

A Handbook on Evaluation
for
New Mexico Teachers
Holding a
Level III License



New Mexico 3-Tier Licensure Implementation Teacher Training Work Group
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Evaluation Highlights for Level III Teachers

Teachers continue to grow professionally throughout their careers. That professional growth is focused on increased student learning. The new evaluation procedures provide a way for teachers to demonstrate the effective teaching that they are already, in most cases, performing. Some components of the system are familiar, but some are new or enhanced ways to show professional growth (these are *italicized* in the list below).

1. You and your principal will collaboratively create your Professional Development Plan (PDP) *within the first forty days of a school year. PDP goals may be continued for multiple years.*
2. *The PDP will take the previous year's evaluation into consideration.*
3. PDP's continue to be based on *measurable objectives and observable results tied to the nine teaching competencies measured at the indicator level for Level II teachers.*
4. *You will prepare a written reflection on the PDP near the end of the school year, including attention to student learning growth.*
5. *A summative evaluation covering all nine teaching competencies will be completed every three years.*
6. *Progressive documentation of your progress over the three-year period covered by the summative evaluation will be noted on a new form completed annually.*
7. *Annual evaluation will be based, in part, on meeting the objectives of the PDP.*
8. *Annual observation by the principal of classroom practice is required.*
9. You should collect varied data throughout the school year that shows the ability to demonstrate competencies.
10. Principals must provide timely feedback to you on a regular basis throughout the evaluation cycle.

Introduction

There are many **purposes for evaluation**. Among them:

1. To assist in identifying and building upon teacher strengths.
2. To serve as the basis for the improvement of instruction.
3. To develop remediation goals.
4. To enhance the implementation of programs of curriculum.
5. To plan meaningful professional development.
6. To address accountability and teacher quality.
7. To support fair, valid and legal decisions for rehire, promotion decisions or termination.

Evaluation for different purposes requires different procedures. The 3-Tier Licensure and Performance Evaluation System emphasizes teacher growth through differentiated teaching indicators that are reflective of the competency levels of teachers and the creation of individual Professional Development Plans.

Your district is required to have a written Teacher Performance Evaluation Plan. The plan must include the following:

- The district teacher performance evaluation policy approved by the local school board that complies with the HOUSSE procedures outlined in this document.
- Written guidelines and procedures for the district annual teacher performance evaluation system that complies with the *Guidelines for NM Annual Teacher Performance Evaluation*.
- All forms used in the district teacher performance evaluation plan.
- A district plan for training all teachers and all administrative or supervisory personnel assigned teacher performance evaluation duties.

Title 6, Ch. 69, Part 4, Section 6.69.4.11 states, "... the district's Plan should be developed no later than **October 1, 2004**. However, as a result of the most recent revision of this rule, **districts are not required to submit their Plan to the Public Education Department**. This document should be developed, staff should be trained about the expectations of this district plan, and staff should be supported to successfully meet the expectations of this plan, including the development of a Professional Development Dossier for licensure advancement. The Plan should be kept at the district level.

Your local school board policy or negotiated agreement may also affect your district evaluation process.

ANNUAL EVALUATION PROCESS FOR LEVEL I, II AND III TEACHERS

Level I Teachers

Repeat this process every year. You may seek advancement to Level II after the 3rd year but no later than the 5th year at Level I.

Professional Development Plan <i>(within the 40th day of the start of school)</i>	Data Collection and Feedback <i>(throughout the school year)</i>	Summative Evaluation <i>(prior to the end of the school year)</i>
<p>The Professional Development Plan (PDP) is a written action plan that must be completed each year and includes resources, timelines, and measures.</p> <ul style="list-style-type: none"> • PDP is required no later than 40 days after the first day of school year. • PDP must include measurable objectives and observable results. • PDP must include goals based on: (1) Nine teacher competencies and indicators for teacher licensure levels; (2) Previous year's annual evaluation, if applicable; (3) Assurance that teacher is highly qualified in core academic subjects he/she teaches. 	<p>Conduct Annual Observation Principal must observe teacher's classroom practice at least once annually.</p> <p>Collect Additional Data Additional forms of data can be collected to assure a valid assessment of the teacher's ability to demonstrate competencies.</p> <p>Provide Feedback The principal must provide feedback to the teacher on the evaluation.</p>	<p>Reflect on PDP Teacher must complete a written reflection on the annual PDP (see form) including a description (analysis) of student achievement and learning growth.</p> <p>Document Annual Observation Principal must document the annual observation of teacher's classroom practice.</p> <p>Principal Completes the Summative Evaluation Teacher and principal meet to assess how well the PDP was carried out and extent to which measurable objectives were achieved. This includes assessing other data that was collected.</p>

Level II Teachers

Repeat this process every year. If eligible, you may seek advancement to Level III after completing 3 years at Level II.

Professional Development Plan <i>(within the 40th day of the start of school)</i>	Data Collection and Feedback <i>(throughout the school year)</i>	Formative Evaluation and Progressive Documentation <i>(prior to the end of the school year)</i>
<p>The Professional Development Plan (PDP) is a written action plan that must be completed each year and includes resources, timelines, and measures.</p> <ul style="list-style-type: none"> • PDP is required no later than 40 days after the first day of school year. • PDP must include measurable objectives and observable results. • PDP must include goals based on: (1) Nine teacher competencies and indicators for teacher licensure levels; (2) Previous year's annual evaluation, if applicable; (3) Assurance that teacher is highly qualified in core academic subjects he/she teaches. 	<p>Conduct Annual Observation Principal must observe teacher's classroom practice at least once annually.</p> <p>Collect Additional Data Additional forms of data can be collected to assure a valid assessment of the teacher's ability to demonstrate competencies.</p> <p>Provide Feedback The principal must provide feedback to the teacher on the evaluation.</p>	<p>Reflect on PDP Teacher must complete a written reflection on the annual PDP (see form) including a description (analysis) of student achievement and learning growth.</p> <p>Document Annual Observation Principal must document the annual observation of teacher's classroom practice.</p> <p>Principal Completes the Formative Evaluation/Progressive Documentation Teacher and principal meet to assess how well the PDP was carried out and extent to which measurable objectives were achieved. This includes assessing other formative performance data that was collected. A Summative Evaluation is conducted every third year.</p>

Level III Teachers

Repeat this process every year.

Professional Development Plan <i>(within the 40th day of the start of school)</i>	Data Collection and Feedback <i>(throughout the school year)</i>	Formative Evaluation and Progressive Documentation <i>(prior to the end of the school year)</i>
<p>The Professional Development Plan (PDP) is a written action plan that must be completed each year and includes resources, timelines, and measures.</p> <ul style="list-style-type: none"> • PDP is required no later than 40 days after the first day of school year. • PDP must include measurable objectives and observable results. • PDP must include goals based on: (1) Nine teacher competencies and indicators for teacher licensure levels; (2) Previous year's annual evaluation, if applicable; (3) Assurance that teacher is highly qualified in core academic subjects he/she teaches. 	<p>Conduct Annual Observation Principal must observe teacher's classroom practice at least once annually.</p> <p>Collect Additional Data Additional forms of data can be collected to assure a valid assessment of the teacher's ability to demonstrate competencies.</p> <p>Provide Feedback The principal must provide feedback to the teacher on the evaluation.</p>	<p>Reflect on PDP Teacher must complete a written reflection on the annual PDP (see form) including a description (analysis) of student achievement and learning growth.</p> <p>Document Annual Observation Principal must document the annual observation of teacher's classroom practice.</p> <p>Principal Completes the Formative Evaluation/Progressive Documentation Teacher and principal meet to assess how well the PDP was carried out and extent to which measurable objectives were achieved. This includes assessing other formative performance data that was collected. A Summative Evaluation is conducted every third year.</p>

SUMMARY OF PERFORMANCE EVALUATION REQUIREMENTS LICENSURE LEVELS I, II, & III

Licensure Level	Years Experience	Performance Evaluation Requirements
Level I	1	Observation + PDP + Evaluation Form
	2	Observation + PDP + Evaluation Form
	3	Observation + PDP + Evaluation Form
Application for Advancement to Level II Required – Professional Dossier		
Level II	4	Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.
	5	
	6	
Application for Advancement to Level III <i>Optional</i> at any point after third year at Level II – Masters Degree + Professional Dossier or National Board Certification		
Level III		Progressive Documentation that provides formative information on teacher performance. Must include annual observation of classroom practice + annual PDP review. Progressive Documentation results in a Summative Performance Evaluation every three years.

GUIDELINES FOR PROFESSIONAL DEVELOPMENT PLAN

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, “every public school teacher must have an annual performance evaluation based on an annual professional development plan...Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved...”

No later than forty school days after the first of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, and will target specific areas for teacher professional development. All professional development has one ultimate goal: to improve student learning.

The PDP shall be based on, among other things:

- the state board of education’s nine teaching competencies and indicators for the teacher’s licensure level,
- the previous year’s annual evaluation, if applicable,
- assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, (6.69.4.8.D and 6.69.4.10.B & C)

The PDP must have measurable objectives based on the nine competencies and indicators. The PDP should not be confused with a local school district’s Professional Growth Plan (PGP), where deficiencies are identified and addressed. The local district should develop PGP guidelines in addition to PDP guidelines.

1. Guidelines for PDP Design and Evaluation

Within the first 40 days of the school year, the teacher and the school principal will establish a PDP.

- The plan must identify one or more measurable objectives.
- The measurable objectives must be based on the nine teacher competencies and indicators as determined by the teacher and the school principal. All nine competencies do not have to be addressed every year.
- The PDP may include multi-year measurable objectives and a plan to annually review the progress toward meeting measurable objectives.

The PDP should include measures for determining progress, at regular intervals, toward meeting the goals.

Once the teacher and the school principal have established the measurable objectives and goals, both parties should collaboratively develop a clearly written plan to include the following:

1. Goals including competencies and indicators to be addressed;
2. Action plan including resources, timelines, and measures;
3. Observable results; and
4. A written reflection of the PDP including an analysis of student achievement and learning growth.

Before the end of the school year, the teacher and the school principal will meet to assess how well the PDP was carried out and the extent to which measurable objectives were achieved. [Complete annual formative evaluation of PDP]

The results of the annual formative evaluation will be documented on summative evaluation. [Annually for Level I; every 3 years for Levels II and III]

The PDP process shall be differentiated for level of licensure to meet the varied needs of the teachers at each level.

2. Level III License PDP Guidelines

The Level III license PDP process should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

Sources of information:

- previous annual evaluation,
- classroom observation notes,
- student achievement data,
- instructional artifacts,
- school/district initiative(s),
- parent and/or student surveys,
- teacher accomplishments, and
- other data collection sources listed under evaluation components.
- curriculum documents (lesson plan/unit plans);
- professional development experiences;
- information pertaining to education/content area research.
- self assessment information.

Goals should focus on:

- demonstration of students' taking responsibility for their own learning;
- integration of multiple source data to inform teacher practice;
- taking leadership roles in the improvement of instruction at the local, state, or national levels; and
- conducting action research to improve learning of all students.
- collection and application of longitudinal action research to improve the learning of all students;
- progress toward an advanced degree;
- enriching or extending the curriculum;
- development of classroom or teaching materials; and
- enhancing instructional strategies and student assessments.

3. Progressive Documentation

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

Progressive documentation includes:

1. Reflection on Annual Professional Development Plan (PDP) progress toward accomplishing PDP goals and objectives;
2. Documentation of annual observation of classroom practice;
3. Other formative performance data;
4. Completion of the Summative Evaluation only at the end of the third year based on appropriate Level II or Level III Competencies/Indicators.

Unless teacher performance indicates otherwise, a Summative Performance Evaluation will be completed for Level II and III teachers only at the end of each three-year period.

**New Mexico Teacher Performance
Reflection on Annual Professional Development Plan (PDP)**

Name of Teacher _____	Date _____
Grade/Assignment _____	Level of License _____
Name of Principal and/or Supervisor _____	School Campus _____

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Principal Feedback (optional):

Professional Development Plan Completed ___ Yes ___ No ___ Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment: ___ Yes ___ No

Principal / Supervisor

*Teacher

Copies to: Staff Member, Personnel File, Supervisor

Progressive Documentation of Teacher Performance

Teacher _____ SSN/Employee ID _____

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

School Year _____ Grade/Subject _____
School _____ District _____

PDP Review (Required annually):	
Evaluator/Title: _____	Date: _____
Observation of Classroom Practice (Required Annually):	
Evaluator / Title _____	Date: _____
Optional Data for Strand A:	
Evaluator/Title: _____	Date: _____
Optional Data for Strand B:	
Evaluator/Title: _____	Date: _____
Optional Data for Strand C:	
Evaluator/Title: _____	Date: _____

Teacher Signature Date

Evaluator Signature Date

**New Mexico Teacher Performance
Summative Evaluation for Licensure**
Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

Name of Teacher _____	Date _____
Grade/Assignment _____	School Campus _____
Name of Principal and/or Supervisor _____	Level of License <u> I </u> <u> II </u> <u> III </u>

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

- | | | | |
|---|--|---|---|
| 1. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | | 1 | 2 |
| 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | | 1 | 2 |
| 5. The teacher effectively utilizes student assessment techniques and procedures. | | 1 | 2 |

Strand A. Instruction Evidence, including student achievement and learning growth:

STRAND B. STUDENT LEARNING:

- | | | | |
|--|--|---|---|
| 3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | | 1 | 2 |
| 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | | 1 | 2 |
| 6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | | 1 | 2 |
| 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept. | | 1 | 2 |

Strand B. Student Learning Evidence:

STRAND C. PROFESSIONAL LEARNING:

- | | | | |
|--|--|---|---|
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | | 1 | 2 |
| 9. The teacher works productively with colleagues, parents, and community members. | | 1 | 2 |

Strand C. Professional Learning Evidence: _____

Professional Development Plan Completed Yes No Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment: Yes No

Principal / Supervisor
Copies to: Staff Member, Personnel File, Supervisor

Teacher

New Mexico Teacher Competencies for Licensure Levels I, II, and III

Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III.

STRAND A: Instruction Competencies 1, 2, and 5

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.

C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

5. The teacher effectively utilizes student assessment techniques and procedures.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

STRAND B: Student Learning Competencies 3, 4, 6, and 7

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.

C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.

I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.
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STRAND C: Professional Learning Competencies 8 and 9

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

9. The teacher works productively with colleagues, parents and community members.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.

D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.