

| Dimension | Needs Improvement (1) | Emerging (2) | Proficient (3) | Distinguished (4) |
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| <p><i>Instructional Congruence</i></p> <p>Congruence with NM Content Standards and Benchmarks, and Performance Standards</p> | <p>Teaching and learning are not connected to Standards (content and assessment) nor performance standards. There is no evidence that learning activities and tasks are aligned with standards. There is no reference by the teacher to standards and they are not posted or understood by the students.</p> | <p>The connection between teaching & learning and standards is evident but minimal. Some of the assignments and tasks in are standards based and congruent with the standards. Standards are posted in the classroom or have been distributed to students but no mention of standards is made, nor are learning goals clear.</p> | <p>Standards and benchmarks are available to the students. There is reference made during the lesson introduction about which standards are being targeted.</p> | <p>Standards, benchmarks, and performance criteria are available to the students and parents. Students and parents are able to articulate how the learning goals will help them reach standards.</p> |
| <p>Learning goals</p> | <p>Students do not know what the learning goals are and there is no mention about how they will be assessed. Teaches use one assessment strategy.</p> | <p>Learning goals are mentioned orally, but students do not know how to tell if they have reached them or not. Teachers use two assessment strategies.</p> | <p>Learning goals and assessment methods have been discussed but not all goals are suitably assessed. Students are questioned to determine understanding of goals. Teaches use three assessment strategies</p> | <p>Students know what they are leaning and why. They know in what ways they will use the learning in the future. The assessments are completely congruent with the learning goals both in content and process, and students know the criteria for excellence (rubrics), or are</p> |

Appendix D: Figure 1

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| | | | | given explanations. Teachers triangulate four or more assessment strategies. |
| Assessment | Teacher employs little or no variety in assessment strategies. For example, the teacher may limit assessments to formal assessments (such as written tests at the end of a unit). Assessments may be tangentially related to instructional activities and goals. | Teacher employs a limited variety of assessment strategies. The teacher makes minimal use of informal assessments (such as direct observations, exploratory questions, etc.). Assessments show some link to instructional activities and goals, standards and benchmarks. | Teacher employs a range of assessment strategies including some formal assessments (such as written tests at the end of a unit) and informal assessments (such as direct observations, exploratory questions, etc.). These assessments relate directly to instructional activities and goals, standards and benchmarks. | Teacher employs a wide range of assessment strategies including a balance of formal assessments (such as written tests at the end of a unit) and informal assessments (such as direct observations, exploratory questions, etc.). These assessments are well-aligned with instructional activities and goals, standards and benchmarks. In combination, these assessments are appropriate tools for evaluating student achievement and progress. |

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| <p>Classroom Management Clear agendas, introduction to lesson (addressing learning goals for the lesson, the assessment strategies, etc.), accessing prior knowledge, closure (revisiting lesson goals, self-assessment by students, informal assessment, etc.) Expectations for written work/products, returned work, etc.</p> | <p>Students have no idea what to expect in class. They do not know what it is they are supposed to learn. There is no attempt to generate prior knowledge at the start of a unit. The bell/time is the only indication that the lesson is at an end. There is no set way to do paperwork, turn in work, or keep returned work. Students remain in rows all the time.</p> | <p>There is some form of an agenda on the board. Students have an idea about the expectations for completing work. There are sporadic attempts at accessing prior knowledge. There is no closure to lessons. Students know how to set up their papers and turn in work. There is no standardized routine for students to keep returned work. Students are not familiar with routines to change desk structure so time is wasted when students work in groups.</p> | <p>Students know what activities they will be doing that day. The teacher connects the activity to the learning goals (or invites students to do so) Most new units begin with some form of activation of prior knowledge, such as a KWL chart. Occasionally there is a short quiz or other method to assess whether or not the learning goal was attained. Students know how to set up their paper, turn in work, how to keep returned work, how to get into groups, and how to get back into rows.</p> | <p>Students know what will be happening in class that day, they know what they are supposed to learn, how they will be learning it, and how they will know whether or not they reached the learning goal. The teacher has accessed prior knowledge, and the students know how the new learning connects to what they already know. Before they leave the class, they have an opportunity to think about the lesson goal and to self-assess. Student work is organized and stored efficiently. Students move with minimal loss of time from one configuration to</p> |

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| | | | | another. |
| <p>Instructional Strategies: presentations, projects, technology, cooperative learning (formal/informal), reading/comprehension strategies (graphic organizers)</p> | <p>Learning activities are not suitable to students or learning goals, or all activities revolve solely around the textbook. Learning activities do not reflect recent professional research. (Students only work independently or in unstructured groups)</p> | <p>Some of the learning activities are suitable to students or learning goals, and reflect recent professional research. (Students work in groups but do not have any guided interactions)</p> | <p>There is varied use of instructional strategies that are suitable to students and learning goals. Most activities reflect recent professional research. (Students occasionally work in formal structured groups and also with structured informal interactions)</p> | <p>Learning activities are highly relevant to students and learning goals. There is a high correlation between the strategy used and the best practices promoted by recent professional research. (Most lessons integrate opportunities for informal structured interactions, and formal cooperative learning is a frequent method of learning.</p> |
| <p>Student Behavior: Relationships between student and teacher, student and student. Topics of the conversations among the students Safe environment for student participation</p> | <p>Students do not know what to expect from class. No standards of conduct have been established nor consequences for misbehavior. Students are confused, noisy and not on task. Students are out of</p> | <p>Standards of conduct are posted but are not consistently enforced. Students are not sure of the boundaries and so are constantly pushing the envelope (talking inappropriately, and getting out of seat inappropriately.)</p> | <p>Students understand the standards of conduct and for the most part behave acceptably. They have a solid relationship with the teacher, and there is mutual respect. Students are mostly on task and</p> | <p>Students know they are responsible for their own learning and behave accordingly. Mutual respect is highly evident. Student behavior reflects their engagement in</p> |

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| <p>and leaning.</p> <p>Student understanding of expectations for learning</p> | <p>their seats and go in and out of class at will. Students exhibit disrespect for the teacher. Student conversations are on personal issues and not on the task at hand. Some students do not feel safe from verbal abuse from other students.</p> | <p>Student conversations are mostly around personal issues and not on the task at hand. Students do not address the teacher respectfully at all times, and sometimes say rude or harassing things to each other.</p> | <p>conversations are usually around the task at hand, and at appropriate times. Student movement around the classroom is usually appropriate. Students treat each other with respect.</p> | <p>their learning. There is a balance between quiet time on task and discussion between small groups and whole class. When students move around the class, it is for a reason. There is a strong sense of purpose in the class. (Student respect?)</p> |
| <p>Teacher Behavior:</p> <p>Relationship between teacher and students.</p> <p>Professionalism</p> <p>Collaborative spirit</p> | <p>Teacher has no evident relationship with students. Teacher is not aware of student behavior or does not respond appropriately. There is lack of respect in interactions with (some) students. Teacher is late to meetings, duty stations, or is absent. Teacher avoids becoming involved in team projects, school activities or district events.</p> | <p>Teacher-student interactions are generally appropriate but may show inconsistencies. Teacher is somewhat aware of student behavior but response is inconsistent. Teacher usually attends meetings and is at duty stations. Teacher participates in school and district events when asked.</p> | <p>Teacher-student interactions are friendly and show general warmth, caring, and respect. Teacher is alert to student behavior at all times and response to misbehavior is appropriate. Teacher attends and contributes to meetings and is dependable. Teacher volunteers to participate in school and district events, making a substantial</p> | <p>Teacher demonstrates genuine caring for students. Monitoring is subtle, preventative, and responses to misbehavior highly effective. Teacher attends, contributes to meetings, and is highly dependable. Volunteers to participate in school and district events, making a</p> |

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| | | | contribution. | substantial contribution and assumes a leadership role. |
| Technology Teacher Instruction | Teacher has non-existent knowledge of technology, and does not use it as a tool to support teaching and learning. | Teacher has a minimal knowledge of technology and uses it to access information for his/her needs. Technology is not used to support instruction. | Teacher has adequate knowledge (basic applications) of technology, accessed information to | Teacher has strong knowledge of technology, uses technology to access information, and uses technology to support and enhance teaching and learning. |
| Leadership | In progress | In progress | In progress | In progress |