

Vista Grande High School

Expectations of Teacher Proficiency

(draft 11/4/06)

As a teacher at Vista Grande High School, professional development opportunities, including mentorship, are considered absolutely necessary to the continuing passion for and high level of integrity in teaching. As a result of this belief, we are working with a software company called *Richer Picture* to create a digital portfolio dossier system for all faculty at VGHS. The learning target samples from this digital portfolio are based on the NM entry-level teacher competencies for the secondary license. In NM the entry-level competency themes are continued in the yearly Professional Development Plan required to maintain and advance licensure Levels I, II, and III. We are also striving to align these learning targets to subject area endorsement criteria and the digital dossier requirements to attain National Board Licensure, a certification eligible for Level II licensed teachers. Other learning targets have been created that are unique to the VGHS setting that demonstrate competence for teaching in this innovative school. Periods in the academic calendar will be devoted to providing the time necessary for teachers to construct their portfolios with care.

Below are some sample learning target samples for teachers at VGHS.

A. Professionalism:

1. I can use what I learn from professional development and independent research in ways that improve my teaching.
2. I can work as a team with other faculty and staff to create and implement curriculum based on diagnostic student data.

B. Instructional Planning & Implementation:

4. I can create a thematic curricular scope and sequence based on my knowledge of child development, human learning, and my students' lives.
5. I can include the use of technology in my lessons in relevant ways.
6. I can create learning targets from state and national standards that guide my lesson plans and student assessment.
7. I can reflect on my lesson plans through observation in the classroom and analysis of student work.

C. Classroom Management:

2. I can live and use the 4 Commitments to help students regulate their behavior in the classroom.
6. 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.

E. Technology:

1. I can use various imaging hardware and software to construct a multimedia presentation.

F. Diversity:

2. I can spontaneously differentiate my curriculum in a full inclusion setting in response to student behavior and interests while in the classroom.

Other learning targets unique to VGHS:

1. I can listen to others in order to understand what they are communicating, even when I might feel angry.
2. I can be a competent co-leader on wilderness expeditions with my students and master new skills.