Learning Goals & Outcomes

Upon participating today, teachers will have reviewed:

- Introduction to New Teacher Evaluation System
- Review of Lesson Planning Requirements, District Lesson Plan Template & District Expectations. (Domain 1)
- Review of Observation Elements: Creating an Environment for Learning (Domain 2) & Teaching for Learning (Domain 3)
- Review Professionalism Expectations (Domain 4).
- Summary & Next Steps.
The Seven Norms of Collaborative Work

**Promoting a spirit of inquiry:** Inquiring to explore perceptions, assumptions and interpretations and inviting others to inquire into their own thinking. Inquiring into the ideas of others' before advocating for one's own ideas.

**Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

**Paraphrasing:** Using a paraphrase starter that is comfortable for you: “So...” or “As you are...” or “You’re thinking...” and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

**Probing:** Using gentle open-ended probes or inquiries such as, “Please say more...” or “I’m curious about...” or “I’d like to hear more about...” or “Then, are you saying...?” increases the clarity and precision of the group’s thinking.

**Putting ideas on the table:** Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...”.

**Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what she/he is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

**Presuming positive intentions:** Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.
The Observation Cycle

Expectations are Clarified

Walkthrough Observations

Formal Observations

Walkthrough Observations

Formal Observations

Walkthrough Observations

Formal Observations

Walkthrough Observations

Typical Year

P and T - Pre-observation Meeting
P - Schedule Observation
T - Upload Lesson Plan
T – Upload evidence and artifacts

P and T – Post Conference Correspondence
T - Upload evidence/artifacts
P and T - Correspondence
Semantics—Definitions to Focus the Discussion

- **Observation**—formal classroom visit that lasts 15-20 minutes or more and provides written feedback to teachers
- **Walkthrough**—informal classroom visit that lasts no more than 15 minutes (usually 3-5 minutes); feedback should be provided to teachers but can also be compiled into site or departmental statistics
Semantics—Definitions to Focus the Discussion

Teacher Evaluation

Student Achievement Data

Observation

Other Measures
# Three Broad Observation Inspection Areas

<table>
<thead>
<tr>
<th>Teacher:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Time:</td>
<td></td>
</tr>
</tbody>
</table>

| Primary Classroom Artifacts: |  |

| Student Behavior: |  |

| Teacher Behavior: |  |
What Artifacts Should you See?

• On board at the front of the room
  – Standard or Essential Question (not just an agenda)
  – Agenda
  – Do Now Activity (Literacy)

• Around the classroom
  – Rubrics
  – Student Work (with teacher commentary)
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td>Working with Polynomials</td>
<td>Unit 8 test Polynomials</td>
<td>MAPS</td>
</tr>
<tr>
<td>News</td>
<td>ACE Systems</td>
<td>Unit 7 Test Systems</td>
<td>MAPS</td>
</tr>
<tr>
<td>Recalls</td>
<td>Review</td>
<td>Review</td>
<td>MAPS</td>
</tr>
</tbody>
</table>

**LESSON AGENDA**

1. Bell Ringer
2. Taken for "Gravite"
3. Final Review Acc. H/S/L
4. Rock Cycle Vocabulary
Bell Ringer

- Reduce Non-productive Student Time
- Establish Routine
- Address numeracy and literacy according to site priorities
Use the Distributive property to solve.

\[ 3(x + 5) = 45 \]

\[ 7(x - 4) = 7 \]

\[ 6(2x + 6) = 72 \]
You Should See Artifacts

Helping Students Understand Expectations.
The Carbon Cycle

CO₂ in atmosphere

Plants are eaten by animals

Animal

Animal cycle from simple stage

Welcome!
Text Rich Environment

- Walls that Teach
  - ACE
  - Cornell Notes
  - Word Walls
  - Student Artifacts
  - Rubrics
Student Behavior: What Should you See Students Doing?

- Students may be grouped by interest, needs, learning styles heterogeneously, etc.
- Students are working in a variety of settings (pairs, groups, and independently).
- Students have a clear understanding of the standards.
- The classroom is arranged to support a variety of delivery modes.
What Should You See Students Doing?

- Collaborating with other students
- Regularly asking questions and acting as decision makers
- Making connections to other learning
- Understanding their personal responsibility to meet the standards
  - the rewards of meeting standards
  - the extra work necessary should they need it
- Accurately self-assessing their work
- Maintaining portfolios of their work
- Receiving additional expert instruction when they don’t meet a standard
What Should You See Teachers Doing?

- **Warm Up/ Review**
- **Mini-Lesson, Opening, Setting the Stage**
  - Opening with the Standards/Identifying the Lesson’s Purpose with Rigorous Essential Questions
- **Work Period, Activity Period**
- **Closing, Summary Period**
  - Answering the essential question to scaffold students’ knowledge base to the “Big Idea” or unit focus.
**What Should You See Teachers Doing?**

- **Basic daily cycle and behavioral student engagement practices**
  - Using established rituals and routines.
  - Posting daily and unit essential questions.
  - Incorporating acceleration strategies.
  - Using learning organizers.
  - Utilizing introduction strategies.
  - Summarizing activities as part of the daily lesson.
What Should You See Teachers Doing?

Finally, this is the **most important action** teachers can take.

- Relentless *academic press* for all students
- What is the *purpose* of a grade?
- What is the *purpose* for assessment?
Domain 1: Planning & Preparation
Quick Overview

NM Domains

Domain 1: Planning and Preparation
Domain 2: Creating an Environment for Learning
Domain 3: Teaching for Learning
Domain 4: Professionalism

Note: Submitted as required by Principal by unit/story/topic and uploaded to TeachScape prior to observation. EPS Teachers must utilize the EPS approved template.

Observation Domains: Observed 2-3 times per year.
Lesson Planning

- Units of study are developed.
- “How” is as important as “what”.
- A variety of instructional delivery modes are incorporated into teaching and learning.
  - modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.
- Learning is assessed.
- Instructional time is maximized, and there is a block of time for uninterrupted reading/writing.

Hanna Skandera
Secretary, Public Education Department
Kids First, New Mexico Wins!
### Key Elements of Domain 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1A</td>
<td><strong>Demonstrating knowledge of content</strong></td>
</tr>
<tr>
<td>1B</td>
<td><strong>Designing Coherent Instruction</strong></td>
</tr>
<tr>
<td>1C</td>
<td><strong>Setting Instructional Outcomes</strong></td>
</tr>
<tr>
<td>1D</td>
<td><strong>Demonstrating knowledge of resources</strong></td>
</tr>
<tr>
<td>1E</td>
<td><strong>Demonstrating knowledge of students</strong></td>
</tr>
<tr>
<td>1F</td>
<td><strong>Designing Student Assessment</strong></td>
</tr>
</tbody>
</table>
Lesson Planning Guidance
& Requirements

- The Lesson Plan Template was designed to incorporate all elements necessary for “Effective” planning per the new Domain 1 requirements for teacher evaluation.
- The Lesson Plan Template was created to standardize how lesson plans are submitted and promote collaborative lesson planning.
- The Lesson Plan Template was intended to be a unit of study lesson plan template, which means that detailed dates should be included within the Activity Sequence Rows.
- Grade level Scope and Sequence (MS Excel template was provided) should accompany lesson plans, as a quick reference for monitoring pacing.
- A teacher's main planning should occur and be documented for “On Level” students, then differentiated planning should occur for students below grade level, above grade level, students with cultural or English Language Learning needs, and students requiring further SAT or IEP differentiation.
- Remember: Lesson Plans should be available and documented for the entire school year.

Carlos F. Vigil

Samples of Goals and Strategies

- To support Common Core Standards and Effective Teaching, teachers will use a variety of techniques, strategies, tools and resources:
  - AVID strategies (Cornell Notes, Socratic Seminar, Philosophical Chairs, Learning Logs, Organizational Binders, Agendas, etc.)
  - Marzano strategies (Direct, Indirect and Interactive Instruction; Independent Study, Experiential Learning, etc.)
  - Bloom’s Taxonomy (Comprehension, Application, Analysis, Synthesis, Evaluation, Knowledge, etc.)
# Teacher Tip Sheet-Domain 1 Review

Directions: With your department groups; complete the row below for your assigned element. 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 in helping teachers score at the Effective Level.

<table>
<thead>
<tr>
<th>Element</th>
<th>Artifacts Related to the Element</th>
<th>Summary of Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A Demonstrating knowledge of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B Designing Coherent Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C Setting Instructional Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D Demonstrating knowledge of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1E Demonstrating knowledge of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1F Designing Student Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Español Public School Effective Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade Level:</th>
<th>School:</th>
<th>Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert</td>
<td>SELECT GRADE</td>
<td>SELECT SCHOOL</td>
<td>SELECT CONTENT AREA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Date(s) of Instruction:</th>
<th>Time Frame (Period):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert</td>
<td>Insert</td>
<td>Insert</td>
</tr>
</tbody>
</table>

#### Substantive/Progressive Learning Tasks (SMART goals – Specific, Measureable, Attainable, Realistic and Timely)
- Insert

#### Aligned to CCSS/NM Standards
- Insert

#### Building Connections/Background/Relevance
- Insert

#### Academic Vocabulary
- Insert

#### Vocabulary Instructional Strategies
- Insert
<table>
<thead>
<tr>
<th>Explor</th>
<th>Activities / Sequence</th>
<th>On Level (On Level)</th>
<th>Below Level (Intervention)</th>
<th>Above Level (Enrichment)</th>
<th>ELL / Cultural (Support)</th>
<th>IEP / SAT (Intervention/Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Instruction</td>
<td>Marzano’s High-Yield Instructional Strategies</td>
<td>☐ Identifying similarities &amp; differences</td>
<td>☐ Summarizing and note taking</td>
<td>☐ Reinforcing effort &amp; providing recognition</td>
<td>☐ Homework and Practice</td>
<td>☐ Nonlinguistic representations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Cooperative learning</td>
<td>☐ Setting objectives and providing feedback</td>
<td>☐ Generating &amp; testing hypothesis</td>
<td>☐ Questions, cues, and advance organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Practice/Instructional Standards</td>
<td>☐ Make sense of problems and persevere in solving them (1)</td>
<td>☐ Reason abstractly and quantitatively (2)</td>
<td>☐ Construct viable arguments and critique the reasoning of others (3)</td>
<td>☐ Model with mathematics / Making Models (4)</td>
<td>☐ Use appropriate tools strategically (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Attend to precision (6)</td>
<td>☐ Look for and make use of structure (7)</td>
<td>☐ Look for and express regularity in repeated reasoning (8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Ongoing check and reteach/expand activities throughout the lesson / unit:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Summarize</td>
<td>On Level</td>
<td>Below Level (Intervention)</td>
<td>Above Level (Enrichment)</td>
<td>ELL / Cultural (Support)</td>
<td>SpEd / SAT (Intervention/Support)</td>
<td></td>
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<tr>
<td>Independent Practice/HW</td>
<td></td>
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</tr>
<tr>
<td>Summative Assessment</td>
<td></td>
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</tr>
</tbody>
</table>
• **Break out by departments**

45 min.

**Language Arts** – Rm. 105 (A. Vigil)

Element 1A

**Math** – Rm. 104 (E. Espinoza)

Element 1B

**Science** – Rm. 204 (M. Penalosa)

Element 1C

**History** – Rm. 209 (R. Garcia)

Element 1D

**Electives** – Rm. 107 (K. Moen)

Element 1E

**SPED Dept.** – Rm. 205 (J. Scott)

Element 1F
10 MINUTE BREAK
Domain 2
Creating an Environment for Learning

Domain 3
Teaching for Learning
Domain 2
Creating an Environment for Learning
AND
Domain 3
Teaching for Learning
Quick Overview

NM Domains

Domain 1: Planning and Preparation
Domain 2: Creating an Environment for Learning
Domain 3: Teaching for Learning
Domain 4: Professionalism

Note: Submitted as required by Principal by unit/story/topic and uploaded to TeachScape prior to observation. EPS Teachers must utilize the EPS approved template.

Observation Domains: Observed 2-3 times per year.
Why are Domains 2 and 3 Essential?

• Serve as the heart of the observation process
• Focus improvement feedback on using the classroom environment to enhance learning and selecting teaching methods that improve rigor and retention
• Identify universal best practices that have an impact on student achievement and quality learning experiences
Observation data:

- Allows administrators and teachers to open discussions about teaching and learning
- Validates the selection and use of professional development
- Determines which environments and strategies have an impact on students at your campus
- Determines relevant individual and teacher team feedback actions (departmental or grade level) that support improvement
# Key Elements of Domain 2

<table>
<thead>
<tr>
<th>2A</th>
<th>2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment of Respect and Rapport</td>
<td>Physical Space</td>
</tr>
<tr>
<td>2C</td>
<td>2D</td>
</tr>
<tr>
<td>Culture of Learning</td>
<td>Classroom Procedures</td>
</tr>
<tr>
<td>2E</td>
<td>In the Classroom</td>
</tr>
<tr>
<td>Student Behavior</td>
<td></td>
</tr>
</tbody>
</table>

59
# Domain 2 – Group Discussion

Directions: First start by reviewing all scoring levels the elements. Please make sure that your summaries and “look for” items focus in helping teachers score at the Effective Level.

<table>
<thead>
<tr>
<th>Element</th>
<th>One Minute Summary</th>
<th>“Look for” Items Artifacts</th>
<th>Actions for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A Creating an environment of respect and rapport</td>
<td>Create a quick summary that provides the essence of what your element is about</td>
<td>Identify 2 to 3 items for administrators to “look for” during classroom observations to support your assigned element.</td>
<td>List 2 actions that you can reflect on that could help you improve current teaching practices.</td>
</tr>
<tr>
<td>2B Organizing physical space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C Establishing a culture for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D Managing classroom procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E Managing student behaviors</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Key Look Fors

| 2A—Respect and Rapport | • Interactions between teacher and students  
| • Interactions among students  
| • Respect is provided to all student groups |
| 2B—Physical Space | • All students have equal access to the learning activity  
| • Physical arrangement encourages engagement  
| • All students can see and hear |
| 2C—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 |
| 2D—Classroom Procedures | • Full use of instructional time  
| • Smooth transition from activity to activity  
| • Materials are readily available and organized |
| 2E—Student Behavior | • All students are held to the same conduct standards  
| • Misbehavior is handled consistently and appropriately  
| • Behavior issues do not take away from engagement |
Remember...

You will use **evidence** and/or **artifacts** from your observation to justify the resulting score.

- **Evidence**—the available body of facts or information indicating whether a belief or proposition is true or valid

- **Artifacts**—an object made by a human being, typically an item of cultural or historical interest
Questions?
Domain 3

Teaching for Learning
Define:

- Table A—Engagement
- Table B—Rigor
- Table 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 on Page 6 of your Handouts
<table>
<thead>
<tr>
<th>Common Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Definition</td>
</tr>
<tr>
<td>Engagement:</td>
</tr>
<tr>
<td>Rigor:</td>
</tr>
<tr>
<td>Assessment:</td>
</tr>
</tbody>
</table>
Quick Overview

NM Observation Domains

Planning and Preparation
Creating an Environment for Learning
Teaching for Learning
Professionalism
Domain 3

• Is intended to enhance student experiences in the classroom—teaching and learning
• Provides language to discuss both active student engagement and rigor
• Provides an opportunity for school leaders to connect observation expectations to professional development training
### Key Elements of Domain 3

<table>
<thead>
<tr>
<th>3A</th>
<th>Communicating Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C</td>
<td>Engaging Students</td>
</tr>
<tr>
<td>3E</td>
<td>Demonstrating Flexibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3B</th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D</td>
<td>Assessing Learning</td>
</tr>
</tbody>
</table>

**In the Classroom**
DOMAIN 3
GROUP DISCUSSION
### Domain 3 – Group Discussions

- **Directions:** First start by reviewing all scoring levels the elements. Please make sure that your summaries and “look for” items focus in helping teachers score at the Effective Level.
- Give “Look For” items that should be seen in the classroom to support your assigned element
- Action steps to help support a lesson that may be weak in this area.
- Professional development training or resource to support success on the Element

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th>Classroom “Look Fors”</th>
<th>Action Steps for Improvement</th>
<th>Professional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A Communicating with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B Using questioning and discussion techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C Engaging students in learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3D Assessment for instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3E Demonstrating flexibility and responsiveness</td>
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</tr>
</tbody>
</table>
### 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?
Quick Overview

NM Observation Domains

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

Hanna Skandera
Secretary, Public Education Department
Kids First, New Mexico Wins!
## Connections

<table>
<thead>
<tr>
<th>PDP Competencies</th>
<th>NM TEACH Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of content</td>
<td>Domain 1—Planning and Preparation</td>
</tr>
<tr>
<td>2. Utilizes a variety of teaching methods</td>
<td>Domain 2—Creating an Environment for Learning</td>
</tr>
<tr>
<td>3. Communicates with and obtains feedback from students</td>
<td>Domain 3—Teaching for Learning</td>
</tr>
<tr>
<td>4. Comprehends the principals of student growth, development and learning</td>
<td>Domain 4—Professionalism</td>
</tr>
<tr>
<td>5. Effectively utilizes student assessments</td>
<td></td>
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<tr>
<td>6. Promotes positive student behavior and a safe environment</td>
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<tr>
<td>7. Recognizes student diversity</td>
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<tr>
<td>8. Demonstrates a willingness to examine and implement change</td>
<td></td>
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<tr>
<td>9. Works productively with stakeholders</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Living PDP

PDP Evaluations are Completed

Domain 4 is Scored in the Spring

Teachers Continue to Address PDP Goals

Domain 4 is Scored in the Fall

PDP is Created

PDPs Due Oct. 9th

The Process
<table>
<thead>
<tr>
<th><strong>Key Elements of Domain 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4A</strong></td>
</tr>
<tr>
<td>Communicating with Families</td>
</tr>
<tr>
<td><strong>4C</strong></td>
</tr>
<tr>
<td>Reflecting on Teaching</td>
</tr>
<tr>
<td><strong>4E</strong></td>
</tr>
<tr>
<td>Growing and Developing Professionally</td>
</tr>
</tbody>
</table>
Possible Artifacts 4A

• Phone/E-mail log
• Skyward or other student management software notes
• Sample of correspondence within teacher portfolio
• Teachers’ websites
Possible Artifacts 4B

• 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 as a result of collaborative work
• Administrator notes from meetings
Possible Artifacts 4C

• Teacher’s written response to your observation feedback

• Post-observation conference notes
  – Does the teacher seek continuously improve their practice?
  – Are they receptive to suggestions?
  – Are they willing to change? Do they incorporate suggestions?
Possible Artifacts 4D

- Teacher information system reports
  - Attendance
  - Late arrival

- Teacher consistently supports campus expectations
  - addressing tardies
  - discipline policies
  - duty stations, etc.
Possible Artifacts 4E

• Did they fulfill their self-developed individual Professional Development Plan
• PD participation reports/rosters
• Review of PLC, grade-level or departmental meeting minutes/notes
• Review of PD requests
• Reports generated from on-line PD providers (i.e. PD 360 Reports)
Possible Artifacts 4F

• Grade book
• Attendance data
• Lesson plans and other curriculum materials
• Discipline records
• Parent contact log
• Analysis of student achievement results
• Team meeting notes, agendas and reports
Quick Overview

NM Observation Domains

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

Hanna Skandera
Secretary, Public Education Department
Kids First, New Mexico Wins!
• Look at the NM Teach Observation Rubric
• Reflect on your current practices
• Complete the rubric according to your current practices
• Reflect on your current standings
• Plan for improvement
• Revisit observation rubric throughout the year
Questions?
References

• The Adaptive School: Developing and Facilitating Collaborative Groups, Center for Adaptive Schools. Copyright © 2003–2011 Robert Garmston and Bruce Wellman. All rights reserved

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