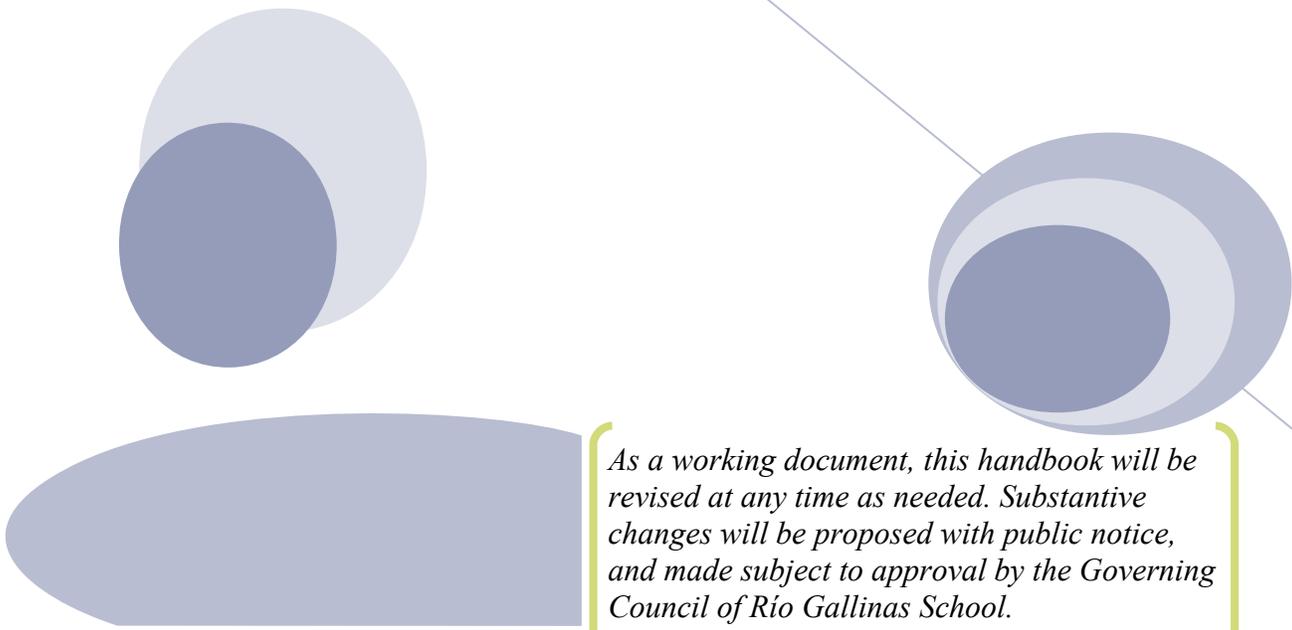




Río Gallinas Charter School Personnel Handbook

2011-2012 school year

We do not discriminate on the basis of race, religion, national origin, color, sex, age, veteran status, or disability.



As a working document, this handbook will be revised at any time as needed. Substantive changes will be proposed with public notice, and made subject to approval by the Governing Council of Río Gallinas School.

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Río Gallinas School Personnel Policies

INTRODUCTION

One of the purposes of the New Mexico Charter School Law is “to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.” Because Río Gallinas is a small school based on students working in groups on integrated projects and all staff members are involved in teaching, mentoring, counseling, and guiding students throughout the school day rather than only working independently with individual classes. In addition, all staff members are involved in faculty/staff governance and site-based management. Although one person serves as director with administrative duties, responsibilities and decision-making are shared by all staff members. Therefore, as far as is possible and/or practicable, Río Gallinas staff members are and will be involved in decisions concerning work hours, professional development, and matters of personal time-off and leave, as these affect their ability to carry out their academic responsibilities and the daily functioning of the school. As a working document, these personnel policies are subject to modification by a consensus of staff members, with ultimate approval by the Governing Council.

Nevertheless, Río Gallinas complies in all respects with the “School Personnel Act,” 22.10.1-27, NMSA 1978.

LICENSURE

Río Gallinas insures that any person teaching, supervising an instructional program, counseling or providing special instructional services shall hold a valid certificate authorizing the person to perform that function. All individuals in the school will be appropriately licensed or given waivers. After 2006, all teachers and staff members will be appropriately licensed/certified. Any teacher not appropriately licensed will not be paid after the first three months of employment on their contract.

PROHIBITION OF DISCRIMINATION IN EMPLOYMENT

Río Gallinas Charter School is an Equal Opportunity Employer and does not discriminate against any applicant for employment or employee on the basis of race, color, national origin, sex, religion, age, marital status, or disability, in its recruitment, selection, training, utilization, or other employment-related activities in compliance with federal and state laws.

REQUIREMENTS FOR EMPLOYMENT

Pursuant to New Mexico law, all personnel employed by Río Gallinas shall be subject to:

1. Criminal background check (22-10-3.3), including two fingerprint cards provided to the SDE to obtain the applicant’s FBI record.

2. Background check for known conviction or misdemeanor involving moral turpitude (22:10-3.4)
3. Child abuse registry check

(Note: background checks may be conducted through the sponsoring district, as long as the cost is paid for by the applicant.)

In addition, all persons seeking employment with the Río Gallinas must submit the required application form that along with the standard information asks questions concerning teaching philosophy and personal attributes that would be conducive to successful participation in teaching teams and the Río Gallinas learning community. Applicants will be selected on the basis of their responses on the application form that indicate their suitability for the particular collegial learning community that characterizes Río Gallinas and on the basis of the experience and expertise that qualify them for the particular position. All relevant state regulations and legal requirements will be followed. Following job interviews, selected applicants are required to submit a copy of the teaching certificate or waiver, as applicable, or other necessary documentation.

CONDITIONS OF EMPLOYMENT

- ⤴ Río Gallinas will provide all employment contracts in written form approved by the Governing Council containing and specifying the term of service, the salary to be paid, the method of payment, and causes for termination of the contract. Río Gallinas will use the West Las Vegas format for contracts. The charter school will comply with the School Personnel Act for terminating, discharging or non-renewal of its licensed employees.
- ⤴ No employee may be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without procedural due process, including the employee's right to be apprised of allegations or charges and progressive discipline appropriate to the specific action or incident.
- ⤴ Any complaint regarding an employee made by any parent, student, or identified representative shall be investigated at the lowest administrative level prior to any action being taken against the employee.
- ⤴ People employed fulltime by Río Gallinas are members of the Río Gallinas learning community. As such, they are expected to be familiar with and understand the philosophy, policies, and practices of Río Gallinas as described in this handbook. It is further expected that during the school day they will carry out to the best of their ability these policies and practices. Staff should expect multiple obligations and a sense of commitment to the entire learning community.

PAYROLL

All staff members employed by Río Gallinas will participate in the retirement system of the State of New Mexico Education Retirement Board.

Employees shall be paid through the payroll department of West Las Vegas Schools using its procedures for recording employee work hours, overtime, absences, leaves, vacation, and other adjustments, as contained in applicable policies and regulations.

WORK CONDITIONS

In accord with faculty governance and site-based management, staff members will determine appropriate hours, workload, and other work-related matters through collaboration.

Nevertheless, the following general policies will be in place.

PUNCTUALITY AND ATTENDANCE

Any employee who is routinely tardy or absent, or routinely violates the rules or policies of Río Gallinas shall be subject to disciplinary review.

PERMISSIBLE ABSENCES

Río Gallinas recognizes that employees may need to be absent from the workplace in order to address personal needs and obligations, either during the day or for longer periods. Because Río Gallinas staff fill multiple functions during the school day, individual staff members are free to attend to personal needs as deemed appropriate and necessary, within reason and with consideration of one's colleagues.

Leaves are defined as voluntary time off. (see *) Because staff members are affected by such absences, they should be consulted when such leave is proposed. Nevertheless, decision to grant or deny personal leaves is within the discretion and judgment of the director. In addition, when staff members are ill, they are responsible for informing the director but are otherwise granted sick days as required, except in the case of long-term illnesses, in which case an appropriate policy for medical leave will be worked out.

*Río Gallinas provides for 10 days of paid leave annually, which includes sick and personal days. As approved by governing council on September 23, 2009, personal days cannot exceed five days in succession, cannot exceed 8 days annually, requires approval of director at least two weeks in advance, approval of governing council for director and personnel with conflict of interest with director. Professional development days are not counted as leave and are granted by the Director. Staff are required to fill out leave request at least three weeks in advance, in order to have two week approval.

SALARIES

The Río Gallinas' salary schedule is voted on each year with the governing council.

The calendar is based on Río Gallinas approved calendar days and hours. (To be approved each annually)

All out-of-state teaching and relevant academic administrative experience (in schools, colleges, and universities) is allowed for placement on the salary scale. There is no cap on allowable out-of-state experience.

Salary is based on years of teaching, the academic credentials applicable to required professional certification, and the duties and functions assigned in addition to requirements of learning community responsibilities.

Teachers coming from the district to Río Gallinas must understand that West Las Vegas district is under no obligation to grant a leave of absence to teachers moving from the district to Río Gallinas. If West Las Vegas Schools' teachers are moving to Río Gallinas School, Sick Days do not carry over.

GRIEVANCE PROCEDURES

Grievance procedures follow the SBE regulation in the School Personnel Act, with the exception that due process applies from the time of first employment. Grievances involving alleged acts of discrimination on the basis of race, sex, national origin, age, or handicap are processed through the Director. If the grievance involves the Director, the employee shall submit his/her grievance against the Director to the Governing Council and the Governing Council shall investigate and take appropriate action.

HEALTH, SAFETY, AND WELFARE BENEFITS

Río Gallinas shall comply with all applicable federal and state laws concerning employee welfare, safety and health issues, including the requirement of federal law for a drug-free workplace.

Employees shall be entitled to receive the benefits described in the budget including the New Mexico State Employee's Retirement System, for which the school shall be responsible for the cost of the employer's respective share of any required contributions.

Río Gallinas agrees to provide to eligible employees group medical, dental, and vision insurance through and as determined by the New Mexico Public Schools Insurance Authority (NMPSIA). For those employees who elect to participate in approved insurance plan(s), the school agrees to continue to contribute that percentage of the premium required by state law. The school agrees to provide employees access to long term disability and life insurance benefits available through NMPSIA.

LEAVE OF ABSENCE POLICY

Río Gallinas Governing Council may at its discretion grant a leave of absence without pay upon written request of an employee and the recommendation of the director. The leave will

be granted for a period of one-year duration for advanced study or other enrichment programs or activities.

SEXUAL HARASSMENT POLICY

It is the policy of Río Gallinas School to prohibit sexual harassment from occurring in the school or at any other place where a school-sponsored activity takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of the administration and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this organization;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

Any report of sexual harassment will be promptly investigated by the director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the director shall take appropriate corrective action which may include, but not be limited to, an official memorandum in the employee's personnel file or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

RIF

A required reduction in workforce may be necessary if sufficient enrollment is not reached. Staff members' contracts may be cancelled by the Governing Council for cause not personal to the staff member when a reduction in personnel is required as a result of decreased enrollment or a decrease or revision of educational programs, in accordance with the New Mexico Statutes and any applicable rules and regulations of the State Board of Education.

EMPLOYEE RECORDS POLICY

Río Gallinas recognizes its obligation to treat all employee information in a confidential manner. Employees shall have access to information that pertains to them and may examine and supply additional information to clarify correct or amend such information. Information on an employee will be collected, used, and retained only when legitimate business or legal need exists and will be maintained in a secure location. Employees are responsible for updating personal information for their file such as address, name, telephone number and emergency contact via the W4 form. Employee files are the official school record of the employment status of an employee.

JOB DESCRIPTIONS

SCHOOL DIRECTOR/PRINCIPAL:

The School Director is the instructional leader and is directly and indirectly responsible for school-based operations and the decision-making process of their school. The School Director serves as the site administrator of the school and is equally responsible for the academic operation and success of the school. The Director is responsible for implementing the school budget, supervising all relevant staff members regarding the school site operations. The Director is directly responsible and accountable to the Governing Collaborative Council.

The School Director, in cooperation with the Hiring Committee, will interview candidates for all other staff positions as well as provide notification of all hires to the Governing Collaborative Council. The same process of operation is in effect for the termination of an employee. The Director will notify the Governing Collaborative Council of any termination of staff. All school employees are directly responsible to the Director and thus should bring issues of concern to the Director's attention.

Expectations For The Position Of School Director

- Administrative Licensure, M.A./M.S. or higher
- Demonstrated ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously.
- Demonstrated ability to employ, supervise, evaluate, apply due process, dismiss, and compensate personnel.
- Demonstrated ability to facilitate groups of people from diverse backgrounds and interests.
- Demonstrated educational leadership including curriculum, instruction, student conduct, and professional growth
- Demonstrated knowledge of and commitment to the mission statement, guiding principles, goals, and delivery of instruction.
- Demonstrated ability to provide effective leadership by including the educational community in decision-making and implementation of the program.
- Demonstrated ability to empower others and delegate both responsibility and authority to others.
- Demonstrated characteristics of honesty, integrity, and a sense of humor.
- Demonstrated ability to communicate with staff, parents, students, and the community.
- Demonstrated ability to work well with children.
- Evidence of on-going professional growth.

In addition, per NMAC 6.69.3.9, School Director the school of Río Gallinas School shall be subject to the following New Mexico State statutes and rules concerning personnel processes:

- Each school district shall include the following competencies and indicators as part of the evaluation criteria.
 1. The School Director /administrator:
 - Demonstrates foresight, examines issues, and takes initiatives to improve the quality of education in the community.
 - Enables staff, students, parents, and community to build a common vision.
 - Articulates a vision and is able to make that vision concrete to others.
 - Provides a learning environment and climate where all stakeholders share creativity, risk taking, and experimentation.
 - Understands, facilitates, and manages change in self, others, and the organization.
 2. The School Director /administrator embraces and encourages the acceptance of diversity.
 - Models respect, understanding, and appreciation for all people.
 - Addresses the special needs of groups and individuals.
 - Addresses the needs of multicultural, multilingual, multiracial, and economically diverse populations.
 - Promotes and supports recruitment and assignment of diverse staff.
 - Demonstrates sensitivity to alternative educational philosophies and methodologies.
 3. The School Director /administrator uses effective people skills to communicate.
 - Addresses the needs of staff, students, parents, and community
 - Facilitates communication and the use of problem solving processes to promote teamwork, consensus, and inquiry.
 - Assists with the resolution of conflicts and stress.
 - Implements the staff evaluation process effectively.
 - Writes and speaks appropriately.
 - Keeps staff and community informed of pertinent information in a timely manner.
 - Utilizes appropriate listening skills.
 4. The School Director /administrator provides and maintains an environment where optimal student growth can take place.

- Understands and supports the goals and purposes of the organization
 - Promotes learning as the primary purpose of the organization.
 - Collaborates and networks with community service agencies, other educational organizations and businesses, as appropriate.
 - Provides and maintains a safe and healthy environment that promotes positive student behavior.
 - Understands and encourages the application of human growth and development principles.
 - Assesses and evaluates program and staff effectively.
5. The School Director /administrator demonstrates instructional leadership.
- Seeks out and provides staff with information on methodology, research, and current educational trends.
 - Identifies, accesses, and uses appropriate resources.
 - Makes reasonable decisions and accepts responsibility for those decisions.
 - Promotes collaboration and mutual sharing among teachers and staff.
 - Encourages and allows others to lead as appropriate.
 - Comprehends effective learning and teaching processes.
6. The School Director /administrator demonstrates an understanding of the dynamics of the educational organization.
- Develops positive school/community relations.
 - Demonstrates an understanding of the politics of school governance and operations.
 - Informs staff, parents, and community of relevant facts to aid in reaching informed decisions.
 - Exhibits skills in comprehending, interpreting, and supporting positions of the organization.
 - Exhibits skills in lobbying, negotiating, collective bargaining, policy development, and policy maintenance.
 - Exhibits effective public relations skills.
7. The School Director /administrator effectively manages the resources for which he/she is responsible including personnel, finances, facilities, programs, and time.
- Implements district policies, state standards, and federal regulations and laws.
 - Organizes, coordinates, and supervises staff assignments and needs.
 - Carries out appropriate fiscal procedures.

- Utilizes and maintains facilities.
 - Demonstrates efficient time management by establishing schedules and reasonable timelines for completing tasks.
 - Utilizes available technology to meet administrative objectives.
 - Utilizes participatory management techniques.
8. The School Director /administrator uses supervision, staff development, and performance evaluation to improve the educational program.
- Implements a collaborative process in staff development.
 - Identifies and acknowledges effective performance in objective terms.
 - Assists individual professional development planning.
 - Develops, implements and evaluates the staff development program, collaboratively utilizing a variety of resources.
 - Follows procedures and participates in training consistent with the state and local Teacher Performance Evaluation Plan.
 - Provides regular feedback on performance.
9. The School Director /administrator maintains a familiarity with current educational issues through a process of ongoing personal development.
- Meets statutory contact hour requirements.
 - Participates in local, state, and other training opportunities.
 - Reviews current professional literature.
 - Continues to expand knowledge and awareness of programs within the school district.
- Each school district shall select and/or develop additional competencies and indicators determined appropriate by the school district to complete the total system of principal/administrator evaluation.
 - Each school district shall provide training in conference skills and growth planning to all School Director /administrators and supervisors of School Director /administrators.
 - The School Director /administrator performance evaluation system shall include at least the following components.
 - Collect data on the School Director /administrator's performance to determine the presence and extent of competencies demonstrated.

- Confer with the School Director /administrator before each observation and as soon as possible after each data collection instance to ensure the adequacy, accuracy, and completeness of the information obtained.
- Identify strengths and areas of the School Director /administrator's performance where growth can occur.
- Collaborate with the School Director /administrator on the development of a written plan for improvement or growth. The plan should include follow-up data collection and conferences with the School Director /administrator to determine progress toward completion of the plan.
- Assist the School Director /administrator through individual guidance, workshops, classes, or other such means for completing the growth plan.

[01-15-99; [6.69.3.9 NMAC](#) - Rn, 6 NMAC 4.5.2.9, 06-14-01]

TEACHERS

Teachers are an integral part of the school and shall be primarily responsible for the education of students in the classroom. The teachers shall have a firm belief in the instructional methods and curriculum set forth in this proposal. They shall understand and be committed to the philosophy of Río Gallinas School. They shall have a strong desire to help all students learn to their individual potential and accordingly shall set high expectations for their students. Teachers must ensure that all students meet the curriculum goals and provide a challenging yet supportive learning environment in the classroom.

The Teacher will communicate directly with the School Director. The Teacher provides the leadership and knowledge needed to plan for each student's learning and the development and implementation of the curriculum.

Expectations For The Position Of Teacher

- B.A./B.S. or higher, and possess teacher certification
- Demonstrated competency to deliver an educational program
- Demonstrated history of providing effective, innovative instruction
- Demonstrated knowledge of and commitment to the mission statement, guiding principles, goals, and delivery of instruction
- Demonstrated ability to work in a shared-responsibility decision-making, model by participating in site-based council and Parent meetings
- A proven record of collaboration with colleagues, parents, and community
- Acts as a volunteer in the community
- Demonstrated characteristics of honesty, integrity, and a sense of humor
- Demonstrated ability to work well with children
- Evidence of on-going professional growth
- Open to intermittent evaluations and evidence improvement based on evaluations
- Evidence of on-going professional growth
- Evidence of successful background checks

In addition, per NMAC 6.69.3.8, all teachers of, and the school of Río Gallinas School shall be subject to the following New Mexico State statutes and rules concerning personnel processes:

- A. N/A
- B. N/A

C. Each evaluation/supervision system shall include the following competencies and indicators as part of the evaluation criteria.

(1) The teacher accurately demonstrates knowledge of the content area and approved curriculum.

(a) Utilizes and enhances approved curriculum.

(b) Gives clear explanations relating to lesson content and procedure.

(c) Communicates accurately in the content area.

(d) Shows interrelatedness of one content area to another.

(2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

(a) Provides opportunities for students to work independently, in small groups, and in large groups, as appropriate.

(b) Uses a variety of methods such as demonstrations, lecture, student-initiated work, group work, questioning, independent practice, etc., as appropriate.

(c) Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, etc., as appropriate.

(d) Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.

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

(a) Explains and/or demonstrates the relevance of topics and activities.

(b) Communicates to students the instructional intent, directions or plan at the appropriate time

(c) Establishes and states expectations for student performance.

(d) Clarifies actions, directions, and explanations when students do not understand

(e) Actively solicits communication from students about their learning.

(f) Communicates regularly with students about their progress.

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

(a) Uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, decision-making, etc.

(b) Uses teaching techniques that address student learning levels, rates, and styles.

(c) Uses materials and media that address student learning levels, rates, and styles.

(d) Uses resources such as community service agencies, school personnel, parents, etc., to meet students' learning levels, rates, and styles.

- (5) The teacher effectively utilizes student assessment techniques and procedures.
- (a) Uses a variety of assessment tools and strategies, as appropriate.
 - (b) Uses information gained from ongoing assessment for remediation and instructional planning.
 - (c) Maintains documentation of student progress. Communicates student progress with students and families in a timely manner.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
- (a) Serves as a model for constructive behavior patterns.
 - (b) Executes routine tasks effectively and efficiently.
 - (c) Establishes and states expectations for student behavior.
 - (d) Handles transitions effectively.
 - (e) Have materials and media ready for student use.
 - (f) Minimizes distractions and interruptions.
 - (g) Manages student behavior effectively and appropriately.
 - (h) Identifies hazards, assesses risks, and takes appropriate action.
- (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
- (a) Demonstrates sensitivity and responsiveness to the personal ideas, needs, interests, and feelings of students.
 - (b) Acknowledges student performance and achievement.
 - (c) Acknowledges that every student can learn.
 - (d) Provides opportunities for each student to succeed.
 - (e) Provides students with opportunities for active involvement and creativity.
 - (f) Provides opportunities for students to be responsible for their own behavior and learning.
 - (g) Promotes positive student/teacher relationships.
 - (h) Encourages high student expectations.
 - (i) Demonstrates an awareness and respect for each student's background, experience, and culture.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate.
- (a) Seeks out information on methodology, research, and current trends in education to enhance and improve the quality of learning.

- (b) Implements a variety of strategies to enhance learning.
- (c) Recognizes that change entails risk and that modifications may be needed.
- (9) The teacher works productively with colleagues, parents, and community members.
 - (a) Collaborates with colleagues.
 - (b) Communicates with parents on a regular basis.
 - (c) Uses conflict resolving strategies when necessary.
 - (d) Involves parents and community in their learning environment.
 - (e) Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.
- (D) Each school district shall select and/or develop additional competencies and indicators determined appropriate by the local school district to complete the local teacher performance evaluation system.
- (E) Each school district shall provide training in classroom observation techniques, conference skills, and growth planning to all teachers and personnel assigned performance evaluation duties.
- (F) The teacher performance evaluation system shall include at least the following components:
 - (1) Conduct and document multiple observations of the teacher's performance to determine the presence and extent of competencies demonstrated.
 - (2) Confer with the teacher before each observation and as soon as possible after each observation to ensure the adequacy, accuracy, and completeness of the information obtained.
 - (3) Identify strengths and areas of the teacher's performance where growth can occur.
 - (4) Collaborate with the teacher on development of a written plan for improvement or growth. The plan should include observations and conferences with the teacher to determine progress toward completion of the plan.
 - (5) Assist the teacher through individual guidance, workshops, classes, or other such means for completing the growth plan.

ADMINISTRATIVE ASSISTANT

The Administrative Assistant is responsible for the provision of immeasurable assistance to the school, the director, support staff, and teachers. The job of Administrative Assistant is to provide secretarial and administrative support to the Director; communicate information to students, parents, staff; ensure compliance with financial, legal, and administrative requirements. This person will perform general office tasks and a multitude of needs specific to the school. The Administrative Assistant communicates directly to the School Director.

Expectations

- Demonstrate knowledge of and commitment to the school's mission, guiding principles, and goals
- Demonstrate competency in executive clerical and communication skills
- Demonstrate knowledge and skills in the use of computer applications and programs
- Demonstrate ability to relate well with student, staff, parents, and the community
- Demonstrate characteristics of honesty, integrity, and a sense of humor
- Demonstrate ability to work in a shared responsibility decision-making model
- Demonstrate ability to work well with children
- Demonstrate ability to take the initiative as needed to be efficient
- Demonstrate ability to follow directions

Specifications

- Conversant with school policies and procedures.
- Conversant with educational structure.
- Ability to operate a variety of office machinery.
- Dependable, punctual, and trustworthy.
- Cheerful and respectful.
- Possess a great love towards children

Skills And Qualifications

- Ability to operate standard office equipment including the ability to work with various computer software
- Ability to maintain accurate records
- Ability to compose a variety of documents with appropriate grammar and punctuation
- Ability to be flexible and timely

- High School diploma or equivalent
- Degree in any field from an accredited institution.
- Basic office experience
- Complete a background check as required by the New Mexico Public Education Department

Responsibilities (But not limited to the following)

1. Administer first aid to students for the purpose of providing emergency or necessary care in accordance with school, state, and federal requirements
 - Compile data from a variety of sources for the purpose of complying with financial, legal and/or administrative requirements
 - Greet all incoming visitors for the purpose of ensuring that guests sign in/out as required
 - Maintain a variety of computerized and manual records, files, and department databases for the purpose of documenting activities, incidents and accidents.
 - Maintain inventory of supplies and materials
 - Prepare written materials and correspondence for the purpose of documenting and/or conveying information
 - Attend meetings as assigned for the purpose of conveying and/or gathering information required to perform the job with efficiency
 - Maintain office equipment, tools and work areas for the purpose of ensuring a safe and efficient work environment. Order pertinent supplies in a timely manner
 - Transcribe or compose from rough draft -bulletins, memorandums, correspondence, and other materials
 - Assist with student enrollment and withdrawal application process
 - Update and transfer yearly academic permanent records and transcripts of all students
 - Collect immunization and other pertinent records
 - File and compile student attendance, lunch counts, grade reports and other related school records
 - Report Stars on the 40th, 80th, 120th end of school
 - Copy, file and mail report cards
 - Coordinate and schedule transportation for students and staff
 - Create a substitute list and arrange and schedule substitute and temporary employees for the school; greet substitutes and assist with directions and questions
 - Supervise playground activities of students
 - Writ grant for fruits and vegetable and meal program
 - Answer telephone and convey appropriate information or take messages
 - Evaluate student situations and provide appropriate discussion with student or direct the student to the appropriate staff member
 - Prepare purchase orders from requisitions and processing invoices for payment
 - Turn in conference/travel claims, mileage claims, meal reimbursement and time sheets

- Accepting and depositing funds for lunches, student activities, and school supplies
- Maintain proper security and safety methods within the school
- Conduct fire drills and documentation of fire drill and inspection records for both sites
- Maintain a monthly calendar of festival holidays, public holidays, scheduled school events, and provide appropriate communication to parents, teachers, and guardians
- Schedule appointments for parents (conferences, Individualized Education Plan (IEP) meetings) with the responsible school staff members.
- Send out reminders in a timely manner for events (parent conferences, school activities, and other meetings)

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Teachers are encouraged to attend conferences and classes that will help them develop professionally. Arrangements will be made for reimbursement and travel to conferences as approved by the director.

TEACHER PERFORMANCE EVALUATION FOR THREE-TIERED LICENSURE

The New Mexico 3-Tiered Licensure System created by the passage of HB212 and the Public Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers sets forth specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels: Level I Provisional Teacher, Level II Professional Teacher, and Level III Master Teacher.

REQUIRED PERFORMANCE EVALUATION COMPONENTS

Teacher Performance Evaluation Requirement.

PED Regulation Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, states “*every public school teacher must have an annual performance evaluation based on an annual professional development plan...Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved. The school principal shall observe each teacher’s classroom practice at least once annually to determine the teacher’s ability to demonstrate state adopted competencies and indicators for each teacher’s licensure level.*” (6.69.4.8.D and 6.69.4.10.C & D)

Documentation Requirement:

1. Professional Development Plan (PDP) – required for every teacher every year
2. Reflection on Annual Professional Development Plan (PDP) - required for every teacher every year
3. Progressive Documentation of Teacher Performance – required for level II or level III licensed teachers for year one and year two of three year cycle.
4. NM Teacher Performance Summative Evaluation for Licensure – required every year for level I licensed teachers, required every three years for level II and level III licensed teachers.

Professional Development Plan Requirement.

PED Regulation 6.69.4.10.B.1-3 requires that the teacher and the school principal create the Professional Development Plan (PDP) no later than forty (40) days after the first day of each school year. The Plan must have measurable objectives, and must be based on, among other things:

1. The nine teacher competencies and indicators for the teacher's licensure level,
2. The previous year's annual evaluation (if applicable), and
3. Assurance that the teacher is highly qualified in the core academic subjects the teacher teaches.

Classroom Observation Requirements and Data Collection.

PED Regulation 6.69.4.10.D requires that the principal "observe each teacher's classroom practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies/ indicators for each teacher's licensure level". In addition to observations, collection of additional forms of data will assure a valid assessment of each employee's ability to demonstrate the competencies.

Evaluation Criteria Requirement.

The 3-Tier Licensure and Performance Evaluation System emphasizes teacher growth through differentiated teaching indicators that are reflective of the competency levels of teachers and the creation of individual Professional Development Plans. The district teacher performance evaluation criteria will include the state adopted nine teacher competencies and indicators for each licensure plus two additional competencies adopted by the district:

1. The teacher uses data to adjust the instructional interventions to meet student's needs.
2. The teacher demonstrates adherence to established timelines and procedures.

Assessment Guidelines for Teacher Competencies and Indicators.

The purpose of the New Mexico Assessment Guidelines for Teacher Competencies and Indicators is to give teachers and administrators a tool to differentiate different levels of performance for Licensure Levels I, II, and III-A. The Assessment Guidelines provide concrete descriptions of effective teaching that develop over time. Administrators and teachers in the WLVSD will use the NM Teacher Licensure Assessment Guidelines for Teacher Competencies and Indicators as a tool to differentiate different levels of performance for Licensure Levels I, II and III-A.

Training for Teachers and Administrators Requirement.

All teachers and administrators new to the district must attend the district Evaluation Orientation to assure that all participants at the school level understand the purpose of and criteria for performance. The Evaluation Orientation must address the Teacher Competencies

and Indicators for each level of licensure, and the role of the Professional Development Plan in the Performance Evaluation System. The Evaluation Orientation must also include an overview of the process whereby observations will be made and performance data collected, the forms to be used, and the timeline for completion.

PROFESSIONAL DEVELOPMENT PLAN (PDP)

PROCEDURES

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

- The plan must identify one or more measurable objectives.
- The measurable objectives must be based on the nine teacher competencies and indicators as determined by the teacher and the school principal. All nine competencies do not have to be addressed every year.
- The PDP may include multi-year measurable objectives and a plan to annually review the progress toward meeting measurable objectives.
- The PDP may be correlated with the district and or school's Educational Plan for Student Success (EPSS).
- The PDP should include measures for determining progress, at regular intervals, toward meeting the goals.

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

1. goals including competencies and indicators to be addressed;
2. action plan including key actions, person responsible for the actions, resources, timelines, measures to assure desired results have been met; and
3. observable target or desired results.

Before the end of the school year the teacher and the administrator will meet:

- ▲ to assess how well the PDP was carried out;
- ▲ the extent to which measurable objectives were achieved including a description of student achievement and learning growth; and
- ▲ will complete the annual formative evaluation of the PDP utilizing the Reflection on Annual Professional Development Plan (PDP) form.

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

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

EVALUATION PROCEDURES

The principal may complete a summative evaluation and hold a conference with the teacher at any time during the school year. A summative evaluation of a teacher must be carried out by a licensed administrator. The summative evaluation shall address how well the professional development plan was carried out and the measurable objectives achieved including a description of student achievement and learning growth.

EVALUATION OF LEVEL I TEACHERS:

Reflection On Annual Professional Development Plan (PDP) Progress Toward Accomplishing Pdp Goals And Objectives

Evaluations will be completed annually, and will include:

1. Documentation of annual observation of classroom practice;
2. Completion of the NM Teacher Performance Summative Evaluation based on Level I Competencies/Indicators.

PROGRESSIVE DOCUMENTATION AND EVALUATION OF LEVEL II AND III TEACHERS.

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

Progressive Documentation Includes:

1. Documentation of annual observation of classroom practice;
2. Other formative performance data;

Unless the principal determines that teacher performance indicates a need for more frequent evaluation, a Summative Performance Evaluation will be completed for Level II and III teachers only at the end of each three-year period.

PED REGULATIONS REGARDING DEMONSTRATION OF ESSENTIAL COMPETENCIES AT LEVEL II OR LEVEL III.

If a level II or level III-A teacher does not demonstrate essential competencies for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of that school year the teacher still fails to demonstrate essential competencies, a district may choose not to contract with that teacher. [PED Regulation 6.69.4.10.E]

If a level III-A teacher does not demonstrate essential competencies at level III-A for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of the following school year the teacher still fails to demonstrate essential level III-A competencies, the superintendent may recommend to the state superintendent of public instruction that the teacher's level III-A license be suspended until such time as the teacher demonstrates the essential competencies at level III-A. Depending on the outcome of any due process proceeding under the Uniform Licensing Act, Sections 61-1-1 through 61-1-31, NMSA 1978, and if the superintendent verifies that the teacher meets the standards for a level II license, the teacher may be issued a level II license during the period of level III-A licensure suspension. A suspended level III-A license may be reinstated by the state superintendent of public instruction either upon verification by a local superintendent that the teacher now demonstrates the essential competencies at level III-A or through the process described in 6.69.4.11 NMAC. [PED Regulation 6.69.4.10.F]

Summative Evaluation Conference. The principal shall conference with the teacher to discuss the results of observations and to review the Summative Evaluation. This conference may be combined with the meeting with the teacher to review the Reflection on Annual Professional Development Plan. A PDP for the next school year may also be initiated in this conference. The teacher will sign the summative evaluation to indicate that he/she has received a copy of the evaluation. If the teacher refuses to sign for acceptance of the evaluation, a third party will witness that the teacher received a copy of the evaluation and will sign the evaluation as a witness to its delivery. The teacher may provide a written response to summative evaluation within five (5) working days. The teacher's written response will be attached to the summative evaluation in the teacher's personnel file. The summative evaluation conference shall be a confidential conference between the teacher and the principal unless the parties mutually agree to allow other individuals to attend the conference.

TIMELINE FOR ASSESSMENT

Signed copies of required written documentation are due in the office of the Assistant Superintendent for Human Resources on or before the following dates:

Professional Development Plan (PDP) the 40th day of the school year

Reflection of the PDP April 1st

Progressive Documentation of Teacher Performance, Level II & III April 1st

Summative Evaluation: April 1st

If any of the above dates fall on a non-working day, the deadlines will be the following working day.

Employees hired after the 40th day of the school year are required to have a PDP within 40 days of first date of employment. Employees hired before April 1st must have a summative evaluation completed. A signed copy of the PDP, Reflection of the PDP, Progressive Documentation of Teacher Performance and Summative Evaluation will be placed in the certified school employee's personnel file.

PROFESSIONAL GROWTH PLAN

A Professional Growth Plan maybe initiated whenever the teacher's principal has reason to believe that the teacher's performance may not meet the competency standard for the level of licensure. A Professional Growth Plan shall be initiated when a teacher receives a "1" rating of "does not meet competency" on the NM Teacher Performance Summative Evaluation.

The teacher's principal may initiate a summative evaluation and a PGP at any time during the year when the principal has reason to believe the teacher's performance may not meet the competency standards for the level of licensure. The PGP is developed collaboratively by the supervisor and the employee. It is the supervisor's responsibility to monitor the implementation of the PGP and to ensure that help is provided to the employee. It is the employee's responsibility to implement the PGP and to meet the goals of the plan.

The teacher's principal will identify the competency areas where the teacher does not meet competency on a summative evaluation. The teacher will have an opportunity for input into the development of the PGP and will be provided with direction and assistance by teacher's principal. A PGP must be written and implemented within ten (10) working days of a Summative Evaluation with a "1" rating. When the teacher is placed on a PGP, the principal will make a good faith effort appropriate to the circumstances to suggest improvement action and to give the teacher a reasonable amount of time to make the improvements before evaluating the teacher's performance. The expected completion date for the PGP will be stated on the plan. The expected completion date can not be later than April 1st of the school year. A copy of the PGP will be filed in the employee's personnel file in the district Human Resources Office.

Should a teacher on a growth plan transfer to another position in the district, the growth plan will follow the teacher to the new position. The teacher shall continue to implement the PGP and is expected to meet the goals of the plan.

CONFERENCES.

Three or more conferences shall have been held with the employee on a PGP before a notice of intent to non-renew or to discharge is served upon him/her by the local school board. Such conferences shall be held with the teacher's principal and any other resource person(s) as the PGP may designate. The conference during which the principal first makes a rating of "does not meet competency" on the summative evaluation shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the teacher to correct the "does not meet competency" and to have been observed for an adequate time in the performance of his or her duties.

The teacher will be asked to sign the PGP to indicate that he/she has received a copy of the plan. If the teacher refuses to sign for acceptance of the PGP, a third party will be asked to

witness that the teacher received a copy of the PGP and will also sign the PGP as a witness. The teacher may provide a written response to the PGP for the teacher's personnel file within five (5) working days.

The PGP conference shall be a confidential conference between the teacher and principal unless the parties mutually agree to allow other individuals to attend the conference.

A copy of the PGP shall be kept at the school site, given to the teacher, and a copy shall be placed in the teacher's personnel file at the district central office. The teacher may submit a written rebuttal within ten (10) working days after the conference in which competencies are identified as "does not meet competency".

Record. A written record of all conferences shall be made to document progress in the areas specified on the PGP, all action(s) suggested for improvement, and all improvements made. All parties to the conference shall sign each written record. The teacher will be asked to sign each written record to indicate that the teacher has received a copy of the written record. The teacher's signature will not necessarily indicate that the teacher is in agreement with the written record. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be kept at the school site, given to the teacher, and a copy shall be placed in the teacher's personnel file.

STEPS FOR DEVELOPMENT OF THE PGP:

1. The principal shall identify on the PGP the competencies/indicators with a "1" rating if "does not meet competency" on the Summary Evaluation and will provide a rationale or describe the reason for the rating.
2. The PGP plan will include the key actions to be taken to correct the deficiency, the person(s) responsible for the actions, resources, timelines, measures to assure desired results have been met and observable target or desired results.
3. The principal will meet with the teacher to develop and implement the PGP within ten (10) days after the summative evaluation.
4. On or before April 1st, the director will complete a 2nd summative evaluation to document the teacher's progress on the PGP and make a recommendation for renewal of the teacher's contract.

MENTORING POLICY

The Río Gallinas **Teacher Mentoring Program** for the Río Gallinas School will build relationships that encourage and support staff:

- Understanding by new staff of the school's philosophy and expectations.
- Understanding of the Expeditionary Learning Model
- Achievement of personal and professional goals for new staff.
- Development of sound practices that lead to high quality instruction for all students.
- Opportunities for experienced teachers to continue training in Expeditionary Learning.
- Opportunities for experienced teachers to self-renew and revitalize.
- A favorable rate of new staff retention.

ROLES AND RESPONSIBILITIES

Mentors & Teachers New-to the Expeditionary Learning Model (under two years) and Level I teachers will

- Meet at the beginning of the year with the new teachers to provide an initial orientation in the Río Gallinas philosophy and Expeditionary Learning Model
- Meet at the beginning of the year for at least four days to plan expeditions, activities, and schedules.
- Meet at least four times annually with an Expeditionary Learning School Designer
- Meet monthly to plan learning expeditions, learn EL protocols and discuss teaching strategies
- Meet at the end of the year for the teacher retreat to evaluate the current school year, write goals, and plan the next year's learning expedition theme.

Teachers New to the Expeditionary Learning Model (under two years) and Level I teachers

- Will actively participant in the mentoring program.
- Will be open and inquiring with the mentor.
- Will devise and implement new strategies with the mentor.
- Will be an active listener.
- Will be a reflective learner.
- In December will fill out our reflective survey on their teaching experience and turn it in to the director

- Will commit to open communication and request a mediator if need be
- Will fill out a request form for additional help when needed

The Mentor:

- Will be supportive and helpful.
- Will listen.
- Will be a resource for:
 - Curriculum (Expeditionary Learning Model)
 - Effective instructional strategies
 - Procedures (in building, in system, with all forms, etc.)
 - Staff relationships
 - Professional development opportunities
- Will commit to open communication and will request a mediator if need be
- Will discuss with director the need to bring in human resources based on new Level I teacher needs and request.
- Will fill out request form for additional help when needed
- Will provide instructional support (i.e., observing, offering suggestions, modeling good teacher practices, assisting in lesson preparation, and classroom organization, and addressing such issues as discipline, scheduling, planning, and organizing the school day).
- Will provide professional support (i.e., review school policies and procedures, advise on how to handle relationships with the school, district, parents, and members of the community).
- Will provide personal support (empathetic listening, reflective practitioner, act as a sounding board, problem solver, etc.).
- Will maintain a confidential relationship to discuss issues in an open, timely, and informed manner.
- Will serve as a liaison to other staff member and educational resources; facilitate introductions and assist the new staff member as they become incorporated into the environment of the school

NOTE: The mentor is not an evaluator.

Other Staff:

- Will accept professional responsibility of assisting new teachers

- Will be supportive of new teachers and mentors.
- Will provide positive direction when new teachers ask for help
- Will make an effort to communicate with new teacher informally (lunch, prep time, social).
- Will share ideas, resources, strategies, etc.
- Will understand that Río Gallinas is a learning community and a culture of revision not only with students but as staff
- Will commit to open communication and will request a mediator when needed

Director:

- Will give clear message that he/she is available to help the new teacher
- Will Support the Mentor with time for professional development to become a mentor
- Will provide time for the new teacher (observations, meetings, informal discussions, etc.).
- Will monitor the mentoring relationship (Is it effective?).
- Will insure schedule allows for growth of the new teacher.
- Will provide or schedule Expeditionary Learning trainings

The Governing Council:

- Will endorse the mentor program.
- Will support funding for the program.
- Will make an overall commitment to professional development.

MENTOR SELECTION PROCEDURES

The following criteria will be used to select mentor:

- Is a teacher of professional status in New Mexico (preferable).
- Is matched and accessible to the mentee
- Is able to commit the time necessary to be a successful mentor.
- He/she has the professional and personal characteristics necessary to be successful.
- Demonstrates mastery of a broad range of teaching skills and an understanding of the school's mission and how the curriculum (Expeditionary Learning) is incorporated into the beginning teacher's practices.
- Possesses personal qualities such as enthusiasm, commitment to teaching, and a demonstrated ability to work with peers.
- Exhibits knowledge of conferencing and observation skills.

- Agrees to attend a training program provided by the school, district or EL designer.

A PLAN FOR MATCHING/PAIRING MENTORS

(It should be stressed from the outset that no match is permanent and can be changed at the request of either person. A mentoring relationship that does not work need not be seen as a failure, but rather a difference in style.)

- I. List of pairing factors to be able to determine “chemistry.” See Co-teaching list.
 - a. Teaching experience, grade level, content area, time available, physical
 - b. proximity, teaching style, ideology/philosophy, common background and culture,
 - c. place of residence, alma mater, other languages, hobbies
- II. Mentor/Mentee pairing team may consist of:
 - a. A building administrator and/or department head in conjunction with an appropriate supervisor and/or director
- III. Available mentor pool:
 - a. For reassignment of mentors when established relationship needs to be changed
 - b. For teachers who enter the system after September
- IV. Schedule an informal building-based meeting for all mentors and mentees within the first month. This meeting should include discussions relating to:
 - a. Success or lack of success in the relationship
 - b. Changes that need to be considered

Because Río Gallinas School is small in numbers and an Expeditionary Learning School, the mentors will come from within the school. School Designers will be contracted as additional support for mentors on less regular basis.

So Your Professional Marriage Doesn't End Up In Divorce Court:

A LIST OF TOPICS FOR CO-TEACHING PARTNERS TO ADDRESS

Rank the following topics in order of importance to you:

Personal Characteristics - control, flexibility, communication, decision-making procedures

General Teaching Skill - questioning techniques, pacing, "crowd control," curriculum

. Discipline-Specific Skills - curricular adaptations, academic subjects expertise, assessment expertise

~ Expectations for All Students - consistency, modifications

~ Planning - content of instruction, how planning process takes place, who does what, what modifications will be made

~ Instructional Format - how instruction will be delivered, flow

~ Parity - equal status, division of labor, mutual recognition by students and parents

~ Space - sharing, how arranged

~ Noise - tolerance levels, how manage

~ Routines - instructional and organizational

~ Classroom Management - rules, procedures, tolerance level, expectations

~ Feedback - when and how to discuss issues related to co-teaching

~ Student Evaluation - grading, procedures, process of giving feedback to students and parents

~ Chores - grading work, paperwork, lesson preparation, classroom maintenance

~ Confidentiality & Trust - mutual respect, "buy-in" of co-teaching model, ability to keep confidence

~ Pet Peeves - distractions, turf issues, independence, lateness vs. promptness

DIRECTIONS FOR "LIST OF TOPICS TO ADDRESS"

1. Individually rank items from "list of topics" sheet in importance to you
2. Compare your top 3 and bottom 3 with your partner
3. Identify possible resulting complementary views or pitfalls
4. **Write down agreements about how you will address the potential pitfalls.** (For Example, what structures, routines, or compromises will help reduce the likelihood of tension in the team? *Sign the agreement and revisit it periodically to refresh and revise.*

TEACHING RESOURCES

A Visit to Classrooms of Effective Teachers (CD Rom) by ASCD (Association for Supervision and Curriculum Development)

Qualities of Effective Teachers by James Strong

Handbook for Qualities of Effective Teachers by James H. Strong, Pamela D. Tucker and Jennifer L. Hindman

How to Be an Effective Teacher the First Days of School by Harry K. and Rosemary T. Wong

How to Scaffold Instruction for Student Success (video tape) by ASCD (Association for Supervision and Curriculum Development)

Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners by ASCD

Improving Student Achievement Research Panel – Robert W. Cole, Editor

A Visit to a Differentiated Classroom (video tape) by ASCD (Association for Supervision and Curriculum Development)

Analyzing Teaching: A Professional Development by ASCD (Association for Supervision and Curriculum Development)

Making Mentoring Work: An ASCD Action Tool by Laura Lipton & Bruce Wellman

How to Design Classroom Management to Enhance Learning (video tape) by ASCD

The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies by Joyce McLeod, Jan Fisher & Ginny Hoover

New Teacher Induction: How to Train, Support, and Retain New Teachers by Annette L. Breaux and Harry K. Wong

How to Plan and Implement a Peer Coaching Program by Pam Robbins

Becoming a Better Teacher: Eight Innovations That Work by Giselle O. Martin-Kniep

A Teacher's Guide to Working with Para educators and Other Classroom Aides by Jill Morgan and Betty Y. Ashbaker

Understanding By Design by Jay McTighe and Grant Wiggins

Understanding By Design Professional Development Workbook by Jay McTighe and Grant Wiggins

Making the Most of Understanding by Design by John Brown

Beyond Mentoring Teachers²¹ by Jon Saphier, Susan Freedman and Barbara Aschheim

Inducting and Mentoring Teachers New to the District by William B. Ribas

Elementary and Middle School Mathematics – Teaching Developmentally by John A. Van DeWalle

Understanding and Relating to Parents ...Professionally by Robert L. DeBruyn

The 21st Century Mentor’s Handbook Creating a Culture for Learning by Paula Rutherford

The Skillful Teacher Building Your Teaching Skills by Jon Saphier and Robert Gowe

APPENDIX

NEW MEXICO TEACHER PERFORMANCE

REFLECTION ON ANNUAL PROFESSIONAL DEVELOPMENT PLAN (PDP)

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

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

Principal Feedback (optional):

Professional Development Plan Completed

Yes No Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment:

Yes No

Principal / Supervisor _____
*Teacher

Copies to: Staff Member, Personnel File, Supervisor

Progressive Documentation of Teacher Performance

Teacher _____ **SSN/Employee ID** _____

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

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

School Year _____ **Grade/Subject** _____

School _____ **District** _____

PDP Review (Required annually):

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

Date Evaluator Signature

Date/ Teacher Signature

New Mexico Teacher Performance
SUMMATIVE EVALUATION FOR LICENSURE

Level I Teachers – to be completed annually

Level II & Level III Teachers – to be completed every 3 years

Name of Teacher		Date	
Grade/Assignment		School	
Name of Principal and/or		Level of	
Supervisor		License	I II III

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

Competency

Number

STRAND A. INSTRUCTION

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

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

STRAND B. STUDENT LEARNING:

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

Strand B. Student Learning Evidence:

STRAND C. PROFESSIONAL LEARNING:

8. **The teacher demonstrates a willingness to examine and implement change, as appropriate.**

1 2

9. **The teacher works productively with colleagues, parents, and community members.**

1 2

Strand C. Professional Learning

Evidence:

WLVSD Competencies:

1. The teacher uses data to adjust the instructional interventions to meet student's needs.

1 2

2. The teacher demonstrates adherence to established timelines and procedures.

1 2

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

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

Principal / Supervisor/Date

Teacher/Date

Copies to: Staff Member, Personnel File, Supervisor

WLVSD CERTIFIED EMPLOYEE PROFESSIONAL GROWTH PLAN

Objective: Facilitate improved student learning and student achievement

Owner:

Goal: Competency To Be Addressed

Describe the Problem

Key Actions: What should we do in what order?

PERSON RESPONSIBLE FOR EACH ACTION

RESOURCES EMPLOYEE SHOULD ACCESS TO ACCOMPLISH GROWTH

Timeline

Measure: To assure desired results have been met

Target: Desired Result

WLVSD CERTIFIED EMPLOYEE PROFESSIONAL GROWTH PLAN

Objective: Facilitate improved student learning and student achievement

Owner:

Goal: Competency To Be Addressed

Describe the Problem

_____/_____
Employee Signature Date

_____/_____
Evaluator Signature Date

Copies: ____ Employee ____ Supervisor ____ Employee Personnel File

LEAVE REQUEST FORM

Date of Request: _____

Name of Staff Member: _____

Check one:

Personal Day

Professional Leave (*EL conferences and workshops*)

Date(s) of leave: _____

Will you find your own substitute? Yes No

If yes, who will be the sub? _____

Request Approved by: _____

Director's Signature

Detailed lesson plans and roll sheets and classroom agreements need to be left for substitute for leave days and sick days.

For professional days exceeding two days, lesson plans need to be approved by the director.