

A: Professionalism

- * A.1 I can use what I learn from professional development and independent research in ways that improve my teaching.
- * A.2 I can work as a team with other faculty and staff to create and implement curriculum based on diagnostic student data.
- * A.3 I can live as a positive role model grounded in the 4 Commitments.
- * A.4 I can advocate for myself and for others.
- * A.5 I can demonstrate understanding of the political and legal structure of the U.S. education system.

B: Instructional Planning and Implementation

- * B.1 I can use my knowledge of child development and human learning to create and implement curriculum that is appropriate for my students.
- * B.2 I can use knowledge of my community and my students' life experiences to create relevant curriculum.
- * B.3 I can include the use of technology in my lessons in relevant ways.
- * B.4 I can create learning targets from state and national standards that guide my lesson plans and student assessment.
- * B.5 I can reflect on my lesson plans through observation in the classroom and analysis of student work.
- * B.6 I can plan and lead engaging afternoon and intensive elective programs.

C: Classroom Management

- * C.1 I can create a safe classroom for students.
- * C.2 I can live and use the 4 Commitments to help students regulate their behavior in the classroom.
- * C.3 I can effectively use classroom structure and procedures to help students regulate their behavior in the classroom and to facilitate transition times.
- * C.4 I can plan and implement lessons in ways that use time efficiently to minimize distraction and unwieldy transition times.
- * C.5 I can collect appropriate data on student behavior to guide meetings to create intervention plans for student behavior with other faculty, support staff, caregivers, and the student.

D: Assessment

- * D.1 I can create assessment tools that actually measure my learning targets and that recognize different methods to solve problems.
- * D.2 I can create developmentally- and ability-appropriate assessments for learning.
- * D.3 I can assess a student's zone of proximal development to create scaffolded curriculum.
- * D.4 I can embed error analysis methods into my assessments to target student misunderstandings of content.
- * D.5 I can create narrative assessments that provide feedback to students and parents and is relevant, non-comparative, and leads to next steps.
- * D.6 I can use informal assessment tools, such as observation and questioning.
- * D.7 I can interpret NMSBA data and use those data to guide my curriculum development.
- * D.8 I can reflect on assessment results, both informal and formal, in a way that influences my teaching and curriculum.

E: Technology

- * E.1 I can operate various software and hardware and troubleshoot when there are problems.
- * E.2 I can employ technological tools to facilitate my own professional development.
- * E.3 I can create learning environments in which use of technology is essential in subject-matter learning or presentations of learning.

F: Diversity

- * F.1 I can develop my teaching practice so that it reflects my perception of students as individuals with unique needs and strengths as learners.
- * F.2 I can spontaneously differentiate my curriculum in a full inclusion setting in response to student behavior and interests while in the classroom.
- * F.3 I can evaluate curricular materials for bias and stereotypes and use them to foster critical thinking in students.

* F.4 I can perceive my students in light of the tri-cultural characteristic of New Mexico.

* F.5 I can remain up-to-date regarding the research on multiculturalism, individual differences, and student exceptionalities.

G: Family and Community

* G.1 I can demonstrate sensitivity to our local Hispanic, Anglo, and Puebloan subcultures in Taos.

* G.2 I can effectively incorporate community and family members in my curricular plans to enhance learning and provide role models for students.

* G.3 I can be an active member of the Taos community.

* G.4 I can effectively communicate about students to their parents in a way that empowers them to participate in their child's growth.

H: Inclusion

* H.1 I can become knowledgeable about special education regulations, including the development and use of Individualized Education Plans (IEPs) and 504 Plans.

* H.2 I can become knowledgeable about the different disabilities and exceptionalities included in special education so that my methods of instruction are impacted.

* H.3 I can work with the special education teacher to develop lesson plans and assessment methods that include modifications specified for students.

* H.4 I can use the correct procedures to recommend changes in student goals or modifications.

* H.5 I can help students with exceptionalities integrate socially in the classroom, the workplace, and the community.

J: Communication

* J.1 I can speak and write using correct English grammar, especially when communicating with students, parents, colleagues, and community members.

* J.2 I can create literacy instruction related to the authentic products of VGHS expeditionary curriculum.

* J.3 I can encourage nonverbal and verbal communication strategies in students that focus on expression of self and one's thinking and that is also sensitive to other's unique perspectives.

* J.4 I can listen to others while I suspend my thoughts and reactions related to what is being said.

* J.5 I can use inquiry as an effective instructional method.

* J.6 I can create curriculum that is responsive to students' levels of language development as it is influenced by patterns of development and cultural influences.

* J.7 I can integrate multiple forms of media into my curriculum in authentic ways that encourage inquiry and collaboration between students.

K: Motivation

* K.1 I can design curriculum, including authentic final products, that intrinsically motivate students.

* K.2 I can be excited about my role at VGHS as a teacher.

* K.3 I can use teaching methods that inspire students.

* K.4 I can develop assessment methods that are authentic to the tasks completed by students and that lead the way to next steps for improvement or enhancement.