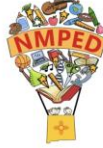


Elevate NM



Reflections from the Field - Thoughts from NM Administrators Elevate NM Training

Reflection #1 - Feedback

Think about a teacher you worked with this past year who used your feedback to improve their practice; or a time that you received feedback that improved your practice.

From APS Roberts : Strategy: implementing a system of cold calling. Result: much greater student engagement

From APS -Keeton : From Mike Bachicha-"Seek first to understand."

From APS: CCPS Ray Wang : When I was a new teacher, my coach Chris told me that you need to let students do the work instead of doing the work for them.

From Artesia Davis : I received excellent feedback from a mentor in an informal setting rather than a formal meeting.

From GMCS Garro : Granular, small steps to make a big leap

From SFPS - Trish Gharrity : How to use data to drive instruction, as well as support for ELL students

From Rosa Swonger-MAS Charter School : Using video observation examples to reflect on together so the teacher can see what we saw, not what they thought we saw

From LCPS Coats : Be the Teacher you want your children to have!

From SFPSSkoglund : I've received excellent feedback from my mentor, to focus on one thing to improve on at a time.

From Roswell Independent School District Tamra Gedde : National Board feedback was the best I have ever received

From Taos Academy LeBlanc : One example of feedback that was given last year was in the area of relationship-building: I had a teacher use the 2x2 strategy - for two weeks in a row, each day, the teacher engaged in a two minute conversation with a student who was difficult for her on non-academic topics only. By the end of the two weeks, their classroom relationship had dramatically improved.

From APS Ripley : A suggestion to put up posters/flow charts, so students could refer to them and know at what step they were on. That way students could articulate to me and better understand the big picture of the project. Very effective

From APS Hammel : I received great feedback when a district person happened to be in my room for another purpose and stayed to participate in a class

From Explore Academy Kolander : Best feedback was from a colleague who knew how to keep it honest and constructive, but also willing to help me figure out how to fix the problem. Feedback, to me, should be actionable, realistic, and with collaborative solutions

From APS Rael : Having students restate questions

From APS - Farson, Philip : When teachers come to pitch an idea or a problem and we brainstorm or I build on.

From APS-Macdonald : Teacher utilized AVID Strategies to improve student engagement.

From APS/Martin : Classroom management and time management

From Portales/ Anna Brock : Experienced teacher not showing respect and rapport. Through frequent walkthroughs with feedback and resources we made great progress!

From LCPS Bowen : I valued being observed and getting feedback because it empowered me to grow and try new things.

From GMCS/Prieto : Being observed and given direct coaching was helpful!

From Aztec Laws : Sandwiching- Start with a positive, give something bite size to work on and end on a positive

From APS Pettit : Observation feedback about accountability measures for students is helpful.

From Mountainair/SPED Johnson : specific feedback in a timely manner was very helpful to make improvements to instruction

From LCPS Leanne Garcia : Flipping the lesson and putting the rich task at the beginning of the lesson to encourage inquiry.

From APS Sanchez, C : Teachers observing teachers

From APS/ Avalos : Questioning and assessment

From Turquoise Trail Phillips : Using Rubrics for assignments/ Developing units of study with depth over coverage/ data driven instruction / listening sessions and recognizing student voice.

From Gadsden Lopez : Teacher implemented wait time, which allowed more students to participate, and become comfortable with contributing to the class conversation

From BelenMontoya : Asking teachers to increase student talk time with turn and talks

From Clovis Howell : Feedback in data meetings

From APS Chiang : I love giving feedback to first year teachers and to frame this process in a coaching light and promote this positive relationship early

From SAMS Academy Barrett : I have worked with my mentor to strengthen my classroom manage

From APS Thomas : feedback in the form of a question

From LCPS Joan Howard : The best feedback I have received is when it is paired with resources and maybe even modeling.

From Hobbs Randall : Teachers providing feedback on recorded lessons during CPT

From GMCS - Guillen : Work on cold calling to increase student engagement

From RRPS/Galindo : I helped a teacher streamline their processes to cut time from tedious tasks.

From Alamogordo/Keith : Use of Fundamental Five Instructional protocol to assist with cohesiveness of planning and delivery

From GMCS/Straate : Resources from TLC and time to implement them.

From Socorro Lawson : Cognitive Coaching training

From APS/ Avalos : How to use data

From Espanola Public Schools-Montoya : Participating in department PLC

From APS- Reid-Kadlec : Using assessment to guide instruction- utilizing pre-assessments

From APS Fritts : Tying feedback and goals to our 90-day plan. Creating a purpose for intentionality

From APS Lafer : A suggestion of less teacher talk, more student talk for more engagement.

From Cottonwood Classical, Binnert : How to use the NWEA MAP system to improve differentiated grouping strategies based on the standards being covered

From APS Morris : Learning how to use collaborative grouping and strategies to engage all students in learning.

From Leticia Archuleta, HLHS : Received excellent feedback from supervisor included specific feedback and planning support for next steps. Video observations are a bonus!

From Regina Montoya : helping those with classroom strategies pertaining to their domains

From Dulce - Montoya : First year 3rd grade teacher - grew from suggestions, was able to get rehired. Veteran teacher - sat me down first week on my job and gave the "down low". Doing informal walkthroughs in online classes.

From Hobbs Carlson : Walking the room to increase and maintain student engagement.

From HorizonAcademyWest_Mendoza : Coach --- incorporated questioning strategies as she regrouped kids after her feedback. Really stepped it up!

From Tenorio-Chacon LCPS : Sought advice from beginning teacher to help with decisions to begin making decisions in regards to remote learning.

From GMCS-Randy Crisler : Follow-up, Follow-up, Follow-up

From GMCS_Joel Copley : Student Centered Coaching.

From Los Lunas Hays : Teacher recording themselves. Evaluating together.

From GMCS L. Mingus : Having the teachers arrive at the solution without it being directive has helped drive the changes

From Patsy Kinney : Reviewing true inclusion of a student on the spectrum

From AlbPublicSchoolsRodriguez : Being culturally sensitive when providing feedback to students. Example: Teacher was asking for different types of homes and a student said car and the teacher said no homes. Places you live. I brought to her attention that for some kids a car may be a home...

From Jal/Loftis : I helped a teacher with different ways of questioning techniques.

From Taos Bradley : Video observations with a collaborative, safe team

From Michael White Eagle : On how to use proximity better.

From UNM-Taos, Remstein : Using observation video supported teacher seeing their strengths and areas of improvement

From CCSD-Carlson : A simple one: Helped several teachers randomize calling on students.

From APS - Friedman : Specific feedback - focusing on one thing at a time so it is not too overwhelming

From APS Woodley : I had a teacher who I asked to utilize a focus wall to engage students. The teacher used the focus wall and had students help to build information. He shared how the focus wall kept him focused the children were excited to see evidence of their learning and he shared his experiences with peers in collaboration.

From Vicki Arnold -Berino Elementary : I have PLC's with grade levels to share strategies

From Raton Sanchez : practice of referring to learning targets and success criteria throughout and in summary within the lesson

From SFPS AR Plaza : Specific to brand new teacher on classroom management and time management

From LCPS_Day : Encouraged teacher to time her speaking vs. the students speaking/ questioning. This allowed for the teacher to realize she was talking 90% of the time. This led to more student voice, discussion, and engagement.

From Rio Rancho Hubbell : feedback on questioning

From Gadsden ISD, Pokluda : Advise teachers to slow things down, Quality over quantity.

From Zuni/Sparks : Differentiation strategies - ways to engage students at their ability levels. Got more student engagement and understanding.

From APS/Lee : I encouraged a teacher to improve her student discussion and provided some structures to do so - she then began this structure and moved to include not only ELA but also mathematics as well- she saw improvement in student engagement and verbal expression

From Eunice Davis : My strategy is using the teacher's self-reflection and working with them on their own strengths to improve. Strengthening strengths is sometimes easier than focusing on deficits.

From CCSD Shirleen Rivers : Immediate feedback was effective in how the teacher changed or modified their instruction.

From GMCS Sanchez : Good, better, best, engagement is key for teachers, how to use these in the lower grades.

From GMCS T. Hall : Teacher using PPT to reinforce direct instruction. Students demonstrated improved understanding of content.

From LCPS, Fuentes : Using Kagan Strategies to encourage 100% participation. A-B students . A's speak, B's Listen. =)

From Aztec Hamilton : The feedback that was given to one of my teachers was classroom management with a strategic seating chart. The teacher implemented it right away and was excited with the results she got into the classroom.

From Dexter Consolidated Schools/Dumlao : I received feedback from an assistant principal to follow up with face to face and to use more technology in lessons everyday.

From GMCS/ Joshua Stepney : We are recording videos already and starting to talk about what could have been done differently the next time in the same class and other classes.

From SFPS Hunter : I had some great PD a few years ago, where the PDP was supposed to be done with this intention. It was great, and I had the most growth I ever had as a teacher. Hoping to do the same for my staff....

From Eagle Nest - Dana McBee : When I was involved in Instructional Rounds and had a team come into the room to observe. Then we were able to observe others in the group and were able to learn strategies from each other.

From Central Consolidated Lopez Martinez : did questioning on my lesson that I delivered as modeling for her.

From Artesia- Taylor : Having teachers utilize the SWIVEL to evaluate themselves and keep count of certain cues they use that might keep kids attention better.

From GMCS Morrison : A serious discussion on student outcomes and what adult behaviors are being changed to achieve those outcomes

From WLW Rick Bustos : Classroom management question: Feedback in working on student behavior and how it affects attention of other students-being prepared and having a plan makes the class flow so much better-staying positive and setting expectations early on

From GMCS/Ontiveros : Excellent growth with modeling and gaining confidence and trust.

From APS-Reynaldo.Gomez : Video to improve engagement with students while in power zone

From Rio Rancho Daddio : Providing structures to help improve collaboration with students.

From Alamogordo - Edgin : The pre-observation combined with prior walkthroughs helped a teacher to know specifics that were missing and the formal observation showed growth!

From Farmington Municipal Schools Argotsinger Chris : I helped a teacher reflect on her PDP and give feedback to improve the process.

From LCPS Saenz : Great feedback to an administrator is people during the day and paperwork after school time. This was helpful to make sure CWTs were getting accomplished.

From Los Lunas Tiger : Utilizing small group instruction to work with students at different levels.

From Charter RFK Arellano : tough conversations for all involved, but very powerful in the end

From APS Stuit : I had a frank conversation with a teacher last year who said he really needed to hear the positive things he is doing. I have made a conscientious effort to highlight more about specific things that my staff are doing well.

From APS Sanchez, Maria T : A pop in is a good way to check in and I was pleasantly surprised with most of the participation. Teachers at first were surprised, I was able to give them real time feedback

From APS/Smith : I got feedback to try implementing group rotations with Middle School Students. I was afraid to try it, but the kids actually loved it the did well. We did this every time before an assessment.

From Hatch/Toni Hull : Coaching teachers to implement interdisciplinary projects.

From Jimenez AKCS : Helping a teacher to improve communication with parents.

From RFK Sanchez : Peer observations worked - good ideas and helped them implement an actual strategy they saw in practice.

From Las Cruces Aguilera : worked with teacher to build positive teacher/student relationships to help him in the classroom

From MAS Platis, Michele : Starting small gives big results helps. Having the teacher practice the action step. Allowed teacher to execute in the class with ease

From CCSD- McMinn : Gave a teacher feedback on student choice- showed them some assignment menus that I was able to see in some other classrooms. The teacher took this on and now utilizes it for each unit.

From Alamogordo Diaz : Giving feedback to a teacher about having small group purposeful talk. Giving different strategies to help that work well.

From GMCS Clawson : Using specific evidence based data obtained in observations have been the most beneficial depending on what was observed in the individual classroom. It creates a personal action step that the individual teacher can implement with a follow up.

From Gadsden Lorenzo : Having a conversation about the difference between differentiated instruction and accommodations and then observe how feedback was later implemented

.From Hobbs Cottingham : The feedback giving was with my group of teachers on scaffolding. The teachers used the strategies and implemented them in the classroom.

From Vicky Abreu : I assisted a teacher in using applied academics. This assisted us in a Team Teaching approach with the CAD teacher and the Math teacher. I learned from this experience of how valuable and engaging this is for students.

From Albuquerque Skaggs : I received feedback to delegate tasks

.From Robert F Kennedy Cobras : Online teacher gave great feedback on best ways to observe online instruction. Picking out specific tools and how they were implemented.

From nicole.moraatencio : Worked w/teacher who didn't trust the other administrator, and took feedback defensively. I identified an area of growth that had been an ongoing issue, but gave her ideas to try and used some cognitive coaching. She accepted it openly and said it was because I gave her concrete strategies and helped her to reflect on what happened in the moment.

From Rio Rancho Earnest : Helped a teacher who was struggling to follow the math curriculum. In the feedback I helped her understand the progression of the lesson components.

From Roswell/Van : I received feedback for a small group session in which I used stones to allow students opportunities to contribute to the conversation. I was advised to use fewer stones and require that all students must use their stones. It worked for my students who do not like to speak up but have good things to say. I had many more students participating actively.

From Hobbs High School - Turrubiates : Using data which included school data as a whole, grade level data, and individual data . Having that data to help improve teaching for a teacher with 27 years experience. Coming from a brand new principal. I got two years of data to show strengths and weaknesses. having her see for herself her individual scores and what she needed to focus to help improve her teaching.

From Hobbs Rockhold : Working with a teacher with a Discovery Ed strategy named S- O - S. Whereby, students use each other to break up (chunk) the lesson. The action plan was to practice teaching students to help each other and to use close reading skills.

From Angelo Archuleta : One instance of feedback that helped me was a situation (as a teacher) I had with a student last period of the day. The student was irate and raised his voice to me, so I sent him to the Vice Principal. Later that evening, the VP approached me and informed me that the student was having issues at home, and was running on minimal sleep. I'll never forget his words: We never know what's going on in kids' lives. All we can do is support them and show them we care sometimes.

From SFPS- Braden : Giving specific information and ideas about engagement and giving students a clear understanding of what were expected outcomes of the lesson. I worked with the teacher and helped find different strategies that he could choose to implement and then he invited me to classrooms to see his improvement. Checking continuously on how the teacher feels about his progress..

From APSGabaldon : I received feedback when I was a teacher from from the PED when I went through the 5 star verification process

From Albuquerque/Larribas : Teacher still unclear on expectations and not willing to adjust practice.

From Aztec / McNeal : Teacher was part of last round of professional development from the state; I was her assistant principal and coach; she used the strategies and moved her teaching into a whole new realm with monitoring and feedback from me.

From Carl Marano Principal Santa Fe Public Schools : I have worked with teachers in getting them to have meaningful conversations around the feedback. My biggest suggestion is to make sure and follow through with another observation to let them know how they did with the suggestions made.

From APS- Fraga : I guided a teacher to reflect on engagement practices using Kagan and Jensen strategies. He applied strategies and had success.

From APS/Goesling : I had a teacher who increased engagement by better utilizing technology after I gave support.

From Mr. Wiltamuth : enhance vocabulary for comprehension and raise test scores in reading

From brian grass : I worked with a 2nd grade teacher who had never received actionable feedback based on a cycle of improvement. Over the course of 3 months, she reflected that she had made tremendous improvement in the area of writing instruction. She felt empowered, and her demeanor and confidence level was evident during observations in the classroom.

From Bloomfield Summers : I provided feedback to a teacher to check for understanding throughout the lesson instead of waiting until the end because his students seemed lost but he continued going...once he checked for understanding throughout they were able to catch them up before too much time was lost

From Lake Arthur Gallaway : Small "granular" suggestions for improvement with immediate practice and feedback - then moving to next element of need.

From Dr.L.Montoya, Raton PS : Being mindful about content mastery

From Alexis Esslinger : Teachers sometimes come to us in Ed Prep to improve because it feels less "evaluative" - and isn't, at our level. We aim to coach them. Thank for sharing these resources and the toolbox! We will include in our fall courses at San Juan College and certainly integrate within our Methods courses. Having a large pool of resources as you're providing helps us to help them more effectively.

From APS-Torres : I have had a teacher in the last year work on collaboration with others

From LC Solis : giving them ideas on how to unpack standard language to make it comprehensible for students

From TorRebecca : most teachers were very open to feedback and had positive results from small suggestions or resources given:)

From NEA-NM, Sanchez : With National Board Certification, our trainers worked with teachers to look at National Standards and reflect on how they could improve their instructions by aiming for those standards. Self-driven, with rigorous standards.

From Santa Fe Holladay : A veteran teacher was responsive to feedback on how to check-for-understanding. She rephrased how she gauged student learning and found it to be successful.

From Moriarty Edgewood School District Gunnare : This will be my first year of evaluating, but as a school counselor feedback helped me specify, or refine, our academic interventions.

From Stephanie @ Amy Biehl HS : I helped a teacher keep an eye out for disengaged students and plan some strategies to keep them in the game.

From Taos Martin-Trujillo : I worked with a teacher to utilize different reading strategies in her classroom such as jigsaws

From APS-ChelseaHay : measurable and specific feedback always worked best

From Gil Sena Charter HS- Nadine Torres : Provided feedback on improving questioning skills and built the process into their PDP plan.

From LCPS Gardner : My session with PPE in Albuquerque in February was very helpful! Love the training session with Andrea Fletcher was fantastic.

From Espanola Duckworth-Moulton : Several teachers immediately used suggestions I had made, we were able to reflect very quickly.

From Artesia Greer : Implementation of simple weekly agenda to help students know where they have been, where they are, and where they are going.

From Deming Apodaca : Helped new teacher develop and implement classroom management plan.

From Los Lunas- Sosa principal : Worked with a teacher on wait time and it improved her questioning techniques as well

From AlbuquerquePS Tregembo-Allen : I discussed having a student centered room with a HS teacher. He has changed his focus completely, which has really helped him as we moved into remote learning.

From JVPS/SDRCS Shaw : I worked as a mentor to two first-year teachers last year, and both teachers used my feedback to improve their practice. In particular, they needed and applied suggestions for classroom management that came directly from our PAX program.

From Espanola Rodriguez : A teacher I worked with was glad to receive the support and additional guidance needed to improve her practices.

From Los Lunas Chavez : Used feedback to develop depth of knowledge questions to strengthen their questioning not only in their observation, but year round teaching

From APS - Szabo : I worked with a Kindergarten teacher to give feedback on behavior interventions through development of a relationship

From Sais-Bernalillo Public Schools : Worked with a teacher on attention prompts

From NMConnectionsObenshain : Survey data from students' experiences in their classrooms

From Bloomfield- Mize : Facilitating a conversation based on what the teacher thought they did vs what I observed. Teacher then made goals based on the two

From Alamogordo/Crecelius : My AP & I took a teacher who was looking at Non-renew to one of our top 10

From Hobbs E. Gonzalez : Have worked with a Teacher with one or two items at most. follow through is very important.

From Roswell Ingram : Adjusting to American School culture when working on J1 license

From Carl Marano Principal Santa Fe Public Schools : I have worked with teachers in getting them to have meaningful conversations around the feedback. My biggest suggestion is to make sure and follow through with another observation to let them know how they did with the suggestions made.

From Espanola/Herrera : I am new to Admin as dean of students. taught SPED all levels for 25 yrs. every day was a new challenge

From LCPS-Alaniz : Worked with teacher to reflect on evaluation methods and how to offer different options to students.

From SRCS Padilla : I have continued to work with teachers on a coaching and feedback model rather than "evaluation". It has been a process but has really shown to grow teachers and myself as a leader.

From Artesia - Perez : Continue to work with a 2nd grade teacher on Student Engagement

From Las Cruces Garcia : I helped a new teacher understand how organizing his classroom and seating students strategically can improve student engagement and discipline. He used the suggestions and noticed an improvement in his routine.

From Pojoaque Horn : agree. specific and based in data that is relevant to teacher. small steps

From Lesley : I work with teachers to plan complex guiding questions ahead of time.

From LCPSBarela : I had a 1st grade teacher who continued to alter her lesson delivery, claiming that she wasn't conveying the skill. It was not the delivery but the strategies used for engagement. She made adjustments and hit the ball out of the park.

From Alamogordo/Manuela Sanchez : Worked on wait time, teacher was answering her own questions

From J Paul Taylor Academy, Cynthia Risner : I've been helping the teachers compare their rigor with online instruction to classroom instruction.

From Los Lunas - Martinez Munos : Gave teachers 2 positive things that were going well in their classroom and then gave them 2 things they can improve on. Gave them examples and had a conversation with them. Then followed up with them in a month to discuss feedback.

From Portales A. Harris : As a teacher I received direct feedback on things that I could change and avenues I could take to change them. Given direct feedback helped me not get lost in everything else that my administrator was telling me. As an assistant principal, I use that when I give feedback, be direct and give different avenues on how to achieve the desired outcome.

From LCPS-Galaz : With the right approach and having those trusted relationship building, teachers are eager for feedback to refine their practice. They love their Wow's and Wonders and look forward to the feedback conferences.

From Pojoaque Lujan-Trujillo : Explained to a teacher the importance of having Roles and Procedures. Taking time to follow thru.

From LCPS: Dominguez : My suggestions was to be purposeful when asking student's questions. They did make sure they made a pathway on who to call on so not just the same students.

From Portales/King : Encouraging teacher to help students personally identify with the content of the lesson.

From Espanola/Herrera : i learned that i had to listen more and follow up with my students right away

From Lacye Goad : I worked with several teachers to target small group instruction. I started by observing, asking reflective questions, providing PD, then observing and using recognize/reinforcement when I saw desired behaviors.

From Deanne Portales : I worked with a new teacher who was in needed to refine classroom management. We worked together on a weekly basis, also, provided mentors to help in the classroom.

From Clovis/Brady : I worked with a teacher on a writing system and the use in his class to support EL students. He saw huge improvement in student outcomes based on steps we took through systematic feedback.

From APS Abeyta : I have a teacher who utilizes the rubric to improve her practice and utilizes my feedback to continually grow while keeping up with best practices in other areas.

From Chris Jones : Worked with teacher(s) on a mini-lesson format that takes students around the entire lesson cycle from introduction of standards and objectives to formative assessment and reflection. Helpful in measuring growth in more manageable intervals in order to adjust instruction

From Taos Branchal : Provided feedback using their data to provide differentiated instruction.

From Carlsbad/Christiansen : We had three new teachers from another country start at our school last year. The cultural differences were somewhat of an issue at first. Once I encouraged them to actively converse and get to know their students: negative behaviors decreased and academic achievement improved dramatically.

From Bloomfield/benavidez : I spoke to a teacher about teacher talk vs student talk. I gave her tools such as cold call, wait time, and turn in talk. We also provided sheltered instruction tools that added to her tool box.

From DPS Lozano : I worked with a new teacher last year that needed assistance in procedures/ cold call and starting class/holding them accountable. Took teacher on some walkthroughs targeted in those areas. Throughout the year, slowly but surely, I saw growth....

From Deming McKinley : I supported a first grade teacher with suggestions for an entrance ticket for increasing their ability to identify numbers from 10 to 100.

From Aztec/Wright : We worked with staff to improve de-escalation with tough behaviors.

From Taos Branchal : Frequent quick walkthroughs helped teacher feel comfortable.

From Deming- Abbott : she was able to develop roles and procedures for the class to transition from activities into discussions and being able to do multiple pop ins allowed for small wins

From RISD Ackerman : There were a handful of J1 teachers that I was working with last year, and it was absolutely refreshing to see in a follow up observation those teachers take the feedback and use those suggestions in their classrooms.

From SFPS/Aagaard : Feedback around rules and procedures with follow-through to see if strategies have been implemented was very effective with a new teacher

From SFPSOrtega : We had a new teacher this year in 3rd grade. She hit the wall around November with naughty behaviors in the classroom. During a walkthrough, I noticed kids were not clear about what areas of the room they could access and when. She established some procedures around this and felt better about her class within a week. We use PAX positive behavior management at our school.

From Cuba ISD/Williams : Sat down with a teacher to discuss grade level instruction. She wanted to be teaching grade level but wasn't sure if she should in this time. Teaching students in chunks rather than everything all at once. She was relieved and saw how she could hold students to high expectations but work with them based on where they are at.

From LCPS - Principal Barela : Worked with a teacher to implement active engagement strategies with groups. Less teacher talk, Teacher worked on partner talk, students discussing problem solving. We also worked on selecting and sequencing student work to give the students an opportunity to explain their thinking.

From APS Crespín : I worked with a middle school band teacher to help create a student-centered and student directed classroom. I gave her actionable feedback and we met with her frequently to guide her reflection. By the end of the year, her students were running the classroom very efficiently and the engagement soared.

From APS Henley : Providing resources to teachers to assist with the conversation has been beneficial. Stopping in often to check on the teachers is helpful for quick walkthrough and supports my understanding of the dynamics of the classroom in a variety of instances.

From Georgia Baca : Worked with teachers on having the students do the "heavy lifting" students self assessing and taking ownership of their learning.

From Hatch Cisneros : I had a new alternative license teacher who would always seek my feedback no matter if I was in the classroom for 2 minutes or 20 minutes. I would always give him just a little and he would make it a point to use that feedback to improve his practice just a little every time.

From Deming Trevizo : I worked with a teacher on creating exit tickets and using the data to adjust instruction and provide additional support to students who needed it.

From Deming Padron : New teacher- did a walkthrough and meet with the teacher in a face to face meeting. We had a conversation on engagement. Went back to her classroom and she had implemented the strategies we talked about.

From SFPS-Kovac : As a teacher, getting feedback needs the follow-up conversation from admin. This encouraged me more to attempt the feedback suggested and it's not just words on paper. Having those conversations not just adding it to the forms, opens communication and made me want to try new things.

From ABQ School of Excellence Kwiecinski : thorough, actionable, personalized feedback is important for the teachers---complete the forms and give them feedback that directly relates to that teacher

From SANTA FE/CHAVEZ : I have worked with a few teachers through the Professional Growth Plan process and working with them as a partner in the process and letting them know lack of their growth is a reflection of you as a leader reassures them you are invested in their success not their failure. So it goes further than walking through and providing feedback, it is working together on creating small achievable goals with proper supports, and making sure those goals are being accomplished together.

From Carlsbad / Spencer : Conduct walk-throughs as often as feasible to monitor progress, imperative to leave words of encouragement and offer support.

From SFPS-Booker : I worked with a handful of teachers last year on 3A-Communication, ensuring that they are communicating their teaching point to students in a clear and concise way. It doesn't need to be so rigid, but rather making it a part of the lesson routine-we always just start by telling students what the purpose of the lesson is, what you will be teaching them today:). Follow through with the alignment of lesson components and teaching point was essential.

From SantaFeGourd : Worked with a new 7th grade teacher to help them identify specific learning goals for students using their assessment data.

From Cuba - Romero : Frequent feedback and walkthroughs helped establish trust with teachers following my stepping in mid semester. I worked with two teachers to incorporate more structured stations in their classrooms in a manner that allowed for addressing and monitoring multi leveled instruction.

From Los Lunas_Branch : Pacing of the lesson which allows for student comprehension of the material.

[Reflection#2 - Adding Value to Staff and Students](#)

How do you ensure your staff and students are valued, and how do you add value to their work?

From APS Thomas : It's not about giving them what they "want" but giving them what they need. Sometimes folks don't see it that way...

From Gadsden ISD, Pokluda : Always be positive and grateful for their efforts.

From APS Caldwell : Invest in each individual - value their input and feedback

From APS Chiang : I believe a large part of valuing staff and students is listening to what they have to say and asking questions to get the best picture of their perspective

From Kirk Carpenter/Aztec : Coach them up. It is all about getting better

From Eagle Nest - Dana McBee : Helping them see their potential!

From GISD Kleczka: Identify those practices which are working well and communicate how this is good for students.

From GMCS/Ontiveros : Recognize them as individuals and team players.

From LCPS Ronga : Our admin team teaches an Advisory class

From Thomas_Sanchez West Las Vegas Schools : Shout outs and celebrate success. It is all about a collaborative effort and a seat at the table is important.

From Artesia Davis : Affirm people in a written from at least once a week!

From Roswell Hillman : love the recognize the struggle

From APS/Lee : Also - provide ongoing support personally and professionally

From APS - Aranda : Regularly ask for feedback yourself, and give opportunities to participate in decision making

From SFPSSkoglund : I try to listen to their needs, ideas, and suggestions. We work collaboratively to plan and make school wide goals

From LCPS_Day : Positive recognition. School wide Gallery Walks for student production. Offer leadership opportunities. Listen more than I speak.

From Los Alamos Terrazas : Walk the walk with them. Share ideas and allow them to share theirs. Be a TEAM and work together

From Igonzalez : You have to build strong relationships with staff. It is crucial that you develop "safe" places or safe relationships. You have to create an environment that fosters successes.

From Bloomfield, Sharp : Make sure they know they are a part of the process and staying connected to them. Letting

From APS Lupe : Definitely you need to recognize the successes but also allow for people to reflect what did not work.

From Cottonwood Classical, Binnert : Someone put "seat at the table" -- find ways for distributed leadership that access the wisdom and reflective guidance of staff and students (and also parents/board/community)

From Jimenez AKCS : Be a good listener, provide ideas when they are struggling with something and follow up later to check in on how they are doing.

From MESD-Gaztambide : I thank my teachers for their hard work and efforts. Email them with encouraging words and recognition.

From Josephine Caproni : Give people TIME - time to plan, and time to have meaningful discussions

From North Valley Academy McConnell : Work hard to give credit where credit is due. Ask for ideas and make sure that folks who offer ideas that are implemented are given credit for their thoughts

From Hobbs Salinas : affirmations and having an open communication

From Aztec Hamilton : for Students-reward trips/celebrations, introducing Trauma informed language and classrooms

From Kristi Collins / Alice King Community School : Strong relationships, shared leadership, give everyone a voice

From Zuni Hartwig : Individual encouragement of instructors and incorporating their vision to include student happiness and well-being

From RRPS Sue.Carley : Walk the school and when you find a class that is really working hard, go in and give out granola bars. I call this a drive by granola barring.

From Artesia Davis : Ask them to share their great work with others.

From GISD Kleczka : When you give feedback, follow up and recognize when a teacher has taken suggestions for improvement.

From Artesia DGarcia : recognize staff going the extra mile and student supporting other classmates.

From APS/Hargrove : Provide opportunities to share out what people are doing, rituals of celebration, and building a culture of open doors/sharing/collaboration.

From ACE Leadership HS - Justin Trager : We identify their assets (staff and students) and build on their assets, even and especially when asking them to take risks, try something new, and grow their practice and learning. We also embrace failing forward and learning from mistakes and failures.

From Aztec Sledzinski : Sharing out wins from observations and strategies others could use helps.

From APS - Farson, Philip : In the framings that I construct based on the input / aspirations I hear / receive from staff, students & parents - Also gives me feedback on whether or not I have heard and valued them

From Gadsden Silvaggio : I send a weekly email where teachers and staff receive "CHA CHINGS" for going and above expectations! We also have a weekly parent newsletter in which students receive shout outs!

From Zuni Davis : Listening is the most crucial part of creating a school culture where people feel valued. Hold up student voice and teacher voice as the most important voices in the room.

From Bloomfield, Sharp : Students greeting them each day, learning their names and who they are, and trying to be there for them during breaks or in the halls, etc.

From Dulce - Montoya : Relationship - compliments, small gifts of gratitude, notes, listening, taking requests and putting them into action whenever possible. Do not forget what it was like to be in the classroom - if you were a teacher before becoming an admin.

From Tenorio-Chacon LCPS : Learn from them. Treat them as professionals.

From Artesia- Taylor : I think that having good relationships with them and caring for them and their needs. Walking through classrooms and listening to their experiences and how we can make those experiences better.

From APS Sanchez, Maria T : We have a great IC leader and she really has made everyone feel included in the decisions we are making as a school and it is student and community centered while valuing teacher input.

From APS Rodriguez : Super Teachers with a cape award, staff appreciation lunches/holidays and just because

From LCPS Torrez : Validating and honoring each others differences. We all bring something to the table and we are always learning everything we can about each other.

From Artesia Davis : Treats and surprises and FOOD!

From APS: Strangio : We make lists of "superpowers" for staff to share expertise with others. Every staff member is required to list at least two superpowers, and what I find is that they grow in confidence when they realize that they really do know things deeply when others come to them for support.

From LCPS, Fuentes : C O N N E C T- Build authentic relationships.

From Eunice Davis : Validate, Listen, Value their professionalism, delegate and resist micromanaging.

From Portales/ Anna Brock : We do staff affirmations following each meeting and ongoing always on an Affirmation Board. Each staff member has their own pocket to hold affirmations.

From LCPS Love : Build capacity among staff: provide leadership opportunities, allow them to have a voice in decision making, build relationships with one on one and team conversations. RESPECT what they bring to your school and students, celebrate even the little stuff, etc.

From Hatch/Toni Hull : I give video feedback to teachers in this covid age and then follow up with them

From APS Abeyta : I listen to them and make sure they genuinely feel heard.

From Santa Fe Public Schools - Mike Granado : Must sincerely listen to our teachers with a growth mindset.

From APS Crespin : Harness their talents and develop teacher leaders.

From Grants Cibola County/Elkins : Make time for teachers, and make sure that time is quality time.

From Bloomfield- Mize : Model/Show Respect to each staff member and value their voice

From NEA-NM, Sanchez : Making those we work with know that we are here to support them in their Professional Growth. We are their partners.

From APS-Jess Wiltamuth : Building relationships. We instituted hand shaking (which we will discontinue until further notice :))

From SFPS-Kovac : Tell them! Give shout-outs for work well-done. Be honest, sincere with your words.

From Amy Biehl HS, Stephanie B : I communicate through handwritten notes, emails, texts, or phone calls regularly so they know I am listening to them and supporting them.

From APS Harberts : Recognition, in the online world I share pictures or experiences I have had with them.

From GMCS Bia,V : Affirming the staff and the positives before helps

From SFPS/DuCharme : Recognizing their successes and then having them share their best practices with each other. Also, cooking for them.

From Espanola Valencia : Listening to understand instead of listening to respond.

From SFPS V.Angel : I add value by providing meaningful feedback and listening to their needs and concerns

From LCPS Martinez : I always try and listen with purpose.

From g.carmona : Find specific actions that a staff member does that can be commended on their evaluation. Specificity is key in positive and growth producing feedback

From Deming- Abbott : acknowledge what is being done in the classroom by both the students and teachers, we need to listen and build relationships

From APSGabaldon : I listen to their needs and try to assist them with solving their own problems instead of solving problems for them.

From Los Lunas- Campbell : Celebrate successes- both big and small. Listen, listen, listen!

From Carlsbad Villarreal : celebrate milestones frequently

From Los Lunas - Martinez Munos : Constantly check in on them and ask if they need anything. We share out celebrations and frustrations.

From Taos Branchal : Listening and understanding

From Los Lunas School-Murphy Oshiro : Communication, frequent walk throughs with feedback, adding celebrations to staff meetings

From Aztec / McNeal : It is important to take an active interest not only in what they do in the classroom, but what they are experiencing outside the classroom that might affect their teaching. Make those connections real and authentic.

From SFPSOrtega : listening

From Carlsbad/Garza : Building authentic relationships and constant communication with staff and students

From Santa Fe_ Dixon : Build relational capacity and be available.

From GISD/Mejia : When providing feedback I want to always lead with a wow...teacher are doing amazing work and they need to see that we recognize it.

From APS Hernandez : Treating them as unique individuals.

From Carlsbad Municipal Schools/Lacye Goad : Listen to them, build relationships, public praise, build leadership

From Roswell Ingram : Actively listen....stop walking and checking texts/emails and look at the staff member

From RISD McFerraz : Listen with purpose and intent.

From Jemez Valley Public Schools/San Diego Riverside Charter/Rodarte : Celebrate their work and accomplishments, Recognize teachers for all the hard work they do.

From LCPS - Principal Barela : Celebrate small growth and quick wins. I try to give them honest feedback and provide them opportunities to be part of the solution when they present problems

From Aztec Sanders : I believe that time shows what I value. If I spend my time to visit classrooms, give feedback and work with teachers then they know that I value them. Take time to listen and support your teachers.

From Carlsbad/PCA/ Potter : You recognize their success and verbally tell them about it.

From Hobbs- Weldy : I listen and genuinely care about our staff to ensure they feel valued. Giving feedback is crucial

From Santa Fe Holladay : Affirmations and genuine acknowledgement of work and contributions.

From Albuquerque Public Schools-Ryan : Listen to your teachers, make them feel like they have a voice

From Eunice Boyd : I work on connecting with the staff every day and make sure that they know that I am there to support them through the day

From Aztec/ Stanley : You have to show the value by telling them how you value them. We have a caught being good at our school which shows kids that we value the good things. Have to celebrate

From Aztec/Wright : We invite teams and leaders to give input and make real change to school systems as a team very often. We see teachers as the experts and our job is to bring that out and grow their expertise to be a great school district.

From Albuquerque/Larribas : Relationships, relationships, relationships

From Hobbs E. Gonzalez : Being visible in the classroom and Hallways and constant praise. Relationships.

From Moriarty Edgewood School District Gunnare : Be genuine in developing their talents, and establish your working rapport with them.

From SFPS/Morales :) : Being attentive to them

From Los Lunas Chavez : To ensure that staff and students are valued is be a good listener and acknowledge them with celebrations of success.

From RRPS J. Sanchez : Acknowledge the work they do!

From APS D BACA : It is important to build relationships with staff and students. Make yourself visible, often.

From Espanola Duckworth-Moulton : Weekly memos are personal, not just throwing information at them. Daily conversations, check ins. birthday acknowledgments...

From LCPSFranks : I try to be an active listener and also respect their professionalism.

From Lorna Jackson : I continually make sure that I am available to teachers and support staff. I mentor and talk with my students throughout the day. I praise them as well as provide correction when necessary.

From APS/Goesling : Celebrate small victories and focus on relationships

From Gil Sena Charter HS- Nadine Torres : Providing ongoing feedback and recognition.

From Deming McKinley : It's important to stay connected through listening, face to face conversations, and productive feedback.

From Deanne Portales : I write affirmations to staff members as well as visit with them a let them know how appreciated they are.

From EstanciaValleyClassical; Mock : Work to learn new things and be open to listen about personal improvements.

From Wagon Mound PS - Montoya : Listen to teachers and students, encourage a growth mindset. Teachers are professionals and should be treated as such. DON'T MICROMANAGE unless it is absolutely necessary!

From RISD Ackerman : Acknowledge their successes, work hard alongside of them, listen to their ideas and put them into action.

From APS-ChelseaHay : listening and understanding

From Hatch Cisneros : Always listening and always take their opinion into consideration. Be a resource for them. Be their biggest cheerleader!

From Los Lunas - KDow : By honoring their time and celebrating success of both teachers and students.

From Lisa Dominguez : Relationship building is essential to making them feel valued. Checking in on them and their needs.

From LakeArthur Gallaway : Daily communication with staff - knowing every student by name and acknowledging them and their efforts. Also for staff - making the time for quick feedback.

From APS Henley : Recognize and honor their work - shout-outs/celebrations/acknowledge the challenges

From PojoaqueLujan-Trujillo : Listening to teachers and students.

From Taos Martin-Trujillo : In participating in the various PLC's at our school I am able to see their great work and provide support and encouragement immediately.

From Portales A. Harris : Listen to staff and students, sincerely and ensure that they know they are valued through many different avenues (communication, recognizing them, "air high fives").

From Pojoaque Horn : recognize that sometimes it's the little things that make the biggest impact and celebrate those moments.

From Capitan Huey-Fuller : Take time to listen to their concerns. Be personable. Communicate often. Build a rapport.

From CVCS Socorro Shannon : Frequent and Positive feedback (student and staff), quality constructive feedback (student and staff), quality PD for staff, ask them to share their work with peers and colleagues

From Sais-Bernalillo Public Schools : Listen, celebrate successes, open to change and feedback,

From LCPS/Faivre : Listening and building relationships.

From Clovis/Brady : School culture for both students and teachers is a top priority at my school. We have a committee that is dedicated to recognizing teachers and building a school community that promotes student and teacher well being.

From Carlsbad Catano : By taking the time to make connections and develop relationships; showing empathy and sincere concern; being a listener and a support.

From Las Cruces Garcia : Being available to them when they have questions and concerns, stopping by while they are teaching to say hi and listen for a moment. Attending their meetings and listening to them.

From Carlsbad Gonzalez : Listen, understand, and celebrate them.

From Santa Fe Torres : Acknowledgement, communication, be available

From Mosaic Knight : I add value by helping to ask questions that guide teacher thinking to what the next steps might be.

From AlbuquerquePS Tregembo-Allen : I work with them as a thought partner. I ask questions and listen to their answers. I ensure there is shared leadership when building teaching and learning.

From Red River Ritterhouse : Build meaningful relationships, listen and take suggestions seriously

From GCCS/Miller : meet the teachers/student needs

From Jolene Delgado : Building good relationships with each of the staff members and students is important. I spend the first couple weeks of school building rapport.

From Farmington Begay : Taking time to listen actively to teachers and students.

From Portales/King : Open-door policy with staff, and try to always acknowledge something positive about the individual teacher's strategy/teaching.

From LCPS-Alaniz : Building relationships, listening, shared leadership

From Espanola Rodriguez : Ensure value by providing timely feedback and constant consistent support. Add value by continuing to build positive relationships.

From LCPS-Galaz : Quick wins and celebrations! We recognize social/emotional growth & academic achievement and growth with students and staff. Staff recognize each other's efforts and work. We call them lollipop moments.

From anmoore : I remind myself that they are my "WHY" and that I have a moral imperative to support them to be their best selves in terms of growing kids academically and socially.

From Roswell Adams : Notes to each teacher recognizing their strengths and thanking them for all that they do. Sincere public praise. Honoring students for their accomplishments and honoring teachers as well weekly.

From APS Duarte : Visiting classrooms frequently, shared leadership

From Alamogordo/Manuela Sanchez : Recognitions and celebrations for accomplishments

From Farmington Ledek : Respect their time and giving sincere, specific feedback on the wonderful things I see in the classrooms.

From SFPSOrtega : appreciation shout outs in the Announcements

From Cuba - Romero : Make time to listen to them, acknowledge them and respect them.

From SFPS/Aagaard : Keep an "open door policy" and actively listening to all stakeholders

From Los Lunas- Sosa principal : Always listen to them and Frequent celebrations, always tell them you appreciate them.

From Dr.L.Montoya, Raton PS : Empowerment from within so they have a vested stake in decision making. Valuing what they bring to the table. Recognizing their success.

From APS - Szabo : Recognition and telling them they are valued. Listening to suggestions and taking them to heart. I add value to their work through encouraging them to build upon their valued strengths - creating leaders

From Jemez Valley Public Schools/San Diego Riverside Charter/Rodarte : Meet the needs of your staff. Spend monies to support.

From Artesia Greer : It's all about relationship. Get out of the office and be seen by students and staff. Have conversations other than just job related; ask about family, interests, etc.

From Deming Apodaca : Working closely with teachers in developing online LMS, which has been fairly difficult.

From Albuquerque Public Schools/Nolan : Relationship building, celebrations, community building and consistent communications

From APS-Torres : Acknowledge the work they have done or where they are at right now. Then offer support to problem solve or whatever they need.

From Los Lunas_Branch : Listening and making connection to Both staff and students.

From CarlsbadLongbine : Actively listen, solicit their opinions, communicate, frequent feedback

From SRCS Padilla : Listening attentively to staff and students. Also always looking for and recognizing their strengths and value.

From SFPSOrtega : Appreciation gifts at Christmas and end of school

From SFPS-Booker : Frequent check ins with them, personally, not only about teaching but about themselves as individuals. Responsiveness is key, because they then see that their concerns become your concerns.

From Clovis-Lucero : Communication is key!! Appreciate them, acknowledge that everyone's voice is important. Be present

From TorCRebecca : they know I am genuine, honest, and care about their interests, goals, and that I will support them enthusiastically and be their biggest cheerleader along the way...I will find what they need, assist, and be there to be a shoulder along the way.

From DPS Lozano : Validate their work through shout-outs, email, autonomy to adjust , make them part of decision process

From APSCrouch : Taking time to really listen to them as individuals and develop relationship. Honor their voice and concerns. By getting to know them as educators, and vice-versa, I can then enter a authentic conversation about teaching practices in order to add to value to their work.

From Cuba ISD/Williams : Communicate with them (listening and talking). Meet them where they are at. Praise their successes and support them in their struggles. Help them visualize where they can take it to a higher level so they can grow.

From DemingHofacket : Serving as a filter for some of the tasks that can be piled on teachers' shoulders and helping them to prioritize students in every decision they make.

From APS Roman : Listen

From Deming Trevizo : Take the time to build positive relationships by letting them know you are listening and available to support. Following up and providing feedback adds value to their work.

From GISD Quinonez : Listen and assist them in reaching their needs and provide them with support.

From Gabrielle Miller : Listen, praise for successes, informal conversation of support, learning who they are away from the school and appreciated with tangible motivators.

From Deming PS- Garcia : Listen, celebrate success, build relationships with them, communicate

From APS Roman : I'd love to share out

From SANTA FE/CHAVEZ : I think it is about building a culture and community of leaders. We challenge each other in proving that all decisions we make are based on what students deserve. This allows for healthy debates, and for best decisions to be made. It also allows for teachers to be empowered and feel part of something bigger than just education.

From Clovis/STOKES : Fair treatment of all of them

From Bloomfield/benavidez : We use PBIS celebrations to show our students that they are valued. In addition, we track that we recognize each student by face, personal facts, needs, and family life. For staff, I ensure I know personal things

about them. I ask about their children and grandchildren. I recognize when they are doing things right, even the small things. Listen to them.

From Carlsbad / Spencer : Continuous non-evaluative walk-throughs to offer support and celebrate wins.

From Carlsbad/Christiansen : I always try to say something positive to all of my staff each day. When listening to them I try to actively listen and make sure that they are my sole focus during that conversation time.

From Chris Jones : Our empathy, consistency, and open mindedness help us lead from a place that allows teachers to always feel valued. Always maintain high standards for self and others and celebrate short term victories

From Santa Fe-Armijo Ortiz : Create relationships with teachers and be understanding of their concerns. Be a learner with your staff and willing to do the work with them.

From SFPS GONZALES : Making it a point to check in with teachers and students daily and as much as possible. Having positive conversations with students and staff. Giving immediate feedback and respond to needs as soon as possible.

From Grants/Cibola Yzenbaard : I heard a saying once that you should be--Efficient with things and Effective with People. Goes back to relationships

From APS Roman : We build tomorrow!!

From APS Wirick : @Grants/Cibola--I love that quote :)

Reflection #3 - Feedback

1. How are you giving feedback to your teachers? Written, face-to-face, or a combination of the two?
2. How often are you giving feedback to teachers?
3. Where have you been most challenged when giving feedback?

From Bloomfield, Sharp : We provide both written and face-to-face feedback. I need to work on making this more immediate.... that has been my challenge as a newer administrator. This is my biggest personal growth goal this year.

From APS Ripley : I do a combination of the two types of feedback.

From GMCS/Ontiveros : Feedback is provided at least twice a week per teacher and they are scheduled.

From Gadsden Silvaggio : I like providing face to face and I always start with how they felt the lesson went.

From Portales/ Anna Brock : I have immediate conference following observation and then provide a handwritten affirmation later that day for both teacher and EA

From Bloomfield Griffith : I still like to do the "wow" and "wonder" with a feedback meeting later in the day. The ideal time frame is once a week, but can fall to every other week depending on the time of year.

From SFPS- Braden : I try to visit often and give informal feedback and suggestions weekly. This helps prepare teachers so their walkthrough and observation feedback is not a surprise. I use the informal feedback to begin to support the teacher with ideas and will ask how they are progressing. When I do the walkthrough and observation, the teacher is not being surprised by some new information. I find the teachers are more appreciative and that the observation can be much less a dog and pony show but something that can be truly discussed.

From Artesia Davis : After I walk through I send an email immediately noting one thing I observed that was great and then asking one question. Because they have to answer a question, it opens the lines of communication.

From Portales/ Anna Brock : We do Peer observations and call them Teacher Academy

From Artesia Davis : We have teachers team up and observe each other's Swivel recordings and provide support and feedback.

From Bloomfield- Mize : Combination! Challenging whenever there isn't a growth mindset

From Albuquerque/Larribas : Classroom visit form - 2 times per month -

From g.carmona : Lots of messages left on Google classroom. F@F

From Alamogordo/Crecelius : We are doing principal "pop-in" Google Forms that we follow up with emails.

From g.carmona : F2F

From GMCS Bia,V : After observation, I give a short note and a date when we can meet for the F2F.

From Dr.L.Montoya, Raton PS : Face to Face and written at this point

From Lisa Dominguez : Face to face on zoom.

From Amy Biehl HS, Stephanie B : I do a combination of the two (zoom and written) kinds of feedback. I offer feedback immediately after the visit to the class. Making sure I balance positive (strength based) observations with a couple of questions to provoke some action items.

From Espanola Duckworth-Moulton : I have given both written (email) and face-to-face feedback after being in their "room." I try to give some sort of feedback each time. Challenge - when they get defensive.

From RISD McFerraz : Combination when possible. Email mostly

From Roswell_Torres : Devoting time and energy in the staff and teachers that need the most help and support. Prioritizing

From Los Lunas School-Murphy Oshiro : Challenge this year is classroom observations via Zoom

From SFPS V.Angel : Giving feedback each time I meet with a teacher. Virtual has been a new added twist rather than just written and face to face

From Bloomfield Summers : The challenge has been for teachers who do not want to hear any feedback....have to keep providing anyway in the hopes they will eventually seeing the value in it...took me two years to get one teacher to finally open up and accept it was for help

From Santa Fe/ Robin Noble - Principal : Challenge -face to face - google meet scheduling

From Deming Trevizo : I currently provide feedback to teachers via email, zoom and phone calls.

From Alamogordo/Manuela Sanchez : Virtual Classroom visits one a week

From Lorna Jackson : The challenge to feedback that has been difficult for me is talking with someone with whom you have worked with for many years.

From Aztec / McNeal : Obviously, the most challenging is getting into the remote classrooms and making sure that teachers are still facilitating good and meaningful lessons.

From Chris Jones : Combination - using Google Docs helps us to communicate synchronously without the inconvenience of always taking time to facilitate face-to-face meetings. Walkthroughs and feedback take place every three weeks. Challenges always come with finding time to provide face-to-face meaningful feedback

From LC Solis : Combination and have scheduled weekly 1:1

From LCPS Gardner : We are eager to perform Zoom walk throughs and then Zoom for a visit to provide "face to face" feedback. Anticipate challenges because of virtual format.

From g.carmona : Right now feedback is mostly limited to addressing tech related issues

From Las Cruces Garcia : Phone calls, emails lately.

From APS Abeyta : Challenge... when there are MANY points to improve upon, you must select ONE high-leverage point to help them improve.

From NMConnectionsObenshain : The most challenging is the follow-up to feedback. To really make the most impact, there needs to be a follow-up convo

From SFPS-Booker : Feedback through a combination of ways. Providing it not as often as I'd like. Challenge is time-time to meet with them, as their schedules are tight!

From Santa Fe/ Robin Noble - Principal : agree Aztec

From Aztec/Wright : Time to give face-to-face can be a challenge and then teachers who are defensive or make excuses

From APS D BACA : I like to give both written and face to face feedback.

From SFPS/DuCharme : By being present and available in classrooms on a regular basis, it has been easier to avoid challenging situations

From Sais-Bernalillo Public Schools : Email - wows and wonders and one walkthrough a month and more depending on the staff member.

From PojoaqueLujan-Trujillo : Combination and immediate.

From Cuba ISD/Williams : Currently by phone, zoom, email, and face to face. As often as I can (weekly). It is hard just because all the other things happening.

From anmoore : Challenging-- When a teacher is afraid that feedback means that they are a "bad" at teaching. Gentle coaching that we all are as good as our feedback.

From Deming- Abbott : I have given a combination of both written and face to face, one think I am trying this year is to follow face to face with written because I feel this helps teachers to look back at the conversation we had.

From Grants/Cibola Yzenbaard : We have a very small staff (3 teachers) I am able to visit classroom personally every day. we are 100% virtual, but all the teachers are on site. Feedback is in person.

From Deming- Caleb Kartchner : Face to face feedback is always better and hopefully will lead to a coaching conversation. It's also important to be timely with feedback and face to face isn't always an option anymore.

From LakeArthur Gallaway : Feedback is face to face/email / sticky notes.

From Carlsbad/Christiansen : Combination. I try to stop in and visit with each teacher at least twice a day(I'm at a small school) as well as emails so far.

From Espanola Rodriguez : I choose to give feedback in both written and face to face. When I leave the room after a walkthrough I leave a note. Right now we face challenge due to the remote learning.

From LCPS Martinez : In the digital world email feedback just isn't as deep as face to face feedback. With everyone remote hard to meet face to face..

From Farmington Begay : A combination of both

From AlbuquerquePS Tregembo-Allen : I give feedback through walkthroughs, through grade review, through mini meetings for thought partner work, we do mini trainings each week. Challenge - the teacher who nods, but refuses to change.

From Portales/King : Feedback is both written and face-to-face.

From Jolene Delgado : I do face to face follow ups. Currently the feedback is both face to face and zoom meetings

From LCPS/Faivre : Combination of face to face (Zoom) and electronic communication (Email).

From Las Cruces Public Schools/Rue : Work on giving teachers feedback after walk-throughs in a written form and then I work hard to follow-up face-to-face.

From Carlsbad Municipal Schools/Lacye Goad : I use a combination of face to face and written. I think its important to deliver negative feedback in a face to face format then follow up with writing.

From Hobbs LaShawn Byrd : Different teachers need different feedback. So it depends, but I use a combination.

From Carlsbad Galyas : pop-ins google meets and google classroom, see every teacher each week

From APS-Torres : With our 90 day plan we have walkthroughs scheduled almost every month. We use a google form and note our comments and questions in there. I assume we are going to continue to do this in virtual world.

From APS Roman : My approach to the feedback

From Cuba - Romero : Frequent classroom walkthroughs with feedback in written form and verbal.

From APS-Jess Wiltamuth : Most challenges are with teachers who don't completely have their mind wrapped around how to work with kids in my neighborhood, we low literacy, dual language. etc.

From Artesia - Perez : Joining the Team Meetings for instruction with students, then a face-to-face.

From Clovis/Brady : We use a walkthrough form for both written and face to face meetings. I have been challenged by teachers in the past that did not value the feedback they were receiving.

From Portales A. Harris : Face to Face, leaving notes, emails. The challenge will be to be in their virtual classrooms and providing them with meaningful feedback in their somewhat new territory.

From Hobbs- Weldy : Best to use coaching style, ask them how they feel it went. Then guide

From LCPS-Galaz : Written and face-to-face feedback given twice a month, but more depending on the teachers' individual needs. Use of google docs forms in the past. Sometimes the follow-up is challenging because of time. Large school, large needs.

From TorCRebecca : Face to Face, Schoology, emails of encouragement, quotes, sharing positive parent testimonies, etc. During staff meetings modeling activities that are positive... planning virtual walkthrough and live

From Los Lunas- Sosa principal : virtual classroom visits weekly but has been challenging at this point due to tech issues.

From Hobbs E. Gonzalez : Try Face to Face with a few. All get emails. Sticky note with some along with Email. Most Challenging is time, of course.

From Gil Sena Charter HS- Nadine Torres : Weekly virtual walkthroughs, Feedback immediately following walkthrough in paper format with specific focus- Using HYS walkthrough form/Teacher/student behaviors.

From Santa Fe Holladay : We give feedback face-to-face, through email, and through our Open Access course.

From Taos Branchal : Please share how virtual classroom walkthrough looks like?

From LCPS Barela : I use a combination of both, approximately every other week. I find it challenging to give feedback right now that the learning gap is so huge.

From Taos Martin-Trujillo : Mostly face to face feedback. Currently reviewing virtual lesson plans.

From SANTA FE/CHAVEZ : Combination. We are PLC strong, so many conversations around feedback is discussed as a team effort to improve through planning and supporting one another.

From Deming McKinley : Currently we are doing pop ins and sending an email to follow. Planning some one on one, face to face this week.

From Bloomfield/benavidez : When I am at my best, I give feedback every 2 weeks with walkthroughs and a follow up meeting. We make an action step and look for it the next walkthrough.

From EstanciaValleyClassical; Mock : Feedback is given by way of face-to-face conversations, usually casual, and also through emails in order to acknowledge great things. Feedback about what is done well is given at staff meetings (using Zoom lately) while constructive feedback is given personally. If there are places for constructive feedback, I try to ask questions about those areas and topics to get the teachers to think about the areas. I am challenged when I need to give feedback to extremely strong teachers.

From Casey Benavidez - Cien Aguas International School : Have a regular rotation in virtual classrooms.

From Farmington Ledek : I like to do a combination of written and face to face depending on time restraints. Quick walkthroughs frequently done help to create a culture of collaboration and positive mind sets.

From SFPS/Morales :) : Prefer written (paper trail), attempt to be at least biweekly, repetitive situations where teachers is non-responsive or deters to others or situations (technology) as the 'Culprit'.

From SFPSOrtega : A teacher who denies responsibility when relationships with EAs go south. We are supporting the teacher and her EA on a weekly basis this year, meeting with them together and talking to each of them individually as well.

From APS-JCMS Lucero : Doing Google classroom visits weekly, and I send an email with the WOW's and Wonders of what I saw in the classes. All teachers had to invite us to their google classrooms.

From LCPS - Principal Barela : Combo setting, I leave a note-or now a private message in chat, We are scheduling Monthly virtual feedback meetings.

From Roswell Adams : I leave a positive note as I leave the classroom. It is challenging to meet the numerous classrooms on Zoom. Some are at home and not as easy to have a F T F.

From APS - Nicole Slayton : Weekly check-in through google classrooms

From Hatch Cisneros : Combo of 2, I think now, given this situation, might go with virtual meeting. As often as I get in their classroom. Now, I try at least once a week.

From TorCREbecca : It is again about relationships and knowing your staff and where and when to give them genuine feedback

From Albuquerque Public Schools/Bowles : challenge: teachers' mindset of having to perform at a certain level and the damages done from the "test score" days. Receiving feedback and owning it as a jump start to a new path is sometimes hard for them. They feel like they aren't good teachers.

From SRCS Padilla : A combination of emails and face to face feedback either in person or virtual. Weekly check ins and bi weekly face to face.

From Los Lunas_Branch : Virtual feedback with weekly check-in.

From Albuquerque Public Schools/Nolan : Combination, but having colleague visits in other classrooms seems to most effective.

From APS - Szabo : Face to face and within half day grade level PD sessions. Feedback is given when asked or when I notice there are challenge areas. Challenges are that not everyone appreciates feedback

[Reflection #4 - PDP](#)

How do you plan to empower your teachers to take ownership of the PDP?

From GISD Kleczka : Provide teachers with the opportunity to select a goal that is relevant to them and that addresses a need they have identified.

From Clovis John W. Howell : You make it a roadmap to their success.

From Tierra Encantada Charter School- Angela Esquibel Martinez : Start with the survey! Help them be reflective and realistic about their growth needs.

From GMCS Garro : Help build on their own strengths

From Turquoise Trail Phillips : Have them reflect on last years' eval and identify an area for growth.

From Portales/ Anna Brock : Positive attitude from admin and perhaps share MY goals with staff.

From APS-Macdonald : Utilize data to drive the discussion

From APS Hammel : Invite teachers to work collaboratively on PDPs together

From LCPS Garcia-Post : We ask teachers to be reflective and we schedule frequent PDP check-ins so that they understand it is a meaningful and “living” document

From Los Puentes Charter Phillips : I increase their skills to break down obstacles

From LCPS/Morales.Veronica : Make it a living document and make sure you talk about it during your feedback meetings

From AlamogordoEamello : Cognitive coaching session

From Lori Webster : One on one meetings with teachers and thoughtful feedback on their plans.

From ABQ Elder : Guide them to consider evidence

From Leticia Archuleta, HLHS : We will be intentional to provide time during professional development to give time to complete. Feedback will be a combination

From Josephine Caproni : Refer to it during formal and informal observations

From Steve Myatt--Dora Schools : It begins with self-assessment....Robyn’s comment about that is excellent

From RFK Sanchez : Provide individual support and help them craft their SMART goals.

From Technology Leadership High School: Saedi : Create a professional development training that connects this document to our school vision work

From Aztec Hall : What PDP goal would you want a teacher to have for themselves if your child was in their class?

From Farmington Municipal Schools Argotsinger Chris : Help them reflect on what went well and what needed improvement from the previous year and use that data to develop a PDP for this year.

From Pojoaque Vigil : By highlighting their strengths and using that to build on areas of opportunities

From BelenMontoya : Assure teachers that the PDP is for them--not to be used as an evaluative tool by admin

From MACCS, J. Dooley : I meet several times throughout the year with each teacher. Our dialogue is around my walkthroughs, etc. They may also build on the one from the previous year.

From Clovis Teague : Provide consistent feedback and support. make sure they feel positively about their growth and success.

From Rio Rancho-Pierce : Encourage them to take risks and push themselves.

From ABQ Charter Academy Roble : Refer back to end of year reflection from prior year to inform PDP goals this year

From APS Roberts : Open up a dialogue with them

From APS: CCPS Ray Wang : Let them see the value of the pdp

From MAS Charter Harrelson : Make it a part of the weekly coaching meetings and really celebrate their growth and success.

From GMCS Sanchez : choice and from constant feedback

From Rio Rancho Hubbell : One goal is written as a PLC to promote grow together. One personal goal needs to be from feedback or reflection.

From Hatch/Toni Hull : Have it truly be theirs and about them. Individualized.

From AZTEC Torres : Guiding them through the process and focus on improvement

From Turquoise Trail Charter / Eide : Start with a bold vision for who they want to be as a teacher and drive toward that with them.

From WWJDC Thomas : Tie their success to student success

From Cottonwood Classical, Binnert : We've always used self-assessments and guided reflection to encourage ownership -- will take a more thorough approach this year. Natural tendency will likely be overcome by all the technology and remote learning stuff -- and/or cleaning/disinfecting classrooms

From APS Rael : Provide them with tools and exemplars of what it could look like.

From GMCS Udeh : Conducting a training on writing SMART goals and providing examples. Inform them that we will tie that goal to their work throughout the year.

From APS/Lee : I encourage them to pick areas where they need support as well as what aligns to the 90 day plan - then I give specific feedback to guide them

From Explore Academy Kolander : Help develop the culture of respect and responsibility.

From GMCS Morrison : Make sure the task is meaningful and something that will actually be used, also allow the teacher to have some if not complete ownership of the task

From jstokes : Build them up - let them know they have a voice

From CCSD Nikki Atencio : I remind them that we all can refine our practice as students change. I have a very experienced staff.

From GMCS T. Hall : Ask teachers to work with a colleague to discuss ideas for growth. Encourage growth mindset.

From GMCS_Joel Copley : Clearly articulate the reality in the classroom and then support the teacher as they work towards actionable steps to improve.

From LCPS_Day : I use the rubric from "Get Better Faster" with them and ask them to identify where they think they should start.

From Los Lunas Herrera : Clear expectations, make it meaningful to them so now just something a school is doing but something they want to grow as an individual teacher

From Hobbs- Hawkins : Encourage teachers to view their PDP's as a way to run an active research plan in their learning space.

From Aztec Sledzinski : I think the new self assessment and revised domains will drive teachers to be naturally curious and take some ownership that way. Our teachers have always developed their own pdps based on our 90 day plan, but with a mandatory self assessment, this will make them more aligned.

From Taos Academy LeBlanc : We tie this to our SEL school wide focus - part of our school culture if commitment to growth for everyone (students, teachers, admin, parents)

From Gadsden ISD, Pokluda : Surveys are important. Sitting down and having informal conversations usually pulls them in.

From Artesia- Taylor : Utilize PLC's to write and reflect on the different aspects of teaching goals.

From Carlsbad/ Chiri : Collaboration and open lines of communication

From GMCS/Ontiveros : Provide teachers with an opportunity to participate in conversations that drive curriculum. Participate in the process of decision making.

From RioRanchoGuerin : Establish buy in through shared goal/ideas and need assessment via all staff/teachers....Don't force feed.

From Carrizozo Jackson : Discus with them the importance of individual growth and life long learners applies to teachers as well.

From Dulce - Montoya : Challenge them to find their "why" then start their goal formation. Allow feedback in PLC's -visit PLC meetings as admin.

From Vicki Arnold -Berino Elementary : We are going to use our goals from our dash plan to help guide them in their PDP. We may make a framework to help them focus and not be too broad.

From Truth or Consequences Muncy : Growth should be portrayed as a good and positive thing for teachers to strive for. Not negative that they are not good teachers. There is always room for improvement no matter what your profession is. It is related to the growth mindset that we teach students.

From Gadsden Silvaggio : I ask them how they feel they are meeting this school year's personal goals and I ask them what supports they may need from the Administrative team.

From Randy Grillo : I would message it as a key component for their professional growth

From Las Cruces/ Castillo : We spend time in collaboration meetings talking about what our goals are as a team and then we individualize from there. We provide one-on-one feedback meetings on PDP for teachers as well that are driven by the teacher.

From APS Fritts : Sometimes grade levels work on one together and that can seem less daunting. They come up with their own grade level goals based on the peer observational inquiry

From Artesia Davis : Provide them time to get this work done.

From Roswell Independent School District Tamra Gedde : Use quotes from the National Board for Professional Teaching Standards body of knowledge to inspire teachers to be the teacher students deserve.

From Gadsden/Hernandez : By putting teachers in the driving seat,

From APS: Strangio : Teachers write PDPs and create PLC groups by affinizing. They share out whole-staff in January, then again in May. A great way to stay focused on PDP goals and share what they're learning. Totally teacher-owned.

From Rio Rancho Nieto : Ownership- based on new self assessment will be more meaningful. Feedback based on previous knowledge of teacher and NMDASH alignment

From APS Aranda : Have teachers consider what areas of instruction are most challenging to them right now and to move toward addressing that challenge

From Kristi Collins / Alice King Community School : Encourage every teacher to consider their own learning path and what they need for professional growth. This looks different for everyone based on their career goals, background, etc. Emphasize that it is a personal process and everyone has growth areas. Provide support through the process.

From Gadsden, Julian Mora : By allowing them to present how they have improved in that area of improvement during PLC.s.

From Roswell/Van : Expecting teachers to write their own goals, not allowing grade level goals. Give the teachers plenty of time to process what it is they want to work on, be available for discussion.

From Bloomfield, Sharp : We first take the survey and then the teacher identifies the area he/she feels needs improvement. We discuss how they will measure it and what they hope to achieve from it. Some do a great job and others struggle, sometimes it takes a couple of meetings and revisions.

From APS -Keeton : I talk to teachers, find out where they feel most confident and where they feel that they need to grow. What skills are necessary to grow, how will they know when they have reached their goals...

From GMCS Forman : The goal is to get staff to drive their own learning. So you have to work to establish a climate in which staff direct their own learning- which means as leaders we have to be strategic in not just giving them the answer but instead facilitating dialogue in coaching meetings

From LakeArthurBatista : Even for the most "trying" teachers who feel they know it all, asking them to be the model for their student--if the student is learning and growing in something new, what is their "weakest" skill that could still be polished or something entirely new they would like to learn

From Bernalillo PS/Cordoba Martinez : Complete alignment. We start with our School then to department to their personal goal and alignment. Work Smarter not harder

From Chama Valley/Martinez : We have previously done a school wide PDP. I think many of the teachers will be very willing to create their own PDP; however, I feel others prefer to collaborate to create a school wide PDP

From APS Cash : Really communicating this is the space to reflect on personal professional growth

From Raton Sanchez : I greatly appreciate the rubric! I think working through their self reflection in light of the current conditions teachers are in the mindset of knowing their strengths and acknowledging what is difficult

From Socorro HS Stephens : Encourage teachers to create stronger student engagement strategies.

From ACE Leadership HS - Justin Trager : Focus on identifying the "why" for them, our students and the school. If you start with them understanding and caring about the "why" it is important, they will be more invested in their PDP.

From APS Chavez : Relationship building...knowing my teachers. Positive and meaningful feedback.

From Espanola Public Schools-Montoya : One school goal and one personal goal based on what they feel is important to them

From APS Weihe : Let teachers know that they don't have to reinvent the wheel. They can build on the work they are already doing or use the PDP to explore something new like online learning.

From Roswell ISD, McDonald : I'm a brand new admin this year, but I think the idea of having teachers choose their own goal for the PDP is fabulous. As a 21 year veteran teacher I can attest to this. The goals I make for myself are so much more meaningful than the ones I'm forced to take on.

From Taos Mora-Atencio : Teachers chose their own goal(s) in their PDP based on elements in the Domains. We coach them in how they will work to accomplishing them.

From GMCS/ Joshua Stepney : You allow them to have the resources necessary for success. Relevant Professional Developments, written, virtual, and face-2-face are necessary

From Socorro Lawson : Have them talk about their passions and aspirations with education. Use the conversation as a springboard to drive their willingness to stretch themselves in setting professional goals

From APS/Adobe Acres Baca : Begin with the survey and let teachers know their voices matter in this process and their growth is the focus as they see fit. They're the driver of their PDP growth and success.

From Janis Taback-Keene NMHU : Help teachers target what they do well and what they can do better. Use student data. Look for trends. Have an in depth conversation with all teachers. Guide them but let them identify an opportunity for improvement that has the most impact on student learning.

From RRPS Sue.Carley : Ask teachers to start a list of trainings and needs outside the DASH goals. Then let them know that this year they will get the time to select their own goal to improve their practice.

From Vicky Abreu : We have empowered teachers by having them self select professional development options that helps teachers become experts. They have the opportunity to see where they are in a rubric of PD Teaching resources.

From NEA-NM, Sanchez : We offer Domain trainings, and it is amazing to me how many NM teachers just don't know the Domains and 22 sub-domains.

From Wagon Mound PS - Montoya : Sometimes however, a middle of the road rating IS needed because they aren't developing nor applying.

From R9 Robyn Cook : Remember it is a preponderance of evidence.

From APS Henley : It would be great if we could give credit for portions of the rubric they do have (ex: 3.6) to acknowledge where there is still room for growth, but we know they're strong in certain areas.

From APSSGaldon : So they pick a SMART Goal that is already written?

From R9 Robyn Cook : The teacher writes their SMART goal

From APS-Cavazos Galvez : No, they would create it based off their self assessment.

From Wagon Mound PS - Montoya : One personal goal and one can be school wide or district wide.

From R9 Robyn Cook : Teacher creates SMART goal from self-assessment and other data they might have walkthrough, BOY formative data, past observations, past testing data, etc.

From Aztec/Wright : One practice is to POST your individual goal in your room for observers to see and support

From R9 Robyn Cook : Wagon Mound that is a district decision. The only PED requirement is the teacher driven goal. There may be an additional school or district goal.

From APS Abeyta : I have a teacher who often wants to change her goal in the middle of the year. They want to know that changing it completely IS an option.

From Aztec / McNeal : Look at their self-reflection closely to see how well you agree with it and if you know that improvement needs to be made in an area, address it there and then help them with their PDP.

From Gil Sena Charter HS- Nadine Torres : The self reflection has been a good tool for them to develop their goals. I have PDP meetings after to discuss how I can support them.

From Eunice Boyd : When you have a one on one meeting with the staff member, and check with them throughout the year, help them be realistic and helpful

From SFPS-Booker : I am glad to hear that the Self-Assessment is a required element this year. That, in itself, allows teachers' ownership of their PDP.

From Hatch Cisneros : I have a PLC, where we will go over domains. I will have them do their self-assessment before we meet again, and have their PDP goals due by the next PLC.

From Gabrielle Miller : Using student data from the previous, the evaluation discussing strengths and concerns, modeling behavior

From anmoore : Be explicit in the directions that they should pick an area of particular professional growth that they want to work on throughout the year.

From CCSD Boushee : First, I will let teachers know this is for their improvement. They know what will make them stronger teachers. Feedback will come from asking them what they want to accomplish and why? How will it help you get stronger?

From Santa Fe/ Robin Noble - Principal : If your school has a growth mindset emphasis, this is a great tool to show the evidence of this. Share frequently

From GMCS Bia,V : If the focus is on teacher growth and improvement in their classroom, it will be meaningful.

From NMConnectionsObenshain : give them the rubric and have them assess themselves...talk with them about their rating versus my rating

From Deming- Abbott : I think having the conversations with the teachers about what they want to grow in empowers them because they are coming up with the goal rather than the school pushing out the goals

From Espanola Duckworth-Moulton : Being able to share the data but allowing them to drive the goal. As we plan our 90 day plan, there will be some sense of common school wide needs,

From Bloomfield Summers : Allow teachers to create an individual goal and have the data to support the reason for their goal. In our bi weekly feedback sessions, we will discuss their goal and how they believe they will reach the goal

From Amy Biehl HS, Stephanie B : I'd check out their self assessment and connect their goals to their own reflection of the work they want to do.

From Deming Apodaca : Center conversations around their goal and tailor feedback based on that same goal.

From APS-Jess Wiltamuth : Ask for evidence. Then conference with them to help them find ways to continue reaching their goal.

From APSSGabalton : Self reflection is individual so encouraging them to reflect not heir own practices and where would they like to grow as a professional

From Taos Martin-Trujillo : I think the self reflection piece will be a driving force in this process. That in itself seems provide ownership.

From Roswell Ingram : I have to remind my upper grades that the PDP is individualized and not cookie cutter ;)

From Jemez Valley Public Schools/San Diego Riverside Charter/Rodarte : My teachers are afraid to write goals they will not achieve. I train teachers to create achievable goals and show how goals can be met over the year.

From Los Lunas School-Murphy Oshiro : Actively listen to teachers, looking at previous data, explaining our school/district smart goal

From Espanola Valencia : Self assessment, data and walkthrough feedback.

From Farmington Ledek : Created Growth Goal Groups of teachers with similar goals to support each other and collaborate on strategies used. They report and collaborate once a month to keep their goals forefront in their minds.

From Aztec/Wright : Who let the dogs out?

From NEA-NM, Sanchez : Emphasis on Self-assessment piece. Then regularly meet with them to show we are here to support them with PD needs. Focus on Domains and where they want to go. Connect Domains directly with PD Opportunities. Feedback through guiding questions.

From Carlsbad Municipal Schools/Lacye Goad : I plan to provide training on goal development to teams, then guide the teams in creating goals. I plan to provide feedback in a goal setting conference with individuals.

From AlbuquerquePS Tregembo-Allen : Teachers at my school have always taken control of their own goals, it is their PDP. It is an expectation.

From LCPS-Galaz : Collaborate with them recognizing their strengths and what areas of growth they feel is needed based on prior observations and data. Genuine discussion on what THEY feel they need and want.

From Grants/Cibola Yzenbaard : Years ago when I responded in writing to each teacher's PDP--the teachers were amazed that someone was actually reading their PDP. Sometimes they think everything just gets lost in the system.

From RISD Ackerman : Create grade level or a team goal first so they can work together and hold each other accountable in their PLCs when those goals come up in conversation, and administration to meet with the teachers to have them reflect on their individual goals and support them to achieve that goal.

From EstanciaValleyClassical; Mock : Giving them time to reflect on previous teaching and current needs can lead to a self-assessment that is meaningful to the teacher, which could lead to ownership of the PDP. I think it's important to give teachers time throughout the year to revisit their PDP goal to remind themselves of their goal and reflect on their progress through the year. I will provide feedback by asking questions about progress through the year and giving suggestions on ways they can work toward it and asking questions about how they're working on it already. Reflection time is important.

From Deming Trevizo : Provide info in PLC to all and then follow up with them individually after they've done the self assessment.

From Roswell Maldonado : Allowing teachers to use the data and what they know about their classrooms to create their own goal. Supporting and reviewing goals during PLCs.

From Los Lunas- Sosa principal : I have each department have a common PDP goal this way it drives them together as a team giving frequent feedback

From Grants Cibola County/Elkins : I would challenge them in PLCs maybe to really study and understand the domains rather than just simply choosing something. Perhaps really evaluate the most impactful and coach them on strategies to assist in this process.

From Sais-Bernalillo Public Schools : Use self assessment and have conversations. We also use data from previous observations.

From Eunice Lindner : Meet with the teachers and discuss and give notes anytime throughout the classroom.

From PojoaqueLujan-Trujillo : Teachers need to reflect on own practice and know that we are supportive of the steps they need to take in order to reach their goal.

From Lisa Dominguez : Constantly remaining positive. Ask what do they think they need to focus on in their professional development and teaching.

From Hatch Cisneros : I will follow up individually to discuss.

From Deming McKinley : Emphasize a solid reflection to set the foundation for the SMART Goal that they will write. Be available for discussion and support through the process.

From Taos Martin-Trujillo : Utilizing the self reflection along with the PDP to provide feedback. These two should connect.

From AlbuquerquePS Tregembo-Allen : We meet to review their SMART goal and talk about how they will work to meet rigorous goals.

From Alamogordo/Manuela Sanchez : Specific and individualized

From Roswell Adams : We provide time to practice writing goals and then I meet with each teacher to review their goals. I send an email of our brainstorming and they can adjust as needed.

From Jolene Delgado : Review past and current student data and allow teachers to create a goal. I would then support and explain to each teacher that the new PD is a tool for them to utilize.

From Espanola Rodriguez : It starts with the self reflection and then help to guide the teacher to develop a live working plan that is based in data and driven by their instructional practices. Sometimes teachers are hard on themselves and need to be reminded of their awesomeness...

From APS - Szabo : I believe that in order to empower teachers it is important that they choose something that they want - not what they think I want them to work on. I would collaborate with them on a one to one basis and understand what and where they want to grow professionally.

From Portales/King : We encourage our teachers to discuss in PLCs what 'Applying' and 'Innovating' looks like in the classroom and to then set their own PDP/growth goals based on the assessment data of their students.

From APS Abeyta : The evaluation system has gotten better year after year at tying all of the elements together. Oftentimes the PDP is a compliance piece. The gradual shift to tie everything together is exciting and creates continuity in our teaching.

From Cuba ISD/Williams : Goals are made to stretch ourselves. I guide them to set goals that make them push themselves to a high level. Discuss what areas they wish to do this to improve their students

From APS Crespín : I have offered sessions to teachers to give them chance to discuss and to provide guidance on how to write a meaningful PDP.

From NEA-NM, Sanchez : Hopefully teach will be self-motivated to raise the bar themselves.

From SFPS/Aagaard : Self-assessment and data to create their goal. Support during PLC's to support teachers creating SMART goals. Individual feedback throughout the year to keep teachers on track. Feedback will be both written and oral.

From Albuquerque Public Schools/Nolan : Checking in with them bi-weekly and having them work with colleagues through progress monitoring of the their goals=classroom visits, collaborations etc.

From Santa Fe Maestas : Can you please provide a sample SMART PDP goal?

From Carlsbad Catano : Support goal development by encouraging a personally invested goal that is reflective of our broader district goals.

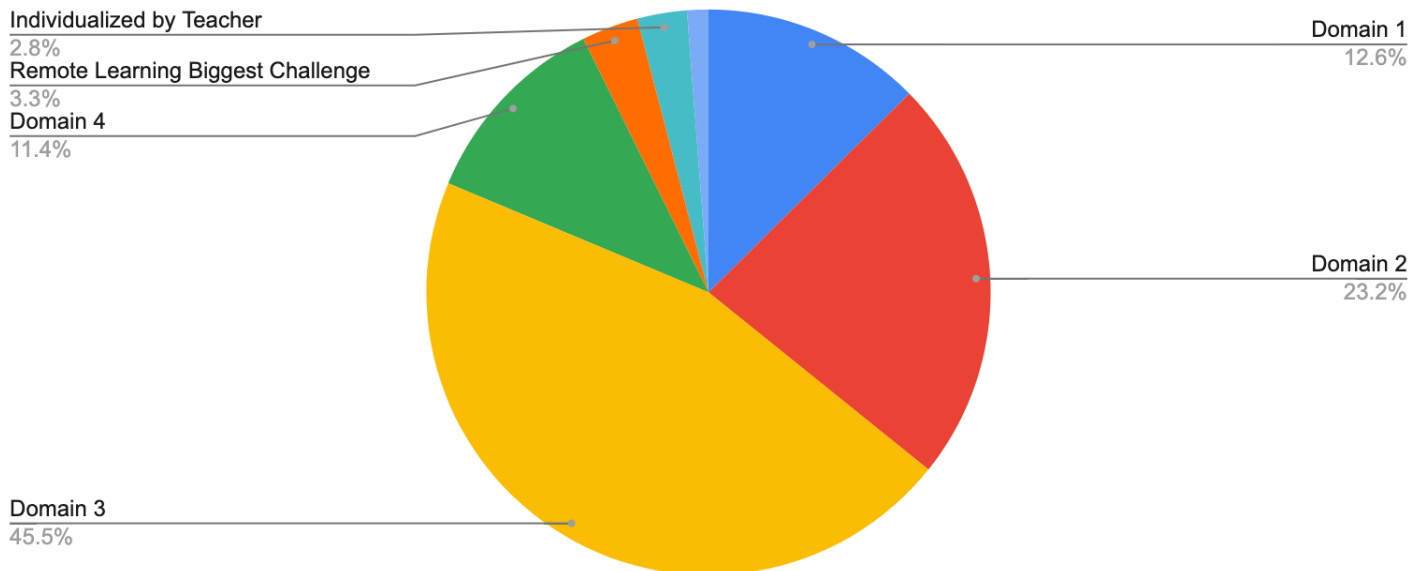
From TorCREbecca : It all comes down to relationships and trust, if they trust you and respect you they will take your recommendations and feedback and run with it!

From LCPS-Galaz : Personally, focusing on the teaching and NOT the teacher is huge!

Reflection #5 - Domains

Which domains do you feel will be the most challenging for your teachers?

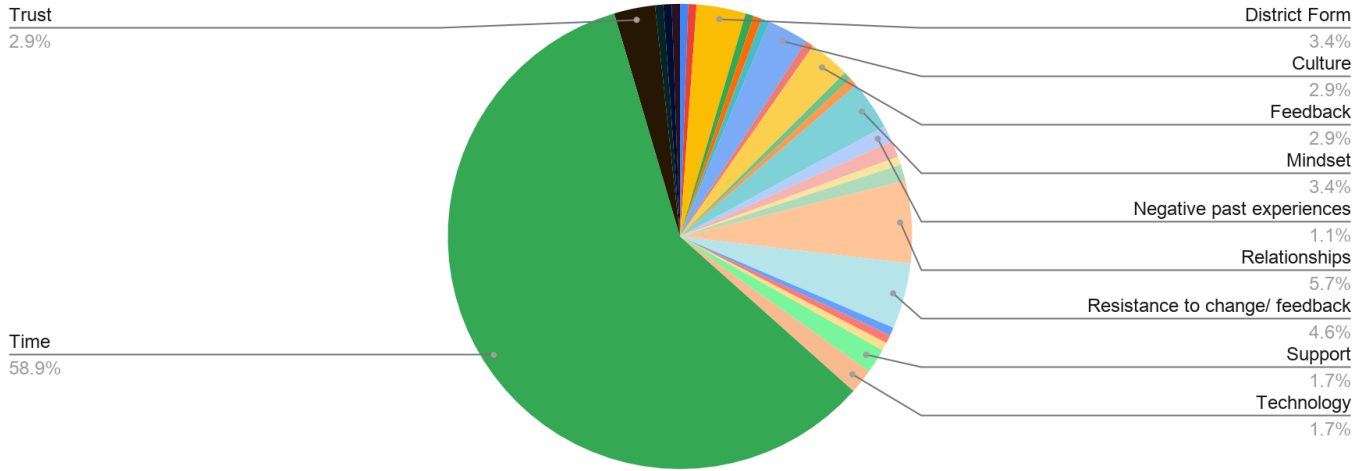
Which domains do you feel will be the most challenging for your teachers?



Reflection #6 - Walkthroughs

1. What are the barriers to giving this type of feedback to teachers?
2. What is your school or districts' walkthrough process?

What are the barriers to giving this type of feedback to teachers?



What is your school or districts' walkthrough process?

