Highlights and Details on Education Reform, Teacher Licensure, and Teacher Evaluation in New Mexico

Prepared by NEA-New Mexico’s Professional Issues Committee

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Highlights

• Since 1998, NEA-New Mexico’s presidents served on the task forces that proposed education reform that culminated the Education Reform Act of 2003.
• During the debate on the reform legislation, NEA-NM lobbied to make sure that due process was not weakened, that salaries were a priority, and that salaries were increased for all school employees.
• After passage of the reform act, NEA-NM leaders and staff worked to make sure that implementation of the legislation elevated the teaching profession and helped New Mexico expand the supply and improve the quality of New Mexico’s teachers.
• The Reform Act requires a Uniform Highly Objective Statewide System of Evaluation.
• This system applies only to teachers, that is, those whose primary job responsibility is a class load of students. It also applies to librarians and to those whose job it is to assist teachers in fulfilling state competencies (such as mentor teachers).
• The Evaluation system contained in statute and regulation encourages flexibility in choosing among a variety of approaches to data collection, rather than identifying a single prescribed approach to implementing a district’s evaluation plan.
• 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 statewide required plan is for licensure; districts may still use other methods for evaluation for employment, but as a practical matter most will probably combine the systems.
• Annual performance evaluation is required; part of that evaluation must be an annual classroom observation.
• There are three required forms as a part of the system: The Summative Evaluation Form, completed annually for level I teachers and every three years for level II or III teachers; Progressive Documentation of Teacher Performance for level II and III teachers, and the Reflection on the PDP. Districts may add competencies to the Summative Evaluation Form and create other forms as part of evaluation for employment purposes.
• Part of annual evaluation will be based on an annual professional development plan (PDP).
• The PDP must be developed during the first forty days of a school year.
• The PDP 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.
• The PDP should not be confused with a local school district’s Professional Growth Plan (PGP), where deficiencies are identified and addressed. The PDP is for professional development and licensure purposes. The local district should develop PGP guidelines in addition to PDP guidelines.
• A Professional Development Dossier (PDD), comprised of five strands is required when a teacher moves from one level of licensure to another:
  o Strands A, B, and C represent data collected and reflected upon by the teacher
  o Strand D is verification by the district that the PDD is the work of the teacher
  o Strand E is verification of successful annual evaluations.
Historical Perspective

In 2001, the Legislature passed a comprehensive education reform, however, the legislation was vetoed by then Governor Johnson. The reform recommendations were the work of the two-year (1998-2000), 64-member Education Initiatives and Accountability Task Force (EIATF). NEA-New Mexico’s president, Mary Lou Cameron served on the EIATF, which was appointed jointly by the President Pro Tempore of the Senate, the Speaker of the House, and the Executive. The Legislative Education Study Committee appointed the Ad Hoc Subcommittee for Education Reform to continue the work of his group. NEA-New Mexico President Eduardo Holguin served on this group. The Education Reform Act that passed in the 2003 legislative session was largely the work of this committee. During this period NEA-New Mexico worked to make sure that increasing salaries was a major priority in the reform legislation. We also worked to protect employee due process from several weakening efforts as the legislation was revised several times.

The reform legislation finally passed in the 2003 regular legislative session. House Bill 212, Public School Reform, took effect immediately upon signing on April 4, 2003. The major intent of the reform act was to elevate the teaching profession and help New Mexico expand the supply and improve the quality of New Mexico’s teachers. First, the system enhances the profession of teaching by allowing teachers to rise in respect, responsibilities and remuneration as they gain increasing competence throughout their careers. Secondly, the three-tiered licensure system mandated by the legislation, addresses accountability (and moves New Mexico teacher evaluation into compliance with federal requirements) by implementing a highly objective uniform statewide standard of evaluation for all teachers.

The Southeast Center for Teaching Quality attests that New Mexico is the “notable exception” nationally to the failure by states to “to engage policymakers, stakeholders and practitioners in a discussion about what teachers need to know and be able to do systematically.” NEA-New Mexico monitored and enhanced the evolving legislation at every stage of its development.

After passage, the State Department of Education (Now the Public Education Department) created the Three-tiered Implementation Council to oversee the implementation of the new licensure system for teachers. President Eduardo Holguin served on this panel, with Charles Bowyer serving as an alternate member. The panel created several implementation work groups; NEA-NM was well represented on these groups. The Professional Development Dossier Workgroup was a small group that completed its work early in process; Charles Bowyer served on this group. The Local Annual Evaluation Workgroup created the criteria for the uniform local evaluation system; Vice President Sharon Morgan, Carol Teweleit, Michael Page, Charles Bowyer, and Leslie Fritz served on this group. The Teacher Training Workgroup created the training materials and process for the new system now in use across the state; Vice President Sharon Morgan chaired this group and, Mary McGowan, Mary Lou Cameron, Helen Davis, and Charles Bowyer served on the workgroup.

Progress through the system guarantees minimum salary levels for teachers at different licensure levels. The minimum salary levels will be phased in over a five-year period:

- minimum salary of $30,000 for Level I, II, and III-A teachers in 03-04
- minimum salary of $35,000 for Level II & III-A teachers in 04-05
- minimum salary of $40,000 for Level II & III-A teachers in 05-06
- minimum salary of $45,000 for Level III-A teachers in 06-07
- minimum salary of $50,000 for Level III-A teachers in 07-08

As teachers’ minimum salaries increase, so too, will the expectations for teachers’ performance.
Each district shall submit a teacher evaluation plan that meets the state’s requirements of a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE). The purpose of this guide is to provide assistance to all parties involved in the implementation of New Mexico’s Teacher Performance Evaluation System requirements. The guide encourages flexibility in choosing among a variety of approaches to data collection, rather than identifying a single prescribed approach to implementing a district’s evaluation plan.

There are many purposes for evaluation. Among them:

1. To assist in identifying and building upon teacher strengths.
2. To serve as the basis for the improvement of instruction.
3. To develop remediation goals.
4. To enhance the implementation of programs of curriculum.
5. To plan meaningful professional development.
6. To address accountability and teacher quality.
7. To support fair, valid and legal decisions for rehire, promotion decisions or termination.

Evaluation for different purposes requires different procedures. 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.

Each of the three levels of licensure has nine (9) common competencies with differentiation occurring through license level-specific indicators. The performance evaluation system will indicate a teacher’s proficiency in these license level-specific indicators and competencies. The nine common competencies are:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately;
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change as appropriate; and
9. The teacher works productively with colleagues, parents, and community members.

**Required Common Performance Evaluation Components**

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, “every public school teacher must have an annual performance evaluation based on 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).

1. **Training for Teachers and Administrators:**

Training must assure that all participants at the school level understand the purpose of and criteria for performance evaluation through an annual Evaluation Orientation. The 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 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.
Administrator training is imperative to ensure the state has a High Objective Uniform System of Evaluation. According to regulation (6.69.4.10.H), “at least every two years, school principals shall attend a training program approved by the department to improve their teacher evaluation skills.”

2. **Creation of Professional Development Plan**

Regulation 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:

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

(6.69.4.10.B.1-3)

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, “every public school teacher must have an annual performance evaluation based on 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... No later than forty school days after the first of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, for the coming school year based on, among other things: (1) the state board of education’s nine teaching competencies and indicators for the teacher’s licensure level; and (2) the previous year’s annual evaluation, if applicable; and (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule.” (6.69.4.8.D and 6.69.4.10.B & C)

Each teacher and his or her school principal (or designee) shall establish an annual Professional Development Plan (PDP) for the teacher. The PDP must have measurable objectives based on the nine competencies and indicators and will target specific areas for teacher professional development. All professional development has one ultimate goal: to improve student learning.

The PDP should not be confused with a local school district’s Professional Growth Plan (PGP), where deficiencies are identified and addressed. The local district should develop PGP guidelines in addition to PDP guidelines.

A. **Guidelines for PDP Design and Evaluation**

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

- 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 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 resources, timelines, and measures;
3. Observable results; and
4. A written reflection of the PDP including an analysis of student achievement and learning growth.

Before the end of the school year, the teacher and the school principal will meet to assess how well the PDP was carried out and the extent to which measurable objectives were achieved. [Complete annual formative evaluation of PDP]

The results of the annual formative evaluation will be documented on 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.

B. Level I PDP Guidelines

The Level I license PDP process should have a structured focus on feedback and support regarding the teacher’s performance on the nine teacher competencies during the first three years of the teacher’s career. This focus should include the active involvement of a mentor teacher in the PDP process.

The Level I license PDP sources of information for developing the PDP may include, in addition to other sources: previous annual evaluation, classroom observation notes, student achievement data (multiple measures), instructional artifacts, school/district initiative(s), parent and/or student surveys, and teacher accomplishments.

The Level I License PDP goals should focus on performance areas associated with beginning teachers to include classroom based issues such as student diversity, motivation, and achievement; student developmental needs, such as relationships with peers, students, and parents; development of teacher’s content area knowledge; and classroom management skills and techniques.

The Level I License PDP goals should focus on the teacher’s efforts during the third year to develop a Professional Development Dossier (PDD) for advancement toward a Level II license.

C. Level II License PDP Guidelines

The Level II license PDP process may have multi-year objectives and have an option for a collaborative PDP with a colleague.

The Level II license PDP process may also address, after three years of experience as a Level II licensed teacher, the teacher’s efforts to develop a Professional Development Dossier (PDD) for advancement to a Level III license.

The Level II license PDP sources of information for developing the PDP may include all sources listed in Level I and, in addition, other sources such as: curriculum documents (lesson plan/unit plans); professional development experiences such as conferences, seminars, workshops, and courses; and information pertaining to education/content area research, for example, professional journals, conference information, professional organizational newsletters, recent research, books, etc.

The Level II License PDP goals should address areas associated with more experienced teachers such as, among other goals, collection and application of longitudinal classroom data and/or action research to improve the learning of all students; progress towards completion of a formal academic program leading to an advanced degree; enriching or extending the curriculum; development of classroom or teaching materials; and enhancement of instructional strategies and student assessments.

D. Level III License PDP Guidelines

The Level III License PDP Process should empower the teacher’s self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.
The Level III license PDP sources of information for developing the PDP may include all sources listed in Level I and Level II and should include self-assessment information.

The Level III License PDP goals should focus on, among other things, demonstration of students’ taking responsibility for their own learning; integration of multiple source data to inform teacher practice; taking leadership roles in the improvement of instruction at the local, state, or national levels; and conducting action research to improve learning of all students.

3. A System for Data Collection and Feedback

Classroom Observations
Regulation 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” (6.69.4.10.D).

Besides observations, additional forms of data will assure a valid assessment of each employee’s ability to demonstrate the competencies. The following list provides a variety of options for collecting data.

Options for Additional Data Collection:
- Review of videotape;
- Written documentation of activities;
- Locally developed survey of staff, students, and/or parents;
- Review of student work and performance;
- Review of the teacher’s contribution to the school’s vision, mission, and outcomes;
- Portfolios;
- Information gained through peer observation and/or peer coaching;
- Anecdotal records;
- Reflective journals;
- Self-evaluations;
- Instructional artifacts;
- Other formats.

Feedback
Feedback is necessary for evaluation to be fair and professional. It is necessary for the improvement of instruction through the identification of teacher strengths and needs for improvement.

District Evaluation Plans must include guidelines for providing timely feedback on a regular basis.
Evaluation Highlights for Level I Teachers

Teachers continue to grow professionally throughout their careers. That professional growth is focused on increased student learning. The new evaluation procedures provide a way for teachers to demonstrate the effective teaching that they are already, in most cases, performing. Some components of the system are familiar, but some are new or enhanced ways to show professional growth (these are italicized in the list below).

1. You and your principal will collaboratively create your Professional Development Plan (PDP) within the first forty days of a school year. PDP goals may be continued for multiple years.

2. The PDP will take the previous year’s evaluation into consideration.

3. PDP’s continue to be based on measurable objectives and observable results tied to the nine teaching competencies measured at the indicator level for Level I teachers.

4. You will prepare a written reflection on the PDP near the end of the school year, including attention to student learning growth.

5. A summative evaluation on all nine teaching competencies will be completed every year.

6. You should collect varied data throughout the school year that shows your ability to demonstrate competencies.

7. Annual evaluation will be based, in part, on meeting the objectives of the PDP.

8. Annual observation by the principal of classroom practice is required.

9. Principals must provide timely feedback to you on a regular basis throughout the evaluation cycle.

10. * You should notify your principal at the beginning of the third year at Level I that you intend to prepare a dossier for advancement to Level II that year.
Evaluation Highlights for Level II Teachers

Teachers continue to grow professionally throughout their careers. That professional growth is focused on increased student learning. The new evaluation procedures provide a way for teachers to demonstrate the effective teaching that they are already, in most cases, performing. Some components of the system are familiar, but some are new or enhanced ways to show professional growth (these are italicized in the list below).

1. You and your principal will collaboratively create your Professional Development Plan (PDP) within the first forty days of a school year. PDP goals may be continued for multiple years.

2. The PDP will take the previous year’s evaluation into consideration.

3. PDP’s continue to be based on measurable objectives and observable results tied to the nine teaching competencies measured at the indicator level for Level II teachers.

4. You will prepare a written reflection on the PDP near the end of the school year, including attention to student learning growth.

5. Annual evaluation will be based, in part, on meeting the objectives of the PDP.

6. Progressive documentation of your progress over the three-year period covered by the summative evaluation will be noted on a new form completed annually.

7. You should collect varied data throughout the school year that shows your ability to demonstrate competencies.

8. A summative evaluation covering all nine teaching competencies will be completed every three years.

9. Annual observation by the principal of classroom practice is required.

10. Principals must provide timely feedback to you on a regular basis throughout the evaluation cycle.

11. You should notify your principal at the beginning of the school year prior to the year in which you intend to seek advancement to Level III. Two complete annual evaluations are required in the evaluation strand of your dossier for advancement.
**Evaluation Highlights for Level III Teachers**

Teachers continue to grow professionally throughout their careers. That professional growth is focused on increased student learning. The new evaluation procedures provide a way for teachers to demonstrate the effective teaching that they are already, in most cases, performing. Some components of the system are familiar, but some are new or enhanced ways to show professional growth *(these are italicized in the list below)*.

1. You and your principal will collaboratively create your Professional Development Plan (PDP) *within the first forty days of a school year*. PDP goals may be continued for multiple years.

2. *The PDP will take the previous year’s evaluation into consideration.*

3. PDP’s continue to be based on *measurable objectives and observable results tied to the nine teaching competencies measured at the indicator level for Level III teachers*.

4. *You will prepare a written reflection on the PDP near the end of the school year, including attention to student learning growth.*

5. *Annual evaluation will be based, in part, on meeting the objectives of the PDP.*

6. *Progressive documentation of your progress over the three-year period covered by the summative evaluation will be noted on a new form completed annually.*

7. *You should collect varied data throughout the school year that shows your ability to demonstrate competencies.*

8. *A summative evaluation covering all nine teaching competencies will be completed every three years.*

9. *Annual observation by the principal of classroom practice is required.*

10. *Principals must provide timely feedback to you on a regular basis throughout the evaluation cycle.*
The New Mexico Professional Development Dossier

Assessment of Teacher Competency

Advancement to higher levels of teacher licensure in the State of New Mexico is based on the regulations in Title 6, Chapter 69. These regulations outline the competencies for each level and set the parameters for the assessment system. Every teacher will submit a Professional Development Dossier (PDD) at the end of three years of successful teaching at Level I in order to advance to Level II. Teachers who seek Level III licensure may submit an additional PDD after their third year of successful teaching at Level II. The Public Education Department has established guidelines to assist teachers in demonstrating essential competencies for advancement to Level II and Level III, as specified in the regulations.

Level II Licensure

A teacher must apply for Level II licensure at the end of three years of successful teaching at Level I, including successful completion of a formal mentoring program in their district. A teacher seeking Level II Licensure must submit a PDD compiled according to the Public Education Department Guidelines.

Level III Licensure

A teacher is eligible to apply for Level III licensure upon completion of at least three years of successful teaching at Level II and achievement of an approved post-baccalaureate (master's) degree OR advanced certification from the National Board for Professional Teaching Standards (NBPTS). Absent NBPTS certification, a teacher seeking Level III Licensure must submit a PDD compiled according to the Public Education Department Guidelines.

Application

A teacher applies for both Level II and Level III licensure by completing a Professional Development Dossier (PDD) and submitting it to the New Mexico Public Education Department.
The PDD

The PDD documents a teacher's reasoning and action in his or her own classroom. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide sufficient evidence to judge when a teacher is qualified to advance to a higher level of licensure.

The PDD is organized into five strands. These five strands are aligned with the New Mexico Teacher Competencies and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Guidelines for the Preparation of the New Mexico Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed PDD. The strands and the documentation required for each are outlined in the following chart.

| Strand A. Instruction (Competencies 1, 2 & 5) | Strands A, B, and C will be represented by data from the teacher’s classroom, explained and organized by the teacher to show how s/he meets the competencies. |
| Strand B. Student Learning (Competencies 3, 4, 6 & 7) | |
| Strand C. Professional Learning (Competencies 8 & 9) | |
| Strand D. Verification | *For Level I to II*—Superintendent verifies: (1) participation in a district’s formal mentorship program; (2) three years successful teaching experience at Level I; and (3) that the dossier is accurate and is the work of the teacher.  
  
*For Level II to Level III*: Superintendent verifies (1) at least three years successful teaching experience at Level II and (2) that the dossier is accurate and is the work of the teacher. |
| Strand E. Evaluation (All Competencies) | Superintendent’s recommendation for advancement, based on:  
  Quality and completion of the candidate’s professional development plan.  
  Verification that measurable objectives were achieved.  
  Principal’s annual observations of the candidate’s classroom practice. |
PDD Review

Two reviewers from outside a candidate’s district will evaluate the Instructional, Student Learning, and Professional Learning Strands. At least one of the reviewers will have teaching experience in the same or similar subject area and at the same or similar grade level.

Each strand will be rated as DOES NOT MEET, MEETS, or EXCEEDS standards at the specified level. SDE will evaluate the ratings of the superintendent and the external reviewers and approve or deny the teacher’s application for licensure advancement:

- if one of the external reviewers rates one of the competency strands of the PDD as “exceeds standards” and the other external reviewer rates the same strand as “meets standards”, the strand will be deemed passed.
- if one of the external reviewers rates one of the competency strands of the PDD as “does not meet standards” and the other rates the same strand as “exceeds standards”, the finding will be that the candidate “meets standards” and the strand will be deemed passed.
- if one of the external reviewers rates one of the competency strands of the PDD as “does not meet standards” and the other rates the same strand as “meets standards,” a third reviewer will resolve the discrepancy in order to determine if the strand will be passed.
- if both of the external reviewers rate the competency strand(s) of PDD the same, that rating will be their finding.
Evaluation Forms Required by State Regulation

The following forms are required by state regulation.

“Reflection on Annual PDP” is required annually at the completion of a school year’s work on the PDP. It is intended as the teacher’s reflection on the accomplishments of the PDP, including a reflection on student learning growth.

“Progressive Documentation of Teacher Performance” is completed by the principal each year. This document indicates progress each year and is used to complete the summative evaluation of level II and III teachers every three years. This document can follow teachers from district to district so that there is no interruption in the cycle of evaluation for teachers anticipating movement from one licensure level to the next.

“Summative Evaluation for Licensure” is the summative evaluation form required for Level I teachers each year and for Level II and III teachers once every three years.
**Reflection on Annual Professional Development Plan (PDP)**

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Date</th>
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<tbody>
<tr>
<td>Grade/Assignment</td>
<td>Level of License</td>
</tr>
<tr>
<td>Name of Principal and/or Supervisor</td>
<td>School Campus</td>
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**Teacher Reflection:** Provide a written comment on your PDP, including a description of student achievement and learning growth.

**Principal Feedback (optional):**

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<th>Yes</th>
<th>No</th>
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<tr>
<td>Yes</td>
<td>No</td>
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</table>

Professional Development Plan completed

Teacher meets highly qualified requirements for teaching assignment

_________________________  __________________________
Principal / Supervisor *Teacher

Copies to: Staff Member, Personnel File, Supervisor
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).

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade/Subject</th>
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<table>
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<tr>
<th>School</th>
<th>District</th>
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**PDP Review (Required annually):**

<table>
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<th>Evaluator/Title</th>
<th>Date</th>
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**Observation of Classroom Practice (Required Annually):**

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<th>Evaluator/Title</th>
<th>Date</th>
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**Optional Data for Strand A:**

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<th>Evaluator/Title</th>
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**Optional Data for Strand B:**

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<th>Evaluator/Title</th>
<th>Date</th>
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**Optional Data for Strand C:**

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<tr>
<th>Evaluator/Title</th>
<th>Date</th>
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__________________________________________

Teacher Signature Date Evaluator Signature Date
**Summative Evaluation for Licensure**

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

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Grade/Assignment</th>
<th>Date</th>
<th>School Campus</th>
<th>Level of License</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I    II   III</td>
</tr>
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</table>

**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.**  
2. **The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.**  
5. **The teacher effectively utilizes student assessment techniques and procedures.**

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

<table>
<thead>
<tr>
<th>Evidence</th>
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**STRAND B. STUDENT LEARNING:**

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

Strand B. Student Learning Evidence:

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**STRAND C. PROFESSIONAL LEARNING:**

8. **The teacher demonstrates a willingness to examine and implement change, as appropriate.**  
9. **The teacher works productively with colleagues, parents, and community members.**

Strand C. Professional Learning Evidence:

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Yes ______ No ______ Professional Development Plan completed  
Yes ______ No ______ Teacher meets highly qualified requirements for teaching assignment

Principal / Supervisor ___________________  
Teacher ___________________

Copies to: Staff Member, Personnel File, Supervisor