

Educator Preparation Program Renewal Manual

Educator Quality Division
New Mexico Public Education
Department
2017

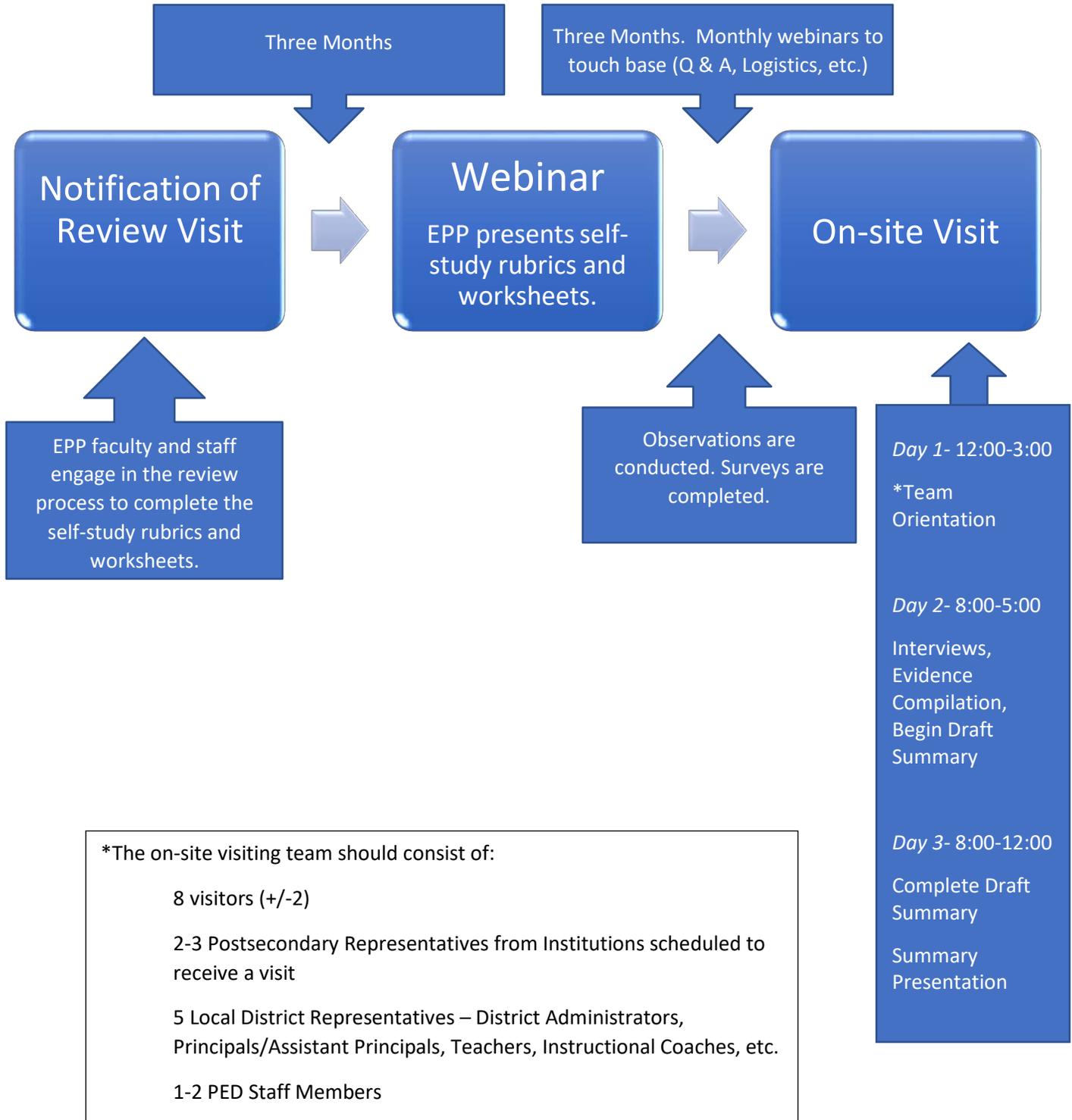


Christopher Ruszkowski
Secretary of Education

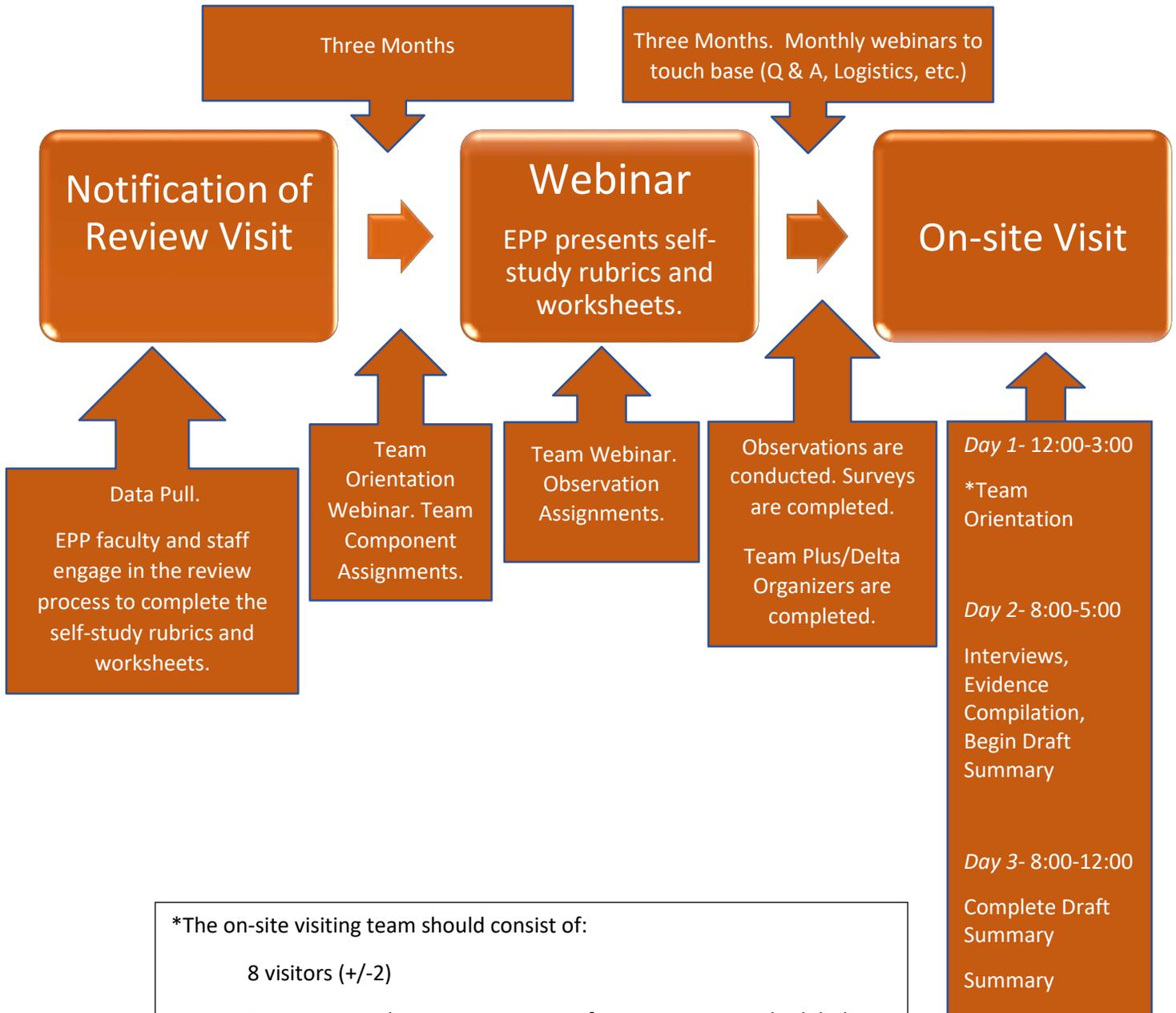
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EPP REVIEW TIMELINE



EPP REVIEW VISTING TEAM TIMELINE



*The on-site visiting team should consist of:

- 8 visitors (+/-2)
- 2-3 Postsecondary Representatives from Institutions scheduled to receive a visit
- 5 Local District Representatives – District Administrators, Principals/Assistant Principals, Teachers, Instructional Coaches, etc.
- 1-2 PED Staff Members

Section I: Conducting Classroom Walk Through Observations

The purpose of the classroom walk through observation is to determine, within a 15- to 20-minute snapshot, the degree to which students are actively engaged in learning challenging content. Given the time limit, this form must be brief, while encouraging the observer to note key characteristics of the instruction that support student achievement. Space is provided for running notes (on the back of the form) and for reflection on the level of rigor and engagement for each classroom. It is important to note that the key difference between an observation and a walkthrough observation is that no teacher will receive individual results. The collected evidence is used to look for program trends and or/trends by candidate type.

During all observations, observers will be paired with a partner. Each pair will enter the classroom together and position themselves to observe a cross-section of students. It is recommended to find open seats at either side of the classroom or in the back so that observers can take note of what students are doing and note the resources used to support the content in the classroom. Observers should not interrupt the class in any way.

Observers will gather evidence, align the evidence, and create an initial score using the NMTEACH Rubric. The observation form should be completed for each observation independently. Observers will be asked to take notes on classroom artifacts and resources (what is visible to learners and what has been provided on the student desk top as a learning resource); student behaviors (what students are doing in the classroom); and teacher behaviors (what the teacher is doing to support learning). Observers should only collect evidence on the form and not identify recommendations or questions.

All observation forms will be collected during the Team Debrief session. The observation forms will not be provided to individual teachers, but they will be used by the team to identify trends in classroom practices. The forms will be used for the three types of observations that will be conducted during the visit: Program Instructor Observations, Intern/Student Teacher Observations and Completer (1-2 Year Teacher) Observations.

You and your partner will complete all of the assigned observations for your location within the allotted time schedule that has been provided on your agenda. Once observation evidence has been collected on the forms, you are encouraged to build a block of time within your personal schedule to score the collected observation evidence using the NMTEACH Rubric. You and your partner may score each observation independently and then discuss your scores to come to consensus. You will be asked to enter scores for all your observed classrooms on a summary chart. Please ensure that you and your partner use the language of the rubric as you score each Domain and Element. You will want to be able to connect your evidence with the scoring descriptions found within the Rubric.

The Observation Walk Through Form includes a summary of the observation and asks the observer to indicate the rigor of the work as basic, proficient, or advanced; and the level of engagement as low, medium, or high. The basic rigor level involves acquiring knowledge, for its own sake, and being able to recall or locate that knowledge in a simpler manner. The advanced rigor level involves more complex ways in which students use knowledge. At this level, the knowledge is fully integrated into the student's mind and the student can do much more than locate information. Students can take several pieces of knowledge and combine them in both logical and creative ways to solve complex real-world problems or create projects and designs. The level of student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

EPP Classroom Observation Walk Through Form

Course: _____ Grade Level: _____
 Time of Observation: Opening _____ Middle _____ Closing _____ Period/Block: _____

Class Size: _____ (Female _____ Male _____)
 Ethnicity: Caucasian _____ African-American _____ Hispanic/Latino _____
 _____ Asian American _____ Native American _____

Seating arrangement:

Program Faculty Only: Content as Connected to Day-One Readiness

Artifacts, Evidence of Learning:

Student Behaviors:

Teacher Behaviors:

Summary of Observation:

Rigor/Challenge of Work: Basic _____ Proficient _____ Advanced _____

Engagement of students: Low (Compliant) _____ Medium _____ High _____

NMTEACH Scores (Domains 2 and 3)*:

2A	2B	2C	2D	2E	3A	3B	3C	3D	3E

*Please reference your NMTEACH Rubric when scoring classroom observation evidence.

Section II: Conducting Interviews

Each team member will interview at least one group during the visit. Again, you will be with a partner or a team of three. You are grouped together to ensure that quality notes are collected throughout the interview. The following job duties should be assigned before you arrive at the interview location:

- Interviewer (Questioner): This individual will introduce the visiting team to the group that is being interviewed. After the initial introductions, the interviewer will be responsible for asking questions, rephrasing questions (if unclear) and cueing individuals to answer.
- Scribe (Note Taker): This job may be shared if there are three on the team. This individual is responsible for taking notes during the interview. Special attention should be paid to capture exact language as much as possible. Notes can be hand written or typed. No video or audio recording is allowed.

The following pages contain specific questions for interviews with teacher candidates, program leaders, cooperating teachers, program instructors and field experience supervisors and district-level administrators. Your team will use these notes to gather supporting quotes for the exit report and related summary statements.

Tips for Effective Interviews

1. Introduce yourself and provide a brief statement about the nature of the visit. Be clear about the visit's purpose—to help the program identify best practices and future actions needed to improve all program areas. The goal is to get views on what the program has done and to define next steps and challenges.
2. Be prepared. Study the available data and information. Develop an idea of what you want to learn about the program. Take 15 minutes to review the specific interview questions in the Team Member Guide. Decide if there are other questions you should ask that will help fill in any gaps.
3. Avoid the trap of allowing one person to dominate the responses. Ask everyone in the room to respond to each question. Another approach is to ask for one person to provide an initial answer then prompt the remaining interviewees to clarify or expand on the answer based on their experience.
4. Restate the question when answers miss the point. For instance, you may not get an adequate answer to a probing question such as, "Why aren't your students performing well?" Don't move on to the next question. Instead, repeat what they have said to you in a different way: "What challenges do your students face when being placed in the field? Why do you think those challenges occur?"
5. Generate follow-up questions based on responses. For example, if an interviewee says, "I don't have time to give students extra help," you may wish to ask, "How can your program adjust your schedule to help you make time for extra help?"
6. Be prepared to confront challenges constructively. You may say to leaders, "As we look at the data, we might conclude that professional development for your faculty is a problem. What can we do to help address the problem?"
7. Remember that you are there to listen and not to talk. Please avoid discussions about your experience or program. If asked about your thoughts, try to answer quickly or redirect back to the purpose of the interview. State that you are happy to discuss the topic more after the interview (if needed).
8. Thank interviewees for their time and their commitment to raising student achievement.
9. Remember the contextual differences in interviews with students, teachers and site leaders. Relate this to the purpose of the interview and the questions that you ask.

EPP Interview Questions—Program Completers

Curriculum and Delivery	<ol style="list-style-type: none"> 1. What do you consider to be strengths of your program? 2. Describe essential skills or content that your courses provided to you that you used regularly in your classroom. In what areas do you feel you were best prepared? 3. Are there any specific content or skill areas that you would like to see emphasized more in your program? (What areas would you like to have had more instruction or support?) 4. In what ways did your teacher education program prepare you to work effectively with students from diverse backgrounds (i.e. ELL, special education, poverty, etc.)? 5. In what ways did your program prepare you to effectively use technology to enhance learning in your classroom? 6. Describe the pedagogical practices that your instructors used, and how did they prepare you to teach? 7. In what way did your program prepare you to use assessment data to benefit your students (monitor progress or make instructional planning decisions)? 8. How did your program assist you to address the expectations and content of the Common Core and New Mexico State Standards?
Clinical Practice	<ol style="list-style-type: none"> 9. What types of field experiences were part of your program and in what ways did they benefit you? 10. Describe the feedback and support that your mentoring/cooperating teacher provided to you. What traits and practices do you want to replicate from your mentor or cooperating teacher? 11. How well did your program help you to improve how you planned or delivered lessons during your field experience? Give specific examples. 12. What recommendations would you provide to enhance the clinical experience for future teacher candidates?
Candidate Quality	<ol style="list-style-type: none"> 13. How well does your current teaching position reflect your initial licensure preparation? 14. Describe your understanding of the selection or entry process of your program. 15. What advisory support and progress monitoring were you provided as you progressed in your program? 16. How well were you prepared for the formal assessments that you were required to take to gain your certification (NES/NMTA)? What else could your program do to better prepare you for those assessments?
Continuous Improvement	<ol style="list-style-type: none"> 17. How well do you think your program prepared you to be Day-One Ready? 18. What changes would you make to the program to ensure that more teacher candidates are Day-One Ready in the future?

EPP Interview Questions—Student Teachers/Interns

Curriculum and Delivery	<ol style="list-style-type: none"> 1. What do you consider to be strengths of your clinical experience so far? 2. Describe essential skills or content that your courses provided that you have used. In what areas do you feel you were best prepared? 3. Are there any specific content or skill areas that you would like to see emphasized more in your program? (In what areas would you like to have had more instruction or support?) 4. In what ways did your teacher education program prepare you to work effectively with students from diverse backgrounds (i.e. ELL, special education, poverty, etc.)? 5. Describe the pedagogical practices that your instructors use, and how are you incorporating those into your own teaching? 6. In what ways did your program prepare you to effectively use technology to enhance learning in your classroom? 7. In what way did your program prepare you to use assessment data to benefit your students (monitor progress or make instructional planning decisions)? 8. How did your program assist you to address the expectations and content of the Common Core, New Mexico State Standards, and NMTEACH?
Clinical Practice	<ol style="list-style-type: none"> 9. Describe the opportunities that you have had in your program to participate in clinical activities. When? Where were you placed? What did you learn? 10. Describe the feedback and support that your mentoring/cooperating teacher provided to you. What traits and practices do you want to replicate from your mentor or cooperating teacher? 11. How did your university supervisor help you to improve how you planned or delivered lessons during your field experience? Give specific examples. 12. What recommendations would you provide to enhance the clinical experience for future teacher candidates?
Candidate Quality	<ol style="list-style-type: none"> 13. How well does your current placement reflect your desired licensure area? 14. What advisory support and progress monitoring were you provided as you progressed in your program? 15. How are you being prepared for the formal assessments that you were required to take to gain your certification (NES/NMTA)? What else could your program do to better prepare you for those assessments?
Continuous Improvement	<ol style="list-style-type: none"> 16. As a student, what opportunities do you have to provide feedback to leaders about your program? 17. How do you perceive your program and clinical practice has prepared you to be Day-One Ready? 18. What changes would you make to the program to ensure that teacher candidates are effectively prepared to begin teaching? Day-One Ready in the future?

EPP Interview Questions—Postsecondary Program Leaders

Curriculum and Delivery	<ol style="list-style-type: none"> 1. What do you consider to be the main strength of your program? 2. Describe how your program organizes content to support the expectations for teachers as outlined in the NMTEACH Rubric. (Take me through the typical course sequence and identify how each teach the elements of NMTEACH). 3. How do you support faculty and cooperating teachers to teach and model instructional best practices? (i.e. using technology to support instruction, literacy strategies, etc.) 4. How does your program prepare candidates to work effectively with students from diverse backgrounds (i.e. ELLs, poverty, SPED, etc.)? 5. How do you prepare candidates to effectively use assessment data to benefit students (monitor student progress or make instructional planning decisions)? 6. How does your program assist students to understand the state requirements such as PARCC, school report cards, Common Core and NMTEACH?
Clinical Practice	<ol style="list-style-type: none"> 7. What systems are in place to evaluate and improve the quality of clinical experiences for your program? 8. How do you partner with district and charter leaders to determine placement for candidates? 9. How do you ensure that candidates experience a variety of placements that reflect the diverse student population of the area? 10. What opportunities are there to improve the clinical experiences of your candidates?
Candidate Quality	<ol style="list-style-type: none"> 11. Describe your program recruitment practices. How does your program promote opportunities for careers in education? 12. Describe the major milestones in your program. How are candidates provided feedback and support to ensure that they are on track? 13. How does your program select partnering districts, schools and teachers? Are there any factors that are considered when placing candidates in field study experiences? 14. What are the primary reasons that candidates exit your program without completing? 15. How are candidates prepared for formal assessments (NES/NMTA)? What changes have been implemented to support success on these assessments?
Continuous Improvement	<ol style="list-style-type: none"> 16. How are you involved in efforts to improve the quality and outcomes of your program? 17. How has the unit or program been involved in discussions with stakeholders that focus on improving the program and/or improving the placement of candidates in field experiences? 18. How does the program utilize data to support continuous improvement? 19. What professional development or support has been provided to instructors and cooperating teachers to support continuous improvement efforts? 20. What changes would you make to the program to ensure that more teacher candidates are Day-One Ready in the future?

EPP Interview Questions—Program Faculty

Curriculum and Delivery

1. What do you consider to be strengths of your program?
2. What changes have you implemented over the past three years to improve either content or instruction within your courses (and why)?
3. How does your program educate students about state initiatives such as NMTEACH, PARCC, school grades, etc.?

Clinical Practice

5. Describe the opportunities that you have had in your program to support clinical activities?
6. What feedback do you provide to your candidates? How often is feedback provided and how is it delivered? Give specific examples.
7. What recommendations would you provide to enhance the clinical experience for future teacher candidates?

Candidate Quality

8. Describe the major milestones in your program. How do you work with candidates to ensure that they are on track?
9. What advisory support do you provide to students as they progress in your program?
10. How are candidates being prepared for the formal assessments that they will be required to take to gain certification (NES/NMTA)? What else could your program do to better prepare them for those assessments?
11. What are the primary reasons that candidates exit your program without completing?

Continuous Improvement

12. How are you involved in efforts to improve the quality and outcomes of your program?
13. How have you been involved in discussions with local districts or charters that focus on improving your program and/or improving the placement of candidates in field experiences?
14. Describe the professional development opportunities that you have participated in over the last three years (content and setting).
15. What changes would you make to your program to ensure that more teacher candidates are Day-One Ready in the future?

EPP Interview Questions—Clinical Supervisors

Curriculum and Delivery	<ol style="list-style-type: none"> 1. What do you consider to be strengths of your program? 2. What changes have been implemented over the past three years to improve the quality of field experiences for candidates (and why)? 3. How is the content knowledge of the candidate assessed? 4. How do field experiences expose candidates to the expectations of the NMTEACH Educator Effectiveness System?
Clinical Practice	<ol style="list-style-type: none"> 5. What systems are in place to evaluate and improve the quality of clinical experiences for your program? 6. As a clinical supervisor, how often is feedback provided and how is it delivered to teacher candidates? Give specific examples. Describe any specific tools or protocols that are used. 7. What recommendations would you provide to enhance the clinical experience for future teacher candidates? 8. As a clinical supervisor, how do you provide feedback to program faculty about strengths and weaknesses of teacher candidates observed during field experiences? 9. How often do you meet with the cooperating teacher and what is the substance of those meetings? 10. How often does the clinical triad (PBS and CT/Mentor and candidate) meet?
Candidate Quality	<ol style="list-style-type: none"> 11. How do you collaborate with districts to enhance field experiences for candidates? (placement, activities, district initiatives, etc.) 12. How does your program select partnering districts, schools and teachers? Are there any factors that are considered when placing candidates in field study experiences? 13. What are the primary reasons that candidates exit your program without completing?
Continuous Improvement	<ol style="list-style-type: none"> 14. How are you involved in efforts to improve the quality and outcomes of your program and the candidate's field experience activities? 15. How have you been involved in discussions with local districts or charters that focus on improving your program and/or improving the placement of candidates in field experiences? 16. Describe the professional development opportunities for clinical supervisors provided by the program. 17. What changes would you make to your program to ensure that more teacher candidates are Day-One Ready in the future?

EPP Interview Questions—Partnering Principals/LEA Leaders

Curriculum and Delivery

1. To what extent have you had the opportunity to observe teacher candidates from the EPP?
2. What do you consider to be the strengths to be reinforced and the opportunities for improvement of the teacher candidates, from the EPP, that you are currently supervising?
3. Are there any specific content or skill areas that you would like to see emphasized more in the teacher preparation program? (What areas do you think candidates need more support in?)
4. In terms of the NMTEACH Rubric, which elements could be considered strengths of your candidates (looking at trends) and which would be considered areas for improvement?
5. Do teacher candidates engage their students using active learning strategies? Which strategies are frequently used by your candidates?
6. What is the level of content knowledge demonstrated by your teacher candidates?
7. Describe the level of understanding that your candidates have about state initiatives such as PARCC, the school report card, NMTEACH, etc.

Clinical Practice

8. Describe the opportunities that you have had to support teacher candidates in clinical activities (methods field experience activities, student teaching, internships, etc.).
9. Describe the frequency and type of feedback that you are able to provide in these field experiences.
10. How does your school work with the candidate's mentor (your staff) and the postsecondary supervisor? To what extent do you believe the EPP is receptive to your involvement and feedback from your school?
11. How do you collaborate with program leaders from the EPP in support of teacher candidates to determine placement opportunities for candidate's student teaching/field experiences?
12. What recommendations would you provide to enhance the clinical experience for future teacher candidates?

Candidate Quality

13. How do you promote teacher preparation programs with your students? (Communicate education as a career)
14. What key characteristics or evidence do you look for as you review the candidate pool during the hiring process?

Continuous Improvement

15. As a supporter of candidates from this program, what opportunities do you have to provide feedback to leaders about the program?
16. Do your candidates use data to guide instructional decisions?
17. How well do you think the EPP and clinical practice has prepared candidates to be Day-One Ready?
(ALP modification: At what point would you expect a candidate in an alternative licensure program to be Day-One Ready?)
18. What changes would you make to the EPP to ensure that more teacher candidates are Day-One Ready in the future?
19. How does the EPP help your school and ALP candidates to become Day-One Ready during their first year of teaching?

EPP Interview Questions—Cooperating and Mentor Teachers

Curriculum and Delivery	<ol style="list-style-type: none"> 1. What do you consider to be strengths of the teacher candidates that you are supervising? 2. Are there any specific content or skill areas that you would like to see emphasized more in the teacher preparation program? (What areas do you think candidates need more support in?) 3. In terms of the NMTEACH Rubric, which elements could be considered strengths of your candidates (looking at trends) and which would be considered areas for improvement? 4. Describe the level of understanding that your candidates have about state initiatives such as PARCC, the school report card, NMTEACH, etc. 5. If you could design a course for teacher candidates to assist them in becoming Day-One Ready, what would it be and what critical content would you want them to learn? 6. Does the candidate use active learning strategies (such as work in small groups, class discussion, in-class writing or polling) that result in student engagement?
Clinical Practice	<ol style="list-style-type: none"> 7. Describe the opportunities that you have had to support teacher candidates in clinical activities (methods field experience activities, student teaching, internships, etc.). 8. Describe the frequency and type of feedback that you are able to provide in these field experiences. Do you feel you had adequate time after every observation to speak with your teacher candidate? 9. How do you work with your candidate and the postsecondary supervisor? 10. How are you involved in working with program leaders from _____ to determine placement opportunities for candidates? 11. What recommendations would you provide to enhance the clinical experience for future teacher candidates?
Candidate Quality	<ol style="list-style-type: none"> 12. How do you assess a candidate's progress over time? How do you ensure that the candidate is on track? 13. What is the process for sharing concerns about struggling candidates or those that you feel will not be successful in their field experience? How are these students supported? 14. Did candidates practice new techniques that you suggested or coached them on?
Continuous Improvement	<ol style="list-style-type: none"> 15. As a supporter of candidates from this program, what opportunities do you have to provide feedback to leaders about the program? 16. How well do you think the program and clinical practice has prepared candidates to be Day-One Ready? 17. What changes would you make to the program to ensure that more teacher candidates are Day-One Ready in the future? 18. Were you provided meaningful training in coaching strategies from the EPP?

DAY 1 Personal Interview and Observation Schedule

Team Member: _____

TIME	ACTIVITY—Interview or Observation	Location	Partner
1:00-2:00	_____ _____ _____		
2:00-3:00	_____ _____ _____		
3:00-4:00	_____ _____ _____		
4:00-5:00	_____ _____ _____		
5:00-6:00	_____ _____ _____		

DAY 2 Personal Interview and Observation Schedule

TIME	ACTIVITY—Interview or Observation	Location	Partner
8:00-9:00	Team Conference Call		
9:00-10:00			
10:00-11:00			
11:00-12:00			
12:00-1:00			
1:00-2:00			
2:00-3:00			
3:00-4:00			
4:00-5:00			
5:00-7:00	Team Debriefing		

**Please take notes on drive/travel time for your assignments.

Notes:

Common Visit Obstacles and Possible Solutions

Problem	Possible Solutions*
Students and Graduates live up to 3 hours away from postsecondary institution.	Webinar or conference call options can be used for interviewing these individuals. Survey monkey can be used to gather answers to interview questions (web or phone based interactions are preferred over survey type input).
Allowing enough time for interviews	Interviews should last between 60-90 minutes. The interview questions have been streamlined to ensure completion within the allotted interview time slot.
Some classes are only offered on Saturday or after 3 to ensure that candidates can work and attend classes.	If a significant number of courses are offered after school hours or on weekends, the team leader will need to work to establish observations of those components. This may mean that the team leader and/or designee come on-site earlier or stay after the on-site visit to conduct these interviews.
Some candidates would only be available on Saturdays and not during the week (given the structure of the program).	These candidates would be able to be interviewed when they are available. These interviews could be conducted on-site (immediately before or after their classes) or conducted via webinar/conference call on a Saturday. The team leader would need to work with postsecondary leaders to coordinate these interviews in the schedule.
It will be difficult to find graduates as a tracking system has not been solidified for all programs.	A list of graduates can be cross-referenced against licensure requests.
Scheduling conflicts of program leaders and/or faculty	If a significant leader is unable to complete related activities during the on-site portion of the visit, the team leader will identify an alternative time so that key leaders and faculty members are included in the process. This may mean that those individuals are interviewed using a call or webinar or that the on-site summary presentation is provided via webinar (at a later time). The team leader will work with postsecondary leaders to solve any scheduling conflicts.
Interview participant(s) availability	For any interview group, it is requested that approximately 8 individuals will participate in the actual interview. These individuals should be a true representation of the stakeholder group (i.e. student teachers should clearly be randomly selected and representative of the overall demographics of the student teacher group). To secure interviewees, postsecondary leaders should work with the team leader to select up to 10 participants to invite to the scheduled interview. As a backup, leaders should have a secondary list available in the case that fewer than 8 can participate from the initial requested group.

*Solutions listed are just examples. Postsecondary leaders will need to work with the Visit Leader to identify viable solutions for their program and candidates.

Section III: EPP Evaluation

Progress Towards Curriculum Design and Delivery	
+	Δ

Progress Towards Clinical Practice

+

Δ

Progress Towards Aligned Candidate Quality

+

Δ

Progress Towards Aligned Continuous Improvement

+

Δ

EPP REVIEW SUMMARY REPORT

At the completion of the review, the EPP will be provided a summary report. This report is intended to support continuous improvement efforts for the EPP for the next three years. This report should be used with faculty and stakeholder teams to validate progress and to confirm the need for changes. The EPP leaders should prioritize the actions and resources to enhance their current theory of action and resulting plans.

Post-Visit Follow-Up Actions

Requested Follow-Up Actions (within 90 Days)

1.

2.

3.

4.

5.

Notes/Suggested Resources:

Day One Ready Skills Survey

In addition to completing an interview, the following individuals will be asked to complete the online *Day One Ready Skills Survey* prior to the on-site visit:

Partnering Principal

Cooperating and Mentor Teacher

Student Teacher or Teacher of Record

Clinical Supervisor

Although the EPP may already have instructor or completer surveys, it is hoped that this survey will collect data that will allow the EPP to gain valuable information to inform the decision-making process.

The survey asks participants to rate various skill areas as well-developed, developed, or underdeveloped. These are defined as:

Well-developed: The candidate or Teacher of Record possess full knowledge of the skill area and displays consistent evidence of the skill area.

Developed: The candidate or Teacher of Record possess some knowledge of the skill area and displays little or inconsistent evidence of the skill area.

Underdeveloped: The candidate or Teacher of Record possess limited knowledge of the skill area and does not display evidence of the skill area.

Day One Ready Skills Survey

For each of the following areas, rate as well developed, developed or underdeveloped:

- *Well-developed:* The candidate or Teacher of Record possess full knowledge of the skill area and displays consistent evidence of the skill area.
- *Developed:* The candidate or Teacher of Record possess some knowledge of the skill area and displays little or inconsistent evidence of the skill area.
- *Underdeveloped:* The candidate or Teacher of Record possess limited knowledge of the skill area and does not display evidence of the skill area.

Use the next column to identify where these skills were addressed in the program (courses or specific field experiences). The final column has been provided to gather additional ideas to ensure Day One Readiness of Teacher Candidates. Provide your recommendations to strengthen any area that you rated as underdeveloped.

Skill Area Ratings				Course(s)/Experiences(s) used to teach the skill	Recommendations for Improvement
Topic/Skill	Under	Dev.	Well		
Lesson Planning					
Using student assessment data					
Creating a positive learning environment					
Classroom management					
Strategies to engage learners					
Using technology to support learning					
Designing instruction to address the needs of diverse learners					
Addressing Common Core and NM State Standards					
Understanding the NMTEACH Rubric					

Notes/Additional Comments:

Quality Review Rubrics

The Quality Review components are assessed with the following four rubrics. These rubrics are tools intended to inform an effective Quality Review by (1) providing clear expectations for EPPs to describe which behaviors, actions, and outcomes meet standards and (2) instructing the scoring of Quality Reviews. Each rubric aligns indicators to subcomponents and measures each indicator on a scale of five performance levels: Undeveloped, Developing, Proficient, Well Developed, and Industry Leader.

Questions should be directed to the Educator Quality Division at the PED: and submissions should be timestamped by 11:59pm on the deadline provided by the PED.

Rubric for Curriculum Design and Delivery Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
1.1 Curriculum Design					
<i>Curriculum Design</i>	EPPs do not demonstrate alignment of curriculum and assessments to the 10 InTASC standards and 6 priority areas.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and 6 priority areas. However, many standards and priority areas are not covered comprehensively or rigorously.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and 6 priority areas. However, several standards and priority areas are not covered comprehensively or rigorously.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and 6 priority areas. Almost all standards and priority areas are comprehensively and rigorously covered.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and 6 priority areas. All standards and priority areas are comprehensively and rigorously covered.
1.2 Instructional Delivery					
<i>Delivery alignment with curriculum design</i>	Observed instructional delivery is not aligned to the 10 InTASC standards and 6 priority areas.	Observed instructional delivery is aligned to the 10 InTASC standards and 6 priority areas but is of an inadequate quality. Observed instruction will not enable candidates to master the presented standards.	Observed instructional delivery is aligned to 10 InTASC standards and 6 priority areas and is of an adequate quality. Observed instruction will enable candidates to mostly master the presented standards.	Observed instructional delivery is aligned to 10 InTASC standards and 6 priority areas and is high quality. Observed instruction will enable candidates to fully master the presented standards.	Observed instructional delivery is aligned to 10 InTASC standards and 6 priority areas and is high quality. Instruction enables candidates to fully master the presented standards. In addition, EPPs make clear to candidates how coursework aligns to key standards (e.g. InTASC, CCSS) and how they can use those standards in their own teaching.
<i>Active learning</i>	Instructors do not employ active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) or employ such strategies without achieving active student engagement.	Instructors occasionally employ active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) or employ such strategies while achieving only occasional student engagement.	Instructors employ active learning strategies (such as strategies that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in student engagement.	Instructors consistently employ a variety of active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in a high level of student engagement.	Instructors consistently employ a variety of active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in a high level of student engagement; instructors use metacognitive narration to explain their use of instructional strategies to candidates.

Rubric for Curriculum Design and Delivery Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
<i>Classroom dynamics and diversity</i>	<p>Classroom environments are not conducive to the learning of the majority candidates.</p> <p>Instructors do not make explicit efforts to embrace the diverse perspectives of their candidates.</p>	<p>Classroom environments are conducive to the learning of the majority candidates.</p> <p>Instructors attempt to, but may not successfully, embrace the diverse perspectives of their candidates and employ these to enrich everyone's understanding of the subject at hand.</p>	<p>Classroom environments are conducive to the learning of all candidates.</p> <p>Instructors embrace the diverse perspectives of their candidates and employ these to enrich everyone's understanding of the subject at hand.</p>	<p>Classroom environments are highly conducive to the learning of all candidates.</p> <p>Instructors embrace the diverse perspectives of their candidates and the state's PK-12 students and employ these to enrich everyone's understanding of the subject at hand.</p>	<p>Classroom environments are highly conducive to the learning of all candidates.</p> <p>Instructors embrace the diverse perspectives of their candidates and the state's PK-12 students and employ these to enrich everyone's understanding of the subject at hand. Instructors use metacognitive narration to explain their approach to and use of diversity to improve their instruction.</p>
Additional Measures for Curriculum Design and Delivery Component					
	<p>1.1 Curriculum Design and 1.2 Instructional Delivery:</p> <ul style="list-style-type: none"> Summative and capstone assessment scores to measure candidate mastery of the 10 InTASC standards and 6 priority areas Graduate Survey to measure graduate satisfaction with effectiveness and relevance of EPP coursework NES exams assessing graduate mastery 				

Rubric for Clinical Practice Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors					
<i>Selection of placement sites</i>	EPPs select placements without attention to providing candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs attempt to select placement sites that will provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs collaborate with the placement sites to provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs only select sites which provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs only select sites which provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, in different geographic settings, and in high-quality schools (with School Grades of A or B).
2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor					
<i>Training for program-based supervisor and cooperating teachers/mentors</i>	EPPs provide no training to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide training to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide training in coaching strategies to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide training in coaching strategies, content standards, professional teaching standards, and the NMTEACH Teacher Observation Rubric to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide meaningful training in coaching strategies, content standards, professional teaching standards, and the NMTEACH Teacher Observation Rubric to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors. EPPs ensure that PBSs and CTs/mentors are trained in the same coaching methodology as each other to provide consistency for candidates.
2.3 Preclinical and Clinical Experience					
<i>Application of coursework to practice</i>	Unclear if and when candidates apply coursework to practice.	Candidates sometimes apply coursework to practice, but on delayed timeframe and without fidelity.	EPP provides instruction and coursework that can be immediately applied to practice; candidates usually apply coursework to practice immediately, but only sometimes with fidelity.	Candidates apply coursework to practice immediately, and with fidelity.	Candidates embed coursework into practice consistently.
<i>Coaching time</i>	There is no dedicated time for coaching to occur.	EPPs and placement sites allocate PBSs and CTs/Mentors time to meet with candidates, but not enough time to always meet after observations.	EPPs and placement sites expect PBSs and CTs/Mentors time to meet with candidates after every observation.	EPPs and placement sites allocate PBSs and CTs/Mentors time to meet with candidates immediately after every observation.	EPPs and placement sites allocate PBSs and CTs/Mentors ample time to meet with candidates immediately after every observation.

Rubric for Clinical Practice Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
<i>Communication between PBS and CT/Mentor</i>	PBSs and CTs/Mentors coaching the same candidate do not communicate with one another about their candidate.	PBSs and CTs/Mentors with the same candidate engage in some, but little communication with one another about their candidate.	PBSs and CTs/Mentors engage in communication with one another about their candidate.	PBSs and CTs/Mentors with the same candidate often communicate with one another about their candidate and coordinate their support of and to the candidate.	PBSs and CTs/Mentors with the same candidate frequently communicate with one another about their candidate and carefully coordinate their support of and to the candidate.
<i>High Quality Coaching</i>	During coaching conversations, candidates receive irrelevant or unhelpful feedback. Candidates are not provided concrete instructional strategies for how to improve.	During coaching conversations, candidates rarely receive evidence-based, targeted, and specific feedback. Candidates are provided concrete instructional strategies for how to improve, but strategies are not based on professional teaching or appropriate content area standards.	During coaching conversations, candidates receive evidence-based, targeted, and specific feedback. Candidates are provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards.	During coaching conversations, candidates always receive evidence-based, targeted, and specific feedback. Candidates are always provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards.	During lessons, coaches conduct active observations. ¹ During coaching conversations, candidates always receive evidence-based, targeted, and specific feedback that is tied to coursework. Candidates are always provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards. Coaches use active observation when observations are in-person.
<i>Candidates practice of new techniques</i>	Candidates do not practice new techniques.	Candidates sometimes practice new techniques, but on delayed timeframe or without fidelity.	Candidates usually practice new techniques immediately, but only sometimes with fidelity. PBSs reinforce strategies taught in other coursework.	Candidates practice new techniques immediately and with fidelity.	Candidates embed new techniques into practice consistently.
2.4 Collaboration of Partners					
<i>Partner engagement</i>	EPPs rarely or never meet with partner district(s). EPPs do not evaluate the quality of partnership(s).	EPPs meet on “as needed” basis with partner district(s). EPPs irregularly evaluate the quality of partnership(s).	EPPs meet regularly with partner district(s) to discuss each partner’s goals. EPPs irregularly evaluate the quality of partnership(s).	EPPs meet regularly and strategically with partner district(s) to discuss each partner’s goals. EPPs regularly evaluate the quality of partnership(s).	EPPs meet regularly and strategically with partner district(s) to discuss each partner’s goals. EPPs regularly evaluate the quality of partnership(s) and, based on results, make strategic improvements.

¹ TNTP (2014). Fast Start: Training Better Teachers Faster, with Focus, Practice and Feedback. Retrieved December 5, 2016, from http://tntp.org/assets/documents/TNTP_FastStart_2014.pdf.

Rubric for Clinical Practice Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
Additional Measures of Clinical Practice Component					
	<p>2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors:</p> <ul style="list-style-type: none"> • Interviews or focus groups to determine usefulness of experience and quality of guided support • NMTEACH summative score of cooperating teacher/mentor • Candidate surveys to assess satisfaction with student teaching or job-embedded clinical practice experience • School site demographics and details related to student placements <p>2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor:</p> <ul style="list-style-type: none"> • Supervisor and cooperating teacher/mentor survey to assess satisfaction • Candidate survey to assess satisfaction • Training plans for PBSs/CTs <p>2.3 Preclinical and Clinical Experience</p> <ul style="list-style-type: none"> • Candidate survey to gauge candidate learning and alignment of experience with candidate expectations and needs • Program-based supervisor and cooperating teacher/mentor survey to assess candidates' experiences and progress • NMTEACH Teacher Observation Rubric scores of candidates overtime • Formative or, where applicable, summative assessments of the candidates' students to assess candidate impact on student learning <p>2.4 Collaboration of Partners:</p> <ul style="list-style-type: none"> • Candidate and cooperating teacher/mentor surveys to assess quality and impact of partnerships 				

Rubric for Candidate Quality Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
3.1 Recruitment and Admissions					
<i>Effective Recruitment and Selection goals</i>	EPPs do not operate with recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs operate with implicit recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity. EPPs raise goals upon meeting them.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity. EPPs raise goals annually.
<i>Alignment and Quality of Selection Model</i>	The selection model is not aligned with selection goals. The selection model minimally takes into account academic achievement, candidate dispositions or diversity.	The selection model is somewhat aligned with selection goals. It takes into account academic achievement, candidate dispositions, and diversity, but does not clearly describe selection criterion for one or more of the elements.	The selection model is mostly aligned with selection goals; takes into account academic achievement, candidate dispositions, and diversity; and adequately describes selection criterion for each of the elements.	The selection model is well-aligned with selection goals; takes into account academic achievement, candidate dispositions and diversity; and clearly describes selection criterion for each of the elements. Standards for each of these criteria are high and ensure high-quality incoming cohorts.	The selection model is completely aligned with selection goals; takes into account academic achievement, candidate dispositions, and diversity; and clearly describes selection criterion for each of the elements. Standards for each of these criteria are high and ensure top-quality incoming cohorts.
<i>Quality of incoming cohort</i>	EPPs do not have evidence of quality of incoming cohorts on teacher-related dispositions. The quality of incoming cohorts does not meet any selection goals.	EPPs have evidence of moderate quality of incoming cohorts on teacher-related dispositions. The quality of incoming cohorts only meets some selection goals.	EPPs have evidence of high quality of incoming cohorts on teacher-related dispositions. The quality of incoming cohorts meets most selection goals.	EPPs have clear evidence of high quality of incoming cohorts on teacher-related dispositions. Incoming cohort quality increases over time. The quality of incoming cohorts meets or exceeds most selection goals.	EPPs have clear evidence of top quality of incoming cohorts on teacher-related dispositions. Incoming cohort quality increases over time. The quality of the incoming cohorts meets or exceeds all selection goals.
3.2 Continuous Assessment and Support for Candidate Progress					
<i>Quality of Evaluation System</i>	EPPs do not have an ongoing evaluation system to assess candidates. EPPs assess candidates in ad hoc manner or not at all.	EPPs design an ongoing evaluation system which partly focuses on candidates' continuous improvement. EPPs use system to assess candidates irregularly.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently and rigorously and differentiate among candidates.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently and rigorously, differentiates among candidates, and shares progress with students.

Rubric for Candidate Quality Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
<i>Quality of Support Systems</i>	No clear support systems or feedback mechanisms are in place.	Support systems and feedback mechanisms are in place, but are not effective in supporting candidate growth.	Support systems and feedback mechanisms in concert with candidate placement sites are in place and are effective in supporting most candidates' growth.	Support systems and feedback mechanisms are in place and are effective in supporting all candidates' growth.	Support systems and feedback mechanisms are in place and are effective in supporting all candidates' growth, with equal success supporting struggling candidates as high achieving candidates.
<i>Candidate and Cohort performance</i>	Performance of the cohort is either not measured or is stagnant.	Performance of the cohort is generally increasing during the program.	Performance of the cohort increases consistently during the program.	Performance of the cohort consistently increases during the program. Nearly all students, including candidates identified 'at risk' of not meeting standards across key learning areas, grow.	Performance of the cohort consistently increases during the program. Nearly all students grow, and candidates identified 'at risk' of not meeting standards across key learning areas grow sufficiently quickly to catch up to their peers.
3.3 Selectivity During Graduation					
<i>Quality of Selection criteria during program completion</i>	EPP recommends program graduates for licensure without assessment of their preparedness.	EPPs recommend program graduates for licensure with moderate assessment of candidate preparedness.	EPPs recommend program graduates for licensure based on assessment of candidate preparedness. Completion criteria are based on more than satisfactory GPA in coursework.	EPPs recommend program graduates for licensure based on rigorous assessment of candidate preparedness, potentially resulting in candidates graduating who are not recommended for licensure. Selection criteria are based on substantial evidence collected through the program.	EPPs recommend program graduates for licensure based on rigorous assessment of candidate preparedness, potentially resulting in candidates graduating who are not recommended for licensure and are supported further by their program. Selection criteria are based on substantial evidence collected through the program.
<i>Quality of the Graduating Cohort</i>	EPPs do not have evidence of quality of graduating cohorts on teacher-related dispositions.	EPPs have evidence of moderate quality of graduating cohorts on teacher-related dispositions.	EPPs have evidence of high quality of graduating cohorts on teacher-related dispositions.	EPPs have clear evidence of high quality of graduating cohorts on teacher-related dispositions. Graduating cohort quality increases over time.	EPPs have clear evidence of top quality of entire graduating cohorts on teacher-related dispositions. Graduating cohort quality increases over time.
Additional Measures of Candidate Quality Component					
	<p>3.1 Recruitment and Admissions</p> <ul style="list-style-type: none"> • Average GPA, nationally-normed test scores, or other data similar metric • Incoming cohort reflects the diversity of the student body of New Mexico's population <p>3.2 Continuous Assessment and Support for Candidate Progress</p> <ul style="list-style-type: none"> • Interviews to assess the growth of individual candidate and cohort performance at each stage of evaluation • EPP faculty and candidate surveys and interviews to gauge the quality and effectiveness of the evaluation and support systems 				

Rubric for Candidate Quality Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
Additional Measures of Candidate Quality Component					
	<p>3.3 Quality of the Candidate at Program Completion</p> <ul style="list-style-type: none"> • Interviews of candidates to gauge the rigor of the selectivity criteria and model during completion • Average GPA • State required nationally-normed test scores • Graduating cohort reflects the diversity of the student body of New Mexico's population • Cohort graduation rate • NES exams assessing graduate mastery • Feedback and graduate surveys to determine candidate satisfaction with preparation and support throughout program 				

Rubric for Continuous Improvement Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
4.1 Theory of Action					
<i>Articulated theory of action</i>	EPPs ineffectively or do not articulate a theory of action.	EPPs articulate a theory of action but it is not aligned with preparing Day-One Ready candidates.	EPPs articulate a theory of action that is implicitly aligned with preparing Day-One Ready Novice teachers.	EPPs explicitly articulate a theory of action that is aligned with preparing Day-One Ready candidates.	EPPs explicitly articulate a theory of action that is aligned with preparing Day-One Ready candidates. The theory of action evolves over time in response to changes in local needs and national trends.
4.2 Goal-Setting and Implementation					
<i>Strategic Goals</i>	Goals are not informed by data analysis or do not exist.	Goals are informed by data analysis.	Goals are driven by data analysis and use some SMART (Specific, Measurable, Attainable, Results-Oriented, Time Bound) criteria.	Goals are driven by data analysis and use SMART criteria.	Goals are driven by data analysis and consistently use SMART criteria.
<i>Planning</i>	EPPs do not develop plans for program changes.	EPPs develop plans for program changes and iterations, but do not have a timetable or key actions and owners.	EPPs develop plans for program changes and iterations, including a timetable and key actions and owners.	EPPs develop detailed plans for program changes and iterations, including a timetable, key actions and owners, and monitoring processes.	EPPs develop detailed plans for program changes and iterations, including a timetable, key actions and owners, and monitoring processes which include reflection on quality of planning.
<i>Measures</i>	EPPs do not identify appropriate measures or tools for investigating or evaluating improvement outcomes.	EPPs identify measures for investigating and evaluating improvement outcomes. EPPs select or develop effective tools to collect and analyze data in support of these measures., but these tools have limited effectiveness.	EPPs identify measures for investigating and evaluating improvement outcomes. EPPs select or develop effective tools to collect and analyze data in support of these measures.	EPPs identify appropriate and complementary measures for investigating and evaluating improvement outcomes. EPPs select or develop effective tools to collect and analyze data in support of these measures.	EPPs identify multiple appropriate and complementary measures for investigating and evaluating improvement outcomes. EPPs select or develop effective tools to collect and analyze data in support of these measures and share them with peer institutions.
<i>Implementation</i>	EPPs do not demonstrate capacity to implement, test, and evaluate program improvements.	EPPs demonstrate mixed capacity to implement, test, and evaluate program improvements.	EPPs demonstrate capacity to implement, test, and evaluate program improvements based on data.	EPPs demonstrate capacity to implement, test, evaluate program improvements and execute iterations based on data.	EPPs demonstrate capacity to implement, test, evaluate program improvements and execute iterations based on data. EPPs solicit and incorporate feedback from local partners.

Rubric for Continuous Improvement Component					
Indicators	Undeveloped	Developing	Proficient	Well Developed	Industry Leader
4.3 Reflection and Adjustment					
<i>Evidence-based decision making</i>	EPPs do not revise plans or only do so in ad hoc manner not driven by data collection and analysis.	EPPs revise plans partially based on data collection and analysis and implement new plans with moderate effectiveness.	EPPs revise plans based on data collection and analysis and implement new plans with moderate effectiveness.	EPPs revise plans based on data collection and analysis and implement new plans effectively.	EPPs revise plans based on data collection and analysis and implement new plans effectively. EPPs share key learnings within the organization and with local partners.
<i>Outcomes</i>	EPPs make no growth towards strategic goals and targets. EPPs have identified local partners but meet infrequently.	EPPs make incremental growth towards strategic goals and targets and begin cycle again. EPPs and partners meet but do not have pre-set outcomes of the meeting. Meetings do not align with the Theory of Action.	EPPs make moderate growth towards strategic goals and targets and begin cycle again. EPPs share key learnings within the organization and with local partners.	EPPs make significant growth towards strategic goals and targets and begin cycle again. EPP/Partner meetings offer opportunities to provide focused feedback on candidate quality and program improvement.	EPPs make significant growth towards strategic goals and targets and begin cycle again. EPPs share key learnings within the organization and with local partners, and use available data as the foundation of requested feedback to improve program outcomes.
Additional Measures of Continuous Improvement Component					
	<p>41. Theory of Action</p> <ul style="list-style-type: none"> • Copy of ToA • Strategic goals that came from the ToA • Predicted indicators of success that show the ToA is working <p>4.2 Goal Setting and Implementation</p> <ul style="list-style-type: none"> • Meeting notes from advisory committees (local partners) • NES scores (Outputs) of Completers attempting to gain certification • Committee structures used for accreditation (i.e. curriculum planning committee; assessment and evaluation committees, etc.) <p>4.3 Reflection and Adjustment</p> <ul style="list-style-type: none"> • Meeting notes from advisory committees (local partners) • NES scores (Outputs) of Completers attempting to gain certification • Employer surveys • Candidate completion survey (Spring and Fall) • Exit survey of candidates placed in the field (one year out and two years out). • Program minutes providing evidence of data driven decision and program changes 				

Quality Review Worksheets

The self-review consists of worksheets for the four components. These worksheets are tools intended to inform an effective Quality Review and facilitate specific and constructive conversations during site visits. Each asks a set of required questions to be answered within a specified word limit. Some additionally require submission of documents or data; in those cases, existing documents are requested whenever possible rather than the creation of new material. Each worksheet provides space to provide an annotated list of artifacts that could be provided to the review team, upon request and before the site visit, as evidence of the EPP meeting Quality Review standards.

Questions should be directed to the Educator Quality Division at the PED and submissions should be timestamped by 11:59pm on the deadline provided by the PED.

Suggested Data and Artifacts for Supplemental Evidence for Postsecondary Program Approval Visits

The suggested data and artifacts to be used for supplemental evidence have been categorized by the four proposed components of the visit. Please keep in mind that most of the requested information is consistent with the data and artifacts that were previously used in NCATE visits.

Component 1: Curriculum Design and Delivery	Component 2: Clinical Practice
<ul style="list-style-type: none"> • All Course Syllabi (per course) • Matrix or crosswalk showing alignment between courses and entry level competencies • Student Learning Outcomes • Peer Observations • Student Evaluations (End of Course) • Theory of Action Documents- • Conceptual Framework (optional) 	<ul style="list-style-type: none"> • Placement policies • Assessments conducted during the clinical experience (i.e. capstone, self-evaluations, etc.) • Observation summaries • School agreements • Student Teacher Handbook • Cooperating Teacher Handbook • Sample observation protocol and feedback
Component 3: Candidate Quality	Component 4: Continuous Improvement
<ul style="list-style-type: none"> • NES Basic Skills Scores (Input) • Demographic information • GPAs • Dispositional assessments (Beginning, midpoint and end) • Flow chart of gateway assessments used to advance students in the program • Recruitment plan and corresponding budget • Program completion rates and placement rates • Action plan to recruit diverse candidate pool 	<ul style="list-style-type: none"> • Description of how data is used to inform curriculum and program adjustments • Meeting notes, agendas and minutes from advisory committees (local partners) and internal committee meetings • NES Scores (Outputs) of Completers attempting to gain certification • Theory of Action • Committee structures used for accreditation (i.e. curriculum planning committee; assessment and evaluation committees, etc.) • Employer surveys • Assessment System Documentation (For example: data management system currently used by the unit) that includes assessments used, how results are analyzed, dissemination plan, etc. • Candidate completion survey (most recent two semesters) • Exit survey of candidates placed in the field (1 year out and 2 years out) • On-boarding guidelines for faculty <ul style="list-style-type: none"> ○ Faculty Handbook ○ Professional Development Plan ○ Description of support

Worksheet for Curriculum Design and Delivery Component																							
Required Document	Provide a document (e.g. matrix, course list) demonstrating the alignment of course requirements to the 10 InTASC Standards. (Limit 1 page per program under review) Provide an explanation of the provided document. (Limit 50 words)																						
Required Written Response	How are candidates effectively prepared in data literacy as presented in Component 1.1 Curriculum Design? (Limit 200 words)																						
Required Written Response	How are candidates effectively prepared in their program’s required content knowledge as presented in Component 1.1 Curriculum Design? (Limit 200 words)																						
Required Written Response	How are candidates effectively prepared to teach reading as presented in Component 1.1 Curriculum Design? (Limit 200 words)																						
Required Written Response	How are candidates effectively prepared to use technology in the classroom, as presented in Component 1.1 Curriculum Design? (Limit 200 words)																						
Required Written Response	How are candidates effectively prepared to address the needs, value the perspectives, and support the academic language development of culturally and linguistically diverse students, as presented in Component 1.1 Curriculum Design? (Limit 200 words)																						
Optional Written Response	<i>Optional:</i> What else is necessary for the review team to get a full understanding of your program’s Curriculum Design and Delivery? (Limit 250 words)																						
Supplemental Evidence	List at least five, but not more than ten, additional documents or artifacts relevant to Curriculum Design and Delivery which could be provided to the review team upon request.																						
	<table border="1"> <thead> <tr> <th>Title of Document</th> <th>Rationale for Inclusion (Limit 50 words each)</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </tbody> </table>	Title of Document	Rationale for Inclusion (Limit 50 words each)	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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Worksheet for Clinical Practice Component		
Required Written Response	Describe the process for selecting preclinical sites (as applicable), clinical sites, and cooperating teachers/mentors. (Limit 200 words)	
Required Written Response	Describe the training provided to program-based supervisors and cooperating teachers/mentors. (Limit 300 words)	
Required Written Response (one or both questions as applicable)	<u>Traditional programs</u> : Describe the design and structure of the preclinical and clinical experience offered in your program. (Limit 500 words) <u>Alternative certification programs</u> : Describe the design and structure of the preservice and job-embedded training the candidate receives. (Limit 500 words)	
Required Written Response	Student teaching placement data:	
	District:	Schools: Number candidates placed:
	District:	Schools: Number candidates placed:
	District:	Schools: Number candidates placed:
	District:	Schools: Number candidates placed:
	District:	Schools: Number candidates placed:
Required Written Response	Describe the relationship your program has with the district(s) it serves with respect to strengthening the clinical practice experience of EPP candidates for the benefit of candidates and districts. Please describe efforts you are taking to initiate or strengthen any such partnerships, including goals you have in this area as well as challenges you have faced in working toward those goals. (Limit 500 words)	
Optional Written Response	<i>Optional</i> : What else is necessary for the review team to get a full understanding of your program's Curriculum Design and Delivery? (Limit 250 words)	
Supplemental Evidence	List at least five, but not more than ten, additional documents or artifacts relevant to Curriculum Design and Delivery which could be provided to the review team upon request.	
	Title of Document	Rationale for Inclusion (Limit 50 words each)
	1.	
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Worksheet for Candidate Quality																							
Required Documents	Provide an existing document that illustrates your program's approach to candidate selection. (Limit 5 page per program under review) OR Describe your program's approach to candidate selection. (Limit 500 words)																						
Required Data	Provide aggregated data on quality of incoming candidate pool as presented in Component 3.1 Recruitment and Admissions (Limit 1 page)																						
Required Written Response	To what extent has your program fulfilled its selection and recruitment goals? Describe progress towards the fulfillment of these goals in the last 5 years (Limit 200 words)																						
Required Written Response	Describe the ongoing evaluation system and support systems in place in your program, for advising and supporting candidates as presented in Component 3.2 Continuous Assessment and Support for Candidate Progress (Limit 500 words)																						
Required Written Response	How does your program determine which candidates graduate and which are recommended for licensure? (Limit 200 words)																						
<i>Optional Written Response</i>	<i>Optional:</i> What else is necessary for the review team to get a full understanding of your program's Curriculum Design and Delivery? (Limit 250 words)																						
Supplemental Evidence	List at least five, but not more than ten, additional documents or artifacts relevant to Curriculum Design and Delivery which could be provided to the review team upon request.																						
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Worksheet for Continuous Improvement Component																							
Required Document	Strategic Plan																						
Required Written Response	What is your program's Theory of Action (Limit 100 words)																						
Required Written Response	Describe the ways in which your program pursues continuous improvement. (Limit 400 words)																						
Required Written Response	Provide and describe 3 improvement goals your program has had over the past 5 years. How were these goals chosen? (Limit 200 words each example)																						
Required Written Response	Provide an example of a change made in response to goal setting and continuous improvement efforts. What led to this change and how has the change improved the program? (Limit 400 words)																						
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Appendix 1: Sample Letter

Greetings EPP Visiting Team Members,

We are excited about the visit next week. *Dr. Smith* and her team have created a great agenda for us. In this letter, I am providing an “At-A-Glance” view of the visit next week. You will want to review the attached agenda and campus/parking map as they provide additional details that you will want to review.

Day 1—Tuesday	Day 2—Wednesday	Day 3—Thursday
12:30 PM Introductions and Orientation The Team will be completing activities from 1-5:30 PM	8:00 AM - 5:30 PM Team activities and debrief in various locations	8:00 AM - 1:30 PM Team Debrief and Exit Meeting

We want to safeguard your time by starting mid-day on day 1 and concluding mid-day on day 3.

I have made room reservations for those of you who are traveling from out of town. If I missed anyone, please let me know as soon as possible so I can secure lodging for you. We will reimburse your travel for this event. This includes mileage and meals (with receipts) up to \$__daily. You will need to follow the attached parking procedures to secure a free week long parking pass.

We will be sending additional information your way throughout the next few days. Please e-mail me if you have any additional questions or concerns. I am looking forward to our work together next week!

Visiting Team Members:

Sincerely,

Appendix II: NMTEACH Rubrics

All Domains of the NMTEACH Rubric have been provided to assist in the review of the EPP planned and delivered curriculum. Additionally, during the on-site visit, the visiting team will be using Domain 2: Creating an Environment for Learning, and Domain 3: Teaching for Learning during the observation walk through process. Domain 1: Planning and Preparation and Domain 4: Professionalism will be used to determine how the EPP supports candidates to effectively plan engaging and rigorous lessons and to collaborate and continue their learning within the profession.

DOMAIN 1: PLANNING AND PREPARATION

Element	<p>NMTEACH 1A: Demonstrating Knowledge of Content</p> <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> 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	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> 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	<p>The teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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

DOMAIN 1: PLANNING AND PREPARATION		
Element	<p>NMTEACH 1B: Designing Coherent Instruction</p> <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? To what level are a variety of learning strategies and individual supports used within the instructional plan? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> 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	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> 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	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher’s lesson plans contain</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • How are daily instructional outcomes (aka learning goals) communicated to all students? • To what level do instructional outcomes directly align to content standards? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Ineffective	<p>The teacher's lesson plans (and IEP goals, if applicable) contain learning outcomes that</p> <ul style="list-style-type: none"> • 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	<p>The teacher's lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • 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	<p>The teacher's lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • are aligned with all NM adopted standards and with IEP goals, as applicable; • are explicitly stated as measurable 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	<p>In addition to the indicators for effective, the teacher's lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to all students to support learning? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	The teacher demonstrates <i>little or no familiarity</i> 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 <i>some familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Effective	<p>The teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> To what level have student learning styles been addressed in the lesson? How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> 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	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> 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	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 1F: Designing Student Assessment</p> <ul style="list-style-type: none"> To what level has the teacher incorporated formative assessment techniques throughout the lesson? How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) s and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students’ cultural backgrounds and may include</p> <ul style="list-style-type: none"> • sarcasm; • put-downs; and • conflict.
	Minimally Effective	<p>Classroom interactions between the teacher and students and among students are generally positive but may include</p> <ul style="list-style-type: none"> • some conflict; • occasional displays of insensitivity; and • occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	<p>Classroom interactions between teacher and students and among students</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, classroom interactions between the teacher and students and among students</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 2B: Organizing Physical Space</p> <ul style="list-style-type: none"> 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? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> 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	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> 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	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 2C: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> To what level do all students exhibit a learning energy during the lesson that supports engagement? To what level are all students encouraged to communicate with others to address learning goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> 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	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> 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	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the classroom culture is characterized by</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 2D: Managing Classroom Procedures</p> <ul style="list-style-type: none"> To what level is the classroom culture and routine maximizing instructional time? To what level does the teacher use developmentally appropriate procedures to maximize instructional time? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>A majority of instructional time is lost due to</p> <ul style="list-style-type: none"> inefficient classroom routines; inefficient procedures for transition; inefficient use of supplies and materials; and use of developmentally inappropriate procedures.
	Minimally Effective	<p>Some instructional time is lost due to</p> <ul style="list-style-type: none"> 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	<p>Little instructional time is lost because of</p> <ul style="list-style-type: none"> 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	<p>Almost no instructional time is lost because of</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 2E: Managing Student Behavior</p> <ul style="list-style-type: none"> To what level are student behavior expectations consistently monitored and reinforced? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>There is no evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> 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	<p>There is minimal evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> 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	<p>The teacher designs standards of conduct that</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development</p> <ul style="list-style-type: none"> To what level are directions clearly delivered and understandable? To what level is content communicated in a clear, concise manner? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
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	<p>The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <ul style="list-style-type: none"> To what level do all students have an opportunity to answer questions? To what level are questions thought provoking and rigorous? To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> 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	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> 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	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> are shared with colleagues in mentoring and support contexts; and are shared with parents and community members.
Notes:		



Domain 3: Teaching for Learning

Element	<p>NMTEACH 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> To what level are 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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	Activities, assignments, materials, pacing, and grouping of students are <i>inappropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>low</i> student engagement.
	Minimally Effective	Activities, assignments, materials, pacing, and grouping of students are <i>somewhat appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>moderate</i> student engagement in which <ul style="list-style-type: none"> 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 <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>good</i> student engagement in which <ul style="list-style-type: none"> 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 <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>high intellectual student engagement</i> in which <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<p>NMTEACH 3D: Assessment in Instruction</p> <ul style="list-style-type: none"> To what level does the teacher determine the understanding and needs of each student during the lesson? To what level are all students aware of how they will demonstrate understanding of the content/lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>Assessments are <i>infrequently</i> used in instruction and</p> <ul style="list-style-type: none"> are rarely monitored by the teacher for student progress or to offer feedback; and students are rarely informed of assessment criteria.
	Minimally Effective	<p>Assessments are <i>occasionally</i> used to inform instruction and</p> <ul style="list-style-type: none"> provide limited or irrelevant feedback; students are occasionally informed of assessment criteria; and are occasionally monitored by the teacher for student progress.
	Effective	<p>Assessments are <i>consistently</i> used to inform instruction and</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, assessments are used in a <i>sophisticated manner</i> to drive instruction, and there is a method to</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> To what level does the teacher modify instruction within the lesson/class period? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, E Ls, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>The teacher</p> <ul style="list-style-type: none"> 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	<p>The teacher modifies the instruction within the lesson/class period by</p> <ul style="list-style-type: none"> 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	<p>In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by</p> <ul style="list-style-type: none"> 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	<p>In addition to indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> 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	<p>NMTEACH 4A: Communicating with Families</p> <ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.</i></p>
Level of Performance	<p style="text-align: center;">Ineffective</p> <p>The teacher</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">Minimally Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">Highly Effective</p> <p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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.
<p>Notes:</p>	



Domain 4: Professionalism		
Element	<p>NMTEACH 4B: Participating in a Professional Community</p> <ul style="list-style-type: none"> • 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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 4C: Reflecting on Teaching</p> <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>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.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 4D: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • How high are the teacher’s professional standards and practices? • To what level is the teacher willing to comply with district and school rules and regulations? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 4E: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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	<p>NMTEACH 4F: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • How efficient and accurate are the teacher’s record-keeping systems? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>The teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • 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	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • 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.
	Notes:	



Appendix III: Theory of Action Support Document

PART 1: THE KEY COMPONENTS OF AN EVALUATION FRAMEWORK

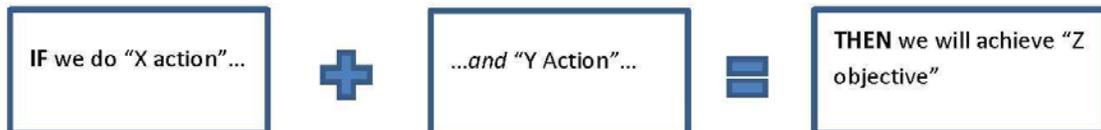
Theory of Action

An evaluation framework is guided by a thoughtful and clear theory of action. A **theory of action** is a statement of an organization's primary goals and a hypothesis about the strategies that will enable it to fulfill those goals. It can serve as a roadmap for planning and implementation and a yardstick for measuring success.

An effective theory of action:

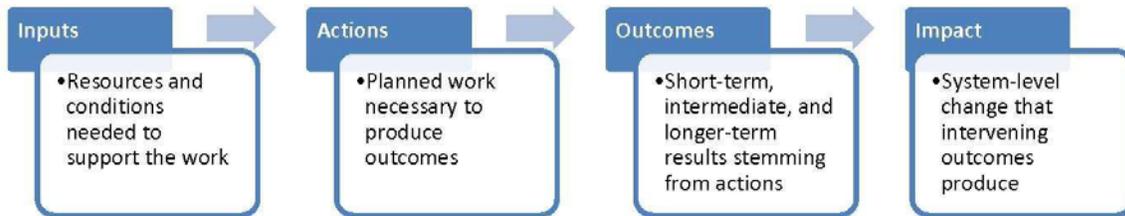
- *Clarifies the causal relationships between actions and outcomes.* At its core a theory of action is a set of hypotheses about the causal relationship between an organization's primary activities and its stated goals. These causal hypotheses are subject to revision based on careful and continuous observation of results to reveal whether each hypothesis is correct.
- *Treats actions and outcomes as measurable.* In order to monitor an organization's progress in executing its theory of action and test whether the hypotheses on which it is based are correct, the organization should endeavor—either directly or through the use of strong proxies—to measure the extent to which predicted actions and outcomes actually occur. This does not mean organizations must limit desired actions and outcomes to ones that are easy to measure, but only that they should construct their theory of action under the assumption that they will succeed better if they can tell whether desired actions and outcomes occur and if not, why not.
- *Is relatively stable but subject to modification through an iterative process.* An organization's theory of action will rarely change drastically but should invite multiple, iterative modifications. Through measurement, the organization acquires knowledge about how its causal theories line up with both actual practice and hoped for results.

A theory of action often takes the form of a set of “if-then” statements that (1) articulate clear and relatively measurable objectives and (2) describe the actions that, together, will achieve each objective.



Inputs, Action, Outcomes, and Impact

A theory of action captures an organization's vision for how its work will accomplish its mission. To test this vision against the realities of the work and the context in which work occurs, it often is useful to operationalize the theory of action into a comprehensive logic model consisting of **inputs** that permit **actions**, which generate immediate and longer-term **outcomes** that over time produce a desired **impact**.



In order to map the pathways from inputs to impact, each step must be connected to the next as a matter of reasonable and testable prediction (although not necessarily as a matter of fully established fact). The inputs should include all of the resources, supports, and conditions needed to execute expected actions. The actions—by themselves and without assuming that other unstated activities will also occur—should be reasonably expected to produce a set of intervening outcomes, often in the form of changed attitudes, behaviors, or capacities on the part of individuals affected by the actions. And those outcomes—again, by themselves—should build to the desired ultimate impact. Explicitly laying out what goes into each stage and how the individual parts of each stage are expected to lead into one another enables the organization to examine the reasonableness of its chosen actions and desired objectives; plan ahead; give stakeholders, funders and others confidence in its approach; and track progress at each step along the way, generating early and frequent notice of what works and what may need to be changed in order to achieve an ultimate impact.

Indicators of Success

Once a theory of action articulates what an organization hopes to achieve and how, indicators provide a way to measure whether these expectations are being realized. **Indicators** are quantitative or qualitative measures of the fact, or degree, of success at each step in the operationalized theory of action. If the theory of action is properly constructed, each indicator provides “leading” evidence, or early warning, of whether all subsequent steps in the process are likely to occur and whether an organization’s strategy will achieve its long-term goals.



Leading indicators thus reveal whether a theory of action is being implemented well and assessing initial progress towards goals. Because leading indicators enable organizations to anticipate and to make short- and mid-term adjustments to practice to avoid failure before traditional “lagging” indicators reveal that it already has occurred, they are a crucial feature of evaluation frameworks built around theories of action.¹

¹ For the reasons just noted, when applied to indicators, the terms “leading” and “lagging” are relative and an indicator can be both leading and lagging. For example, an outcome may be that “all district students understand graduation requirements by 10th grade,” and an indicator of that outcome may be the percent of ninth and tenth graders reached through workshops on graduation requirements. This indicator is lagging in the

Lagging indicators fill an important role as well by offering insight into the successful achievement of long-term objectives and confirming or contradicting expected trends and results. By themselves, however, lagging indicators are not timely or contextualized enough to steer investment decisions and improvement efforts that can increase the probability of success.

By analyzing indicators aligned to each step in an operationalized theory of action, organizations can surface a number of problems with its strategies and their implementation. As the table below illustrates, doing so may reveal that an organization is (1) doing things wrong (i.e., not effectively implementing its theory of action), (2) doing the wrong things (i.e., proceeding according to faulty causal hypotheses), or (3) making measurement mistakes (i.e., mismeasuring success or failure).

Problem	Example of a Signal from Indicators	Solution
Doing Things Wrong: The ToA Isn't Being Effectively Implemented	Negative results on <u>leading indicators</u>	Redo, retrain, etc.
Doing the Wrong Things: The ToA is Faulty	Positive results on <u>leading indicators</u> , but negative results on <u>lagging indicators</u>	Rethink theory of action
Measuring Things Wrong: The Indicators Don't Capture Success or Failure	Positive results on all but <u>final lagging</u> indicators of impact, and analysis reveals no evident flaws in ToA	Check measures

sense that it measures a medium-term outcome but it is also leading in the sense that it predicts the high school's success in achieving the ultimate impact of "preparing all students for post-secondary education."

Appendix IV: InTASC Progressions at a Glance



*InTASC Learning Progressions for Teachers 1.0:
A Resource for Ongoing Teacher Development (2013)*

At a Glance

Learner Development & Learning Differences

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Progression Indicators:

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Learning Environments

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Progression Indicators:

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.
2. The teacher manages the learning environment to engage learners actively.

Content Knowledge

Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Progression Indicators:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Progression Indicators:

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.
2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Assessment

Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Progression Indicators:

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.
2. The teacher uses assessment to engage learners in their own growth.
3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

Planning for Instruction

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Progression Indicators:

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.
2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.
3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

Instructional Strategies

Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Progression Indicators:

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.
2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

Professional Learning and Ethical Practice

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Progression Indicators:

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.
2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.
3. The teacher practices the profession in an ethical manner.

Leadership and Collaboration

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Progression Indicators:

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

**Appendix V:
InTASC Model Core
Teaching Standards**

InTASC

Model Core Teaching Standards:
A Resource for State Dialogue



Developed by
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)
April 2011

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

For information about how to obtain copies of this document please visit
<http://www.ccsso.org/intasc>.

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We would also like to offer a special thanks to all the InTASC Core Standards Update Committee members who enthusiastically volunteered their time and energy to the challenging task of describing what effective teaching across all content areas and grade levels looks like today. InTASC depends upon the support and input from practicing teachers, teacher educators, and other education professionals such as those on our committee to effectively pursue our mission of providing resources to guide state education policy.

Finally, InTASC would like to acknowledge and thank the many national education organizations who worked with us by nominating committee members and helping us spread the word about these standards. These organizations include:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- Association of Teacher Educators (ATE)
- Council for Exceptional Children (CEC)
- National Association of Elementary School Principals (NAESP)
- National Association for Gifted Children (NAGC)
- National Association of Secondary School Principals (NASSP)
- National Association of State Boards of Education (NASBE)
- National Association of State Directors of Special Education (NASDSE)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Board for Professional Teaching Standards (NBPTS)
- National Commission on Teaching and America's Future (NCTAF)
- National Council for Accreditation of Teacher Education (NCATE)
- National Education Association (NEA)
- National School Boards Association (NSBA)
- National Teacher of the Year Program
- Teach for America (TFA)
- Teacher Education Accreditation Council (TEAC)

Introduction

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

A New Vision of Teaching for Improved Student Achievement

The updating of the core teaching standards was driven not only by new understandings of learners and learning but also by the new imperative that every student can and must achieve to high standards. Educators are now being held to new levels of accountability for improved student outcomes. These standards embrace this new emphasis

These standards ... describe what effective teaching that leads to improved student achievement looks like.

and describe what effective teaching that leads to improved student achievement looks like.

They are based on our best understanding of current research on teaching practice with the acknowledgement that how students learn and strategies for engaging learners are evolving more quickly than ever. These standards

promote a new paradigm for delivering education and call for a new infrastructure of support for professionals in that system. Below are the key themes that run through the updated teaching standards and how they will drive improved student learning.

Personalized Learning for Diverse Learners

The explosion of learner diversity means teachers need knowledge and skills to customize learning for learners with a range of individual differences. These differences include students who have learning disabilities and students who perform above grade level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. Teachers need to recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning. To do this effectively, teachers must have a deeper understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

Finally, teachers need to provide multiple approaches to learning for each student. One aspect of the power of technology is that it has made learners both more independent and more collaborative. The core teaching standards assign learners a more active role in determining what they learn, how they learn it, and how they can demonstrate

their learning. They also encourage learners to interact with peers to accomplish their learning goals. In these ways, the standards embody a vision of teaching that personalizes each learner’s experiences while ensuring that every learner achieves to high levels.

A Stronger Focus on Application of Knowledge and Skills

Today’s learners need both the academic and global skills and knowledge necessary to navigate the world—attributes and dispositions such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global awareness, ethics, and technological expertise. CCSSO and the National Governors Association are leading the work on articulating what learners need to know and be able to do. The Common Core State Standards for English Language Arts and Mathematics are benchmarked to international standards and include rigorous content and application of knowledge through high-order skills. As states adopt these standards, educators throughout the nation will be reexamining what students should know and be able to do throughout their K–12 education experience.

The standards stress that teachers build literacy and thinking skills across the curriculum [and] help learners address multiple perspectives in exploring ideas and solving problems.

The core teaching standards describe what teachers should know and be able to do in today’s learning context to ensure students reach these learning goals. For example, cross-disciplinary skills (e.g., communication, collaboration, critical thinking, and the use of technology) are woven throughout the teaching standards because of their importance for learners. Additionally, the core teaching standards

stress that teachers build literacy and thinking skills across the curriculum, as well as help learners address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes (e.g., financial literacy, civic literacy) and the teacher’s ability to design learning experiences that draw upon multiple disciplines.

Improved Assessment Literacy

The current education system treats assessment as a function largely separated from teaching. Yet, teachers are expected to use data to improve instruction and support learner success. The core teaching standards recognize that, to meet this expectation, teachers need to have greater knowledge and skill around how to develop a range of assessments, how to balance use of formative and summative assessment as appropriate, and how to use assessment data to understand each learner’s progress, adjust instruction as needed, provide feedback to learners, and document learner progress against standards. In addition, teachers need to be prepared to make data-informed decisions at varied levels of assessment, from once-a-year state testing, to district benchmark tests several times a year, to ongoing formative and summative assessments at the classroom-level. This work occurs both independently and collaboratively and involves ongoing learning and reflection.

A Collaborative Professional Culture

Our current system of education tends to isolate teachers and treat teaching as a private act. This is counter to the way we think about teaching today. Just as collaboration among learners improves student learning, we know that collaboration among teachers improves practice. When teachers collectively engage in participatory decision-making,

designing lessons, using data, and examining student work, they are able to deliver rigorous and relevant learning for all students and personalize learning for individual students. The core teaching standards require transparency of practice and ongoing, embedded professional learning where teachers engage in collective inquiry. This includes participating actively as a team member in decision-making processes that include building a shared vision and supportive culture, identifying common goals, and monitoring progress toward those goals. It further includes giving and receiving feedback on practice, examining student work, analyzing data from multiple sources, and taking responsibility for each student's learning.

New Leadership Roles for Teachers and Administrators

These core teaching standards set forth new and high expectations for teachers, including around leadership. Integrated across the standards is the teacher's responsibility for the learning of all students, the expectation that they will see themselves as leaders from the beginning of their career and advocate for each student's needs, and the

Integrated across the standards is the teacher's responsibility for the learning of all students [and] the expectation that they will see themselves as leaders from the beginning of their career.

obligation to actively investigate and consider new ideas that will improve teaching and learning and advance the profession. Leadership responsibilities are also implicit as teachers participate in the new collaborative culture. Teachers are expected to work with and share responsibility with colleagues, administrators, and school leaders as they work together to improve student learning and teacher working conditions. This includes actively engaging in efforts to build

a shared vision and supportive culture within a school or learning environment, establish mutual expectations and ongoing communication with families, and involve the community in meeting common goals.

Purpose of this Document

The purpose of this document is to serve as a resource for states, districts, professional organizations, teacher education programs, teachers, and others as they develop policies and programs to prepare, license, support, evaluate, and reward today's teachers. As noted above, a systemic approach and supportive infrastructure are essential to successful implementation of these standards. In addition to this standards document, CCSSO has also released a complementary policy discussion document that outlines key considerations, recommendations, and cautions for using the standards to inform policy. This paper builds off of CCSSO's Education Workforce white paper (www.ccsso.org/intasc), which outlines the chiefs' strategic goals in building an educator development and support system of which these standards are the first step.

In updating the InTASC model standards, efforts were made to ensure they align with other national and state standards documents that were recently revised or released. Specifically, this document has been reviewed to ensure compatibility with the recently-released Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS) accomplished teaching core principles, the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the National Staff Development Council (NSDC) (now called Learning Forward) professional development standards, and the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards and CCSSO's companion document of performance expectations and indicators for education leaders.

Consistency among all these documents ensures a coherent continuum of expectations for teachers from beginning through accomplished practice, and sets the conditions necessary to support professional growth along this continuum. It also increases the probability of building aligned systems of teacher development and support that begin with recruitment and preparation and run through induction, ongoing professional development, accomplished teaching, and other leadership roles. For a discussion of the implications of these updated standards for teacher policy and practice across the career continuum, please see the companion policy document (www.ccsso.org/intasc).

About These Standards

This document is an update to INTASC’s *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, which were released in 1992. These standards differ from the original standards in one key respect: These standards are no longer intended only for “beginning” teachers but as professional

These standards are no longer intended only for “beginning” teachers but as professional practice standards.

practice standards, setting one standard for performance that will look different

at different developmental stages of the teacher’s career. What distinguishes the beginning from the accomplished teacher is the degree of sophistication in the application of the knowledge and skills. To

reflect this change in emphasis, InTASC removed “new” from its name and now is called the Interstate Teacher Assessment and Support Consortium (InTASC).

Another key point is that these standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher’s practice. The relationships among the three have been reframed, however, putting performance first—as the aspect that can be observed and assessed in teaching practice. The others were renamed. “Essential knowledge” signals the role of declarative and procedural knowledge as necessary for effective practice and “critical dispositions” indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.

Vocabulary choice in the document was deliberate to be consistent with the vision being presented. For example, wherever possible “student” was replaced with “learner” because learner implies an active role in learning whereas student could be seen as more passive. Learner also connotes a more informal and accessible role than that of student. Second, “classroom” was replaced with “learning environment” wherever possible to suggest that learning can occur in any number of contexts and outside of traditional brick and mortar buildings that classroom and school imply.

The reader of these standards should keep in mind that while each standard emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated and reciprocal processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

The indicators are not intended to be a checklist, but rather helpful ways to picture what the standard means.

Also, it is important to keep in mind that indicators are examples of how a teacher might demonstrate each standard. In a performance assessment of teaching covering several days, one would not expect the teacher to demonstrate every indicator—and there may be other indicators that would provide excellent evidence

for the standard that the committee did not set forth here. Thus, the indicators are not intended to be a checklist, but rather helpful ways to picture what the standard means.

Next Steps

Standards can serve three different functions. First, they can serve as a “banner” and lay out a big picture vision of where we want to go. Second, they can define a specific “bar” or level of performance that must be met. Third,

The purpose [of the standards] is to describe a new vision of teaching to which we aspire as we work to transform our education system to meet the needs of today’s learners.

they can articulate the “opportunity to learn” supports that must be in place to ensure a teacher candidate has opportunity to meet the standards. All three are essential to success. These Model Core Teaching Standards are the banner in that their purpose is to describe a new vision of teaching to which we aspire as we work to transform our education system to meet the needs of today’s learners. It is a reform

document designed to help us see and come to consensus on where it is we want to go.

The next step of the work is to take these standards and translate them into a developmental continuum and performance rubrics that can be used to assess performance at key points along the teacher’s career. Simultaneously, we must build the infrastructure of accountability and support to match the new vision of teaching. Some of this work has already begun. We look forward to working with states and partners in developing consensus around this common core of teaching and moving these standards into practice.

Resources and Research Behind the Standards

The committee drew upon a range of resources in revising the standards. This included key research literature, the work of states who had already updated their standards, and additional key resources such as books and documents related to 21st century learning.

In addition to the above, the committee members themselves—teachers, teacher educators, researchers, state policy leaders—were selected to assure expertise across a range of topics important to the update process. Their expertise was another key resource in the development of the revised standards.

On the issue of research, InTASC commissioned a review of the literature to capture the current evidence base during the standards-writing process. Periodic research updates were given to the committee as the standards work was under way and additional focus areas were added to the review as the committee identified the key ideas grounding its work. The literature review can be found at the InTASC website (www.ccsso.org/intasc) including summary statements of what we know and where there are gaps in the research. CCSSO considers the research base a work in progress and seeks feedback on the website.

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

essential KnowleDge

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

critical DisPositions

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

essential KnowleDge

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

critical DisPositions

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Performances

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

essential KnowleDge

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

critical DisPositions

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

essential KnowleDge

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

critical DisPositions

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

essential KnowleDge

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

critical DisPositions

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

essential Knowledge

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

critical Dispositions

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

essential KnowleDge

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

critical DisPositions

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

essential KnowleDge

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

critical DisPositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

essential KnowleDge

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

critical DisPositions

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

essential KnowleDge

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

critical DisPositions

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Glossary of Terms

This glossary includes only those terms that are helpful to understanding how the InTASC standards have changed, particularly where new emphases or new understandings are implicated.

Academic Language

Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Assessment

Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment

Formative assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Summative Assessment

Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress or AYP).

Collaboration

Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Content Knowledge

Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways. First, it incorporates the notion of “pedagogical content knowledge,” which blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations. Second, it includes connections to other disciplines and the development of new, interdisciplinary areas of focus such as civic literacy, environmental literacy, and global awareness. Third, the notion of content knowledge is further extended to include cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts.

Cross-disciplinary Skills

Cross-disciplinary skills 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural Relevance

Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data and Use of Data

Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to 1) learner demographics and background information, 2) documented information about learning needs and prior performance, 3) learner class work, homework, and other formal and informal works produced by the learner, 4) progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations, 5) end-of-unit teacher-developed tests or summative performances and course grades, and 6) external test scores.

Using data in instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

Diverse Learners and Learning Differences

Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes.

Diversity

Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Inclusive Learning Environment

Inclusive learning environments are welcoming and accepting of each and every learner including those who are vulnerable to marginalization and exclusion and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion incorporates and expands the concept of inclusion that is most frequently associated with the goal of equal access to general education for students with disabilities. Inclusive

approaches embrace diversity; provide access to high-level knowledge, skills, and application for every student; adapt instruction to meet individual needs; encourage co-teaching and collaboration among general and resource educators; foster collaboration with families and community members; maintain high expectations of all students; and support student achievement and growth.

Leadership

Leadership in this document refers to attributes of the teacher that include but are not limited to: 1) a view of the teacher's role in education as multifaceted; 2) a keen sense of ethical responsibility to advance the profession while simultaneously advancing knowledge, skills, and opportunities for each learner; 3) a deep commitment to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning; 4) a willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title; 5) a recognition of when to lead and when it is appropriate to allow others to lead; 6) knowledge of when and how to marshal a variety of stakeholders to work toward a common cause; 7) an ability to regularly garner resources, both human and other, for the betterment of the students and the school; and 8) the ability to make sound decisions based on the appropriate use and interpretation of quality data and evidence. Teacher leaders function well in professional communities, contribute to school improvement, and inspire their students and colleagues to excellence.

Learning Environment

A learning environment is a complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting—whether traditional classroom, community-based, virtual, or other alternative format—a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. Learning environments can be created in varied settings, and the traditional classroom environment itself can be stretched to become more experiential and technology-rich. Technology can engage learners with experts and fellow learners around the world, providing access to authentic problems and real-world applications. The development of technology-enriched learning environments can enable learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Learning Progressions

Learning progressions are descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers' formative assessment practices and help teachers use learners' prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners' misconceptions as productive steps on the way to full understanding.

Professional Development and Professional Learning

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision making. Thus, professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Reference Chart of Key Cross-Cutting Themes in Updated InTASC Standards

This chart shows where in the text of the standards certain key themes are referenced, demonstrating how they have been integrated across the document. In some instances, the key theme is not explicit but can be inferred.

theme	Knowledge	Disposition	Performance
*Collaboration	3(j), 3(k), 3(i), 5(p), 7(m), 10(l), 10(n)	1(k), 3(n), 3(o), 3(p), 6(q), 6(s), 7(o), 9(l), 10(q), 10(r)	1(c), 3(a), 3(b), 3(c), 3(e), 3(h), 6(c), 7(a), 7(e), 8(b), 8(c), 9(a-d), 10(a-g)
*Communication	3(l), 3(j), 5(n), 6(l), 6(n), 6(o), 8(m), 10(n)	3(q), 3(r), 6(q), 6(s), 8(q)	3(c), 3(e), 3(f), 3(h), 5(e), 6(d), 6(e), 8(h), 8(i), 10(g)
*Creativity/Innovation	5(l), 5(o), 8(j), 8(m)	3(p), 5(s)	5(d), 5(f), 5(g), 8(i), 9(f)
*Critical thinking, problem solving	4(j), 4(k), 4(l), 5(i), 5(m), 8(j), 8(l), 9(g)	4(p), 4(r), 5(q)	4(b), 4(c), 4(d), 4(e), 4(h), 5(a), 5(b), 5(d), 5(f), 5(g), 6(f), 8(f), 8(g), 8(i), 9(d)
Cultural competence	1(g), 2(g), 2(j), 2(k), 3(i), 4(k), 4(m), 7(i), 8(k), 9(i)	4(o), 8(t), 9(m)	2(d), 3(f), 5(h), 7(c), 9(e)
English language learners	1(g), 2(i), 2(j), 6(p), 7(m), 8(m)	2(o), 6(u)	2(d), 2(e), 4(i), 6(h), 7(e)
Families/Communities	2(j), 2(k), 10(m)	1(k), 2(m), 3(n), 7(o), 9(m), 10(q)	1(c), 2(d), 3(a), 8(c), 9(b), 10(c), 10(d), 10(e), 10(g), 10(k)
Individual differences	1(d-g), 2(g), 2(h), 2(j), 2(k), 3(l), 4(l), 4(m), 6(k), 6(l), 6(m), 6(o), 6(p), 7(i-m), 8(k), 8(l), 9(g), 9(h), 9(i), 9(j)	1(h), 1(i), 1(k), 2(l), 2(m), 2(n), 2(o), 4(r), 6(q), 6(s), 6(u), 7(n), 7(q), 8(p), 8(s), 9(m)	1(a), 1(b), 2(a-f), 2(h), 3(d), 3(f), 4(a), 4(d), 4(e), 4(f), 4(g), 6(c), 6(d), 6(g), 6(h), 6(i), 7(b), 7(c), 7(d-f), 8(a), 8(b), 8(d), 8(e), 8(f), 9(a), 9(c), 9(e), 10(a), 10(b)
Interdisciplinary themes	5(j)	5(q-s)	5(c), 5(b), 5(e)
Leadership	1(c), 3(k), 5(p), 7(l), 7(m), 8(l), 8(n), 9(i), 9(j), 10(l-o)	1(j), 3(n), 4(p), 5(q), 6(r), 6(v), 7(o), 7(p), 8(s), 9(m), 9(n), 10(p-t)	2(f), 3(a), 3(c), 3(d), 4(g), 5(d), 5(g), 6(c), 6(e), 6(f), 7(a), 7(e), 8(c), 8(d), 9(a-f), 10(a-k)
*Multiple perspectives	5(i), 5(j), 5(n), 5(p), 9(i), 7(h), 10(l), 10(m)	4(p), 5(r), 6(t)	2(d), 3(e), 4(b), 5(a), 5(b), 5(d), 5(e), 5(g)
Professional learning	6(j-p), 7(f), 7(k), 8(k), 8(n), 8(o), 9(g-k)	4(o), 4(p), 4(q), 5(q), 5(r), 6(t), 8(p), 9(l-o), 10(r), 10(s), 10(t)	6(a), 6(c), 6(g), 6(i), 8(g), 9(a-f), 10(f), 10(h)
Student-directed learning	3(i), 3(k), 5(m), 6(m)	3(n), 3(o), 3(p), 6(q), 6(s), 10(q)	3(b), 3(c), 5(d), 5(f), 6(f), 8(b), 8(c)
Teacher responsibility	3(m), 5(l), 9(j), 9(k), 10(o)	1(j), 4(o), 4(q), 5(r), 6(r), 6(t), 6(u), 6(v), 7(p), 9(l-o), 10(p), 10(r), 10(s)	3(c), 3(g), 5(h), 9(e), 9(f)
*Technology	3(j), 3(m), 5(k), 5(l), 7(k), 8(n), 8(o), 10(n)	8(q), 8(r)	3(g), 3(h), 4(g), 5(c), 6(i), 8(g), 9(d), 9(f), 10(e), 10(g)
Use of data to support learning	5(k), 6(j-p), 7(l), 8(n), 8(o), 9(g), 9(h), 9(k)	6(q-v), 7(q), 8(s), 9(l)	2(d), 5(c), 5(f), 6(a-i), 8(b), 8(d), 8(g), 9(c), 9(f), 10(a-c)

*Cross-disciplinary skills

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