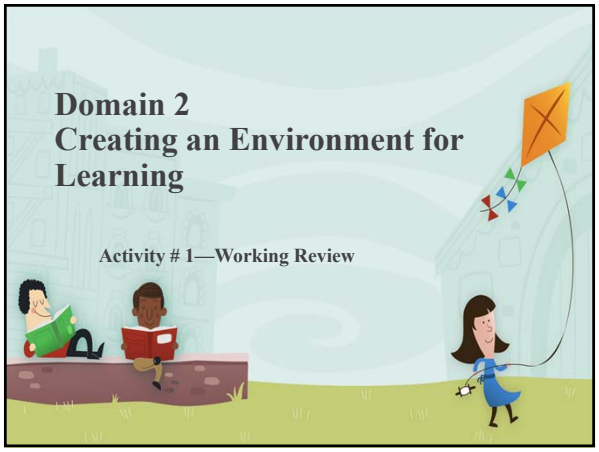
—Educator @drphilcampbell

#T2T

Key Element of Domain II

- Creating an Environment of Respect & Rapport
  - Creating an environment of respect and rapport
  - Organizing Physical Space
- Establishing a Culture of Learning
  - Establishing a culture for learning
- Managing Classroom Procedures
  - Managing Classroom Procedures
- Managing Student Behavior
  - Managing Student Behaviors


Levels of Performance
Ineffective
Minimally Effective
Effective
Highly Effective
Exemplary
Where do I fall?


Domain 2
Creating an Environment for Learning
Activity # 1—Working Review

Second Review of Domain 2
Jigsaw Review of All Elements
12

Activity #2

Objectives:

- to have a deeper understanding of the elements within Domain 2
- to summarize each element in terms that all teachers can use
- to practice providing concrete feedback to teachers

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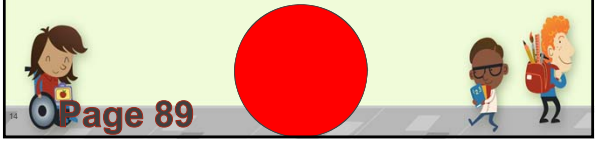
Experts will…

1. Review the descriptions for each scoring level (Ineffective→ Exemplary) for the assigned Element
2. Create Key Points to help peers understand the element
3. Identify two "look for" items that support scoring the element at the Effective Level
4. Two feedback actions that can help teachers to move from Minimally Effective to Effective (Do)

10 minutes



Page 89

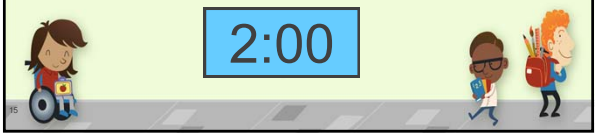
Presentation Clean Up

You will have two (2) minutes to solidify your Expert Group Presentation.

Please be sure that all Experts at your table have notes reflecting the common consensus of your Expert Group

These notes will be shared with your Home Team

2:00



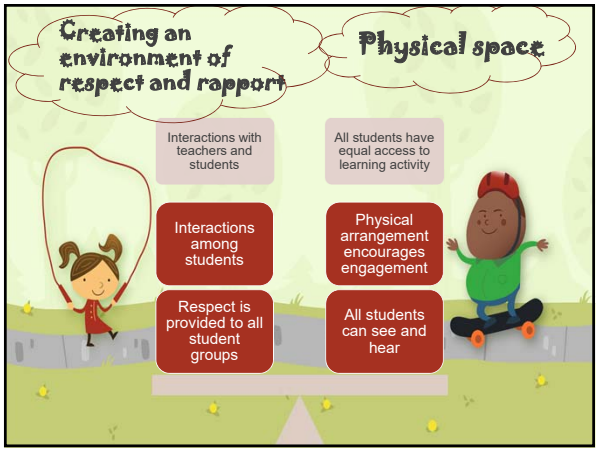
Jigsaw Report Out

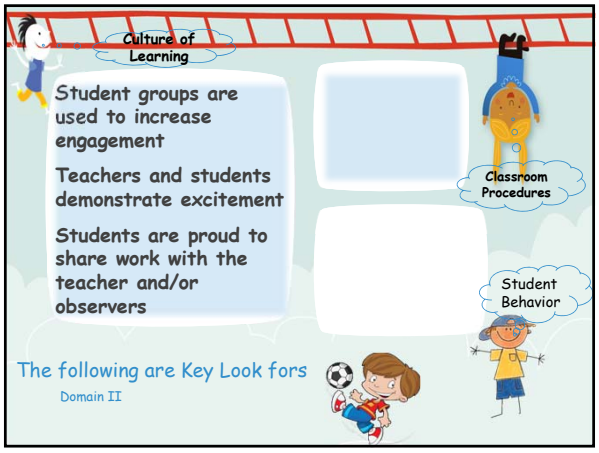
- Return to your "Home" table team
- Check to see that your table has an expert for each element within the Domain (A, B, C, D, and E)
- Each expert will provide the overview of their assigned element to the group
- Table team members should collect notes on their handout for each element during the report out

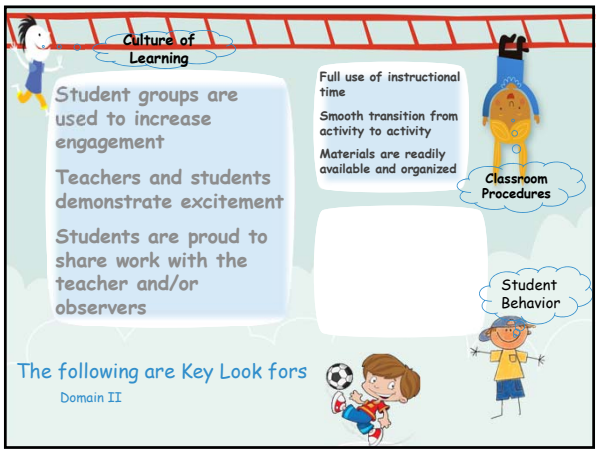
2 minutes/element

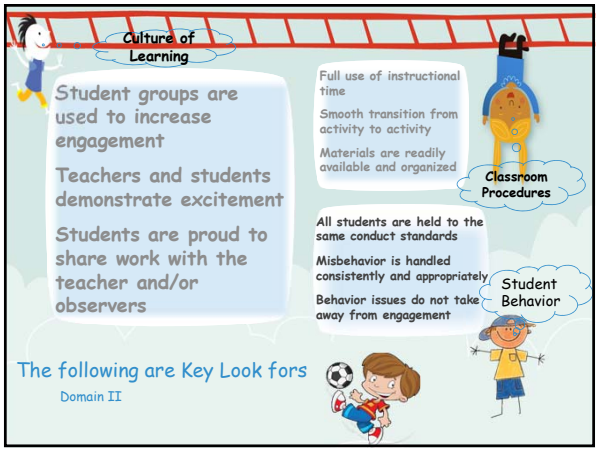
End

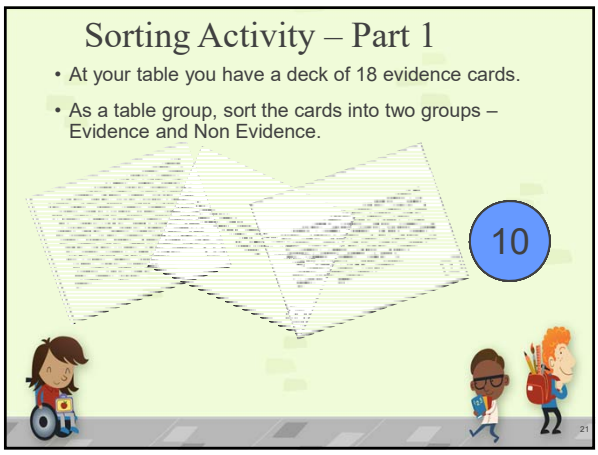
10 Minutes Total



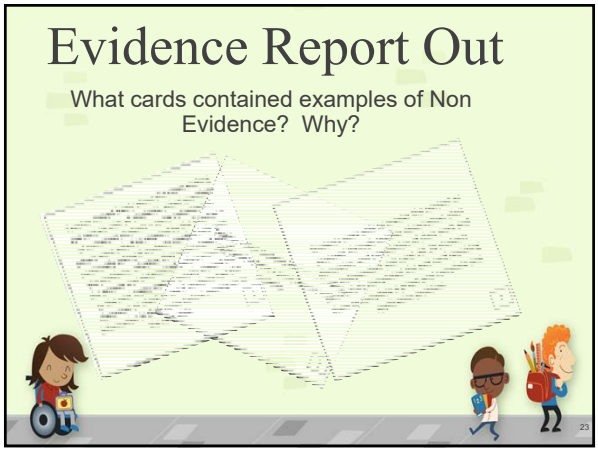


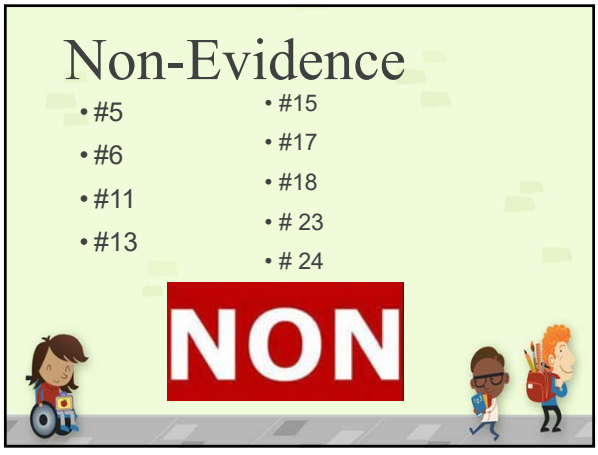

Culture of Learning
Student groups are used to increase engagement
Teachers and students demonstrate excitement
Students are proud to share work with the teacher and/or observers
Full use of instructional time
Smooth transition from activity to activity
Materials are readily available and organized
Classroom Procedures
Student Behavior
The following are Key Look fors
Domain II


Culture of Learning
Student groups are used to increase engagement
Teachers and students demonstrate excitement
Students are proud to share work with the teacher and/or observers
Full use of instructional time
Smooth transition from activity to activity
Materials are readily available and organized
Classroom Procedures
All students are held to the same conduct standards
Misbehavior is handled consistently and appropriately
Behavior issues do not take away from engagement
Student Behavior
The following are Key Look fors
Domain II


Sorting Activity – Part 1
• At your table you have a deck of 18 evidence cards.
• As a table group, sort the cards into two groups – Evidence and Non Evidence.
10

Non-Evidence	Evidence
High-Inference	**Low-Inference**
• The lesson pace was too slow. • Routines were tight and maximized teaching time. • You checked for student understanding for some of the class, but not all.	• Four students finished the Do Now with time to spare and then engaged in off-task conversation while they waited for teacher to bring the class together to review answers. • It took forty seconds to pass out the extended response journals after rug time. The teacher had rug captains who completed their job duties without hesitation or need for clarification. • Teacher cold-called on students to give the answers during guided practice, but did not ask the entire class to respond. Eight out of 20 students were called upon.

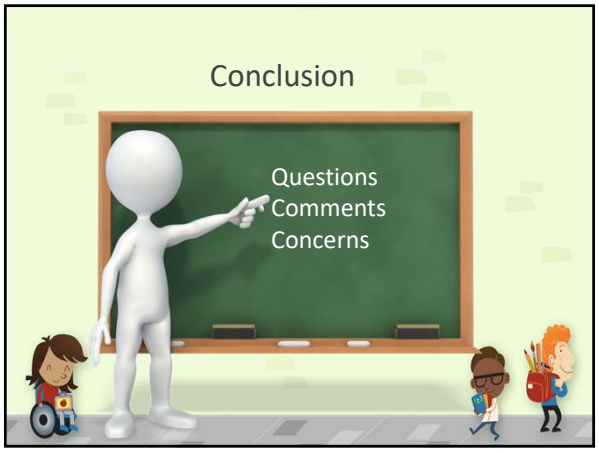




Why We Teach

[redacted]

Conclusion



The teacher encouraged students to use home language to engage in discussion. When students were prompted to share answers with the whole group, the teacher encouraged the use of English and native language. Other students were encouraged to take notes during the debrief in either language. 1	Students seated at tables in a physic lab, books and notes + Teacher handouts opened; difficult to see overhead from the back of the room, projection unit blocks view of some students, seating pattern creates obstructed views for some students, most have to look through/around water fixtures to see overhead. 4
Teacher made an effort to keep the private conversations to a minimum by moving toward the students who were off task or calling on them to discourage "chatting." The teacher's use of this strategy helped students to re-focus and the strategy was used consistently. 2	Teacher called students by their first name, appeared to have a good rapport with students. 5
Teacher provided good examples of real life applications of the concepts (i.e. slope as related to cell phone plans, slope as related to stairs/ramps, etc.). The Teacher used these examples to set the need for learning in the beginning of the lesson. 3	Classroom environment is stale, boring, lacks any décor that would be stimulating (no fault of the Teacher). 6

Students began the lesson in rows. As the teacher transitioned the students to their stations, students were reminded to use their "power" seats to support their learning. Students explained that "power" seats were pre-established seats that helped them to focus during activities. Three students were encouraged to use headsets to better focus at the reading station. 7	Students entered the classroom and placed their backpacks in their cubes. As they entered, all students moved their name tag to select the lunch option for the day, checked their "job duty" list for the day and placed their thinking logs on their desk before they sat down. The entry to class and movement to desks took 2 minutes. 10
The teachers behavior plan is posted. The teacher redirected student behavior according to the plan. The two behavior issues in the room were addressed using the same strategy. One student who had a behavior modification plan was allowed to move to a seat in the front of the room when he demonstrated frustration. 8	The teacher would benefit from moving visuals to the front of the room. 11
There was little evidence of student interest in the class as demonstrated by little note taking and a low attentiveness. Three students were looking out the window, four students where reading other materials, and one student sat with his hands in his lap. Only the 7 students in the immediate area of the teacher were taking notes; however, the individual collection of notes was very different from student to student, with some capturing all that the teacher provided and others writing only key words. 9	Private discussions among students were in progress during a good part of the lesson. Sharp verbal exchanges occurred between Teacher and students and among students such as, "Please pay attention. I think you all should take notes.....remember your last quiz scores." At least three students responded with eye-rolls. 12

This was a well-planned, well-organized lesson. Your growth in the area of questioning and discussion techniques has been impressive; however, it was not evident how students' mastery of the objective was assessed at the conclusion of today's lesson. 13	Students secured supplies needed for the day with little prompting, and started and stopped small group discussions when given the signal from the Teacher. Each of these transitions took fewer than 10 seconds, wasting little instructional time. 16
Teacher and students demonstrated common respect and rapport. Teacher referred to students collectively as scholars and individually by name. Teacher maintained eye contact when students were answering or asking questions. Students were energetic when entering the room, asking questions about the previous day's assignment as they entered. 14	The teacher appeared to be unprepared for class. Students sat patiently but did not focus on the first activity until the Teacher stated, "this will be on your test Friday." 17
Teacher made good use of instructional time. 15	It appeared that students were well behaved. 18

Observation Evidence Collection and Alignment

Room:	Subject:

Evidence Statements:	Aligned Element	Score

Scoring				
2A	2B	2C	2D	2E

Observation Evidence Collection and Alignment

Room:	Subject:

Evidence Statements:	Aligned Element	Score

Scoring				
2A	2B	2C	2D	2E

Administrator's Cheat Sheet—Domain 2

Directions: With your table team, complete the row (below) for your assigned element. Please be sure that all table experts have uniform notes as each of your team members will be responsible for teaching your assigned element to their home table group. Your team will first start by reading all scoring levels for your assigned element. Please make sure that your summaries and "look for" items focus on helping teachers score at the Effective Level.

Element	**One Minute Summary** *Create a quick summary that provides the essence of what your element is about.*	**"Look For" Items (Artifacts)** *Identify 2 to 3 pieces of evidence for administrators to "look for" during classroom observations to support your assigned element.*	**Actions for Improvement** *List two (2) actions that can be provided to teachers as feedback. Create your 1st action to help move a teacher from Minimally Effective to Effective and create your 2nd action to help move a teacher from Effective to Highly Effective.*
2A Creating an environment of respect and rapport			
2B Organizing Physical Space			

Element	**<u>One Minute Summary</u>** *Create a quick summary that provides the essence of what your element is about.*	**<u>"Look For" Items (Artifacts)</u>** *Identify 2 to 3 pieces of evidence for administrators to "look for" during classroom observations to support your assigned element.*	**<u>Actions for Improvement</u>** *List two (2) actions that can be provided to teachers as feedback. Create your 1st action to help move a teacher from Minimally Effective to Effective and create your 2nd action to help move a teacher from Effective to Highly Effective.*
2C Establishing a culture for learning			
2D Managing Classroom Procedures			
2E Managing Student Behaviors			

Table Challenge

Define Your Assigned Term

5 minutes

- **Define:**
  - Group A—Engagement
  - Group B—Rigor
  - Group C—Assessment
  - Remember that your definition must be framed in the context of a classroom
  - Provide a working definition and 2 examples to support your definition
  - Collect definitions in your Handout

Common Definition Page 104

Definition Report Out

- Using a page in your Notes, gather definitions that are provided by the group.
- These definitions can be used to create common definitions.

Domain 3

- Is intended to enhance student experiences in the classroom—teaching and learning
- Provides language to discuss both active student engagement and rigor

NM Teacher Evaluation

Domain III
Teaching for Learning

- NM Teacher Observation

NM Observation Domains

Planning and Preparation	Creating an Environment for Learning	Teaching for Learning	Professionalism

Domain III Strands

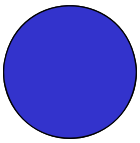
Elements for each strand

- **Communicating Clearly & Accurately** → Communicate with Students
- **Uses Questioning & Discussion Techniques** → Using questioning and discussion techniques
- **Engage Student Learning** →
  - Engaging Students in Learning
  - Assessment in Instruction
  - Demonstrating flexibility and responsiveness

Table Talk…

As a table team, determine which Element (from Domain 3) will be the biggest obstacle for you

3 minutes



ASK AN EXPERT

Deep Dive Review of Domain 3

Building Experts in the Room

Overview of Our Activity

You will work as a table team to become Experts on your assigned Element

You will focus on how to communicate the expectations of your Element to classroom teachers

You will post your table's tips on posters for a Graffiti Walk

Element "Tip" Sheet for Teachers

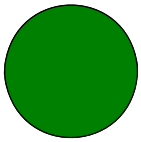
For your assigned element, your table team will be asked to identify

- 2 "look for" items in the classroom
- 2 actions that teachers can take to score at the effective level (feedback)
- 1 professional development tool/resource (previously provided or scheduled in the future)

Page 88

•Walk to Learn

10 minutes



Your table team will begin reviewing the work of the other Experts. You will begin with the next element in sequence from the one that you were assigned.

Be sure to take notes on your Rubric

You will have 10 minutes to review the Expert Posters

Graffiti Walk

Levels of Performance

Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
		✓		

Where do I fall?

Critical Actions for Teachers

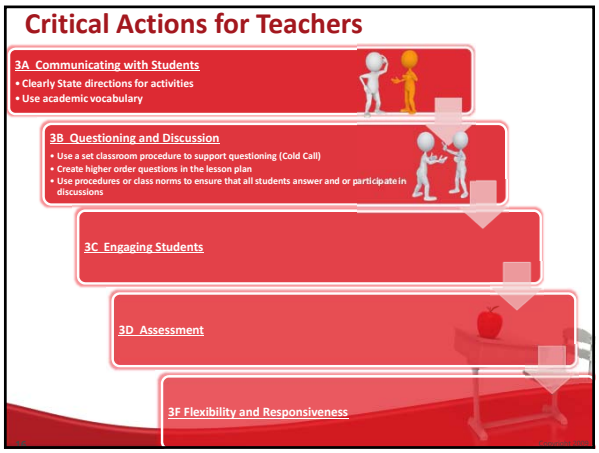
3A Communicating with Students
- Clearly State directions for activities
- Use academic vocabulary

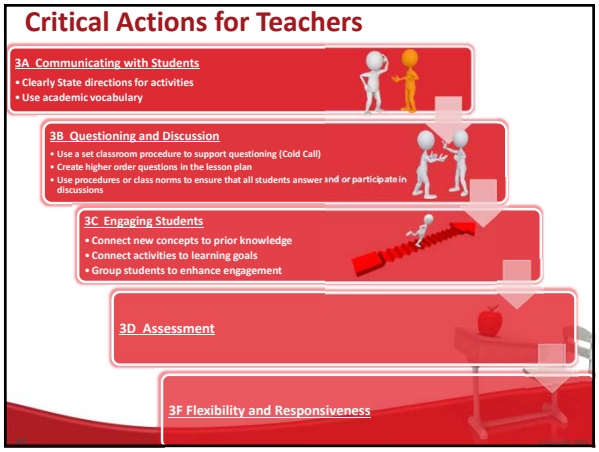
3B Questioning and Discussion

3C Engaging Students

3D Assessment

3F Flexibility and Responsiveness


Critical Actions for Teachers
3A Communicating with Students
• Clearly State directions for activities
• Use academic vocabulary
3B Questioning and Discussion
• Use a set classroom procedure to support questioning (Cold Call)
• Create higher order questions in the lesson plan
• Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students
3D Assessment
3F Flexibility and Responsiveness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• Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students
• Connect new concepts to prior knowledge
• Connect activities to learning goals
• Group students to enhance engagement
3D Assessment
3F Flexibility and Responsiveness

Critical Actions for Teachers
3A Communicating with Students
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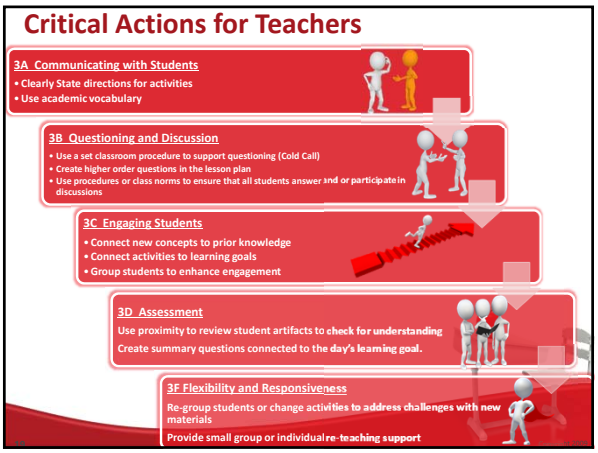
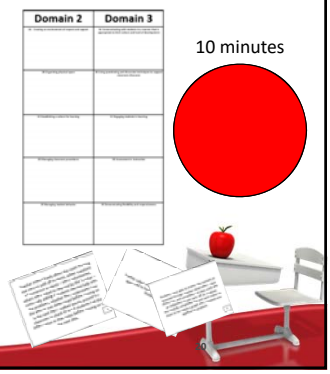
• Create higher order questions in the lesson plan
• Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students
• Connect new concepts to prior knowledge
• Connect activities to learning goals
• Group students to enhance engagement
3D Assessment
Use proximity to review student artifacts to check for understanding
Create summary questions connected to the day's learning goal.
3F Flexibility and Responsiveness

Critical Actions for Teachers



Aligning Activity – Part 2

- At your table you have a poster of the Elements of Domain 2 and 3.
- As a table group, align the evidence with the correct Elements. Be prepared to discuss why the evidence has been aligned with that Element.



10 minutes

Alignment Report Out

1:00

Target Alignment Answers

Element	Aligned Card
2A	1, 12, 14
2B	4, 7
2C	3, 9
2D	10, 16
2E	2, 8

Target Alignment Answers

Element	Aligned Card
3A	22, 27
3B	20, 26
3C	25, 29, 31
3D	19, 21, 30
3E	32, 33

Rubric Clarifications

1. Difference between Effective and Highly Effective
2. Difference between 2C and 3C
3. Connections between 3D and 3E

Effective Or Highly Effective

Effective	Highly Effective
Teacher has firm control of the classroom and is directly responsible for the success of the observed element.	The teacher has created a culture where students are contributing to the success of the observed element. Student quotes would be evidence that the culture exists.

25

2C Or 3C

NMTEACH 2C: Establishing a culture for learning	NMTEACH 3C: Engaging students in learning
The classroom culture is characterized by high expectations for all students. • 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. • Demonstrated commitment to the subject by both teacher and students. • Students demonstrate pride in their efforts.	**Activities, assignments, materials, and grouping of students** are fully appropriate to the instructional outcomes. • 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. • The lesson allows for student reflection.

26

3D AND 3E—A Direct Connection

NMTEACH 3D: Assessment in Instruction	NMTEACH 3E: Demonstrating flexibility and responsiveness
Assessments are consistently used in instruction. • There are clear goals and performance criteria, communicated effectively to students. • The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction. • Teacher uses adaptive instruction including descriptive feedback. • Student involvement occurs through self and peer assessment.	Teacher promotes the successful learning of all students. • The teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests. • Teacher utilizes a variety of strategies.

Table Talk…

As a table team, determine which Element (from Domain 3) will be the biggest challenge for teachers.

2 Minute Table Discussion

2:00

Page 14

Critical Actions for Teachers

3A Communicating with Students	•Clearly state directions for activities •Use academic vocabulary
3B Questioning and Discussion	•Use a set classroom procedure to support questioning (Cold Call) •Create higher order questions in the lesson plan •Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students	•Connect new concepts to prior knowledge •Connect activities to learning goals •Group students to enhance engagement
3D Assessment	•Use proximity to review student artifacts to check for understanding •Create summary questions connected to the day's learning goal
3E Flexibility and Responsiveness	•Re-group students or change activities to address challenges with new material •Provide small group or individual re-teaching support

•Questions? Need More Information?

Feel free to contact us.

Culturally Relevant Teaching Strategies

PRECONDITIONS FOR CULTURALLY RELEVANT TEACHING	CULTURALLY RELEVANT TEACHER CHARACTERISTICS	CULTURALLY RELEVANT TEACHING STRATEGIES
Recognition & validation of a Students' culture	Teacher incorporates students cultural strengths into the learning process	Cultural-based instruction
Belief that all students will succeed	Teacher demonstrates high expectations for all students	Explicit instruction in Linguistic & behavioral codes
Appreciation for the cultures represented in schools	Teacher values and makes use of the language & culture students bring	Culturally congruent interaction
Recognition that teaching begins with the establishment of relationships between teachers & students	Teacher uses explicit vs. veiled authority	Utilize instructional scaffolding
Variety of teaching methods Genuine emotional and personal presence	Teacher demonstrates personal connectedness with all students	Cooperative learning
See teaching as "pulling" knowledge out vs. "putting" knowledge	Teacher encourages a community of learners	Capitalize on students cultural styles and strengths Legitimize students' real life experiences
Broad conception of literacy that includes both literature and oratory	The teacher-student relationship is fluid and humanely equitable	Link students histories & worlds to the subject matter
In-depth knowledge of students and subject content	The teacher acts as a cultural mediator to bridge students' culture with the school and classroom cultures	Provide students with opportunities for pro-social interaction Good classroom organization and management
Belief that knowledge is re-created and re-cycled, not static	Teacher exhibits a genuine caring attitude toward all students	Provide opportunities for affective stimulation & opportunity for movement for males
High esteem for self and high regard for others	Teacher recognizes and gives voice to differing perspectives and worldviews	
Belief that education at its best hones & develops skills and knowledge students already possess	Teacher forms emotional affiliation with all students	Content relevant to students' culture culture and life experiences
	Teacher establishes a teacher friendly environment	Investigative learning methods

Common Definitions to Use with Faculty	
Working Definition:	**Two Examples:**
Engagement:	
Rigor:	
Assessment:	

Domain 2	Domain 3
2A Creating an environment of respect and rapport	**3A Communicating with students in a manner that is appropriate to their culture and level of development**
2B Organizing physical space	**3B Using questioning and discussion techniques to support classroom discourse**
2C Establishing a culture for learning	**3C Engaging students in learning**
2D Managing classroom procedures	**3D Assessment in instruction**
2E Managing student behavior	**3E Demonstrating flexibility and responsiveness**

Teacher moved freely about the room making eye contact with all students, asked questions of numerous students – some volunteered, others were asked to respond by the Teacher – continually asking if students needed help with the problems, whether they understand how the answer was determined before moving on to the next topic; walked quickly around the classroom to check to see if students had the information in their notes before moving on to the next slide. 19	Students were placed in groups of 4. All students were provided with an article and discussion stem statements. The teacher posed the guiding question, "what evidence can you use to support the need for energy conservation?" Students used the statement starters within the group discussion. The teacher asked additional clarifying questions of groups as she facilitated the discussion. 20
Students were able to master the content as assessed through teacher observation, class discussion, and completion of class work and an independent exit card. All 20 students successfully completed the exit card requiring them to complete a graph and complete one application problem. 21	The teacher addressed the mastery rubric for the day's objectives. Based on the student's self-assessment, students were asked to use their textbook, their foldable or no resources based on their level of mastery. Each student also set a learning goal for the day that was based on their current level of understanding. 22
It appeared that the Teacher was more intent on delivering than on engaging students in meaningful ways to discuss the concepts. 23	It was difficult to discern if the Teacher was enthused about the subject, and students spent most of their time looking confused, chatting, or daydreaming. 24

23 out of 25 students were on task and engaged in discussion of the book with peers for the majority of the lesson. The guiding questions, note-taking template, and small group roles helped to intellectually engage nearly all students throughout the lesson. 25	Teacher effectively facilitated the small group discussions about the main character's dilemma, asking probing questions, but allowing students to lead much of the conversation in their groups. The materials and procedures at use in the lesson allowed students to engage in independent discussion about the book, with minimal redirecting or prompting from the Teacher. The guiding questions for the discussion were higher-order thinking questions (DOK 2+3). 26
Teacher used key concept terms repetitively and requested that the class use those terms throughout the teaching segment. The teacher's directions were clearly stated, provided within the PowerPoint and written on the student handout. Students clearly moved into the activity with ease. No clarifying questions were asked; groups started immediately on the task. The teacher moved around the class to check that students were on task before moving to help a struggling group. 27	Teacher's directions were vague. Slang terms were used more than academic language. 28
Students were sitting in groups working on an individual worksheet. Within the six observed groups, one or two key students were gathering answers from the text, while the other students were allowed to copy answers. The students could not connect the group activity to the daily objective. When ask what they were trying to accomplish, many students answered with, "complete this worksheet so we can play jeopardy next." When probed about content, students answered, "the worksheet is on Chapter 11." 29	The teacher did not move from the computer station in the middle of the room. The teacher's only check for understanding was to ask, "are there any questions." No student response was provided, so the teacher continued with the activity. 30

Students were asked a focus question, “what language did the author use to establish the setting of the story?” Students were assigned specific pages and had to use post-it notes to flag language that related to setting. After working individually on their portion, students were grouped into teams of 4 to list all evidence for the group. 31	After asking three questions, the teacher stated, “we are struggling with our vocabulary.” She then asked students to take out their vocabulary flash cards and work with a partner to best remember the key terms. The students were allowed to work with their vocabulary cards for 5 minutes. As the teacher continued the lesson, students were encouraged to flash their vocabulary cards when terms were stated. 32
The teacher stated, “if you had done your homework, this activity would be easier.” Two students threw up their hands after this statement. Other students stopped taking notes. However, the teacher continued with the Prezi presentation that was outlined in the lesson plan. 33	It appeared that the teacher was checking for understanding by walking around the room. However, no questions or comments were made during this time. 34
If you actually moved around the classroom, you could see if your students were doing the activity. 35	Could you use the reading strategies from our last workshop so that you aren’t just reading to the kids all of the time? 36

Observation Evidence Collection and Alignment

Room:	Subject:

Evidence Statements:	Aligned Element	Score

Scoring				
3A	3B	3C	3D	3E

Observation Evidence Collection and Alignment

Room:	Subject:

Evidence Statements:	Aligned Element	Score

Scoring				
3A	3B	3C	3D	3E

Teacher Feedback Actions
Tips for Teachers to Support Effectiveness on Domain 3 Elements

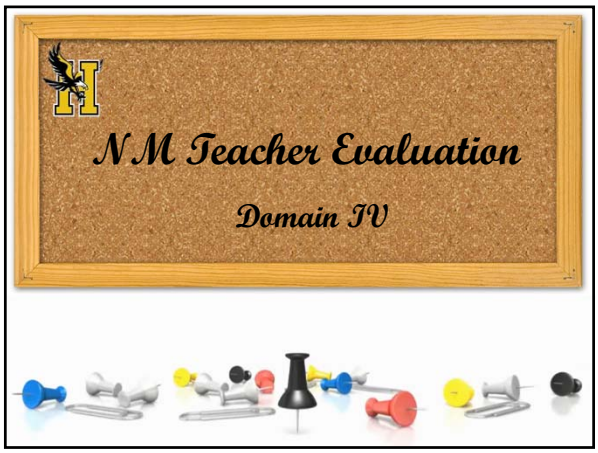
Directions: Your table team will complete the row that corresponds to your assigned Element. For your element, you will:

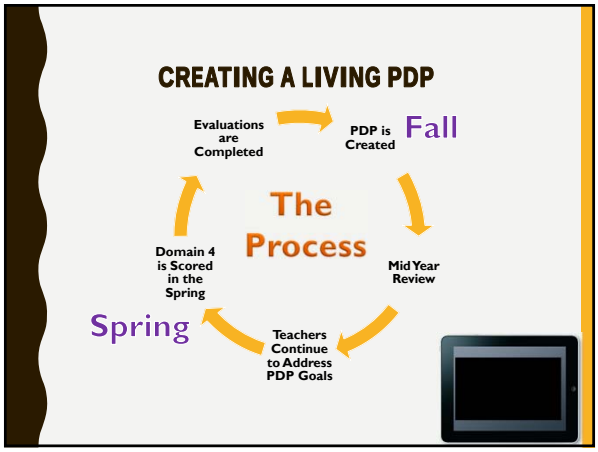
- **Give two "look for" items that should be seen in the classroom to support your assigned element**
- **Two (2) actions steps to give a struggling teacher to improve effectiveness**
- **One (1) professional development training or resource to support success on the Element**

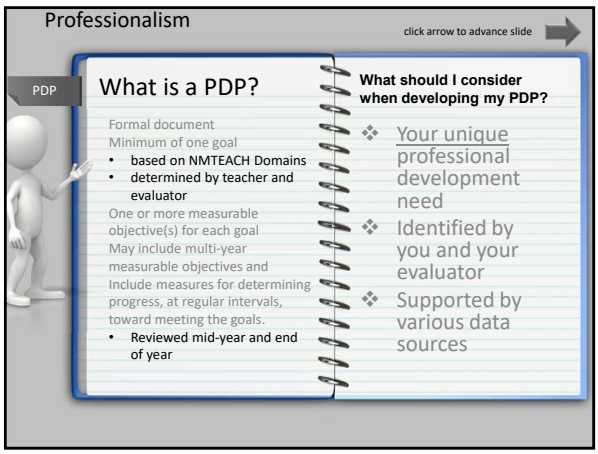
Element:	Classroom "Look Fors":	Action Steps for Improvement:	Professional Development Resource:
3A: Communicating with students			
3B: Using questioning and discussion techniques			

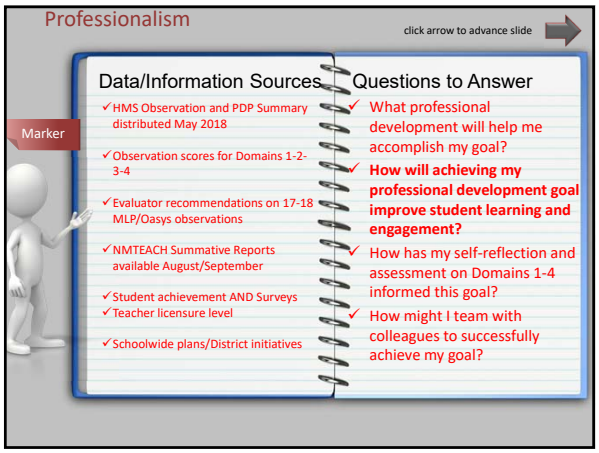
Element:	Classroom "Look Fors":	Action Steps for Improvement:	Professional Development Resource:
3C: Engaging students in learning			
3D: Assessment in instruction			
3E: Demonstrating flexibility and responsiveness			

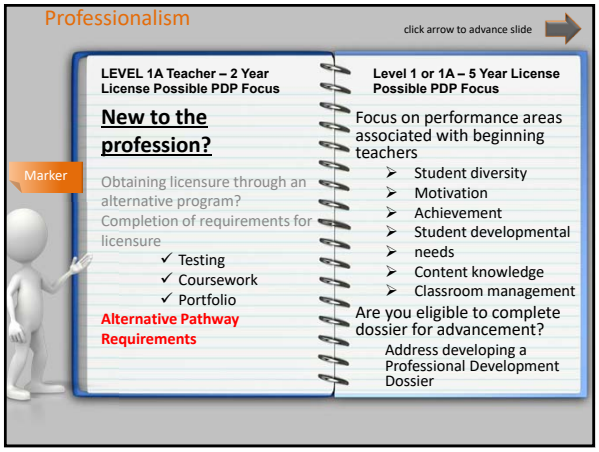
Domain 4: Thought Jogger **Directions:** List evidence and strategies to assist you to: 1. Collect better evidence to support scores. 2. Support teachers to meet the expectations for each Element.		
Element 4A	**Element 4B**	**Element 4C**
Element 4D	**Element 4E**	**Element 4F**

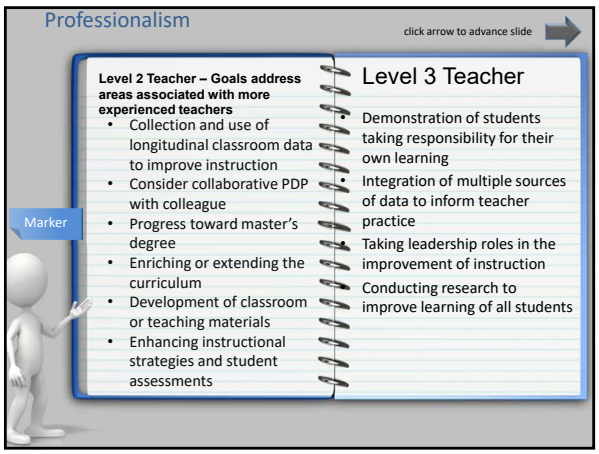

NM Teacher Evaluation
Domain IV

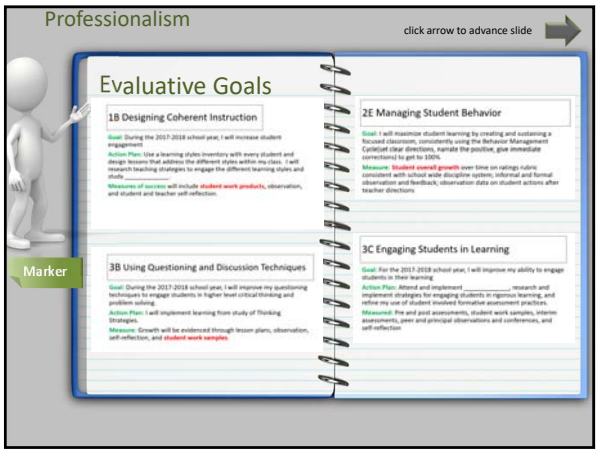

CREATING A LIVING PDP
Evaluations are Completed
PDP is Created
Fall
The Process
Mid Year Review
Teachers Continue to Address PDP Goals
Spring
Domain 4 is Scored in the Spring


Professionalism
click arrow to advance slide
PDP
What is a PDP?
Formal document
Minimum of one goal
based on NMTEACH Domains
determined by teacher and evaluator
One or more measurable objective(s) for each goal
May include multi-year measurable objectives and Include measures for determining progress, at regular intervals, toward meeting the goals.
Reviewed mid-year and end of year
What should I consider when developing my PDP?
Your unique professional development need
Identified by you and your evaluator
Supported by various data sources


Professionalism
click arrow to advance slide
Marker
Data/Information Sources
✓HMS Observation and PDP Summary distributed May 2018
✓Observation scores for Domains 1-2-3-4
✓Evaluator recommendations on 17-18 MLP/Oasys observations
✓NMTEACH Summative Reports available August/September
✓Student achievement AND Surveys
✓Teacher licensure level
✓Schoolwide plans/District initiatives
Questions to Answer
✓ What professional development will help me accomplish my goal?
✓ How will achieving my professional development goal improve student learning and engagement?
✓ How has my self-reflection and assessment on Domains 1-4 informed this goal?
✓ How might I team with colleagues to successfully achieve my goal?


Professionalism
click arrow to advance slide
Marker
LEVEL 1A Teacher – 2 Year License Possible PDP Focus
New to the profession?
Obtaining licensure through an alternative program?
Completion of requirements for licensure
✓ Testing
✓ Coursework
✓ Portfolio
Alternative Pathway Requirements
Level 1 or 1A – 5 Year License Possible PDP Focus
Focus on performance areas associated with beginning teachers
➢ Student diversity
➢ Motivation
➢ Achievement
➢ Student developmental
➢ needs
➢ Content knowledge
➢ Classroom management
Are you eligible to complete dossier for advancement?
Address developing a Professional Development Dossier


Professionalism
click arrow to advance slide
Marker
Level 2 Teacher – Goals address areas associated with more experienced teachers
• Collection and use of longitudinal classroom data to improve instruction
• Consider collaborative PDP with colleague
• Progress toward master's degree
• Enriching or extending the curriculum
• Development of classroom or teaching materials
• Enhancing instructional strategies and student assessments
Level 3 Teacher
• Demonstration of students taking responsibility for their own learning
• Integration of multiple sources of data to inform teacher practice
• Taking leadership roles in the improvement of instruction
• Conducting research to improve learning of all students


Professionalism
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Evaluative Goals
1B Designing Coherent Instruction
2E Managing Student Behavior
3B Using Questioning and Discussion Techniques
3C Engaging Students in Learning
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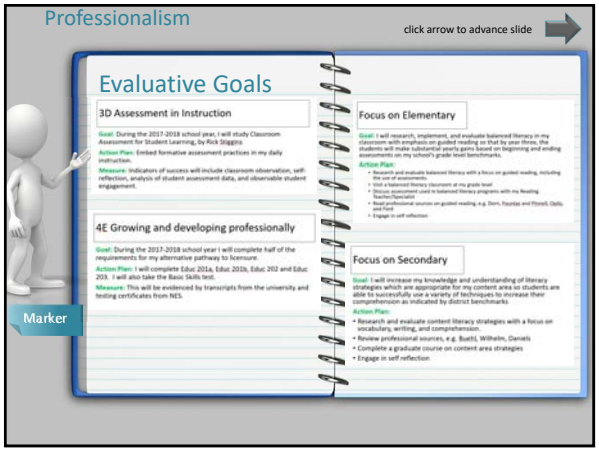
Professionalism
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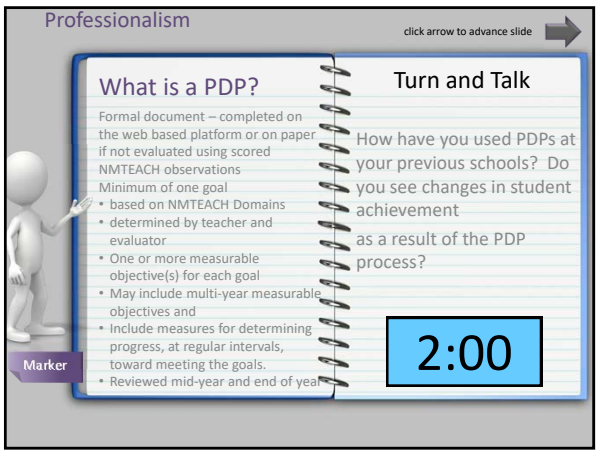
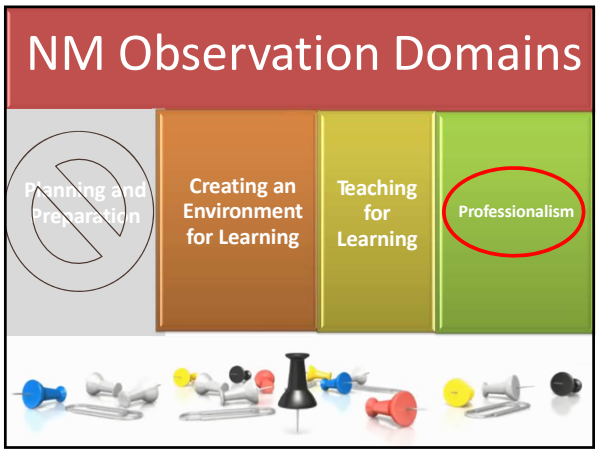
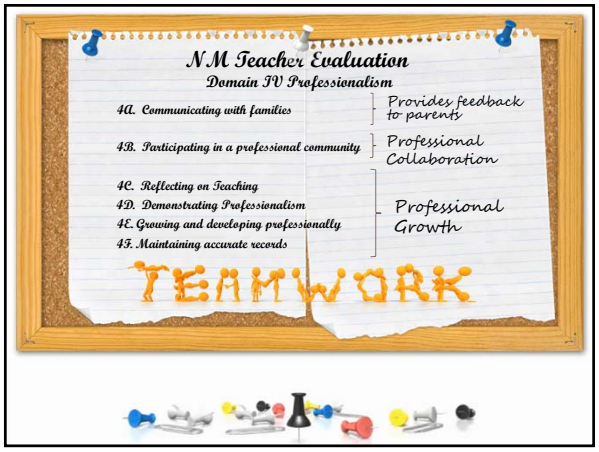
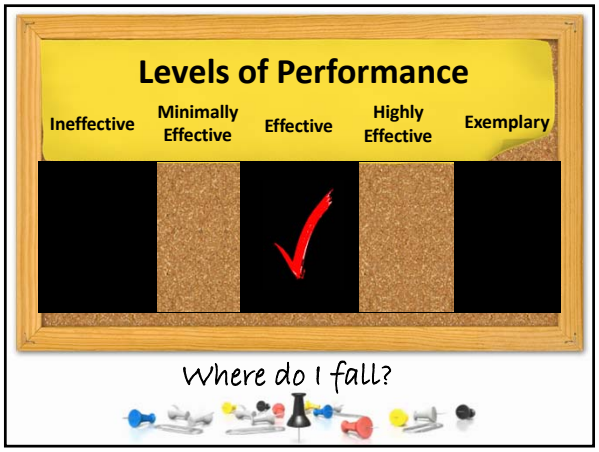
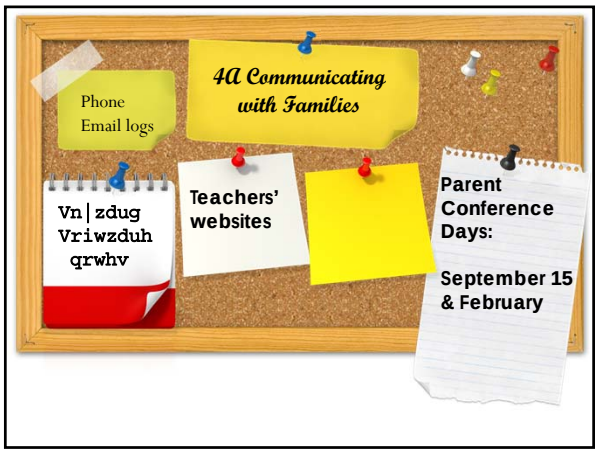
Evaluative Goals
3D Assessment in Instruction
Focus on Elementary
4E Growing and developing professionally
Focus on Secondary
Marker

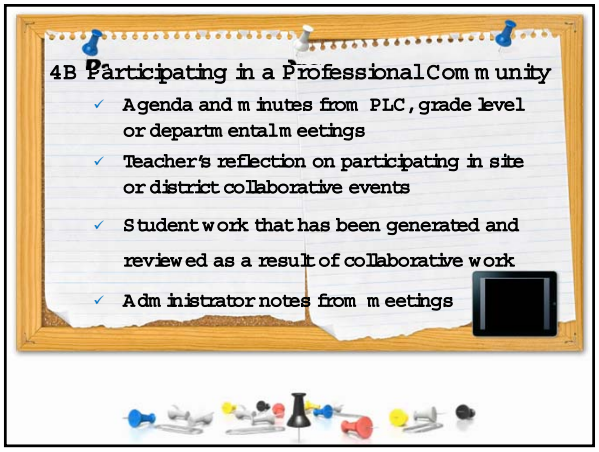

Professionalism
click arrow to advance slide
What is a PDP?
Formal document – completed on the web based platform or on paper if not evaluated using scored NMTEACH observations
Minimum of one goal
• based on NMTEACH Domains
• determined by teacher and evaluator
• One or more measurable objective(s) for each goal
• May include multi-year measurable objectives and
• Include measures for determining progress, at regular intervals, toward meeting the goals.
• Reviewed mid-year and end of year
Turn and Talk
How have you used PDPs at your previous schools? Do you see changes in student achievement as a result of the PDP process?
2:00
Marker

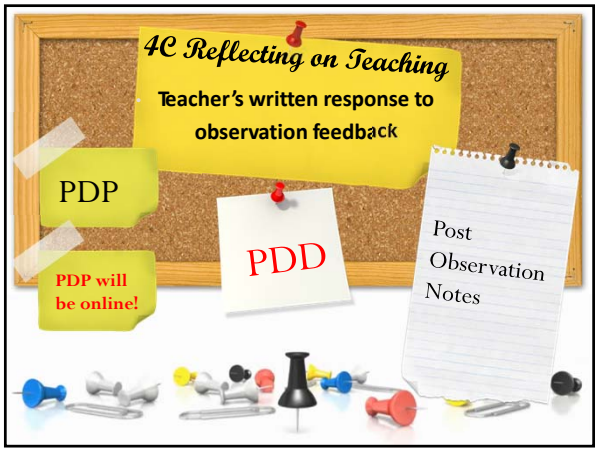

NM Observation Domains
Planning and Preparation
Creating an Environment for Learning
Teaching for Learning
Professionalism


NM Teacher Evaluation
Domain IV Professionalism
4A. Communicating with families
Provides feedback to parents
4B. Participating in a professional community
Professional Collaboration
4C. Reflecting on Teaching
4D. Demonstrating Professionalism
4E. Growing and developing professionally
4F. Maintaining accurate records
Professional Growth
TEAMWORK


Levels of Performance
Ineffective
Minimally Effective
Effective
Highly Effective
Exemplary
Where do I fall?


4A Communicating with Families
Phone
Email logs
Vn|zdug Vriwzduh qrwhv
Teachers' websites
Parent Conference Days:
September 15 & February


4B Participating in a Professional Community
Agenda and minutes from PLC, grade level or departmental meetings
Teacher's reflection on participating in site or district collaborative events
Student work that has been generated and reviewed as a result of collaborative work
Administrator notes from meetings


4C Reflecting on Teaching
Teacher's written response to observation feedback
PDP
PDP will be online!
PDD
Post Observation Notes

Professionalism

4D. Demonstrating Professionalism

Teacher information system reports
- Attendance (AESOP)
- Late Arrival
- Grade Book (Progress Reports)

Teacher consistently supports campus expectations.
- Addresses tardies
- Discipline policies
- Duty stations

4E Growing and developing professionally
- ✓ Did the teacher complete the PDP?
- ✓ Did the teacher attend required or requested professional development?
- ✓ Review PLC, grade-level or departmental meeting notes for active engaged participation.

4F Maintaining accurate Records

A second line of text may go here

Grade book
Attendance data
Lesson plans and other curriculum
Discipline Records
Parent Log

Analysis of student achievement results

Team Meeting notes, agendas, and reports

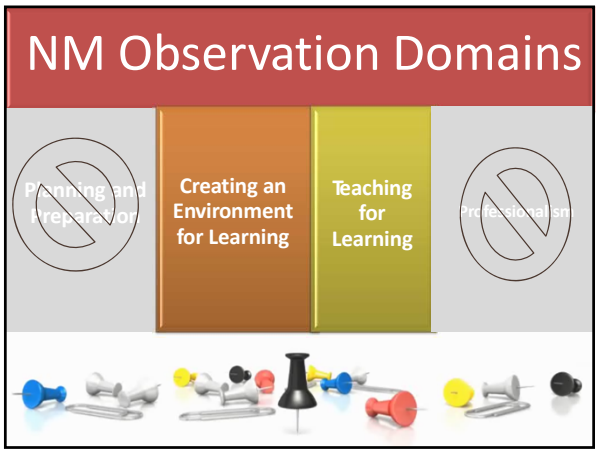
NM Observation Domains

Planning and Preparation

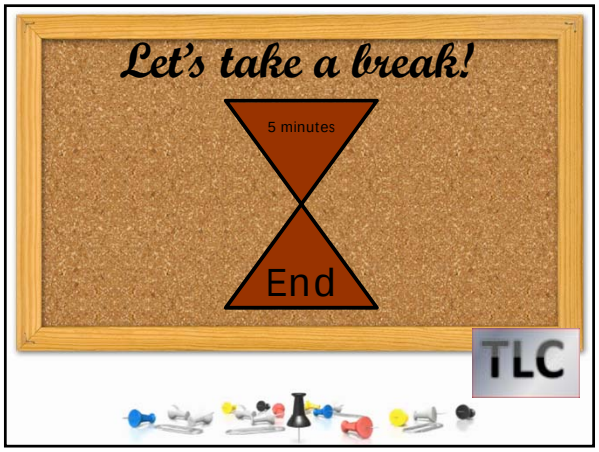
Creating an Environment for Learning

Teaching for Learning

Professionalism


NM Observation Domains
Creating an Environment for Learning
Teaching for Learning

Feel free to contact us.
Questions? Need More Information?
Questions


Let's take a break!
5 minutes
End
TLC

Clip art elements for use in your presentation

Your Title Here
Subtitle

PROFESSIONALISM

PROFESSIONAL BEHAVIOR ON AND OFF THE JOB

Even though the 1st Amendment protects your speech as a private citizen on matters of public concern, that speech may fall outside of 1st Amendment protection if it "impedes your employer's effectiveness or efficiency, or otherwise disrupts the workplace."

SOCIAL NETWORKING

- ☐ Avoid posting anything about your colleagues, administrators or students.
- ☐ Be aware that apps, quizzes, games and other related features can appear on your profile page.
- ☐ Make sure that anything you post is appropriate.
- ☐ Remember that when you post pictures and personal information, you could be sharing them with millions of people around the world.
- ☐ For teachers and educational professionals, an inappropriate page or post could lead to disciplinary action or dismissal.

SOCIAL NETWORKING DO'S OR DON'TS?

- ☐ Accept friend requests from students or their parents.
- ☐ Accept someone you do not know as your friend.
- ☐ Join "groups" that may be considered unprofessional or inappropriate.
- ☐ Post language or materials that could be considered inappropriate or unprofessional.
- ☐ Post photos that could be considered inappropriate or unprofessional.

SOCIAL NETWORKING DO'S OR DON'TS?

- ☐ Use social networking sites to connect with friends, family and colleagues.
- ☐ Use common sense when using this technology and consider who will see your page before you post any information, photos or anything else about yourself or others.
- ☐ Be aware that users can search for you by anything in your profile (your employer, university, etc.)
- ☐ Control who sees your page and who can search for your page. Set your privacy settings so that only "friends" can view your information.
- ☐ Monitor comments that are posted to your page. Delete any with inappropriate language or content.
- ☐ Monitor your friends' photographs. If someone "tags" you in an inappropriate photograph, remove the tag and ask that the photo be taken down.
- ☐ On, Facebook, disable the Google search function in the Privacy Settings.

TEXT MESSAGING/CELL PHONE USAGE

- ☐ Don't share your cell phone number with students.
- ☐ Don't call your students on their personal cell phone
- ☐ Don't text message your students.
- ☐ Like email, text messages are not necessarily "private" messages and can be discovered through litigation.
- ☐ Don't text message anyone about unethical, illegal or other inappropriate subjects.
- ☐ Do not text for personal reasons during your paid work day.

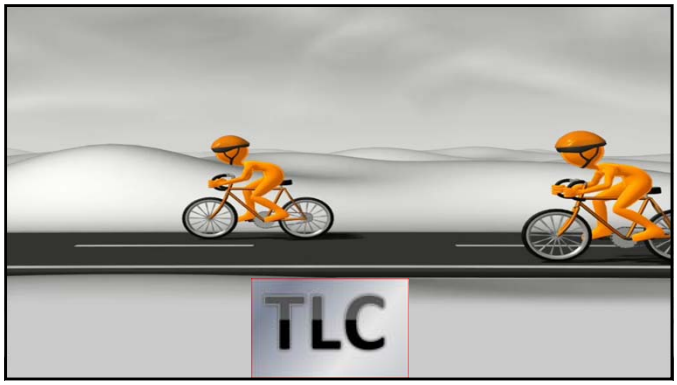
TECHNOLOGY USAGE

- ☐ Remember your employer owns the technology you use at work and provides it for work-related activities
- ☐ Be sure to follow the employee appropriate use policy
- ☐ In most instances your employer has the right to monitor and track your communications on this technology.
- ☐ Student safety while using computers under your supervision is your responsibility.
- ☐ Check the district appropriate use policy.
- ☐ For more information on employee usage look at the collective bargaining agreement and for student usage visit the NMPED website for internet safety for various age groups.

STAFF/STUDENT BOUNDARIES

- It is important for staff to understand the difference between friendly behaviors and overly friendly behaviors that cross the line between appropriate and inappropriate conduct.
- Friendly, appropriate behaviors:
  - Create a safe environment to grow and learn
  - Allow students to seek help for solving problems
  - Allow students to develop socially
- Overly Friendly, inappropriate behaviors:
  - Cross the boundaries separating student from adult needs
  - Creates a personal relationship that becomes peer-peer rather than adult-child.
- Staff members that have frequent student contact are at risk for situations that lead to questions about boundaries.
- Even if you are not at risk yourself you have a role in assuring that adult-student boundaries are observed in your school.

Domain 4: Thought Jogger **Directions:** List evidence and strategies to assist you to: 1. Collect better evidence to support scores. 2. Support teachers to meet the expectations for each Element.		
Element 4A	**Element 4B**	**Element 4C**
Element 4D	**Element 4E**	**Element 4F**

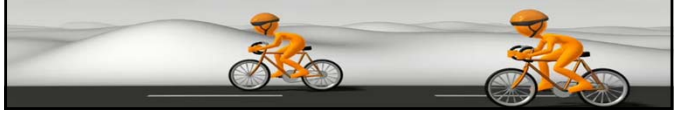


Harry Wong: First Days of School

- What you do on the first days of school will determine your success or failure for the rest of the school year. You will either win or lose your class on the first days of school.
- There is overwhelming evidence that the first two to three weeks of school are critical in determining how well students will achieve for the remainder of the year.
- Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year
- Effective teachers are able to affect or make an impact on their students. A teacher's role is to open the door to learning. Effective master teachers know how to get their students to enter for learning. To make an impact on your students, you need to use effective teaching practices. Students learn only when the teacher has an appreciable effect on a student's life. You have arrived as a teacher when you reach this stage. You have gone beyond mastery.
  - **The Effective Teacher**
    - **1. Establishes good control the first week of school.**
    - **2. Does things right, consistently.**
    - **3. Affects and touches lives.**

- Classroom transitions will be conducted with minimal waste of time
- Every teacher will teach bell to bell
- Lesson pacing will be conducive to grade level
- Objectives displayed visibly in the classroom
- Lessons tied to standards
- Data will drive and influence instruction
- PLC techniques/questions:
  - What is it you want students to learn?
  - How will you know when they've learned it?
  - What will you do if they don't know it?
  - What will you do if they do know it?
- Bloom's taxonomy/higher order thinking skills (HOTS) such as Sponge Activities

TEACH



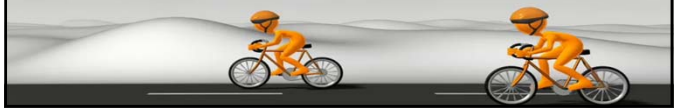
LEARN

- 4 questions for students to answer:
  - What are you learning?
  - Why is it important?
  - How do you know if it's good?
  - How can you improve?
- Students will be appropriately engaged in every lesson
- Data:
  - Assessment/adjustment/tracking
  - Teachers must be able to disaggregate and use the data to positively impact each individual student
- Short Cycle Assessments
- Response to Intervention (enrich/practice/intervention)
- Collaboration amongst students and staff

Care

- Each campus will emit a positive atmosphere
- Work with colleagues and parents
- Equity and fairness
- Constructive discipline
- Clean environment

"In Loco Parentis"



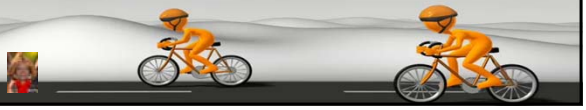
Formative vs. Summative Assessments

Rick Stiggins differentiates between formative and summative assessment by clarifying that the former is "assessment *for* learning" while the latter is "assessment *of* learning".

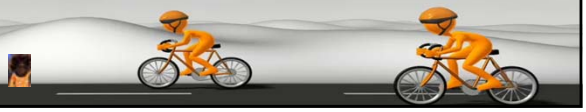
Formative vs. Summative Assessment

The difference between a formative and summative assessment has also been described as the difference between a physical examination and an autopsy.

The intent of one (*formative assessment*) is to diagnose and prescribe the appropriate intervention; the intent of the other (*summative assessment*) is to explain why the patient (or student) failed to make it.

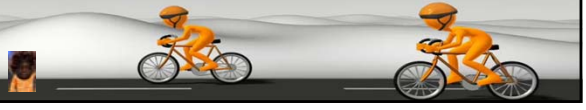


Common Assessment: NON-NEGOTIABLE



Assessment *for* learning as the catalyst for school improvement

Michael Fullan



Interventions

Because low-achieving students often lack a strong support system at home, it is critical that schools develop ways to intervene in the lives of students in supportive, encouraging and caring ways.

Read 180
Extended Tutor
Systems 44

- Teacher Mentor
- Credit Recovery
- Extended Day
- Intervention Period
- High School 101
- Progress Reports

Passion & Persistence

B

L

A

N

K

DOMAIN 1: PLANNING AND PREPARATION		
Element		**NMTEACH 1A: Demonstrating Knowledge of Content** • **To what level is content communicated in the lesson plan and resulting lesson?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).* ***Note**: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving ELs and Individualized Education Program (IEP) goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher's lesson plans and resulting lessons display** • little knowledge of the content area; • minimal or no alignment to NM adopted standards; • minimal or no evidence of instructional strategies to address the needs of all students; • minimal or no evidence of differentiated instruction addressing the needs of all students; and • no IEP goals for present levels of performance.
	Minimally Effective	**The teacher's lesson plans and resulting lessons display** • minimal knowledge of the content area; • partial alignment to NM adopted standards; • minimal use of instructional strategies to address the needs of all students; • minimal evidence of differentiated instruction addressing the needs of all students; and • minimal focus on IEP goals for present levels of performance.
	Effective	**The teacher's lesson plans and resulting lessons** • develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; • are directly aligned to all NM adopted standards; • demonstrate familiarity with resources to enhance knowledge in each core area; • include IEP goals for present levels of performance; and • contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.
	Highly Effective	**In addition to the indicators for effective, the teacher's lesson plans and resulting lessons** • reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; • incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; • create opportunities for students to contribute to the lesson design and content; and • include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students' home languages and cultures, when applicable; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals.
	Notes:	

DOMAIN 1: PLANNING AND PREPARATION		
Element		**NMTEACH 1B: Designing Coherent Instruction** • **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?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher's lesson plans contain** • a sequence of learning activities that are poorly or not aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; • learning activities that are not suitable and/or are not research-based; • no variety of learning strategies and no individual student supports; and • time allocations for learning activities that are unrealistic and/or not grade-level appropriate.
	Minimally Effective	**The teacher's lesson plans contain** • a sequence of learning activities that are partially aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; • learning activities that are minimally suitable and/or are minimally research-based; • a minimal variety of learning strategies and minimal individual student supports; and • time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.
	Effective	**The teacher's lesson plans contain** • a sequence of learning activities aligned to all NM adopted standards and to the IEP goals for present levels of performance, as applicable; • learning activities that are suitable and/or are research based; • a variety of learning strategies and individual student supports; • time allocations for learning activities that are reasonable and/or grade-level appropriate; • learning activities that are differentiated by scaffolding content and academic language for all learners; • learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners; • opportunities for all students to participate in flexible grouping; • challenging research-based learning tasks that are structured to progressively develop students' cognitive abilities and academic language; and • explicit use of students' backgrounds to teach relationships among topics, concepts, and language.
	Highly Effective	**In addition to the indicators for effective, the teacher's lesson plans contain** • pedagogical practices that include flexible grouping and differentiates instruction, based on student level and IEP goals, as applicable; • questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students' level of academic language; • learning activities that, when possible, incorporate students' use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; • opportunities to incorporate student-centered learning as an instructional tool; and • research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon students' linguistic and cultural assets; • designs learning activities with various instructional groups based on instructional/IEP goals, while permitting student choice; and • engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines.
	Notes:	

Domain 1: Planning and Preparation		
Element		**NMTEACH 1C: Setting Instructional Outcomes** • **How are daily instructional outcomes (aka learning goals) communicated to all students?** • **To what level do instructional outcomes directly align to content standards?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher's lesson plans (and IEP goals, if applicable) contain learning outcomes that** • are not aligned with all NM adopted standards and with the IEP goals for present levels of performance as applicable; • have low expectations; • have a lack of conceptual understanding for students; • are not grade-level appropriate; • are not clearly written; and • do not include viable methods of assessment.
	Minimally Effective	**The teacher's lesson plans contain instructional outcomes that** • are moderately aligned with NM adopted standards and with IEP goals but not explicitly stated to students; • are suitable for some, but not all, students; • are somewhat grade-level appropriate; • reflect more than one type of learning but lack coordination and integration; and • include some methods of assessment.
	Effective	**The teacher's lesson plans contain instructional outcomes that** • are aligned with all NM adopted standards and with IEP goals, as applicable; • are explicitly stated as measureable and observable and reflect high expectations; • allow for progress monitoring at least every-other week, as applicable; • establish instructional processes and activities that address students' varying abilities; • address the language demands of the content; • are aligned to instructional targets and IEP goals; and • inform students of the content and language objectives for the lesson.
	Highly Effective	**In addition to the indicators for effective, the teacher's lesson plans contain instructional outcomes that** • align rigorous instructional processes and learning activities to all NM adopted standards and to IEP goals, as applicable; • contain modifications, as required to ensure students are able to complete the instructional outcomes; • include differentiated language demands based on individual students' academic language proficiency levels; • involve students in the process of developing instructional outcomes, based on all NM adopted standards; and • address IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • demonstrates deep understanding of all grade-level, NM adopted standards and of IEP goals, when supporting SWD; • ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards; • models, and shares with colleagues, effective practices, including the communication of learning outcomes with students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals.
	Notes:	

Domain 1: Planning and Preparation		
Element		**NMTEACH 1D: Demonstrating Knowledge of Resources** • **How does the teacher utilize skills and content learned from professional development opportunities?** • **What resources have been provided to all students to support learning?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher demonstrates *little* or *no familiarity* with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.**
	Minimally Effective	**The teacher demonstrates *some familiarity* with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.**
	Effective	**The teacher demonstrates knowledge of resources by** • using existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students; • using resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate; and • using information and strategies obtained through professional development to address students' individual learning needs, styles, rates, and levels of learning—including academic English language proficiency.
	Highly Effective	**In addition to the indicators for effective, the teacher demonstrates knowledge of resources by** • seeking out and using resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need; • strategically implementing information and strategies obtained through professional development to address individual learning styles, rates, levels of learning, students' cultural backgrounds, and/or English language proficiency; and • creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; • shares resources, knowledge, information, and strategies specific to colleagues' needs and the needs of their students, including those culturally and linguistically diverse students; • collects and shares content-specific research studies, practices, and resources from outside the district; • provides and trains staff for school-wide initiatives using additional resources; and • plans for collaboration with various instructional teams, including Indian education, the ESL and bilingual programs, special education, and general education, as appropriate.
	Notes:	

Domain 1: Planning and Preparation		
Element		**NMTEACH 1E: Demonstrating Knowledge of Students** • **To what level have student learning styles been addressed in the lesson?** • **How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher demonstrates** • little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and/or special needs, including present levels of performance for applicable content areas and behavioral issues; • little or no evidence of using student achievement data to design activities to differentiate instruction; and • little or no knowledge of students' learning styles.
	Minimally Effective	**The teacher demonstrates** • limited knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues; • some evidence of using student achievement data to design activities to differentiate instruction; and • limited knowledge of student learning styles.
	Effective	**The teacher** • demonstrates knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students, as applicable; • incorporates culturally-sensitive strategies into instructional planning and practice; • provides moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels; and • develops lessons using a variety of strategies to incorporate student learning styles.
	Highly Effective	**In addition to the indicators for effective, the teacher** • demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, special needs—including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students; • includes students in the planning of culturally sensitive strategies and incorporates those into instructional practice; • provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels; and • uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • provides novice and struggling teachers with understanding, mentorship, and resources that address the unique learning needs of their individual students, including strategies that engage and support culturally and linguistically diverse students; and • provides training to colleagues on best practice strategies that engage and support culturally and linguistically diverse students.
	Notes:	

Domain 1: Planning and Preparation		
Element		**NMTEACH 1F: Designing Student Assessment** • **To what level has the teacher incorporated formative assessment techniques throughout the lesson?** • **How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • plans for assessing student learning with little or no clear criteria aligned to: instructional outcomes, to any NM adopted standards, to IEP goals as applicable, or to other student needs; • demonstrates minimal or no knowledge of assessment strategies; and • provides little or no direction to students as to how they will be assessed.
	Minimally Effective	**The teacher** • plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM adopted standards, is partially aligned to IEP goals, and minimally addresses other student needs; • demonstrates some knowledge of assessment strategies; and • provides some direction to students as to how they will be assessed.
	Effective	**The teacher** • addresses student needs and plans for assessing student learning with criteria aligned to: instructional outcomes, all NM adopted standards, IEP goals, language proficiency levels—as applicable; • uses clear assessment criteria that enables students to make adjustments and provides feedback that accelerates student learning; • uses formative assessments that explicitly support instructional outcomes in both content and language; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides sponsor teacher with student progress, when applicable; and • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson.
	Highly Effective	**In addition to the indicators for effective, the teacher** • ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; and • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the sponsor teacher with student progress.
	Exemplary	**In addition to the indictors for highly effective, the teacher leader** • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students' content knowledge; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals.
	Notes:	

Domain 2: Creating an Environment for Learning

Element		**NMTEACH 2A: Creating an Environment of Respect and Rapport** • **To what level are interactions in the classroom positive and productive?** • **To what level are all student groups respected and valued in the classroom?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).* ***Note**: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving ELs and Individualized Education Program (IEP) goals, when serving SWD.*
Level of Performance	**Ineffective**	**Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students' cultural backgrounds and may include** • sarcasm; • put-downs; and • conflict.
	Minimally Effective	**Classroom interactions between the teacher and students and among students are generally positive but may include** • some conflict; • occasional displays of insensitivity; and • occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	**Classroom interactions between teacher and students and among students** • exhibit politeness and respect; • support students in managing disagreements; • create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected; and • display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.
	Highly Effective	**In addition to the indicators for effective, classroom interactions between the teacher and students and among students** • exhibit a high degree of respect; • reflect warmth and caring; • reflect a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialog in multiple languages; and • reflect a high degree of sensitivity to students' levels of development.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • contributes to creating a school-wide environment of respect on campus for all students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an environment for learning for all students that are aligned with school and district goals and that may include culturally and linguistically responsive interventions and support programs.
	Notes:	

Domain 2: Creating an Environment for Learning

Element		**NMTEACH 2B: Organizing Physical Space** • **To what level do all students have equal access to learning resources and materials?** • **To what level does the classroom environment support the day's lesson?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher organizes the classroom in such a way that** • it is potentially unsafe; • students do not have access to learning or materials; and • it lacks alignment between the environment and the lesson's activities.
	Minimally Effective	**The teacher organizes the classroom in such a way that** • ensures essential learning is accessible to most students; • demonstrates a moderate use of physical resources, including technology; and • it is partially aligned to the lesson's activities.
	Effective	**The teacher organizes the classroom in such a way that** • essential learning is accessible to all students; • the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; • evidence of student learning is posted; • learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; • visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; and • provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.
	Highly Effective	**In addition to the indicators for effective, the teacher organizes the classroom in such a way that** • visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; and • students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • demonstrates the skillful and appropriate use of technology for colleagues and community members; • helps colleagues arrange their environment so learning is accessible to all students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, such as preferential seating, study carrels, quiet areas, technology, etc.
	Notes:	

Domain 2: Creating an Environment for Learning

Element		**NMTEACH 2C: Establishing a Culture for Learning** • **To what level do all students exhibit a learning energy during the lesson that supports engagement?** • **To what level are all students encouraged to communicate with others to address learning goals?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The classroom culture is characterized by** • a negative culture for learning, including a low teacher commitment to the subject; • low expectations for student achievement and engagement; and • little or no student effort.
	Minimally Effective	**The classroom culture is characterized by** • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; and • students and teacher "going through the motions" to be compliant.
	Effective	**The classroom culture is characterized by** • high expectations for all students with a high level of teacher commitment to the subject; • norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue; • supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; • authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; and • student commitment to the subject and demonstration of pride in their efforts.
	Highly Effective	**In addition to the indicators for effective, the classroom culture is characterized by** • high levels of enthusiasm for the subject by teacher and students; • students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); and • students being encouraged to reflect on their personal learning and growth.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • promotes and organizes school-wide learning opportunities and a culture of learning among all stakeholders; • researches and shares strategies that promote student ownership of learning; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing a culture of learning.
	Notes:	

Domain 2: Creating an Environment for Learning		
Element		**NMTEACH 2D: Managing Classroom Procedures** • **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?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD .* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**A majority of instructional time is lost due to** • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies and materials; and • use of developmentally inappropriate procedures.
	Minimally Effective	**Some instructional time is lost due to** • partially effective classroom routines and procedures that may or may not be developmentally appropriate; • partially effective routines for transition; and • partially effective use of supplies and materials.
	Effective	**Little instructional time is lost because of** • established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; • routines and procedures that are designed to keep students' interest, maximize learning, and assist in transitions; and • implementation of a well-organized system for accessing materials, including supplies and manipulatives.
	Highly Effective	**Almost no instructional time is lost because of** • students' internalization of daily routines; • students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; and • implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • contributes to a culture of student ownership of school-wide operations; • models and assists colleagues and students in creating classroom procedures that are culturally and linguistically responsive and student centered; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing classroom procedures.
	Notes:	

Domain 2: Creating an Environment for Learning

Element

NMTEACH 2E: Managing Student Behavior

- **To what level are student behavior expectations consistently monitored and reinforced?**

***Note**: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.*

***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*

Level of Performance

Ineffective

There is no evidence that standards of conduct have been established as demonstrated by

- lack of a plan for student behavior or classroom management;
- little or no teacher monitoring of student behavior;
- responses to student misbehavior that are repressive or disrespectful of student dignity; and
- lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.

Minimally Effective

There is minimal evidence that standards of conduct have been established as demonstrated by

- some evidence of a student behavior management plan;
- minimal effort to monitor students' behavior;
- inconsistent response to student misbehavior; and
- unsuccessful implementation of the student's FBA/BIP strategies, when applicable.

Effective

The teacher designs standards of conduct that

- are supported by an effective student behavior management plan with students' knowledge of their roles;
- create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation;
- are communicated clearly and modeled to all students; and
- ensure responses to student misbehavior are consistent, respect the students' dignity, are sensitive to cultural differences, and are in accordance to the student's FBA/BIP strategies, when applicable.

Highly Effective

In addition to the indicators for effective, the teacher

- allows student ownership of the plan;
- creates opportunities for students to lead the implementation of the student behavior management plan;
- provides evidence of students' participation in setting conduct standards and monitoring their own behavior;
- monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; and
- responds with sensitivity to individual student needs and according to FBA/BIP, when applicable.

Exemplary

In addition to the indicators for highly effective, the teacher leader

- models and assists colleagues and students in creating school-wide student behavior procedures;
- engages actively in the monitoring of school-wide student behavior;
- models and facilitates positive behavior for stakeholders, including families, colleagues, and community members;
- engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing student behavior that are aligned with school and district goals; and
- monitors student behavior preventively, so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP, when applicable.

Notes:

Domain 3: Teaching for Learning		
Element		**NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development** • **To what level are directions clearly delivered and understandable?** • **To what level is content communicated in a clear, concise manner?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).* ***Note**: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving ELs and Individualized Education Program (IEP) goals, when serving SWD.*
Level of Performance	Ineffective	**The communication and delivery of expectations for learning, directions, procedures, and explanations of content are *not present* or are *unclear* and/or *confusing* to students.**
	Minimally Effective	**The communication and delivery of expectations for learning, directions, procedures, and explanations of content are *limited, vague*, and/or *lack clarity*.**
	Effective	**The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include** • desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; • use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; • instructions and procedures that are consistent and anticipate possible student misconceptions; • content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP goals, as applicable; and • use of opportunities to connect to students' cultural and linguistic background knowledge.
	Highly Effective	**In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include** • strategies for students to interact with each other and offer feedback to peers; • grade-level appropriate, understandable language with scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks; • ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; • intentionally creating connections to students' cultural and linguistic background knowledge; and • opportunities for students to lead and direct lesson components.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • contributes to, and directs, ongoing and consistent communication with all students, staff, and community members; • creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class, while respecting the culture, language, and level of development of the student; and • engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information, and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development.
	Notes:	

Domain 3: Teaching for Learning		
Element		**NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse** • **To what level do all students have an opportunity to answer questions?** • **To what level are questions thought provoking and rigorous?** • **To what degree are questions designed and used to meet individual IEP goals?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	Ineffective	**The teacher's questioning techniques** • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; and • elicit limited student participation and recitation rather than discussion.
	Minimally Effective	**The teacher's questioning techniques** • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; and • do not include a system that allows all students to respond.
	Effective	**The teacher's questioning techniques** • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; and • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.
	Highly Effective	**In addition to the indicators for effective, the teacher's questioning techniques** • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; and • include the use of prompts to support students' responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
	Exemplary	**In addition to the indicators for highly effective, the teacher's questioning techniques** • are shared with colleagues in mentoring and support contexts; and • are shared with parents and community members.
	Notes:	

Domain 3: Teaching for Learning		
Element		**NMTEACH 3C: Engaging Students in Learning** • **To what level are all students engaging in the lesson's activities?** • **To what level are activities sequential and aligned to the daily learning target?** • **To what level are all students required to be intellectually engaged with the course content?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD .* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**Activities, assignments, materials, pacing, and grouping of students are *inappropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *low* student engagement.**
	Minimally Effective	**Activities, assignments, materials, pacing, and grouping of students are *somewhat appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *moderate* student engagement in which** • the teacher does not connect the lesson to prior understanding; • the lesson activities do not align with the desired learning outcomes; • the lesson structure is not fully maintained; and • the pacing is somewhat appropriate for some learners.
	Effective	**Activities, assignments, materials, pacing and grouping of students are *fully appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *good* student engagement in which** • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; and • students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.
	Highly Effective	**In addition to the indicators for effective; activities, assignments, materials, pacing, and grouping of students are *fully appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting *in high intellectual student engagement* in which** • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; and • the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works; and • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning.
	Notes:	

Domain 3: Teaching for Learning		
Element		**NMTEACH 3D: Assessment in Instruction** • **To what level does the teacher determine the understanding and needs of each student during the lesson?** • **To what level are all students aware of how they will demonstrate understanding of the content/lesson?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	Ineffective	**Assessments are *infrequently* used in instruction and** • are rarely monitored by the teacher for student progress or to offer feedback; and • students are rarely informed of assessment criteria.
	Minimally Effective	**Assessments are *occasionally* used to inform instruction and** • provide limited or irrelevant feedback; • students are occasionally informed of assessment criteria; and • are occasionally monitored by the teacher for student progress.
	Effective	**Assessments are *consistently* used to inform instruction and** • contain clear performance criteria that are communicated effectively to students; • align to the learning outcomes; • contain differentiated assessment strategies/instruction; • allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; and • allow the teacher to provide descriptive feedback in a timely manner.
	Highly Effective	**In addition to the indicators for effective, assessments are used in a *sophisticated manner* to drive instruction, and there is a method to** • establish, support, and model the use of assessments as tools for improved learning and communication to students; • engage students in analyzing and evaluating assessment data and information to improve learning; • systematically gather and use assessment data to inform and guide instruction; • ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; • provide feedback that can be used by students in their learning; • support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; • involve students in establishing assessment criteria; • engage students in setting and monitoring targets for learning and academic language development related to the content; and • support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction; and • leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively.
	Notes:	

Domain 3: Teaching for Learning		
Element		**NMTEACH 3E: Demonstrating Flexibility and Responsiveness** • **To what level does the teacher modify instruction within the lesson/class period?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, E Ls, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • disregards students' learning needs; • adheres to the instructional plan, even when a change would maximize learning; and • does not accept responsibility for students' lack of academic progress.
	Minimally Effective	**The teacher** • accepts minimal responsibility for student success; • attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; and • does not use strategies to support diverse learners.
	Effective	**The teacher modifies the instruction within the lesson/class period by** • promoting successful learning of all students; • modifying instruction according to applicable IEPs; • adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; • adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences; and • adjusting the lesson based on periodic checking for understanding and/or formative assessments of all students.
	Highly Effective	**In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by** • seizing opportunities to enhance learning by building on a spontaneous event or student interests; • creating opportunities for student-led instruction, discussion, and/or questioning; • appealing to student interests and making cultural connections to learning outcomes; and • ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.
	Exemplary	**In addition to indicators for highly effective, the teacher leader** • reflects on classroom practice and uses students' participation and responses to pace and adjust lessons during instruction; • enhances students' depth of knowledge through the use of activities and resources that show connections to students' cultures, experiences, and level of development; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating flexibility and responsiveness; and • creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness.
	Notes:	

Domain 4: Professionalism

Element

NMTEACH 4A: Communicating with Families

- **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?**

Note: *Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).*

Note*: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving ELs and Individualized Education Program (IEP) goals when serving SWD.*

Level of Performance

Ineffective

The teacher

- rarely adheres, or does not adhere, to the district's/school's requirements for communicating with families;
- provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students;
- rarely responds, or does not respond, to family concerns; and
- displays occasional insensitivity to cultural norms.

Minimally Effective

The teacher

- minimally adheres to the district's/school's requirements for communicating with families;
- does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress towards goals for all students;
- minimally responds to family concerns; and
- displays inconsistent sensitivity to cultural norms.

Effective

The teacher

- fully adheres to the district's/school's requirements for communicating with families;
- conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications;
- communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families;
- is available, as needed, to respond to family concerns; and
- uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting SWD and uses the student's home language or a translator when possible.

Highly Effective

In addition to the indicators for effective, the teacher

- goes beyond the district's/school's requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELL Parent Report, as applicable;
- clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD, using specific examples of student progress based on data in parent-friendly language, as applicable; and
- responds to family concerns with professionalism and cultural sensitivity.

Exemplary

In addition to the indicators for highly effective, the teacher leader

- works with school and/or district leadership to create a family-friendly school climate and student-/community-centered policies;
- participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations;
- assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and
- engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families.

Notes:

Domain 4: Professionalism

Element

NMTEACH 4B: Participating in a Professional Community

- **How willing and committed is the teacher to participate in the professional community?**
- **How collegial and productive are the teacher's relationships with her/his colleagues?**

***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.*

***Note:** Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*

Level of Performance

Ineffective

The teacher
- avoids participation in a professional community or in school and district events and projects; and
- demonstrates relationships with colleagues which are negative and/or unprofessional.

Minimally Effective

The teacher
- participates minimally in a professional community and in school and district events and projects when specifically requested;
- maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students; and
- interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.

Effective

The teacher
- participates actively in a professional community and in school and district events and projects;
- maintains positive and productive relationships with colleagues;
- provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.);
- consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and about instructional strategies for culturally and linguistically diverse students, as applicable; and
- participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.

Highly Effective

In addition to the indicators for effective, the teacher
- makes a substantial contribution to the professional community and in school and district events and projects;
- shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives and strategies for sheltering academic language and research-based strategies that address student learning; and
- works with other teachers to monitor IEP objectives addressed in the regular classroom.

Exemplary

In addition to the indicators for highly effective, the teacher leader
- actively engages in ongoing research, leads study groups or professional development, and identifies effective practices for school and/or district implementation;
- engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for participating effectively in a professional community; and
- actively promotes positive and productive interactions between colleagues and within the school community.

Notes:

Domain 4: Professionalism		
Element		**NMTEACH 4C: Reflecting on Teaching** • **How detailed, accurate, and thoughtful is the teacher's reflection on her/his instructional practices?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL students and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • rarely or never accurately assesses the effectiveness of his/her instructional practices; • lacks an awareness of how instructional practices can be improved; and • rarely or never uses data to reflect on his/her instructional practices.
	Minimally Effective	**The teacher** • provides a partially accurate and objective description of instructional practices with some evidence; • makes general, non-specific suggestions as to how instructional practices might be improved; and • occasionally uses data to inform and modify instructional practices.
	Effective	**The teacher** • provides an accurate and objective description of instructional practices with specific evidence, such as progress monitoring within evidence-based specialized instruction; and • provides specific suggestions as to how instructional practices might be improved, based on students' progress and use of assessment data.
	Highly Effective	**In addition to the indicators for effective, the teacher** • consistently reflects on instructional practices thoughtfully and accurately with specific evidence, such as progress monitoring within evidence-based specialized instruction; • draws from an extensive repertoire of instructional practices in support of all students; • suggests alternative instructional practices and predicts the likely success of each; and • uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • collaborates with colleagues to reflect on, and apply, the necessary modifications for instructional practices that address the academic and linguistic needs of all students; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for effective instructional practices; and • explains to students, parents, and colleagues how and why assessment data is used to inform and direct instructional practices.
	Notes:	

Domain 4: Professionalism		
Element		**NMTEACH 4D: Demonstrating Professionalism** • **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?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • displays a lack of professionalism based on self-serving interests; • instigates or contributes to practices that are negative and/or harmful to students or colleagues; • rarely complies, or fails to comply, with district/school regulations and timelines; and • contributes to school practices that do not support all students and the goals and mission of the learning community.
	Minimally Effective	**The teacher** • displays minimal professionalism by making decisions and recommendations based on the needs of some students; • condones or supports practices that are negative and/or harmful to students or colleagues; • minimally complies with district/school regulations and timelines; and • occasionally contributes to school practices that do not support all students and the goals and mission of the learning community.
	Effective	**The teacher** • displays a high level of professionalism by making decisions and recommendations based on the needs of all students; • promotes a positive working/learning environment for students, colleagues, and community members; • demonstrates knowledge of applicable laws, policies, regulations, and procedures related to all students; • consistently follows district/school regulations and timelines and maintains accurate documentation; • promotes a safe environment when monitoring students and activities; • works to achieve equitable learning and achievement outcomes for all students; and • contributes to school practices that support all students and the goals and mission of the learning community.
	Highly Effective	**In addition to the indicators for effective, the teacher** • assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community; • works with colleagues to create activities promoting a positive school environment; • assists in designing school practices that honor all students and the goals and mission of the learning community; and • models advocacy for, and instructs, all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students; • demonstrates and shares extensive current knowledge of applicable laws, policies, regulations, and procedures; • creates systems to promote a culture of professionalism that supports the school community; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies that demonstrate professionalism in the school community.
	Notes:	

Domain 4: Professionalism		
Element		**NMTEACH 4E: Growing and Developing Professionally** • **To what level does the teacher seek out, implement, and share professional learning?** • **How well does the teacher utilize feedback?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • rarely participates, or does not participate, in professional development activities; • makes no effort to share knowledge with colleagues; and • demonstrates resistance to feedback from supervisors and/or colleagues.
	Minimally Effective	**The teacher** • participates minimally in professional development activities that are convenient and/or are required; • makes limited attempts to share knowledge with colleagues; and • accepts feedback from supervisors and colleagues with some reluctance and/or resistance.
	Effective	**The teacher** • accepts opportunities for professional growth, based on identified areas in need of improvement; • implements evidence-based strategies learned in professional development sessions; • actively reads and applies current research in areas of greatest impact for all students; and • accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction.
	Highly Effective	**In addition to the indicators for effective, the teacher** • actively pursues professional development opportunities; • initiates activities to share expertise with others, including evidence-based instruction; • seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, ELs, special education, and bilingual education, as applicable, in order to make instruction accessible and understandable for all students; and • expands on feedback from supervisors/colleagues and uses it to directly improve instruction.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • designs and leads professional development for the school community; • provides feedback to colleagues and supervisors in a positive, constructive manner; and • creates opportunities to engage and mentor colleagues by sharing knowledge, information, and strategies that support all students to become proficient in the academic language and content knowledge to be learned.
	Notes:	

Domain 4: Professionalism		
Element		**NMTEACH 4F: Maintaining Accurate Records** • **How efficient and accurate are the teacher's record-keeping systems?** ***Note**: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.* ***Note**: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.*
Level of Performance	**Ineffective**	**The teacher** • does not have a record-keeping system in place for instructional and non-instructional records; or • has a system in place, but it is in disarray and therefore, non-functional; and • maintains records containing inaccurate information.
	Minimally Effective	**The teacher** • has a rudimentary and partially complete record-keeping system for instructional and non-instructional records; and • maintains records that are mostly accurate, but not up-to-date.
	Effective	**The teacher** • maintains an efficient system for both instructional and non-instructional records, including reports, and/or status of current IEP objectives, as applicable; • ensures information from records is accurate and up-to-date, including academic and language proficiency-level data, when supporting culturally and linguistically diverse students; • develops and monitors IEP objectives that correspond with present levels of student performance, as applicable, and allows for continuous student progress; • ensures that the grading, assessment practices, and record-keeping systems are effective in serving academic and language learning goals; • assists with pre-referral and referral timelines, as applicable; and • stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs.
	Highly Effective	**In addition to the indicators for effective, the teacher** • supports students to efficiently maintain personal instructional and non-instructional records; • maintains accurate and up-to-date records that are used constructively by students and teachers; • supports the ability of students to contribute information and interpret their own instructional records; • shares language development and IEP objectives and goals clearly with all stakeholders, as applicable; and • provides and shares accurate documentation to support student progress towards goals with stakeholders.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • establishes systems for record keeping that are recognized by the school community as efficient and are used as a model for teachers; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an efficient system of maintaining accurate instructional and non-instructional records.
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THE MAIN IDEA
current education book summaries

File: Teaching & Classroom Management

The First Days of School: How to Be an Effective Teacher

By Harry K. Wong and Rosemary T. Wong (Harry K. Wong Publications, Inc., 2004)

S.O.S. (A Summary Of the Summary)

The main ideas of the book are:

- In order to maximize learning, teachers need to organize their classrooms and themselves for success.
- Successful teachers have positive expectations of their students, strong classroom management skills, and know how to teach for lesson mastery.

Why I chose this book:

Regardless of the powerful lessons teachers have planned, students will learn nothing if the class is not managed well. Teachers, especially newer teachers, want help with classroom management more than any other topic. Because of this, the unit on classroom management (Unit C) may be the most important section of the book for many people.

Also, this book contains ideas that are based on fundamental tried-and-true practices that effective teachers use. This book has sold over 3 million copies (rare for an education book!), so clearly, many people have found the suggestions to be useful.

The suggestions provided in the book are very concrete with loads of examples, and they are presented in a user-friendly manner. The focus is on preparation and preventing misbehavior, but it is also realistic and shows you what to do when students do misbehave or break a rule. Note that this book is useful for beginning teachers, more experienced teachers seeking solutions to problems in the classroom, and administrators who are supporting teachers.

Special This Month! THE MAIN IDEA has created TWO 60 MINUTE CLASSROOM MANAGEMENT WORKSHOPS you can use with your teachers. Email Jenn if you want these materials.

The Scoop (In this summary you will learn…)

√ *Just why the first few days of the school year are so important for teacher success (the whole summary)*

√ *How following small tips – such as smiling and using a student's name – conveys positive expectations (p.2)*

√ *The key components of an effective classroom management plan. This section includes sample rules, consequences, and reward systems teachers can use to adapt to their needs (pp.3-7)*

√ *An effective 7 step approach to handling a student's misbehavior that any teacher can learn (p.5)*

√ *The* real *reason students misbehave – that the teacher did not define and teach the procedures for the class. This section includes the 5 most important procedures every teacher should use (like how to quiet a class in 3 seconds) (pp.6-7)*

√ *How to make classroom management more effective in your school by bringing your teachers through a workshop to prepare them for the first days of school (Email Jenn for two 60 minute workshop plans and see p.7)*

√ *How to maximize academic learning time by making sure that the students (not the teacher) are doing the work! (pp.8-10)*

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UNIT A: BASIC UNDERSTANDINGS OF EFFECTIVE TEACHING

The First Days Are Critical

The central concept emphasized throughout this unit is that, "What you do on the first days of school will determine your success or failure for the rest of the school year. You will either win or lose your class on the first days of school." (p.3) The teacher's actions on those first few days of school are so crucial that they will determine whether it is a successful classroom for the *rest of the year*.

Unfortunately, very few teachers receive training on what to do during those first few days. It is key that they begin with classroom management procedures and establish consistency. Effective teachers need to spend the first two weeks establishing good control of the class. Control does not mean using threats, rather it means that you know:

1) what you are doing 2) your classroom procedures 3) your professional responsibilities

Unit C will be the section that best prepares teachers for the beginning of the school year. Teachers are hired not to teach people what they don't already know, but to teach people behaviors they don't currently practice. Teachers with this approach will have students who are not tardy, do their homework, and study for tests. When teachers understand that they were hired less to teach history and more to influence lives, they can better affect the attitude and behavior of a student.

Learn to Teach for Mastery

The goal of the book is to help teachers develop mastery in their teaching. However, most teachers go through several stages of teaching and often do not get beyond the stage of Survival:

1. Fantasy
2. Survival
3. Mastery
4. Impact

However, because teaching is a highly skilled craft, there is no reason more teachers can't get to stage 3. The book outlines the three characteristics of an effective teacher that are needed to get to this third level, and describes how to develop each area in the next three units.

THREE CHARACTERISTICS OF AN EFFECTIVE TEACHER		
Positive Expectations (Unit B)	Classroom Management (Unit C)	Lesson Mastery (Unit D)

To begin to move toward the goal of teaching for mastery, below are two important foundations to follow:

Learn from Other Teachers

Many teachers start the job and are clueless about what to do at the beginning. In addition, they may feel isolated, vulnerable, and afraid to ask questions. These teachers may not have been well prepared by teacher education programs or student teaching, and yet they are expected to perform all of the tasks of a veteran teacher immediately. Most teachers learn the bulk of what they know on the job – and an induction program can help (see The Main Idea's April summary, *Ready for Anything: Supporting New Teachers for Success*). Also, new teachers need to learn that their colleagues are their best resource. The secret to success is to "beg, borrow, and steal." The most successful teachers walk into the classrooms of effective teachers, work cooperatively and learn from colleagues, and seek out a mentor.

THE MAIN IDEA's Professional Development Suggestion

If you want your newer teachers to learn from your veterans, you need to help the newer teachers feel more comfortable approaching veterans. Before a first day meeting with new teachers, send a note to your veteran teachers that you would like to demonstrate the benefits of having your new teachers, "Beg, borrow, and steal." Ask them to write down one thing they do well in the classroom that they would be willing to share with new teachers. Then have the veterans come to a new teacher meeting and give a 1 minute overview of what they have to share. This will make the newer teachers more comfortable approaching them throughout the year, plus the veteran teachers will enjoy sharing their strengths.

Use Research-Based Practices

Rather than teach the way you were taught, or following the latest fads, effective teachers use practices that are used by thousands of other teachers and which are research-based, such as those practices introduced in this book. Examples of practices that are based on research are:

→ Wait time increases achievement. Research shows that when asking a question, rather than giving students the usual 1 second to respond, giving them 3-7 seconds, along with a higher-order question, leads to an increase in science achievement.

→ Research shows that comprehension and vocabulary are enhanced with an increase in time spent on reading.

1 (*The First Days of School*, Harry K. Wong Publications, Inc.)

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UNIT B: FIRST CHARACTERISTIC – Positive Expectations

Main ideas of the UNIT: This unit is about the ways teacher affect and behavior can contribute to student success.

The Importance of Positive Expectations

Positive expectations are different from high standards. Positive expectations mean believing that your students can learn and acting in a way that shows you believe what you do with your students will result in achievement. This is based on research that shows students will learn what the teacher expects of them. If the teacher does not believe in the students, they will perform poorly. On the other hand, having high expectations will greatly influence the achievement of your students.

Classic Research About Expectations

In a classic research experiment conducted in the 1960s, a group of teachers were told that based on a pretest, their students were "bloomers" and to expect greater intellectual growth from them. The students, however, were chosen at random. When the students were tested at the end of the year, they showed a significant gain in their intellectual growth, far greater than their growth in subsequent years when they weren't designated "special."

Schools that emphasize these positive expectations often post inspirational posters throughout the school. Below are a few examples:

"Whether you think you can or think you can't – you are right." Henry Ford
"I do the very best I know how, the very best I can, and I mean to keep on doing so until the end." Abraham Lincoln
"Success is the maximum utilization of the ability that you have." Zig Ziglar

THE MAIN IDEA's Professional Development Suggestion

Early in the year have your teachers each think back to a teacher or family member that had positive expectations of them. Ask them to write about what those positive expectations looked like and how it impacted their lives. Have teachers share their memories to both begin to help your teachers get to know each other (if they are new) and also to reinforce the power of positive expectations.

It is important to start conveying these positive expectations from day one. It is the *first day* of school that is more important than graduation day. Schools should celebrate the first day as part of an annual tradition. The message of this celebration should be that school is not a place, but rather a concept which conveys that students are welcome and invited to learn in a supportive environment.

THEMAIN IDEA's Professional Development Suggestion

Before the opening of school, have your teachers brainstorm a First Day Celebration that can be the beginning of an annual tradition. The goal is to communicate positive expectations to students, and also to bring in families as partners in their children's education.

Conveying Positive Expectations Through Dress

The first things students see when they enter the door are the clothes and the smile that the teacher wears. Teachers should dress better than their students do because it is better to make their dress work for them than against them. Effective teachers dress appropriately to model success. Students learn what is appropriate by looking at role models. Teachers dress for four effects: respect, credibility, acceptance, and authority. Even research shows the clothing teachers wear affects the work, attitude, and discipline of students.

How to Invite Students to Learn

Effective teachers invite their students and colleagues to learn together. The concept of *invitational education* was coined by William W. Purkey in 1978. An invitation makes a person feel responsible, able, and valuable. Conversely, a disinvitation tells people they are irresponsible, incapable, and worthless. Inviting comments are: "If you try this, you'll be sensational." "You can do better than this; let me show you how." "Please tell me about it." Disinviting comments include: "You never do your homework." "If you don't want to learn, that's your problem." "I was hired to teach history, not do these other things." Effective teachers have the power and the ability to maintain a consistently inviting stance in the classroom. This provides a daily message to students that, "You are important to me as a person." Using positive expectations together with invitational education can make you a very powerful and effective teacher.

THEMAIN IDEA's Professional Development Suggestion

Brainstorm with a colleague 5 ways you can make your approach to students more inviting. For example, create a mailbox in the classroom and invite students to communicate with you. In the book, one principal keeps a "VIP book" in her office and teachers send students to enter their names when they distinguish themselves. Each morning the new VIP names are read on the announcements.

Five More Tips to Improve Teacher Affect

How people behave affects the results they get. Effective teachers are caring, warm, lovable people. There are five behaviors that help them achieve success:

1. **Name** – When you address a student, use his/her name. This shows you care enough to know who the student is.
2. **Please** – Kindness begins with the word *please*. Repeatedly use this word, even in worksheets and assignments.
3. **Thank You** – Saying "thank you" acknowledges someone did something for you. Use it with a student's name. It is also good for transitions to the next task, request, or lesson.
4. **Smile** – This is the most effective way to create a warm climate, disarm someone who is upset, and to convey that you are here to help. For maximum effect, when you use a student's name, say "please" and "thank you," also smile.
5. **Love** – Effective teachers are the caring ones. Years later students remember their most significant teachers as those who really cared about them. Teachers cannot get a student to learn unless that student knows the teacher cares.

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UNIT C: SECOND CHARACTERISTIC -- Classroom Management

Main ideas of the UNIT: This is possibly the most important unit in the book. How successfully teachers manage their classrooms determines how well students learn. Unit C helps teachers develop the necessary classroom management skills. ***Email Jenn if you want two 60 minute PD workshops on classroom management.

The authors write, "Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms." (p.83)

THEMAIN IDEA's Professional Development Suggestion

To introduce a workshop on classroom management, write this quotation on a blackboard and have teachers think about what this means. Give them time to discuss this in pairs or write on their own before opening up a larger discussion.

Managing a classroom may be the most essential factor in determining student success. In the same way that someone who knows how to cook a good steak doesn't necessarily make a successful restaurateur, having a degree in English does not make someone successful in the classroom. Teachers need to learn to create a *well-managed* classroom to be successful. The converse is also true – teachers who are inadequate in classroom management skills are probably not going to accomplish much with their students. Nothing leads to chaos more than students suspecting their teacher is not prepared. Above all, during the first week of school the teacher needs to be prepared with procedures and routines that are consistent and predictable. Students must know how the classroom is structured and organized. Students must know what to do if they break a pencil point, arrive late, etc. No one should be yelling instructions.

What is Classroom Management? – A definition

It is everything a teacher does to organize students, space, time, and materials to maximize student learning.

Prevention by Preparation "All battles are won before they are fought." -- Sun Tzu

This unit emphasizes preparation and preventing misbehavior. Too many teachers are not prepared and when problems arise, they discipline students. These are classrooms that are unmanaged. If you don't structure your classroom the way you want it, the students will structure it for you. Teachers who are prepared maximize student learning by minimizing student misbehavior before it occurs.

THEMAIN IDEA's Professional Development Suggestion

After discussing the quote at the top of this section, ask teachers to think about the following: What would a classroom that is WELL-MANAGED look like? Ask them to write what they would find in such a classroom. The book includes the following attributes to add to the discussion: 1) Students are deeply involved with academic work; 2) Students know what is expected of them and are generally successful; 3) There is relatively little wasted time or disruption; 4) The climate is work-oriented but relaxed and pleasant.

Preventing misbehavior starts with a teacher's preparation. This means teachers must be prepared in the following ways:

The Work is Ready – This will be discussed in Unit D: Lesson Design
The Room is Ready – This falls under Unit C: Classroom Management
The Teacher is Ready – This was discussed in Units A and B about basic understandings and positive expectations

When students arrive on the first day, there are several things they want to know:

Am I in the right room?	*Where am I supposed to sit?*	*What are the rules in this classroom?*
What will I be doing this year?	*How will I be graded?*	*Will the teacher treat me as a human being?*
Who is the teacher as a person?		

Students are less likely to be confrontational when they feel welcome and at ease and when they have the answers to their questions above. When students walk into the classroom for the first time, stand at the door with a big smile and a handshake, the way you would greet a guest in your home. Avoid confusion by doing everything possible to make sure students know where to go and what to do. Post your name and room number on the door, place cards with student names on the desks. Some teachers are unsure about assigning seats – you will have a much more effective class if you assign students to their seats. Also, have a first assignment ready for students to complete. Choose an assignment that is short and leads to success. Tell your students to work on it immediately. You will increase the likelihood of starting your year successfully if you have:

1. Your room ready 2. Yourself at the door 3. Assigned seats 4. The first assignment ready

Prepare the Room

Remember the goal is to create a climate of work. The first week should focus on large group instruction and student procedures. It is far better to spend time on classroom management than overarranging or overdecorating a classroom. A few tips to help teachers prepare their rooms (for much more detailed tips, see pp. 94-100):

→ Begin the year with rows or some other arrangement in which all chairs face forward so student eyes are on the teacher.
→ Keep high-traffic areas clear.
→ Use trays, boxes, coffee cans, etc. to store student materials and make sure these are accessible.
→ Set up bulletin boards for student work, your discipline plan, procedures, schedules, assignments, and the topic of the current unit.
→ Set up your own teacher area close to students – the closer you are, the fewer discipline problems you'll have.

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Prepare letters or visits to the home
To help your students feel welcome and to answer some of the questions in the box above, consider sending two letters home – one to parents and one to students – with a welcome, information, and an introduction of yourself. If it is appropriate, consider visiting the home of each student before school begins.

Prepare to teach beginning procedures
It is important to begin teaching procedures and routines the *moment* you greet students at the door. It is a mistake to let any misbehavior go unaddressed thinking you will have time to deal with it later. For example, if a student enters inappropriately ask him or her to return to the door (not to leave the room – that's too negative an action for the first day), calmly and firmly explain why, and give the student directions for correctly entering the room. Avoid remarks like, "You walk in properly, understand?" or "We walk into this room like ladies and gentleman." Instead, try, "Todd, please come back to the door: I am sorry, but that is not the way you enter our classroom. You were noisy, you did not go to your seat, and you pushed Ann. When you enter, walk in quietly, go directly to your seat, and get to work immediately. Are there any questions? Thank you, Todd. Now show me you can go to your seat properly." If you do not begin to teach your own procedures, students will develop their own habits. If you do not insure that students follow through with your expectations, they will be arguing and grumbling over your requests for the rest of the year!

Prepare your important first words and how you will introduce yourself
Students want to know who you are and if you will treat them as a person (see the student questions on p.3). Your first words to them are very important. At the outset of the class, make sure to state your name and expectations and try to allay any fears they might have of being in your class. Many effective teachers rely on a script for their first day. Football coaches script their first 15 to 20 plays. Pilots never just "wing it." This does not mean you need to write out every word; you just need a plan for what you will say.

In thinking about your first words to the class, make sure you stand up when you address the class, and speak in short, clear, sentences. Effective teachers do not speak loudly. When you speak softly, the class listens carefully. Save your loud voice for those occasions that require it and it will have a much greater impact. Also, learn to use nonverbal language (a smile, a stare, a raised eyebrow) to help minimize disruptions.

Prepare for your first assignment
When class starts, your first priority is to get students to work, not to take roll. Make sure students have an assignment, know where to find it, and know why they are to do it. Shirley Hord of the Texas Education Agency found that 3 to 17 minutes are wasted at the beginning of each class period. To cut down on this waste, teach students to become responsible. To do this, teachers need to create a *predictable* environment. Post assignments in the same place every day and cut down on wasted time that comes from confusion. Many teachers create a routine for students to follow when they enter the room which involves completing an initial assignment. There is an example of a procedure to start the period or the day with an assignment on p. 7 of the summary.

Discipline with a Plan
Of all of the preparations for a successful start to the year, it is most important to teach about discipline and procedures during the first week. These topics should take precedence over lessons. Ineffective teachers are so eager to present lessons that when disruptions occur, they end up disciplining without a plan. You need to *plan* how you will handle discipline or you will fail. Read the sections on discipline and procedures in one sitting because needing to discipline will depend on how well you implement your procedures.

Keep in mind that there is no *one* discipline plan that works for everyone. Effective teachers may even have different discipline plans for two different kinds of classes. Also, as you become more proficient you will probably move from one kind of plan (in which the teacher is more in charge) to another (one in which the teacher and students jointly set limits).

First create and introduce the rules
The first step in creating an effective discipline plan is to create the rules. Teachers who create rules are not ogres. Rather, rules help communicate your expectations for student behavior, create a work-oriented atmosphere, and help you maintain a safe and effective learning environment. Students like to have a sense of security and know the boundaries. They much prefer to know the rules and consequences ahead of time instead of falling victim to arbitrary rules that the ineffective teacher comes up with as a reaction to a problem. Furthermore, any discipline plan will be much more effective if there is a consistent school-wide discipline plan. This plan should be posted everywhere – in each room, the bus, the cafeteria, offices, hall, and in the gym. This does not mean that everyone needs to have the same rules, but that there are basic understandings that everyone works together to apply with consistency.

There are two kinds of rules: general rules and specific rules. General rules encompass a wider range of behaviors, such as: *Respect others. Behave in the library.* Specific rules include: *Be in class on time. Keep your hands, feet, and objects to yourself. Do not use offensive language.* General rules are more successful for veteran teachers. However, for the newer teacher, specific rules more clearly state student expectations. You can always move to the more general during the year. Make sure you refrain from including academic behavior. Also, because people have a hard time remembering more than five items at a time, limit the number of rules you have to five. On the next page are some examples:

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Specific Rules for Elementary Grades	Specific Rules for High School
1. Wait for directions with no talking.	1. Be in your seat when the bell rings.
2. Eyes front when the teacher is talking.	2. Bring all books and materials to class.
3. Change tasks quickly and quietly.	3. No personal grooming during class time.
4. Complete the morning routine.	4. Sit in your assigned seat daily.
5. Report directly to the assigned area.	5. Follow directions the first time they are given.

In order to make your rules effective, it is important to: carefully plan your rules, write them out, post them in your classroom next to a list of consequences, make a copy for students, and only introduce the rules after you have welcomed the class and introduced yourself. There is some sample language you can use to introduce your rules on pp.147-148, but what is important is to explain that the rules are for students so they can feel safe and learn.

Consequences and Rewards

Rules are most effective when there are consequences. This is difficult for the responsible adult to accept, but some students know they can break certain rules because consistently, nothing happens when they do. Imagine this typical setting that occurs when a teacher does not enforce rules: additional students continue to violate rules when they see others violating rules.

A teacher is in the middle of speaking and while she is speaking:

→ *Student A goes to the pencil sharpener without permission.*
→ *Student B walks to another student to borrow a pencil.*
→ *Student C abruptly asks the teacher a question not related to the topic.*
→ *Student D leans over to say something to Student E.*
→ *And students F to Z come up with their own chaos.*

Every action results in a consequence, and those consequences aren't necessarily punishments. If you overeat or park in a no-parking zone there's one kind of consequence and if you save money or show kindness, there is another kind. A consequence is the result of a person's chosen action. Whether a consequence is positive (rewards) or negative (penalties) all has to do with choice. Below is an example of one teacher's system of consequences:

IF YOU CHOOSE TO BREAK A RULE

1st TIME:	Name on board. Warning.
2nd TIME:	One check next to your name (Ex. Dana √). 15 minutes after school on Thursday. (In secondary school – erase the names once a week, for elementary school, erase the names at the end of each day.)
3rd TIME:	Two checks next to your name. 30 minutes after school on Thursday.
4th TIME:	Three checks next to your name. 45 minutes after school on Thursday. Action Plan completed. Parents called.
5th TIME:	Four checks. 60 minutes after school on Thursday, referral written, and student sent to the office.
SEVERE DISRUPTION:	Student sent immediately to the office.

It is crucial *not* to interrupt instruction when giving out a consequence. That is why the method above is so effective – you can place a check mark by a student's name on the board *while* you continue to teach. Another version of this is to use a transparency for student names (if you are a floating teacher), or, to do something less embarrassing, hand students yellow cards for breaking rules.

WHY ARE YOU PICKING ON ME?

What do you say to the following commonly asked questions: *Why are you picking on me? What did I do? Everyone else is doing it, why look at me?*
For every time you hear one of the above questions, stand in front of a mirror and practice saying the following in a calm and automatic manner:
Because you chose to break rule number X.
Do not argue, do not ask the student if s/he is questioning your authority, do not yell or raise your voice. Calmly repeat the same thing every time, *Because you chose to break rule number X.* After a few days no one will ask these three questions because they will know exactly what you will say.

DISCIPLINE WITH YOUR BODY, NOT YOUR MOUTH

An effective teacher knows how to get a student calmly back on track. When a rule is broken:
1. EXCUSE yourself from what you are doing.
2. CALMLY approach the student with a businesslike look while taking a relaxing breath.
3. FACE the student directly and calmly wait for a response.
4. WHISPER the student's first name if there is no response and ask the student to "please" do what you want the student to do. Say, "Thank you."
5. RELAX and WAIT if the student does not get to work. Repeat Step 4 if necessary.
6. KEEP QUIET if backtalk occurs. Remember, "It takes one fool to talk back. It takes two fools to make a conversation out of it."
7. SAY "THANK YOU" and SMILE when the student responds with the appropriate behavior.

Remember that ruining your composure will not improve your classroom management.

From Fred Jones, *Tools for Teaching*

Getting parental support

Your discipline plan will be more effective if you get parental support. You can give parents a copy of the discipline plan (the list of your five rules, the consequences ('If You Choose to Break a Rule'), the rewards you will provide, and a space for the parent, student, and teacher to sign). Note on the discipline plan that you will call home during one of the consequences (see the 4th TIME in the box above). When the student gets to this level, give the student an 'Action Plan' sheet and work with that student to problem solve. This sheet should have three simple questions: 1) What's the problem? 2) What's causing the problem? List the factors. 3) What plan will you use to solve the problem? This helps the student take responsibility for the plan. It is far better to teach this type of problem solving and responsibility taking than to yell, scream, and flunk the student. Tell the student you will call home to discuss this action

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plan. When you do call, explain in a friendly yet businesslike manner that you would like to enlist the parent's help to encourage the student to follow through on this plan. Stick to discussing behaviors, not the person.

Positive consequences

In addition to penalties, consequences also can be positive. This does not mean we need to bribe our students with endless supplies of stickers and candy. Instead, one of the authors worked for years with just one reward: 30 minutes of free work time on Friday.

Examples of Rewards

Daily: Sunshine notes, Table Points, Praise
Weekly: Class free-time (no detentions issued) or positive notes home
Monthly: video, field trip or activity (80% or higher citizenship)
Marking period: Ice cream party (100% citizenship)
Semester: 6th Grade Reward party (no office referrals or bus slips)

A reward system should be posted and visible. Indicate both the time factor and how students earn rewards. One way to earn rewards, on a class basis, is to put tally marks when you catch students following directions and then set a number of tally marks to be earned for the reward. This also works with marbles in a jar.

On a more individual basis, one idea is to have students apply for the job of "self-manager" which is a job with a list of criteria for what behaviors represent those of a self-manager. Those students who get the job receive certain privileges, but they also must do regular self-assessments to make sure they still qualify for the job. Details of this plan can be found on p.163. Other examples of reward systems can be found at: www.education-world.com/1_curr/curr301.shtml.

Classroom Procedures

It is important to note that the number one problem in the classroom is not discipline; it is the lack of procedures and routines. Your effectiveness in the classroom will come from establishing and maintaining procedures and routines, not from how well you discipline your students. For this reason, this is the most important chapter in the book. It will determine whether you will succeed or fail and whether or not you will leave happy and successful at the end of the day. Most behavior problems occur because of the following:

1. The teacher did not think out what should happen in the classroom.
2. The students were never trained to follow the procedures.
3. The teacher spends no time managing the classroom.

Discipline is just a small part of classroom management. A much larger part are the procedures that outline how things are to be done. Having good procedures accomplishes the following:

→ They allow many different activities to take place efficiently throughout the day with a minimum of wasted time.
→ They increase on-task time and reduce disruptions.
→ They tell students how things operate and this reduces discipline problems because students are less likely to act up in frustration trying to figure out what the teacher wants.

Teachers need to create a procedure every time they want something done. There are many procedures that teachers can establish so their classrooms will run efficiently. Classroom procedures answer questions such as: Where to find the assignment, what to do when you finish your work early, how to get missed work when you are absent, etc. Note, there are dozens of procedures teachers can implement, but they should just introduce a few that are necessary for a smooth beginning of class in the first few days of school.

Also, many teachers assume if they simply *tell* their students how to do things, that the students will learn the necessary procedures. Many teachers fail to *teach* students how to follow procedures. They need to do the following so that procedures become routine:

THE THREE STEPS TO TEACHING PROCEDURES

1. Explain: State, explain, model, and demonstrate the procedure. Post it in the classroom, too.
2. Rehearse: Rehearse and practice the procedure under teacher supervision. This takes more than one day.
3. Reinforce: Reteach, rehearse, practice, and reinforce the procedure– if done every day, it should become automatic by the end of the 4th day.
Continue to praise students if a procedure is done correctly and reteach the correct procedure if rehearsal is unacceptable giving corrective feedback.

Below are some key procedures to teach:

Five Necessary Procedures All Teacher Should Have

Procedure for the start of the period or the day
Procedure to quiet a class
Procedure for students seeking help
Procedure for the movement of students and papers
Procedure for dismissal at the end of the day or period

Below are explanations for how to go through the three steps (explain, rehearse, reinforce) to teach a few of the above procedures.

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PROCEDURE TO QUIET A CLASS

Step 1 Explain: *Class, I have a procedure for when I want your undivided attention. I will stand here with my hand up or I will tap a bell if you are working in a group. When you see (or hear) this, the procedure is: 1. Freeze. 2. Turn and keep your eyes on me. 3. Be ready for instruction. Let me repeat this… Byron, please tell me the procedure when you see my hand raised.* Repeat this with a few other students.

Step 2 Rehearse: *Good, let's rehearse. Look at the person next to you and take 2 minutes to introduce yourself.* At the end of this time, raise your hand or ring the bell (or practice both). Do not say a word as you will do for the rest of the year. Be patient and wait for the class to complete the three steps. Do not give up and remember to compliment them when the students give you their undivided attention. Next rehearse the procedure with students scattered all over the classroom.

Step 3 Reinforce: *Thank you, that was the correct procedure when you see my hand. Please do the same thing each time.*

PROCEDURE FOR DISMISSAL AT THE END OF THE DAY OR PERIOD

Step 1 Explain: *Students, there is a procedure at the end of the day. Remain at your seats until I dismiss the class; the bell does not dismiss the class, the teacher dismisses the class. Thank you.*
Explain specifically how clean you want the desks and what to do with the chairs or other equipment. Make sure to show and demonstrate this procedure. Then have several students demonstrate the procedure and praise them.

Step 2 Rehearse: On the first day of school, remind the students a few seconds before the bell rings of what the procedure is. This will diminish the likelihood of having to correct the class. If you do need to correct anyone, calmly say, "No, no, no, Tom, Joel, Anne, please return to your desks." You do not need to say, "What did I say the procedure was?"

Step 3 Reinforce: Every time a procedure needs to be corrected, *remind* the class of the procedure (*I would like to remind you of the procedure at the end of the period…)* and then have them *experience* the procedure again.

Below are some tips for some of the other necessary procedures.

PROCEDURE FOR THE START OF THE PERIOD OR THE DAY

An effective teacher always has an assignment ready for when students arrive. Below is an example of a procedure one teacher uses:

One teacher starts class with a "Constitution minute" (CM) – transcripts from NBC radio that were broadcast during the bicentennial of the US Constitution. A few weeks before: students are given copies of their transcript and a date by which they must memorize it and present it to the class. Expectations for speaking and listening are discussed. On the day of the delivery: The presenter goes to the front of the room to deliver a CM, the rest of the class listens and takes notes. In a minute it's over and the class checks the board for the next assignment. During this, the teacher sits in the back, grades the presentation, and takes roll. The students are quiet and know what is expected of them. Within two minutes the class is ready and the teacher hasn't said a thing. (from Arthur H. Kavanaugh, Ambler, Pennsylvania)

PROCEDURE FOR STUDENTS SEEKING HELP

Hand raising when students need your attention is not effective. For example, if one student raises her hand and you say, "Pam," the whole class stops to look at you and Pam. Pam says, "May I sharpen my pencil?" You say yes or no and then the whole class goes back to work. Every time you speak, you interrupt the class. Instead, use procedures that do not interrupt the work of the class. For example, have students raise a different number of fingers depending on their request and post a chart they can follow:

To Get the Teacher's Attention, Raise—

One Finger: "I wish to speak." Two Fingers: "I wish to leave my seat." Three Fingers: "I need your help."

Other ideas that will not disturb the class include:

→ Create toilet tissue tubes with red construction paper on one side and green on the other. When a student wants your attention, s/he turns the tube so the red end is up and *continues to work*.

→ Tape string to a Styrofoam cup and tape the other end of the string to the top of the desk. Leave the cup dangling until the student wants the teacher's attention; then s/he places the cup on the top of the desk and *continues to work.*

Overall, procedures exist to set up the class for success to take place. Introduce them early in the year. Below is a list of procedures.

Entering the classroom	Getting to work immediately	When you are tardy	End-of-period class dismissal
Participating in discussions	When you need materials	Keeping your desk orderly	Listening to and responding to questions
Coming to attention	When you are absent	Working cooperatively	Indicating whether you understand
Changing groups	Keeping your notebook	Going to the office	When you need help or conferencing
Passing in papers	Keeping a progress report	Exchanging papers	Finding directions for each assignment
Returning student work	Getting materials	Headings on papers	Movng about the room
When you finish early	Walking in the hall	When there are visitors	Returning to a task after an interruption

THEMAIN IDEA's Professional Development Suggestions

1. Before this workshop, ask experienced teachers to bring in (on paper) their ideas of which rules, consequences, and procedures they do well in their classes. Also, video tape effective ways different teachers start their classes.
2. Then, at the workshop, introduce why it is important to have rules, consequences and procedures. Share the video tapes and/or the experienced teachers' suggestions for how they do these things. The papers can be copied for the group.
3. In small groups (by grade/subject) have teachers map out the rules, consequences, and procedures they want to use to start the year.

A note to principals: by using consistent school-wide (or even grade-wide) rules, consequences, and procedures, the classroom management at your school will be even more effective. If you do this, use this time to have teams of teachers come to consensus. Remember, the goal is to increase student achievement by minimizing discipline issues to maximize learning.

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UNIT D: THIRD CHARACTERISTIC – Lesson Mastery

Main idea of the UNIT: The effective teacher maximizes student learning by: providing more time to learn, creating effective assignments and tests, and using research-based teaching strategies.

How to Increase Student Learning and Achievement

There is one important fundamental idea about learning teachers must know: to increase student achievement you need to increase the amount of time they spend *learning/working* in the classroom.

The one key factor that leads to success is hard work. In Asian countries families have internalized this idea. However, in the United States we still believe that you will be successful if you are intelligent. If you are intelligent, you shouldn't really have to work that hard, and if you're not, there's really no use in trying. One study of 20,000 high school students in 1995 found that:

- one third of students got through the school day by goofing off
- the average American high school student spends 4 hours a week on homework while in other industrialized countries the average is 4 hours *a day*
- more than one-third of the students were emotionally disengaged from school (mind wandering, inattentiveness, etc.)

We need to show students that the only way they will learn is through hard work. Learning will only come from the student putting in effort; it does not come from the teacher's work (such as lecturing, leading a discussion, or showing a video). Even when we find that there is a great deal of instructional time, the teacher is often the one doing the talking, the orchestrating -- the real work in the classroom. There may also be a great deal of *engaged time* in which you can observe a student involved or engaged in a task. However, these tasks are often worksheets or other activities that teachers assign to fill the time or to keep the class quiet. Just because a teacher is teaching and a student is engaged, does not guarantee learning. Instead, we need to aim to maximize *academic learning time*, that is, time the teacher can demonstrate that the student learned, comprehended, or mastered the skill. According to research, only 35% of allocated time is devoted to learning. Imagine a business operating at 35% efficiency – it would soon be bankrupt! We need to be focusing on the following two questions about *academic learning*:

1. Did the student learn what you wanted him/her to learn?
2. Can you show that the student learned what you wanted him/her to learn?

It makes sense that to increase learning we need to increase academic time. To learn the piano, students must practice. The more they WORK on the piece, the better they will be able to perform it. When a coach secures more practice time for a team the team WORKS more and plays better in the game. A director wants more rehearsal time because the more students WORK, the better the performance will be. The person who does the work is the ONLY one who learns.

How to Create Effective Assignments

If an assignment has a clear structure and clear directions, students will be more likely to succeed with it. A classic example of an ineffective assignment is: "The assignment is Chapter 7, and there will be a test on Friday covering the chapter." The students and the parents have no idea what this means. These are *not* assignments: "pages 404-413," "*Moby Dick*," "long division," and "the Civil War." No one, not even the teacher, has any idea what is to be learned. There is also no structure to the assignment.

BE PRECISE: CLARIFY WHAT YOU WANT STUDENTS TO LEARN AND DO

Stop asking, "What am I going to cover tomorrow? What worksheet will I use? What activity will I do?"
Start asking, "What are my students to learn, achieve, and accomplish tomorrow?"

The first part of being *precise* is to specify what the students are to learn. Teachers use OBJECTIVES to outline what a student must learn, comprehend, or master. Objectives are written before the lesson so the teacher knows what is to be taught. They should be shared with the students in class so they know what they need to learn, and for this reason, they should be written in language that students understand. Objectives usually rely on verbs which tell the teacher what to look for to see if the student has met the learning target. For example:

- Name, in order, the parts of the digestive system.
- Categorize the contents of the box.
- Judge the use of chemical warfare.

Throughout the class, make sure the class is following the objectives the same way you would refer to your map when you are driving.

The second part of being *precise* in your assignment is to choose a finished product that represents the learning the teacher has outlined. An assignment should tell students what to accomplish. Depending on the verb used in the assignment, students will know what kind of work to produce. Teachers often choose verbs that represent the different levels of thinking they would like their students to accomplish, as described by Benjamin Bloom (pp.217-9). For example, if a teacher wants a student to recall knowledge (Bloom's first level of thinking) then the assignment should use a verb like: define, identify, or list. If a teacher wants a student to use Bloom's highest level, evaluation, then the teacher should use a verb like compare, defend, or evaluate in the assignment.

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HAVE STRUCTURE
Students will be more likely to succeed on your assignments if they have a consistent and familiar format they can recognize. Also, the assignment should be posted in a consistent location before the students enter the room. Then, with each assignment, provide the students with "study guidelines" which are step by step instructions, like a map, that will serve as a guide in helping the students accomplish the assignment. It is helpful to write the central concept of the lesson at the top of the page before writing the guidelines for the assignment. For students who need additional support, you can add more specific instructions to your study guidelines.

How to Use Tests to Improve Student Achievement

After clearly outlining what students need to learn, and designing an assignment that is structured and clear, teachers need to assess their students. The purpose of a test is to determine if the students have mastered the learning objectives. It is *not* to provide the teacher with a grade for a gradebook. When you test students simply to grade them, you are labeling students. When you assess a student based on learning criteria, you can help that student achieve success.

Any test you give should be designed when you design the assignment to make sure that it is assessing the learning objectives in that assignment. Then give the test when the assignment has been completed, not because a certain amount of time has passed. When you create the test, each question should correspond to one of the learning objectives. For example, if one of the learning objectives is that students be able to list the steps of the scientific method, then a test question might ask students, out of a longer list, which of the items are steps of the scientific method. Because each item on the test should reveal whether a student has mastered the learning criteria, tests should always be *criterion-referenced* not *norm-referenced.* It is not important to rank your students, it is only important to see what they have learned against a clearly outlined list of criteria.

Before giving the first test or assignment, note that this is often one of the most frightening times for students because they don't know what to expect. An effective teacher posts several good examples of past tests and assignments so students have a clear idea of what they must do and what the tests look like. Creating a "no-mystery" approach by clarifying the objectives and the format of each test will allay fears *and* boost student performance.

To make sure a test is useful in improving student achievement, it should be used as a corrective tool. A test tells you if a student needs more help learning something. If you do not correct and remediate at that point, the learning just gets worse as the year progresses. One way to help with remediation is to specify the learning objective, and the place in the textbook, to which each test question corresponds. Below is an example of the 5th question on a test:

5. The first step in the scientific method is to:
(3-1B) a. state the problem b. collect data c. conduct the experiment d. make observations

The '3' in the parentheses represents the teacher's 3rd objective and the '1B' tells that the correct answer can be found in the text in Chapter 1, Section B. This information can guide the teacher and the student toward remediation and correction. Using a test in this way, to determine what type of remediation a student needs to master the content or skill, is called *formative assessment.* After a student has completed some type of corrective activity to learn the objective through a different approach, the student takes another test to determine mastery. An effective teacher always uses formative assessments to test and correct, then test and correct again and again because the teacher wants all students to achieve. Effective teachers aim for 80 to 90% mastery for each assignment.

Using Cooperative Learning to Maximize Learning

What occurs between the assignment and the test is what teaching is all about. Effective teachers spend their careers learning techniques that will better help students succeed in school. Cooperative learning is *one* of those techniques. When students work in groups they take more responsibility for their learning, and this leads to greater learning. Cooperative learning is not about learning to cooperate, but rather it is cooperating to learn. The teacher gives an activity to a mixed-ability learning group and students work together to master the objectives. It is a structured way for students to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork. Research on cooperative learning has a long history and shows that: it benefits low- and high-ability students, it elicits higher-quality responses, it develops communication and conflict management skills, it helps students take more responsibility for their learning, and it helps students develop a stake in having other students perform well.

There are a few things teachers must do to insure that cooperative work is effective. Cooperative groupwork should not be a time for students to whine, complain, and even refuse to work with students. When students refuse to cooperate, the ineffective teacher looks for a quick fix. There are no quick fixes in education. Cooperative learning is not something that will happen overnight. Instead, the teacher needs to structure a classroom that will be successful for implementing cooperative learning, and this takes time, patience, and constant reinforcement. To do this, the teacher needs to do the following:

All of the structures and factors introduced previously in the book – Look back at this summary. For cooperative learning to succeed, teachers need to have everything from clear procedures and positive expectations, to clear assignments.

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Explicit explanations – "OK, divide into groups of four," is not specific enough. Vague directions like this lead to comments like, "Can I work with Andrew?" and "How long will this take?" You need to specify the number of people in the group, the amount of time for the activity, the purpose, the materials, and the steps to take. It is often poor teacher instructions that cause students to act up.

Assign specific jobs – Sometimes students do nothing in a cooperative group because they do not have a specific task. You can give out tasks such as: one student handles the materials, one is responsible for facilitating, one records the group's work, and one writes the report. For a way to dispense materials for groupwork in 15 seconds, see www.teachers.net/gazette/SEP02/wong.html.

Teach cooperative group procedures and skills – These should be posted, explained, modeled, rehearsed, and reinforced like any other procedure. Some procedures needed for groupwork might include: ask a teammate if you have a question instead of the teacher, be responsible for your own job, help any teammate who needs help, move into groups quickly and quietly, etc.

Define and teach social skills –To help group interactions run smoothly, teachers need to *teach* how to share leadership, communicate effectively, build trust, and manage conflict, the same way academic skills are taught.

Individual Accountability —Everyone must be held accountable because everyone must learn. One way is for the teacher to randomly call on any member to give the group's report at the end of the task. If this individual cannot, the group, not the individual, suffers.

Group Evaluation – Periodically, the group must assess how well it is working together and how it could do better.

UNIT E: FUTURE UNDERSTANDINGS -- The Professional

Main ideas of the UNIT: Effective teachers see themselves as professionals. They continue to learn and grow, they work cooperatively with colleagues, and they enhance their work environment.

This unit emphasizes that in order to enhance your future as a professional, it is important to put effort into improving yourself, your colleagues, and your work environment. Improving yourself means increasing your professional skills, improving your ability to work cooperatively with others, and improving your ability to lead or get others to work productively. When you walk into many teachers' homes you don't find a single education magazine or journal. It is important to stay current in your field – knowledge is power. Many teachers continue on as maintainers or survivors, never going beyond the minimum amount of work to get by. Instead, the professional teacher participates, learns, and grows. They go to conferences and conventions. They keep up with professional literature. They observe effective teachers. Ineffective teachers complain about the problems in a school and wish things were better. Professional teachers see their school as a learning community in which they interact with, share with, and listen to their colleagues. They use the term *we*, as in, "*We* need to fix this dropout problem." The professional teacher makes the following types of statements:

May I share this article with you?
Tell me about your new idea.
We need to constantly evaluate student data.
People are our most precious resource.
I want to learn. I choose to learn.

Of course, it is more difficult to choose the path of the professional educator. It takes work and effort. It takes times to go to conferences, read journals, serve on committees, and interact with colleagues. It also requires effort to assist a colleague, give extra help to students, and take professional classes to improve one's skills. However, the rewards are clear – if you invest in yourself as a professional you will become much better than when you started. If you try one or two new ideas each year, you will have added untold new skills to your repertoire within a few years. This year, try to go to a conference, share an idea with a colleague, or simply welcome students at the classroom door with a smile. Look at one problem you have (discipline, homework, tests), learn more about the topic, and choose one new way to address it. This is what the professional educator does.

National Board Certified Teacher

One way to grow professionally is to become a National Board Certified Teacher. While some people can write Ph.D. or M.D. after their names, teachers can write NBCT. This is an advanced teaching credential that is the highest level of distinction a classroom teacher can achieve. To attain this credential, teachers must spend 200 to 800 hours putting together a portfolio of their work and take a six-hour exam.

Our children need models of success. By improving ourselves we will benefit all of our students. Teachers who work at being effective will create classrooms in which students can successfully learn.

One hundred years from now it will not matter
What kind of car I drove,
What kind of house I lived in,
How much I had in the bank,
Or what my clothes looked like.
But the world will be a better place because I was important in the life of a child. (p.321)

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