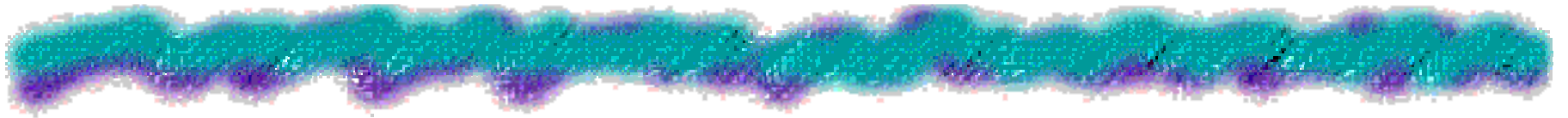


# 3-Tier Licensure System of Supervision and Evaluation



Karen M. Couch, Moriarty Schools  
Dr. Cindy L. Sims, Moriarty Schools

# Differentiated Supervision

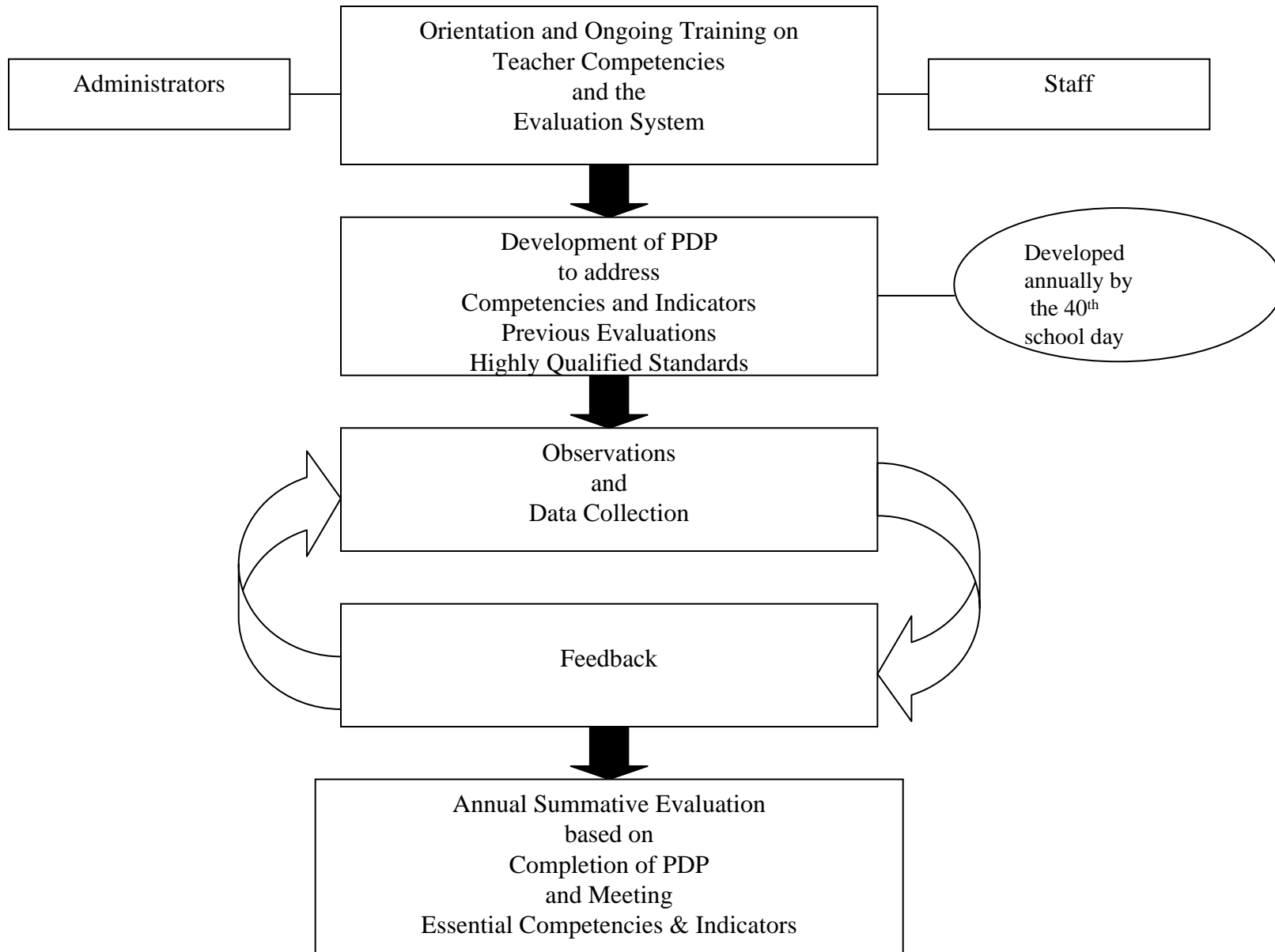


As outlined in Title 6, Chapter 69, Part 4:  
Performance Evaluation System Requirements for Teachers, "every public school teacher must have an annual performance evaluation based on ... among other things, how well the professional development plan was carried out and the measurable objectives were achieved...[and] the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level." (6.69.4.8.D and 6.69.4.10.C & D)

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

Licensure Level	Years Experience	Performance Evaluation Requirements
<b>Level I</b>	1	Observation + PDP + Evaluation Form
	2	Observation + PDP + Evaluation Form
	3	Observation + PDP + Evaluation Form
<b>Application for Advancement to Level II Required – Professional Dossier</b>		
<b>Level II</b>	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	
<b>Application for Advancement to Level III Optional at any point after third year at Level II – Professional Dossier</b>		
<b>Level III</b>	7	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.

# Annual Evaluation of Level I Teachers



# Options for Data Collection:

- Actual classroom observation (at least once annually);
- Review of videotape;
- Written documentation of activities;
- Locally developed survey of staff, students, and/or parents;
- Review of student work and performance;
- Review of the teacher's contribution to the school's vision, mission, and outcomes;
- Portfolios;
- Information gained through peer observation and/or peer coaching;

- Anecdotal records;
- Reflective journals;
- Self-evaluations;
- Instructional artifacts; and
- Other formats.



# NM Teacher Performance Summative Evaluation for Licensure

**Level I Teacher – to be completed annually**  
**Level II and Level III Teachers – to be completed every 3 years**

Name of Teacher \_\_\_\_\_  
Grade/Assignment \_\_\_\_\_  
Name of Principal and/or Supervisor \_\_\_\_\_

Date \_\_\_\_\_  
School Campus \_\_\_\_\_  
Level of License   I     II     III  

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 ACHIEVMENT 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: \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_ Professional Development Plan completed

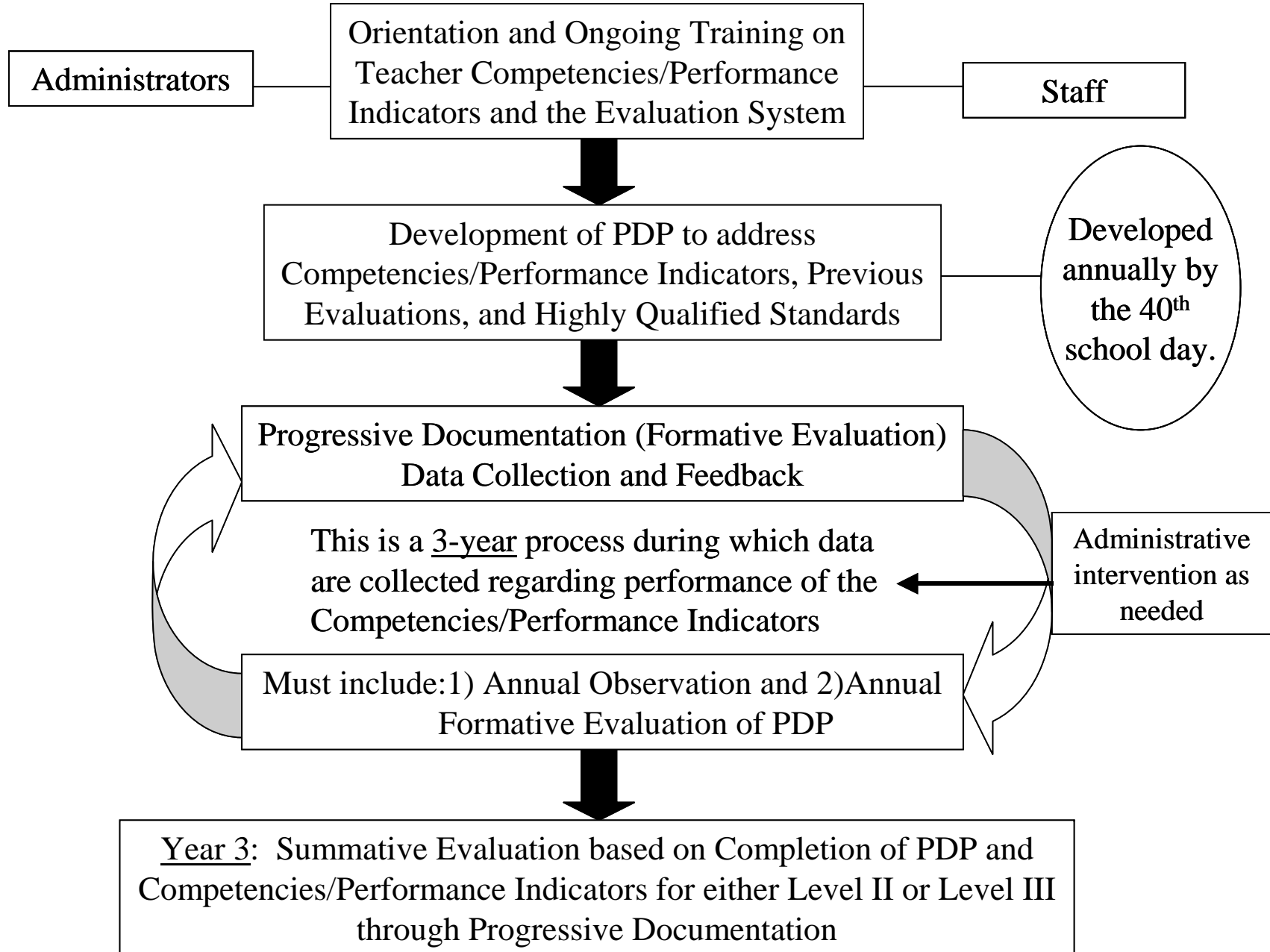
Yes \_\_\_\_\_ No \_\_\_\_\_ Teacher meets highly qualified requirements for teaching assignment.

Principal/Supervisor

Copies to: Staff Member, Personnel File, Supervisor

Teacher

# Progressive Documentation and Evaluation of Level II and III Teachers



Once a teacher has received satisfactory evaluations at Level II or Level III, s/he is considered "established" and may be placed on a three-year formative evaluation cycle.

Data are collected, and documentation completed, of a teacher's performance on the Essential Competencies and Indicators over a three-year period.

Then, in year three, a summative evaluation is completed, which summarizes the findings made over the data collection period.

This model allows for flexibility in documenting teacher progress over time utilizing a variety of models.

# 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 \_\_\_\_\_

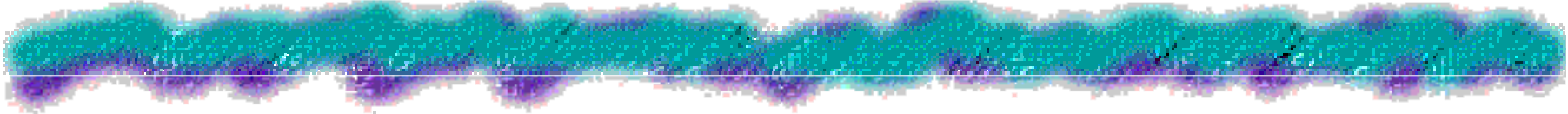
School \_\_\_\_\_

District \_\_\_\_\_

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

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).



*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.*

# Differentiated Teacher Competencies and Indicators



The purpose of the matrix for the NM Teacher Competencies and Indicators is to give teachers and administrators a tool to describe and assess differentiated, or increased, expectations for teacher competence for Licensure Levels I, II, and III. The matrix provides descriptions of effective teaching practices that develop over time.

# NM Teacher Competencies for Licensure Levels I, II, and III

## Assessment Criteria

<b>I. The teacher accurately demonstrates knowledge of the content area and approved curriculum</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
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.

<b>II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
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.

# DATA SOURCES EXERCISE

## Strand A



- 1. In your table groups, examine the competencies and indicators for Strand A for Level I teachers.\*\***
  - 2. List on the chart below no more than 3 kinds of data that a principal and teacher might use to assess the teacher's progress in meeting these competencies and indicators. \*\***
- \*\* For the specific informational material needed for this exercise, refer to pages 67 – 68 (Resources Section) in the Administrator Handbook for Strand A competencies and indicators.**

<b>Competency</b>	<b>Data Sources</b>	<b>Whose responsibility for providing artifacts -- principal, teacher or both?</b>
<b>Competency I</b>		
<b>Competency II</b>		
<b>Competency V</b>		

# DATA SOURCES EXERCISE

## Strand B



- 1. In your table groups, examine the competencies and indicators for Strand B for Level I teachers.\*\***
  - 2. List on the chart below no more than 3 kinds of data that a principal and teacher might use to assess the teacher's progress in meeting these competencies and indicators. \*\***
- \*\* For the specific informational material needed for this exercise, refer to pages 67 – 68 (Resources Section) in the Administrator Handbook for Strand A competencies and indicators.**

<b>Competency</b>	<b>Data Sources</b>	<b>Whose responsibility for providing artifacts -- principal, teacher or both?</b>
<b>Competency III</b>		
<b>Competency IV</b>		
<b>Competency VI</b>		
<b>Competency VII</b>		

# DATA SOURCES EXERCISE

## Strand A



- 1. In your table groups, examine the competencies and indicators for Strand A for Level II teachers.\*\***
- 2. List on the chart below no more than 3 kinds of data that a principal and teacher might use to assess the teacher's progress in meeting the competencies and indicators. \*\***

**\*\* For the specific informational material needed for this exercise, refer to pages 67 – 68 (Resources Section) in the Administrator Handbook for Strand A competencies and indicators.**

<b>Competency</b>	<b>Data Sources</b>	<b>Whose responsibility for providing artifacts -- principal, teacher or both?</b>
<b>Competency I</b>		
<b>Competency II</b>		
<b>Competency V</b>		

# DATA SOURCES EXERCISE

## Strand B



- 1. In your table groups, examine the competencies and indicators for Strand B for Level II teachers.\*\***
  - 2. List on the chart below no more than 3 kinds of data that a principal and teacher might use to assess the teacher's progress in meeting these competencies and indicators. \*\***
- \*\* For the specific informational material needed for this exercise, refer to pages 67 – 68 (Resources Section) in the Administrator Handbook for Strand A competencies and indicators.**

<b>Competency</b>	<b>Data Sources</b>	<b>Whose responsibility for providing artifacts -- principal, teacher or both?</b>
<b>Competency III</b>		
<b>Competency IV</b>		
<b>Competency VI</b>		
<b>Competency VII</b>		

**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 Ima Novice Date July 26, 2004  
 Grade/Assignment 2<sup>nd</sup> grade School Campus Nowhere Elementary  
 Name of Principal and/or Supervisor L. L. Change Level of License I II III

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  
Stand A. Instruction Evidence, including student achievement and learning growth: Ms. Novice demonstrates understanding of the adopted curriculum as evidenced by observations. Lesson plans address district standards and benchmarks. Instructional methodology includes large and small group instruction, independent and partner work, and differentiated assignments according to student abilities and learning styles. Assessments include daily activities and worksheets, and formal assessment such as the DIBELS.

**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  
Stand B. Student Learning Evidence: Ms. Novice provides weekly progress reports to students and their parents. As stated in Strand A, instructional methodology and lesson plans demonstrate differentiation based on student learning styles (such as age appropriate hands-on activities). Classroom management has been identified as an area for growth. Ms. Novice has developed positive student relationships. This is evidenced by reviewing survey results received from students and parents.

**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  
Stand C. Professional Learning Evidence: Ms. Novice is taking course work towards achieving a reading endorsement. She has actively recruited and trained parent volunteers for her reading program.

Yes X No \_\_\_\_\_ Professional Development Plan completed  
 Yes X No \_\_\_\_\_ Teacher meets highly qualified requirements for teaching assignment

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

\_\_\_\_\_  
Teacher

# Sample Summative Evaluation

# Sample Progressive Documentation

## Progressive Documentation of Teacher Performance

Teacher C. Megó SSN/Employee ID 123-45-6789

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 2004 - 2005 Grade/Subject 7<sup>th</sup> Language Arts

School Somewhere Middle School District Howdoyouget There, NM

**PDP Review (Required annually):** Evidence supports that goal has been met. This includes the use of NWEA data to group students and differentiate instruction. Teacher will continue to expand implementation of data for next school year.

Evaluator / Title Dr. Watching You Date: April 22, 2005

**Observation of Classroom Practice (Required Annually):** Observations of classroom practice were conducted on the following dates: 9/8/04, 9/30/04, 10/15/04, 11/30/04, 1/27/05, 2/14/05, 2/25/05, 3/18/05, and 4/5/05.

Evaluator / Title Dr. Watching You Date: April 22, 2005

**Optional Data for Strand A:**

Served as a facilitator for revision/development of District LA curriculum.  
Integration of guest speakers into classroom research unit for NASA project.  
Incorporated NWEA assessment data into classroom planning. Developed LA assessments consistent with the District LA curriculum.

E Evaluator / Title Dr. Watching You Date: April 22, 2005

**Optional Data for Strand B:**

Students actively participate in the development of activities based upon interest and ability. Independent student assignment contracts were developed. Student materials are determined by individual projects and abilities. Students work independently and in small groups as evidenced during multiple classroom observations. Instructional units reflect respect for diversity.

Evaluator / Title Dr. Watching You Date: April 22, 2005

**Optional Data for Strand C:**

Led on-site training activities on NWEA Interpretation and Assessment, 4-Block Writing, and Differentiated Instruction.  
Served as a mentor to a novice, Level I teacher.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# Next Steps- District Planning



1. What needs to be done in your district to prepare administrators for the changes in evaluation procedures?
2. What do you need to do in order to facilitate the process?
3. What other resources do you need to implement an administrative training program in your district?

# District Implementation Calendar

## 3-Tier Licensure Implementation

	July	August	September	October	November	December
<b>Training</b>		<b>Administrator Overview of: 3-Tier Licensure</b> Eval System per Level Data Collection/Supervision PDP PDD/Advancement Mentoring Program	<b>Administrator Implementation of 3-Tier</b> Models of Supervision and Data Collection Development of a PDP	<b>Specific Staff Support: PDD/Advancement</b> Components of PDD Instructional Strand Student Learning Strand Prof. Development Strand	<b>Administrator</b> Data Collection Formative Evaluation PDP Monitoring <b>Mentors and Mentoring</b>	
			<b>Staff Overview of: 3-Tier Licensure</b> Eval System per Level PDP PDD/Advancement	<b>Growth / Improvement (as needed by teacher)</b>	<b>Growth / Improvement (as needed by teacher)</b>	
				<b>Mentors and Mentoring</b>		
<b>Actions</b>	Receive Training Kits	Administrator Review of 3-Tier Training Kit	<b>Administrators Facilitate:</b> Training of Certified Staff Creation of PDP	<b>Administrators Facilitate:</b> PDD Training	<b>Administrators Facilitate:</b> PDD Development	<b>Administrators Facilitate:</b> PDD Development
			<b>Administrators Begin</b> Supervision Data Collection	<b>Administrators Continue</b> Supervision Data Collection	<b>Administrators Continue</b> Supervision Data Collection	<b>Administrators Continue</b> Supervision Data Collection
<b>Due</b>			<b>District Professional Development Plan</b>	<b>PDPs</b>		
	July	August	September	October	November	December

3-Tier Licensure Implementation

	July	August	September	October	November	December
Training						
Actions						
Due						
	July	August	September	October	November	December