

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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October 16, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: LaNysha Adams

**RE: STAFF REPORT: OBSERVATION AND FEEDBACK: EFFECTIVENESS
EVALUATION SYSTEM**

INTRODUCTION

Since 2011, the topic of teacher and principal evaluation based on student and school achievement data, particularly in relation to the alignment to the three-tiered licensure system in current law, has been a topic of discussion among policymakers (see "Background," below).

During the 2012 interim, the Legislative Education Study Committee (LESC) received a report from the National Conference of State Legislatures (NCSL) about other state efforts to reform educator evaluation systems. In that report, NCSL highlighted that:

- In school year 2010-2012, at least 34 states had enacted legislation creating new systems to evaluate teachers, with half of the teacher evaluation score based on student achievement;
- the weighting of multiple measures in the evaluation systems varied across these states;
- at least 17 states included improving teachers' practice and promoting professional growth as a goal of the evaluation system; and
- observation is a commonly required type of measurement across these 17 states; however, only four of these states, mandate a specific observation instrument (three are state-developed and one is the Danielson Framework for Teaching).

This staff report includes an overview of:

- the Measures of Effective Teaching (MET) Project;
- the Public Education Department's (PED) business rules for teachers;
- the statewide teacher observation rubric;
- teacher feedback and the online evaluation system;
- the evaluation criteria for school leaders; and
- background.

This report also includes the following 8 attachments:

- Attachment 1, *Teachscape's Corporate Overview*;
- Attachment 2, *PED's Business Rules*;
- Attachment 3, *NMTEACH Observation Protocol*;
- Attachment 4, *Observations Summary*;
- Attachment 5, *NMTEACH 2013-2014 Educator Effectiveness State Plan*;
- Attachment 6, *FY14 Related-Nonrecurring Appropriations*;
- Attachment 7, *April 27, 2013 NMTEACH PowerPoint*; and
- Attachment 8, *Governor Susana Martinez Directs PED to Formulate New Teacher and Principal Evaluation System*.

Presenters

The committee will be provided with oral reports relating to the implementation of the educator effectiveness evaluation system throughout the state of New Mexico from:

- Dr. Linda Paul, Director of the New Mexico School Leadership Institute (NMSLI); and
- Mr. Matt Montañó, Director of the Educator Quality Division of the Public Education Department (PED).

THE MEASURES OF EFFECTIVE TEACHING (MET) PROJECT

In addition to determining which observation measures best identify what teachers do that helps students learn, one purpose of the MET Project,¹ sponsored by the Bill and Melinda Gates Foundation, was to add to the research base for the instruments used in the study and to highlight the importance of observation and feedback as multiple measures in educator evaluation systems. While there were several observation instruments used in the MET Project, this summary will focus on Framework for Teaching (FFT), developed by education consultant Charlotte Danielson because New Mexico's observation instrument is modeled after the Danielson FFT.

Each of the instruments used in the MET Project were evaluated using two criteria:

¹ Partners of the MET Project include several institutions of higher education, the American Institutes for Research, The Danielson Group, Educational Testing Service, Empirical Education, National Board for Professional Teaching Standards, National Math and Science Initiative, New Teacher Center, RAND, Teachscape, and Westat.

- reliability, which is the extent to which results reflect consistent aspects of a teacher’s practice and not the idiosyncrasies of a particular observer, group of students, or lesson; and
- validity, which is the extent to which observation results are related to student outcomes.

According to The Danielson Group, the Danielson FFT is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment Support Consortium Standards (INTASC) standards, and grounded in a constructivist view of learning and teaching.

Table 1, below, presents the four domains and 22 components in the Danielson FFT.

Table 1: The Danielson Framework for Teaching (FFT)

<p>Domain 1: Planning and Preparation 1a, Demonstrating Knowledge of Content and Pedagogy 1b, Demonstrating Knowledge of Students 1c, Setting Instructional Outcomes 1d, Demonstrating Knowledge of Resources 1e, Designing Coherent Instruction 1f, Designing Student Assessments</p>	<p>Domain 2: Classroom Environment 2a, Creating an Environment of Respect and Rapport 2b, Establishing a Culture for Learning 2c, Managing Classroom Procedures 2d, Managing Student Behavior 2e, Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities 4a, Reflecting on Teaching 4b, Maintaining Accurate Records 4c, Communicating with Families 4d, Participating in a Professional Community 4e, Growing and Developing Professionally 4f, Showing Professionalism</p>	<p>Domain 3: Instruction 3a, Communicating With Students 3b, Using Questioning and Discussion Techniques 3c, Engaging Students in Learning 3d, Using Assessment in Instruction 3e, Demonstrating Flexibility and Responsiveness</p>

The MET Project’s practice and policy brief, *Foundations of Observation: Considerations for Developing a Classroom Observation System That Helps Districts Achieve Consistent and Accurate Scores*, explains that:

- the purpose of these observation instruments is to measure observable behaviors of teaching practice and classroom interactions; and
- as one of several measures of teaching effectiveness, a well-developed and implemented teacher observation can standardize the lens through which observers view teaching practice, provide teachers with meaningful data to improve their practices, and strengthen student learning outcomes.

As explained in the MET Project’s practice and policy brief, several researchers identified elements of the Danielson FFT observation instrument that were suitable for an overall evaluation system, but were not suitable for observation and subsequently omitted Domains 1 (Planning and Preparation) and 4 (Professional Responsibilities). Additionally, other changes in Domains 2 and 3 were made as well. For example, the component about physical space was not

included and the components about classroom assessment and responsiveness were combined in the observation instrument used in the MET Project.

MET Project Video Process

In the MET Project, approximately 23,000 lessons were collected from more than 3,000 classrooms in English Language Arts (grades 4-9), Math (grades 4-9), and Biology (grade 10) between 2009 and 2011. As MET Project partners with ETS, Teachscape (see **Attachment 1, Teachscape's Corporate Overview**) served as the commercial contractor with responsibility for video-taping and scoring these lessons. ETS and Teachscape jointly managed the recruitment and training of raters and lesson scoring.

The Danielson FFT as an observation instrument in the MET Project involved the online training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons observed. According to the white paper, *Teacher Evaluator Training & Certification: Lessons Learned from the Measures of Effective Teaching Project*, from their experience on the MET Project, ETS and Teachscape were able to create the Framework for Teaching Proficiency System, which offers three components containing more than 15 hours of self-paced online training and more than 100 master-scored videos covering all proficiency ranges for grades K-12.

Out of the MET Project, Teachscape created several products to help districts implement effectiveness evaluation systems, including:

- Teachscape *Focus* allows districts to conduct accurate and consistent classroom observations and includes:
 - online training in all four domains of the Danielson FFT;
 - master-scored videos that show classroom teaching at all performance levels;
 - scoring practice for observers that provides instant feedback on their practice scores;
 - a rigorous proficiency assessment for observers to help ensure high-quality classroom observations; and
 - online calibration to monitor observers' scoring accuracy throughout the school year;
- Teachscape *Reflect* allows districts to automate evaluations and conduct them more efficiently than with a paper-based system, and also allows for the incorporation of other measures of teaching and the alignment between teacher and school leader evaluations; and
- Teachscape *Learn* allows districts to organize and deliver all professional development while providing personalized learning through videos, content, and collaboration tools.

MET Project Final Report

In January 2013, the Bill and Melinda Gates Foundation released the results of their three-year-long study on teacher effectiveness. The MET Project:

- used the data collected during school year 2009-2010 to build a composite measure of teaching effectiveness, combining the following three measures to predict a teacher's impact on another group of students:
 - student surveys;
 - classroom observations; and
 - a teacher's track record of student achievement gains on state tests;
- randomly assigned a classroom of students to each teacher and tracked his or her students' achievement during school year 2010-2011; and
- compared the predicted student outcomes to the actual differences that emerged by the end of school year 2010-2011.

Key findings from the MET Project's final report, *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study*, include:

- effective teaching can be measured even though teaching is too complex for any single measure of performance to capture it accurately. Identifying great teachers requires multiple measures;
- more effective teachers not only caused students to perform better on state tests, but they also caused students to score higher on other, more cognitively challenging assessments in math and English;
- balanced weights indicate multiple aspects of effective teaching;
 - a composite with weights between 33 percent and 50 percent assigned to state test scores demonstrated the best mix of low volatility from year to year and ability to predict student gains on multiple assessments;
 - the composite that best indicated improvement on state tests heavily weighted teachers' prior student achievement gains based on those same tests;
 - composites that assigned 33 percent to 50 percent of the weight to state tests did nearly as well and were somewhat better at predicting student learning on more cognitively challenging assessments;
 - multiple measures also produce more consistent ratings than student achievement measures alone; and
 - estimates of teachers' effectiveness are more stable from year to year when they combine classroom observations, student surveys, and measures of student achievement gains than when they are based solely on student achievement measures; and
- adding a second observer increases reliability significantly more than having the same observer score an additional lesson.

Additional findings include:

- the measures of effectiveness from school year 2009-2010 identified teachers who produced higher average student achievement following random assignment;
- as a group, the teachers identified as more effective produced greater student achievement growth than other teachers in the same school, grade, and subject;

- even though the three measures used to evaluate teacher effectiveness were collected before random assignment, these measures generated predictions of teachers' impact on students after random assignment;
- in the grades and subjects where student achievement gains are not measured, classroom observations should be combined with student feedback surveys; and
- a balanced approach – incorporating observations with student achievement gains and student feedback – to identify teacher effectiveness had to three important advantages because it:
 - increases the ability to predict if a teacher will have positive student outcomes in the future;
 - improves reliability; and
 - provides diagnostic feedback that a teacher can use to improve.

Finally, the MET Project cautions that:

- a prediction can be correct on average but still be subject to prediction error;
- anyone using these measures for high-stakes decisions should be cognizant of the possibility of error for individual teachers; and
- they did not randomly assign students or teachers to a different school; therefore, the findings should not be used for gauging differences across schools because the process of student sorting across schools could be different than sorting between classrooms in the same school.

PED'S BUSINESS RULES FOR TEACHERS

According to *PED's Business Rules* (see **Attachment 2**), teachers are divided into three groups:

- **Group A teachers**, who teach in tested subjects and the following:
 - grades 3-5;
 - grades 6-8, and 10-11 for Language Arts or Math;
 - grades 6, 7 and 9, 10, 11 for Science; and
 - Special Education (except teachers of students who are severely or profoundly disabled);
- **Group B teachers**, who teach in non-tested subjects and the following:
 - grades 3-5 for non-tested subjects;
 - grades 6-8 for Social Studies;
 - grades 8, 9, and 12 for Science; and
 - grades 9 and 12 for Language Arts or Math; and
- **Group C teachers** who teach in grades K-2.

For **Group A teachers**, PED's business rules state that:

- 35 percent of the Student Achievement Measure will be based on the New Mexico Standards-Based Assessment;
- 15 percent of the remaining Student Achievement Measure are for district or charter school choice;
- 25 percent are based on teacher observations using the New Mexico Teacher Evaluation Advisory Council (NMTEACH) rubric; and
- 25 percent are based on multiple measures, of which half of this will be defined by the Professional Development Plan (Domains 1 and 4 of NMTEACH rubric).

The Frequently Asked Questions (FAQs) on the NMTEACH section of PED's website explain that a teacher will always default to Group A, even if an educator teaches classes that fall within Groups A and B.

For **Group B teachers**, PED's business rules state that:

- 35 percent of the evaluation must be comprised of a common achievement measure and may be district-developed and PED approved;
 - 15 percent of the remaining Student Achievement Measures are for district or charter choice and must be PED approved;
 - districts or charters may adopt up to 50 percent of a common measure for this portion of the evaluation;
- 25 percent are based on teacher observations using the NMTEACH rubric; and
- 25 percent are based on multiple measures, of which half of this will be defined by the Professional Development Plan.

For **Group C Teachers**, PED's business rules state that:

- 35 percent of the evaluation must be comprised of a common achievement measure and may be district-developed and PED approved;
 - 15 percent of the remaining Student Achievement Measures are for district or charter choice and must be PED approved;
 - districts or charters may adopt up to 50 percent of a common measure for this portion of the evaluation;
- 25 percent are based on teacher observations using the NMTEACH rubric; and
- 25 percent are based on multiple measures.

STATEWIDE TEACHER OBSERVATION RUBRIC

According to an April 2013 PowerPoint retrieved from the New Mexico Teacher Evaluation Advisory Council (NMTEACH) toolbox section of PED's website entitled *Why Do Teacher Evaluation?* there are two types of classroom visits: (1) formal observations, and (2) walk

throughs. As explained in *Why Do Teacher Evaluation?* the primary difference between the two is that all formal observations require the use of the **NMTEACH Observation Protocol** (see **Attachment 3**), while walkthroughs are much shorter data gathering procedures that do not require the use of the observation protocol. Furthermore, PED's PowerPoint indicates that walkthroughs may *not* be substituted for formal observations.

PED's PowerPoint also details three options for formal observations to be conducted with the NMTEACH Observation Protocol:

- Option 1: three observations conducted by an individual school administrator;
- Option 2: two observations conducted with each done by two separate school administrators (approved); and
- Option 3: two observations conducted with one done by a licensed school administrator (approved) and one by an external certified observer.

According to the FAQ's on the NMTEACH section of PED's website, schools may arrange for principals from neighboring schools to be external certified observers or use a PED-approved contracted observer.

Additional information on the PED website explain that each of these three options have corresponding due dates (see **Attachment 4, Observations Summary**):

- Option 1 by November 1, 2013, the end of the first semester, and April 15, 2014;
- Option 2 by the end of the first semester and April 15, 2014; and
- Option 3 by the end of the first semester and April 15, 2014.

The NMTEACH Observation Protocol is based on four domains of the Danielson FFT observation instrument (see "Summary of the MET Project," above). The Danielson FFT identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Each of the four domains contains specific elements. In the NMTEACH Observation Protocol, these elements have indicators for five levels of performance (e.g., ineffective, minimally effective, effective, highly effective, and exemplary).

It is important to note that in the statewide effectiveness evaluation system (EES) (see **Attachment 5, NMTEACH 2013-2014 Educator Effectiveness State Plan**), the 25 percent for observation component only includes Domain 2 (Creating an Environment for Learning) and Domain 3 (Teaching for Learning) of the NMTEACH Observation Protocol. Similar to how to the Danielson FFT was used in the MET Project, PED omitted Domain 1 (Preparation and Planning) and Domain 4 (Professionalism) from the observation component of the EES because these domains do not pertain to observable aspects of teacher performance in the classroom (see "Summary of the MET Project," above).

TEACHER FEEDBACK AND THE ONLINE EVALUATION SYSTEM

PED's "Teacher and School Leader Effectiveness" rule requires that written feedback from a school leader or an approved or certified observer must be provided to an observed classroom teacher within 10 calendar days after the observation is completed.

PED's *Why Do Teacher Evaluation?* PowerPoint indicates that:

- informal feedback needs to be provided immediately (e.g., “wows and wonders”);
- both informal and formal written feedback must always include the impact on student achievement; and
- the online system provides an avenue for teachers to access video modules, email, as well as the data collection and reporting system.

On April 15, 2013, the Request for Proposal (RFP 06139) for the state's online evaluation system was issued by the New Mexico State Purchasing Division on behalf of PED. In May, Teachscape was one of eight vendors to win the bid to help implement the effectiveness evaluation system. According to the RFP, the minimum requirements included but were not limited to:

- ability to adopt the NMTEACH rubric into their system;
- provide feedback mechanisms;
- flexibility to work with other technologies, as needed by PED and the districts;
- individualize and support professional development with educators;
- provide the capacity to produce reports at the district and state level; and
- provide a sophisticated system that will allow evaluators in rural and/or remote areas, where technology and bandwidth is limited, with the capability to use electron devises to capture their evaluations without loss of data.

The RFP specified that the online evaluation system must include the following components:

- the system must be built in, personalized, customizable state, template that meets any need whether it is administrative or educator oriented;
- has the capacity to upload evidences, documents, surveys, and forms and other electronic documents;
- provides data-collection and reporting for administrator, district, and state follow-up;
- provides prescriptive technology that synchronizes observation results with professional development resources, where observations, comments, feedback, and prescriptive suggestions are immediately available to an educator and dialogue threads are opened allowing open communication between observed and observer;
- ensure that authorization hierarchies are in place to support that access is available to only those with permissions, observation, and evaluation powers granted to those with appropriate authorizations (i.e. principal, mentor, supervisor, and teacher);
- utilizes observation data/evidence uploads as well as “Portfolios,” for educators and administrators so as to have multiple options to upload evidences;
- have the capacity to build multiple processes to support the different teacher, specialist, and administrator groups and categories so that each step in the educator observation. Process can be edited and customized by administrators. Ability to edit the name of the step to match accepted terminology (i.e. the “Observation” step could be changed to “Informal Observation” or “Walk Through”);
- provide work processes that include tasks such as pre- and post-conference details, uploads, and target completion dates;

- application must include tools and reports that support the teacher and evaluator during the observation process, with the ability to set up a reminder email to be sent within one to 100 days of the event needing completion (i.e. formal observations evaluations);
- application must have the ability to align state and local educational systems with timely and secured feedback;
- ability to reassign employees and their evaluation records from one facilitator to another; and
- systems meeting the following requirements:
 - the solution must operate in a secure, vendor-hosted environment that is physically located in the United States;
 - the application must include tools and reports that support the teacher and evaluator during the observation process;
 - the solution must be easy to integrate with other academic and administrative systems;
 - the application must have the capacity to support multiple domains/multiple institutions; and
 - the application must have the ability to align state and local educational systems with timely and secured feedback.

According to a presentation provided to the LESC by PED in September (see **Attachment 6, FY14 Related-Nonrecurring Appropriations**), approximately \$1.9 million was spent for the contract with Teachscape.

EVALUATION CRITERIA FOR SCHOOL LEADERS

Among its provisions, the “Teacher and School Leader Effectiveness” rule requires that:

- every school leader must have an annual effectiveness evaluation, which must be conducted by a qualified person and approved by PED;
- all EES ratings for the performance of a school leader shall be based on:
 - 50 percent on the change in a school’s A through F letter grade that has been assigned pursuant to the “Grading of Public Schools” rule;
 - 25 percent based on the school’s multiple measures; and
 - 25 percent based upon documented fidelity observations of the school leader; and
- the effectiveness evaluation of school leaders must, whenever possible, include growth based on three years of data for students assigned to the public school, provided that, the student achievement growth component of the effectiveness evaluation shall be based on the change in the school’s A through F letter grade pursuant to the “Grading of Public Schools” rule.

Attachment 7, April 27, 2013 NMTEACH PowerPoint, details draft business rules that may be used to evaluate school leaders, who are divided into the following three groups:

- **Group A principals** are defined as all principals and assistant principals (certified administrators);
- **Group B principals** are defined as all principals and assistant principals (certified administrators) that perform observations but not summative evaluations; and
- **Group C “administrators”** are defined as certified administrators that do not observe or evaluate certified teachers.

BACKGROUND

Related Provisions in Current Law

Among its provisions, in Section 22-10A-19, the *School Personnel Act* requires:

- PED to adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees;
- the professional development plan (PDP) for teachers to include documentation on how a teacher who receives professional development that has been required or offered by the state or a school district or charter school incorporates the results of that professional development in the classroom;
- the local superintendent to adopt policies, guidelines, and procedures for the performance evaluation process;
- evaluation by other school employees to be one component of the evaluation tool for school administrators;
- the school principal to observe each teacher’s classroom practice to determine the teacher’s ability to demonstrate state-adopted competencies, as part of the highly objective uniform statewide standard of evaluation for teachers;
- at the beginning of each school year, teachers and school principals to devise PDPs for the coming year;
- to base performance evaluations, in part, on how well the PDP was carried out;
- if a Level 2 or Level 3-A teacher’s performance evaluation indicates less than satisfactory performance and competency, the school principal to require the teacher to undergo peer intervention, including mentoring, for a period the school principal deems necessary. If the teacher is unable to demonstrate satisfactory performance and competency by the end of the period, the peer interveners may recommend termination of the teacher; and
- at least every two years, school principals to attend a training program approved by PED to improve their evaluation, administrative, and instructional leadership skills.

Legislative Action

In 2011, the Legislature considered, but did not pass, legislation that would have implemented a new system for evaluating teachers and principals. Through executive order in the 2011 interim, the Governor created the New Mexico Effective Teaching Task Force, whose charge was to provide recommendations to the Governor regarding how best to measure the effectiveness of teachers and school leaders based on specific parameters.

In 2012, the Legislature considered, but did not pass, legislation that would have implemented a new teacher and principal evaluation system with requirements promised to the US Department

of Education (USDE) in PED's amended *Elementary and Secondary Education Act* (ESEA) Flexibility Waiver application.

In 2013, the following bills related to teacher evaluation were introduced during the legislative session; however only one joint memorial and one bill passed and the bill was vetoed by the Governor. The provisions of those bills are highlighted below:

- HJM 30, *Study Uses of Standardized Test Scores*, requests that the LESC convene a work group to study the validity of using standardized test scores for purposes other than those for which the test was designed – principally for teacher and school administrator effectiveness and school grading – and report to the LESC by October 1, 2013. **(Passed)**;
- SB 588aaa, *School Teacher & Principal Evaluation System Council*, proposed to add a new section of the *School Personnel Act* to require PED to convene a 31-member council from June 1, 2013 to December 31, 2017 to develop a teacher and principal evaluation system, in accordance with the highly objective uniform statewide standards and other evaluation criteria prescribed by the *School Personnel Act*. **(Vetoed)**
- HB 276, *Teacher Licensing & Performance Ratings*, would have amended the *School Personnel Act* to link tiered licensure of teachers to annual objective performance evaluation ratings and provide an improvement plan process for teachers that do not demonstrate effectiveness. [Identical to SB 316] **(Did Not Pass)**
- HB 589, *School Teacher & Principal Evaluation System*, would have added a new section of the *School Personnel Act* to: require the Public Education Department (PED) to convene a 31-member council from July 1, 2013 to December 31, 2017 to develop a teacher and principal evaluation system. [Similar to SB 588aaa] **(Did Not Pass)**
- SB 316, *Teacher Licensing & Performance Ratings*, would have amended the *School Personnel Act* to link tiered licensure of teachers to annual objective performance evaluation ratings and provide an improvement plan process for teachers that do not demonstrate effectiveness. [Identical to HB 276] **(Did Not Pass)**

USDE Flexibility

On February 12, 2012, when the USDE approved the state's revised application, New Mexico became the 11th state to be granted an ESEA Flexibility Waiver from certain requirements of the *No Child Left Behind Act*. To gain USDE's approval, each state was required to commit to four key principles:

- Principle 1, College- and Career-ready Expectations for All Students;
- Principle 2, State-developed Systems of Differentiated Recognition, Accountability, and Support;
- Principle 3, Supporting Effective Instruction and Leadership; and
- Principle 4, Reducing Duplication and Unnecessary Burden.

One of the main components of Principle 3 is a system of evaluating teachers and principals that incorporates student achievement as a major factor. In the amended waiver application, to meet Principle 3, PED stated that New Mexico was in the process of finalizing legislation, based on the recommendations of the Effective Teaching Task Force, that would create a redesigned teacher and school leader evaluation system, and that this system would align with the

requirements of the flexibility waiver principles. Ultimately, this legislation did not pass in the 2012 legislative session.

In a letter addressed to Chief State School Officers on June 18, 2013, USDE Secretary Arne Duncan allowed states that received a Race to the Top grant or flexibility under the ESEA to “delay any personnel consequences, tied in part to the use of student growth data, until no later than 2016-2017.” In the letter, USDE Secretary Duncan also acknowledges that “for many states, it will not make sense to request flexibility because they are already well ahead in successfully implementing these changes or have requirements in state law.”²

PED Rule

In April 2012, the Governor issued a press release directing PED to promulgate rule for a new teacher and principal evaluation system. According to the press release, the development of a framework for a new evaluation system was one of the conditions for the ESEA Flexibility Waiver and the new evaluation system would incorporate many of the measures that were part of the 2012 legislation that did not pass (see **Attachment 8, Governor Susana Martinez Directs PED to Formulate New Teacher and Principal Evaluation System**).

As a result of the Governor’s directive:

- in May 2012, PED requested nominations for 18 people to serve two-year terms on the New Mexico Teacher Evaluation Advisory Council (NMTEACH) in order to develop the details of a new teacher and school leader evaluation system based on student achievement;
- in June 2012, NMTEACH held its first meeting;
- in July 2012, PED held a public hearing to solicit public comment on draft provisions of the “Teacher and School Leader Effectiveness” rule;
- in August 2012, PED published a finalized draft of the “Teacher and School Leader Effectiveness” rule in the *New Mexico Register* and the final rules contained several changes from the original version;
- NMTEACH met several times throughout 2012 and 2013 to finalize the components of the teacher and principal evaluation system;
- in July 2013, PED held a public hearing to solicit public comments on revised provisions of the “Teacher and School Leader Effectiveness” rule; and
- in September 2013, PED published the final version of the “Teacher and School Leader Effectiveness” rule in the *New Mexico Register* and the final rule contained specific details about observers in the effectiveness evaluation system.³

Among its provisions, the “Teacher and School Leader Effectiveness” rule requires:

- 25 percent of all public classroom teachers’ effectiveness evaluation system (EES) ratings to be based on teaching observations; and

² See Attachment 9, *June 18, 2013 Education Secretary Letter to Chief State School Officers*, in LESC staff report for Agenda Item 4, *Custom Evaluation Plans*.

³ See Agenda Item 10, *Director’s Report*.

- 25 percent of school leaders, who are defined as public school principals and assistant principals, EES ratings to be based on “documented fidelity observations of the school leader.”

In the rule, two types of observers are specified as follows:

- “approved observer,” which means, for school year 2013-2013, an individual who holds a Level 3-B license, is employed by a school district or charter school as an administrator, and who has completed PED’s teacher observation training; and
- “certified observer,” which means:
 - for school year 2013-2013, a teacher who has a minimum of five years of verifiable consecutive classroom teaching experience, has completed PED’s teacher observation training, and who passes PED’s assessment of the adopted observation protocol; and
 - for school year 2014-2015 and succeeding school years, an individual who:
 - holds an active Level 3-B license or an active teaching license;
 - is employed by a school district or charter school as an administrator or a teacher;
 - completes PED’s teacher observation training and who passes PED’s assessment of the adopted observation protocol;
 - receives a highly effective or exemplary rating during the previous school year; and
 - completes follow-up training and who passes the PED’s assessment of the adopted observation protocol on an annual basis.

Legislative Appropriations Related to Educator Effectiveness Related Initiatives

At least since 2012, the Legislature has appropriated \$6.4 million in special, nonrecurring appropriations to PED for initiatives related to educator effectiveness.

For FY 13:

- \$1.0 million for implementing a new teacher evaluation system that is based on student achievement growth.

For FY 14:

- \$3.4 million for implementing a new teacher and school leader evaluation system; and
- \$2.0 million for teacher and school leader stipends to provide stipends to level two and level three teachers and school leaders to move from schools rated A or B to schools rated D or F pursuant to the *A-B-C-D-F Schools Rating Act* that serve a high proportion of at-risk students or high-poverty students and to provide stipends to high school teachers of advanced placement classes that increase the proportion of students receiving college credit for advance placement classes.

Great teachers create inspired learners.

Mission

Teachscape's mission is to help all educators maximize their effectiveness, enabling them to ignite inspiration in every learner.

Core Values

At Teachscape, we believe every teacher can be great. Our passion is partnering with educators to deliver online and mobile tools, professional learning content, and expert services that result in measurable growth in teacher practice, school leadership, and student achievement.

History

Teachscape was founded in 1999 with a simple vision: to bridge the gap between educational research and everyday teaching practice by helping teachers learn and apply research-based teaching practices. Teachscape's co-founders are Mark Atkinson, an Emmy Award-winning ABC News producer, and Dr. Roy Pea, a luminary in educational research and practice now with the Stanford Center for Innovations in Learning at Stanford University. Since 1999, Teachscape has collaborated with the best and brightest in the world of education to increase teaching effectiveness and strengthen school leadership. Today, Teachscape serves thousands of teachers across the country, partnering with schools, districts, and state departments of education to help teachers be their best.

What We Do

Teachscape empowers educators to systematically improve teaching practice and accelerate their professional growth. Our software tools, online content, and services allow educators to assess their skills and competencies, collaborate with colleagues, build their expertise, and plan their careers. With Teachscape's systems for observation and evaluation management, professional learning, and talent management, district leaders can strengthen their organizational effectiveness resulting in more focused and aligned staff, increased retention, and improved student outcomes.



Who We Are

Teachscape products and services are developed and delivered by a team of extraordinary educators, designers, web producers, engineers, and other professionals passionate about improving teaching to transform the lives of children.



1999

Teachscape founded

2001

Teachscape selected as sole online professional learning provider for State of California

2001

Early childhood development courses co-created with Children's Learning Institute at UT at Houston

2003

Western Governors University selects Teachscape's online learning system

2006

Teachscape partners with McREL to develop online professional development modules

2009

Bill & Melinda Gates Foundation selects Teachscape for Measures of Effective Teaching project

2010

Teachscape selected by Detroit Public Schools as primary school turnaround partner

2012

Illinois, Pennsylvania, and Arkansas select Teachscape for observer training

2000

American Federation of Teachers and Teachscape develop New Teacher Support Series

2001

Carnegie Corporation selects Teachscape and Stanford to develop English language learning resources for teachers

2002

U.S. Department of Education selects Concord Consortium and Teachscape to co-develop online mathematics professional development resources

2004

Teachscape launches the industry's first classroom walkthrough software, implemented statewide in Florida and Arkansas

2008

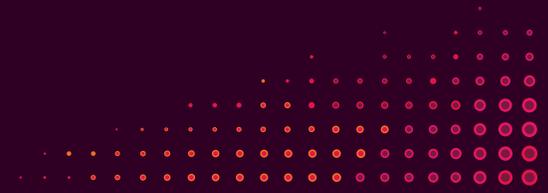
State of Washington selects Teachscape to provide comprehensive support to underperforming districts

2010

Teachscape launches Teachscape Reflect, first 360-degree video classroom observation system

2011

Teachscape partners with ETS and Charlotte Danielson to develop first online proficiency test for classroom observers



Observation and Evaluation Management

Teachscape *Focus* is a system for training and assessing observers and teachers based on the Charlotte Danielson Framework for Teaching.

- Framework for Teaching Proficiency System – for observers
- Framework for Teaching Effectiveness Series – for teachers

Teachscape *Reflect* is a complete observation and evaluation management system that delivers actionable feedback to teachers and streamlines the evaluation process for administrators.

- Integrate multiple measures to deliver a holistic picture of teaching effectiveness
- Conduct walkthroughs and in-classroom or video-based lesson observations
- Customize evaluation processes to accommodate needs of different groups of educators
- Link evaluations to professional development
- Turn data into action with individual and aggregate evaluation reporting

Professional Learning

Teachscape *Learn* is a video-rich professional learning system that helps educators reflect on practice, collaborate, and build relevant skills.

- Manage courses, registration, and learning plans with a powerful learning management system
- Engage in online learning with a research-based preK–12 content library of more than 160 courses, 2,500+ classroom videos, interactive exercises, and extensive classroom resources
- Create and view best-practice classroom videos with tools for capture, creation, and sharing
- Participate in online communities and discussions organized around common interests

Talent Management

Teachscape *Advance* is a talent management system that helps leading districts ensure that all employees are organized, trained, and aligned to best meet student needs and support the larger strategic goals of the district.

- Organize, track, and manage district improvement objectives
- Place highly effective teachers and principals to meet diverse student needs
- Improve retention of the district's high performers by identifying, supporting, and developing them in their careers
- Identify and develop high-potential staff to build a pipeline for key leadership positions

Expert Services

Teachscape partners with schools and districts to build the capacity of their personnel by providing the tools and resources needed to accelerate and sustain improvement efforts. Teachscape service providers are all experienced and expert professionals who have been educators, district administrators, and leaders. Services include:

- Coaching for teachers, principals, and other leaders
- School improvement services to transform and turn around low-performing schools
- Consulting and redesign of teacher evaluation systems
- Hands-on software training, both online and in person



Group A, B, and C Teacher Descriptions and Business Rules

Group A Teachers (tested subjects and grades)

Group A Teachers are defined as the following:

- Grades 3–5
- Grades 6–8, 10–11 for Language Arts/Math
- Grades 6,7 and 9,10,11 for Science
- Special Education (except teachers of students who are severely or profoundly disabled)

Business Rules for Group A Teachers

- 35% of the Student Achievement Measure will be based on the New Mexico Standards Based Assessment (SBA).
- 15% of the remaining Student Achievement Measure are for district or charter school choice.
- 25% are based on teacher observations using the NMTEACH rubric.
- 25% are based on multiple measures, of which half of this will be defined by the Professional Development Plan (Domains 1 and 4 of NMTEACH rubric)

A minimum of one Student Achievement Measure can be chosen for 15%—maximum of two components with an equal weighting or weighted 10% and 5%, respectively. For observations, NMTEACH Domains 2 and 3 are equally weighted and will account for the Observation component. For multiple measures, NMTEACH Domains 1 and 4 are combined and districts can choose up to two components for multiple measures for 5% each, or for a combined total of 10%.



Group B Teachers (non-tested subjects and grades)

Group B Teachers are defined as the following:

- Grades 3–5 for non-tested subjects (CTE, Art, Music, etc.)
- Grades 6–8 for Social Studies
- Grades 8,9, and 12 Science
- Grades 9 and 12 for Language Arts/Math

Business Rules for Group B Teachers

- 35% of the evaluation must be comprised of a common achievement measure and may be district-developed and PED approved
 - 15% of the remaining Student Achievement Measures are for district or charter choice and must be PED approved.
 - Districts or charters may adopt up to 50% of a common measure for this portion of the evaluation.
- 25% are based on teacher observations using the NMTEACH rubric.
- 25% are based on multiple measures, of which half of this will be defined by the Professional Development Plan

For Student Achievement Measures, districts or charter schools can choose as follows:

- one, two, or three components at 50% for one component
- 35% and 15% for two components
- 35%, 10%, 5% for three components

For observations, NMTEACH Domains 2 and 3 are equally weighted and will account for the Observation component. For multiple measures, NMTEACH Domains 1 and 4 are combined and districts and charter schools can choose up to two components for multiple measures for 5% each for a combined total of 10%.



Group C Teachers (non-tested subjects and grades)

Group C Teachers are defined as the following:

- Grades K–2

Business Rules for Group C Teachers

- 35% of the evaluation must be comprised of a common achievement measure and may be district-developed and PED approved
 - 15% of the remaining Student Achievement Measures are for district or charter choice and must be PED approved.
 - Districts or charters may adopt up to 50% of a common measure for this portion of the evaluation.
- 25% are based on teacher observations using the NMTEACH rubric.
- 25% are based on multiple measures.

For Student Achievement Measures, districts or charters schools can choose one, two, or three components at 50% for one component, 35% and 15% for two components and 35%, 10%, 5% for three components. For observations, NMTEACH Domains 2 and 3 are equally weighted and will account for the Observation component. For multiple measures, NMTEACH Domains 1 and 4 are combined and district and charter schools can choose up to two components for multiple measures for 5% each for a combined total of 10%.

Student Achievement Measures

- N/A (Not Applicable)
- SBA (individual scores)
- School Grade
- Q1 Growth
- Subgroup Growth
- Grade Level VAM
- Content Level VAM
- EOC



- Advanced Placement
- ACCESS
- District Developed/PED Approved

Multiple Measures

- N/A (Not Applicable)
- Student Survey
- College and Career Readiness
- Teacher Attendance
- Middle/High School Student Attendance
- District Developed/PED Approved



Group A (2013-2014 School Year) Principal/School Administrator Descriptions and Business Rules

Group A Principals/School Administrators

- NM Licensed administrators (level 3B)
- Serves as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors
- Supervises and evaluates certified teachers

Business Rules

- 50% will be based on Student Growth Indicators of the A-F grading system
 - Growth in points earned
- 25% will be based on Fidelity of Observations
 - 10% on Completion of Observations
 - 10% on Timeliness of Feedback
 - 5% on Rigor and Reliability of Observations
- 25% will be based on Multiple Measures
 - **Teacher Surveys minimum of 5% /maximum of 10%**
 - Professional Growth and Learning
 - School planning and progress
 - School culture
 - Professional qualities and instructional leadership
 - Stakeholder support and engagement
 - **Administrator PDP minimum of 5%/maximum of 15%**
 - **Other Measures for PDP**
 - Graduation rates
 - Truancy rates



- Suspension rates
- Locally adopted measures
- **HOUSSE Competencies minimum of 5%/maximum 15%**
 - Instructional Leadership
 - Communication
 - Professional Development
 - Operations Management

Group B School Administrators

- District-level administrators
- Athletic Directors and Deans of Students that do not have Level 3B licenses

Domain 1: Preparation and Planning		
Element:	NMTEACH 1A: Demonstrating knowledge of content <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? 	
Level of Performance	Ineffective	Teacher’s plans display little knowledge of the content and no alignment to NM adopted standards.
	Minimally Effective	Teacher’s plans reflect some knowledge of the content and partial alignment to NM adopted standards.
	Effective	Teacher’s plans reflect solid knowledge of the content and are clearly aligned to NM adopted standards. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
	Highly Effective	Teacher’s plans reflect extensive knowledge of the content in core areas. Teacher’s instructional plans incorporate research and resources related to the NM adopted standards.
	Exemplary	Teacher’s plans reflect extensive knowledge of content. Teacher incorporates current research resources to support NM adopted standards. Teacher contributes to the refinement and development of the approved NM adopted standards-aligned curriculum.
	Notes:	

Domain 1: Preparation and Planning		
Element:	NMTEACH 1B: Designing coherent instruction <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? To what level are a variety of learning strategies used within the instructional plan? 	
Level of Performance	Ineffective	The sequence of learning experiences is poorly aligned with NM adopted standards.
	Minimally Effective	The sequence of learning experiences demonstrates partial alignment with NM adopted standards.
	Effective	The lesson is designed to implement instructional targets aligned to NM adopted standards as follows: <ul style="list-style-type: none"> Creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students’ cognitive abilities and skills. The sequence of learning experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners.
	Highly Effective	Teacher designs pedagogical practices, including student grouping, differentiated instruction based on student level, and prepared questions to reinforce and extend student learning to include real world, application-based experiences.
	Exemplary	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.
	Notes:	

Domain 1: Preparation and Planning		
Element:	NMTEACH 1C: Setting instructional outcomes <ul style="list-style-type: none"> • How are daily learning goals communicated to students? • To what level do learning goals directly align to content standards? 	
Level of Performance	Ineffective	Instructional targets are not aligned to NM adopted standards.
	Minimally Effective	Instructional targets are moderately aligned to NM adopted standards, but not explicitly stated to students.
	Effective	Instructional targets are aligned to NM adopted standards and stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets.
	Highly Effective	Instructional targets are aligned to NM adopted content, and are translated into student accessible learning objectives. The instructional process and learning activities are rigorous and aligned to NM adopted standards and instructional outcomes, and include plans for modifications to ensure students are able to complete the targeted objective.
	Exemplary	The teacher has a deep understanding of grade-level NM adopted standards and appropriate pedagogy to ensure all students are making progress toward deep understand and proficiency in NM adopted standards and learning targets.
	Notes:	

Domain 1: Preparation and Planning		
Element:	NMTEACH 1D: Demonstrating knowledge of resources <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to students to support learning? 	
Level of Performance	Ineffective	Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Minimally Effective	Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Effective	Teacher fully utilizes existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Highly Effective	Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Exemplary	The teacher actively engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also collects and shares content specific research studies and practices, and shares outside resources. Teacher provides and trains staff for school-wide initiatives.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1E: Demonstrating knowledge of students <ul style="list-style-type: none"> To what level have student learning styles been addressed in the lesson? How has student achievement data been used to design activities to support content acquisition?
Level of Performance	Ineffective	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Minimally Effective	Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Effective	Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Highly Effective	Teacher demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, and incorporates culturally-sensitive strategies into instructional planning and practice.
	Exemplary	The teacher provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique needs of individual students. The teacher provides ongoing support to administration in demonstrating linguistically-and culturally-appropriate instructional programs for the school site.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1F: Designing student assessment <ul style="list-style-type: none"> To what level has the teacher incorporated formative assessment techniques throughout the lesson? How are students assessed to determine understanding of the learning target at the end of the lesson?
Level of Performance	Ineffective	Teacher's plan for assessing student learning contains no clear criteria or NM adopted standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students.
	Minimally Effective	Teacher's plan for assessing student learning is partially aligned with the instructional outcomes, and is appropriate to some students.
	Effective	Teacher's plan for assessing student learning is aligned with the instructional outcomes, success criteria, and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.
	Highly Effective	There is full alignment between the instructional outcomes, the success criteria, and the assessment tools. Teacher uses clear criteria that show where each student is in his/her learning.
	Exemplary	The teacher helps implement school-wide training and implementation for understanding and using assessment data. Students are assessed in multiple ways, using a variety of approaches to show what they know and where they are in their learning.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2A: Creating an environment of respect and rapport <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom?
Level of Performance	Ineffective	Classroom interaction both between the teacher and students, and among students, are inappropriate or insensitive to students’ cultural backgrounds, and may include the following: <ul style="list-style-type: none"> • Sarcasm • Put-downs • Conflict.
	Minimally Effective	Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these: <ul style="list-style-type: none"> • Some conflict • Occasional displays of insensitivity. • Occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	Classroom interactions, between teacher and students, and among students, are as follows: <ul style="list-style-type: none"> • Are polite and respectful • Demonstrate knowledge of cultural and developmental differences among groups of students • Disagreements are handled respectfully.
	Highly Effective	Classroom interactions among the teacher and individual students are as follows: <ul style="list-style-type: none"> • Are highly respectful • Reflect warmth and caring. • Practice reflects sensitivity to students’ cultures and levels of development. • Respectful discourse.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules • Works with colleagues on developing support for students in need • Helps to create school-wide interventions, and support programs.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2B: Organizing physical space <ul style="list-style-type: none"> • To what level do all students have equal access to learning resources and materials? • To what level does the classroom environment support the day’s lesson?
Level of Performance	Ineffective	The physical environment is as follows: <ul style="list-style-type: none"> • Unsafe • Students do not have access to learning • Poor alignment between the environment and the lesson activities.
	Minimally Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Essential learning is accessible to most students. • The teacher’s use of physical resources, including technology, is moderately effective. • Teacher is partially effective in modifying the environment to suit learning activities.
	Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Learning is accessible to all students • Teacher ensures that the physical arrangement is appropriate to the learning activities • There is posted evidence of student learning • Teacher makes effective use of available physical resources, including technology.
	Highly Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Students contribute to the use or adaptation of the physical environment to advance learning • Technology is used skillfully, by teachers as appropriate to the lesson.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Teacher uses the classroom to model or demonstrate for other teachers • Helps colleagues arrange their environment so learning is accessible to all • Technology is used skillfully, by teachers and students as appropriate to the lesson.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2C: Establishing a culture for learning <ul style="list-style-type: none"> • To what level do students exhibit a learning energy during the lesson that supports engagement? • To what level are students encouraged to communicate with others to address learning goals?
Level of Performance	Ineffective	The classroom environment conveys a negative culture for learning as follows <ul style="list-style-type: none"> • Low teacher commitment to the subject • Low expectations for student achievement • Little or no student effort.
	Minimally Effective	Attempts to create a culture for learning and is partially successful as follows: <ul style="list-style-type: none"> • Some teacher commitment to the subject • Modest expectations for student achievement • Some student effort • Teacher and students appear to be “going through the motions.”
	Effective	The classroom culture is characterized by high expectations for all students <ul style="list-style-type: none"> • The teacher establishes norms and participant structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing • Teacher conveys content relevance • Demonstrated commitment to the subject by both teacher and students • Students demonstrate pride in their efforts.
	Highly Effective	Culture for learning in which everyone shares a belief in the importance of the subject as follows: <ul style="list-style-type: none"> • High levels of student excitement and teacher passion for the subject • Students hold themselves to high standards of performance Students initiate improvements to their efforts.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Promotes and organizes school-wide learning program(s) and learning culture among all stakeholders.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2D: Managing classroom procedures <ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time.
Level of Performance	Ineffective	Instructional time is lost: <ul style="list-style-type: none"> • Inefficient classroom routines • Inefficient procedures for transition • Inefficient use of supplies.
	Minimally Effective	Some instructional time is lost: <ul style="list-style-type: none"> Partially-effective classroom routines and procedures Partially-effective routines for transition Partially-effective use of supplies.
	Effective	Little instructional time is lost: <ul style="list-style-type: none"> • Effective classroom routines and procedures • Teacher leads effective routines for transition • Effective use of supplies.
	Highly Effective	Students contribute to the seamless operation of the classroom: <ul style="list-style-type: none"> • Routines and procedures are evident • Effective transitions and use of supplies • Students lead effective routines for transition.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader helps to create a culture of student ownership of school-wide operations.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2E: Managing student behavior <ul style="list-style-type: none"> • To what level are student behavior expectations consistently monitored and reinforced?
Level of Performance	Ineffective	No evidence that standards of conduct have been established: <ul style="list-style-type: none"> • Little or no teacher monitoring of student behavior • Response to student misbehavior is repressive or disrespectful of student dignity.
	Minimally Effective	Teacher has made an effort to establish standards of conduct for students: <ul style="list-style-type: none"> • Effort made with inconsistent results to monitor students' behavior • Response to student misbehavior is inconsistent.
	Effective	Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another: <ul style="list-style-type: none"> • Standards are clear to students • Teacher holds students responsible for maintaining behavioral standards • Teacher response to student misbehavior is appropriate and respects the students' dignity • Teacher response is consistent.
	Highly Effective	In addition to standards being clear to students are these elements: <ul style="list-style-type: none"> • Evidence of student participation in setting conduct standards • Teacher's monitoring of student behavior is highly effective • Teacher's response to student misbehavior is sensitive to individual needs • Students take an active role in monitoring the standards of behavior.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Actively engages in the monitoring of student behavior school-wide • Serves as a model of positive behavior for stakeholders • Teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development <ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner?
Level of Performance	Ineffective	Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students.
	Minimally Effective	Limited expectation for learning, directions, procedures, and explanation of content.
	Effective	Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.
	Highly Effective	Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions.
	Exemplary	The teacher promotes ongoing and consistent communication with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3B: Using questioning and discussion techniques to support classroom discourse <ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous?
Level of Performance	Ineffective	Teacher questioning techniques are not aligned to content and provide no opportunity for student engagement.
	Minimally Effective	Teacher questioning techniques are low-level with minimal student engagement.
	Effective	The teacher's questioning techniques elicit a deep response and allows for sufficient time for students to answer through active engagement with peers and teacher.
	Highly Effective	The teacher promotes consistent analytical and collaborative approaches to understanding, uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.
	Exemplary	Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment. Students engage in deep meaningful conversations using academic language.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3C: Engaging students in learning <ul style="list-style-type: none"> • To what level are students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are students required to be intellectually engaged with the course content?
Level of Performance	Ineffective	Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes, resulting in no intellectual engagement: <ul style="list-style-type: none"> • The lesson has no structure and/or is poorly paced.
	Minimally Effective	Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes, resulting in moderate intellectual engagement: <ul style="list-style-type: none"> • The lesson does not connect to prior understanding • The lesson has a recognizable structure, but is not fully maintained • The lesson does not have clear learning goals (more specific than broad standard).
	Effective	Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes: <ul style="list-style-type: none"> • The lesson explicitly connects to prior understanding • All students are engaged • The lesson’s structure is coherent and paced appropriately • The lesson has specific learning goals aligned to the standard • The lesson allows for student reflection.
	Highly Effective	Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes: <ul style="list-style-type: none"> • Students are highly intellectually engaged • The lesson is adapted as needed to the readiness of each student and the structure and pacing allow for students’ reflection and closure • The lesson allows for formative assessment.
	Exemplary	Expectations of students are at an advanced level to engage learners to obtain depth of knowledge: <ul style="list-style-type: none"> • The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning.
	Notes:	

Domain 3: Teaching for Learning		
Element:	NMTEACH 3D: Assessment in Instruction	
	<ul style="list-style-type: none"> • To what level does the teacher determine the understanding and needs of each student during the lesson? • To what level are students aware of how they will demonstrate understanding of the content/lesson? 	
Level of Performance	Ineffective	Assessments are not used in instruction: <ul style="list-style-type: none"> • Students are unaware of assessment criteria • The teacher does not monitor student progress or offer feedback.
	Minimally Effective	Assessments are occasionally used in instruction: <ul style="list-style-type: none"> • Students are minimally aware of the assessment criteria • The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.
	Effective	Assessments are consistently used in instruction: <ul style="list-style-type: none"> • There are clear goals and performance criteria, communicated effectively to students • The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction • Teacher uses adaptive instruction including descriptive feedback • Student involvement occurs through self and peer assessment.
	Highly Effective	Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> • The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders.
	Exemplary	Students analyze and evaluate assessment data, and information, and apply same to improved learning: <ul style="list-style-type: none"> • The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources.
	Notes:	

Domain 3: Teaching for Learning		
Element:	NMTEACH 3E: Demonstrating flexibility and responsiveness	
	<ul style="list-style-type: none"> • To what level does the teacher modify instruction within the lesson/class period? 	
Level of Performance	Ineffective	Teacher adheres to the instructional plan, even when a change would maximize learning: <ul style="list-style-type: none"> • The teacher disregards students' learning challenges • The teacher blames the students or their environment for lack of academic progress.
	Minimally Effective	Teacher accepts responsibility for student success: <ul style="list-style-type: none"> • Teacher attempts to modify the lesson and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon.
	Effective	Teacher promotes the successful learning of all students: <ul style="list-style-type: none"> • The teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests. • Teacher utilizes a variety of strategies.
	Highly Effective	Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests: <ul style="list-style-type: none"> • Teacher applies student interest to current learning goal • The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
	Exemplary	The teacher identifies unique "teachable moments" that relate current lessons/standards to individual and student groups: <ul style="list-style-type: none"> • The instructional strategy enhances depth of knowledge and cultural or learning relevance.
	Notes:	

Domain 4: Professionalism		
Element:	NMTEACH 4A: Communicating with families	
	<ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? 	

		<ul style="list-style-type: none"> • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?
Level of Performance	Ineffective	<p>The teacher does not attempt to engage families in the instructional program:</p> <ul style="list-style-type: none"> • Teacher communication with families is sporadic or culturally inappropriate.
	Minimally Effective	<p>The teacher makes minimal attempts to engage families in the instructional program:</p> <ul style="list-style-type: none"> • Teacher communication is not always appropriate to the cultures of families.
	Effective	<p>The teacher successfully engages families in the instructional program:</p> <ul style="list-style-type: none"> • Teacher communicates with families in a culturally appropriate manner • Teacher frequently communicates with families.
	Highly Effective	<p>The teacher successfully engages families in the instructional program:</p> <ul style="list-style-type: none"> • Teacher’s communications are sensitive to cultural traditions, and students participate in the communication • Teacher communicates frequently and effectively with families.
	Exemplary	<p>The teacher helps promote school-wide activities that increase family and community understanding of the instructional program:</p> <ul style="list-style-type: none"> • Teacher helps promote school-wide activities that increase family involvement • Teacher actively seeks out and engages with stakeholders within the community, and becomes a part of the community.
	Notes:	

Domain 4: Professionalism		
Element:		<p>NMTEACH 4B: Participating in a professional community</p> <ul style="list-style-type: none"> • How willing and eager is the teacher to participate in the professional community? • How collegial and productive are teacher’s relationships with their colleagues?
Level of Performance	Ineffective	<p>The teacher does not participate in a professional community or in school and district events and projects:</p> <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are negative or self-serving.
	Minimally Effective	<p>The teacher participates in a professional community and in school and district events and projects when specifically requested:</p> <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are cordial but relationships do not lead to productive work that benefits students.
	Effective	<p>The teacher participates actively in professional community, and in school/-district events and projects:</p> <ul style="list-style-type: none"> • Teacher maintains positive and productive relationships with colleagues.
	Highly Effective	<p>The teacher makes a substantial contribution to the professional community, to school/district events and projects:</p> <ul style="list-style-type: none"> • Teacher assumes a leadership role among the stakeholders.
	Exemplary	<p>The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation:</p> <ul style="list-style-type: none"> • Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship.
	Notes:	

Domain 4: Professionalism		
Element:		<p>NMTEACH 4C: Reflecting on teaching</p> <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on their instructional practices?
of Performance	Ineffective	<p>Teacher does not accurately assess the effectiveness of the instructional practices:</p> <ul style="list-style-type: none"> • Teacher has no idea about how the instructional practices could be improved.
	Minimally	<p>Teacher provides a partially accurate and objective description of the instructional practices with some</p>

	Effective	evidence: <ul style="list-style-type: none"> Teacher makes only general suggestions as to how the instructional practices might be improved.
	Effective	Teacher provides an accurate and objective description of own and other instructional practices with specific evidence: <ul style="list-style-type: none"> Teacher makes some specific suggestions as to how the instructional practices might be improved.
	Highly Effective	Teacher's reflection on instructional practices is thoughtful and accurate with specific evidence: <ul style="list-style-type: none"> Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
	Exemplary	Teacher's reflection is ongoing and immediate: <ul style="list-style-type: none"> The teacher demonstrates immediate understanding of effectiveness of instructional practices Teacher modifies and adapts as necessary.
	Notes:	

Domain 4: Professionalism		
Element:	NMTEACH 4D: Demonstrating professionalism <ul style="list-style-type: none"> How high are the teacher's professional standards and practices? To what level is the teacher willing to comply with district and school rules and regulations? 	
Level of Performance	Ineffective	The teacher displays a lack of professionalism: <ul style="list-style-type: none"> Teacher contributes to practices that are self-serving or harmful to students Teacher fails to comply with regulations and timelines.
	Minimally Effective	The teacher displays minimal professionalism: <ul style="list-style-type: none"> Teacher complies inconsistently with regulations, doing just enough to "get by."
	Effective	The teacher displays a high level of professionalism in dealings with both students and colleagues: <ul style="list-style-type: none"> Teacher complies fully and voluntarily with regulations Teacher promotes safe environment for students when monitoring students and activities.
	Highly Effective	The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues: <ul style="list-style-type: none"> Teacher helps ensure that school practices honor all stakeholders Teacher helps colleagues comply with rules and regulations.
	Exemplary	The teacher proactively and in a positive way seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students and contributing to the efficacy of adults and students.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4E: Growing and developing professionally <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback?
Level of Performance	Ineffective	The teacher does not participate in professional development activities: <ul style="list-style-type: none"> • Teacher makes no effort to share knowledge with colleagues. • Teacher is resistant to feedback from supervisors or colleagues.
	Minimally Effective	The teacher participates in professional development activities that are convenient or are required: <ul style="list-style-type: none"> • Teacher makes limited attempts to share knowledge with colleagues. • Teacher accepts feedback from supervisors and colleagues with some reluctance.
	Effective	The teacher accepts opportunities for professional development after an individual assessment of need: <ul style="list-style-type: none"> • Teacher implements PD strategies • Teacher welcomes and implements feedback from supervisors and colleagues.
	Highly Effective	The teacher actively pursues professional development opportunities: <ul style="list-style-type: none"> • Teacher initiates activities to share expertise with others • Teacher seeks out feedback from supervisors and colleagues.
	Exemplary	The teacher is an established leader in the school: <ul style="list-style-type: none"> • Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4F: Maintaining accurate records <ul style="list-style-type: none"> • How efficient and accurate are the teacher's record-keeping systems?
Level of Performance	Ineffective	The teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray: <ul style="list-style-type: none"> • Information from records contains errors and causes confusion.
	Minimally Effective	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and partially successful: <ul style="list-style-type: none"> • Information from records is mostly accurate and not up to date.
	Effective	The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful: <ul style="list-style-type: none"> • Information from records is accurate and up to date • Information is used by teacher to make decisions regarding students.
	Highly Effective	The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records: Information from records is accurate, up to date, and used constructively by students and teacher.
	Exemplary	The teacher's system is recognized by the school community as efficient and used as a model for other teachers.
	Notes:	



Observations Summary

Observation Options	Description	Due Date
<p>Option 1</p>	<p>3 observations conducted by an individual school administrator (approved)</p> <ul style="list-style-type: none"> • Essential component: a licensed school administrator in NM and must be “approved” to conduct observations through PED training • All New Mexico administrators are required to attend NMPED’s full two-day training (NMSA 22-10A-19) • All Districts are required to select a leadership team for regional follow-ups. 	<ul style="list-style-type: none"> • October 15, 2013 November 1, 2013 • End of First Semester • April 15, 2014
<p>Option 2</p>	<p>2 observations conducted: one each by two separate school administrator (approved)</p>	<ul style="list-style-type: none"> • End of First Semester • April 15, 2014
<p>Option 3</p>	<p>2 observations conducted: one by a licensed school administrator (approved) and one by an external “certified” observer.</p> <ul style="list-style-type: none"> • External observers must attend the two-day PED training • Must obtain certification by passing the assessment of the adopted observation protocol • External observers may be selected by districts or PED 	<ul style="list-style-type: none"> • End of First Semester • April 15, 2014



NMTEACH 2013-2014

Educator Effectiveness Plan

Championing Excellence – Supporting and Recognizing Teachers!

APPROVED

New Mexico
State Plan

Choose Your District or Charter

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

Student Achievement

	Elementary	Middle School	High School
SBA	35	35	35
EoC	15	15	15

This includes the following teachers:

- Grades 3-5
- Grades 6-8, 10-11 for Language Arts/Math
- Grades 6,7,9,10 and 11 for Science
- Special Education teacher in the grades and subjects above.
(Teachers who are severely or profoundly disabled are exempt from this group)

Observations
Multiple Measures
Teach Att

	Elementary	Middle School	High School
Domain 2 & 3	25	25	25
Domain 1 & 4	15	15	15
Teach Att	10	10	10

Group B Teachers

Group B Teachers are teachers that teach grades and/or subjects that cannot be meaningfully linked to the SBA.

Student Achievement

	Elementary	Middle School	High School
EoC	50	50	50

This includes the following teachers:

- Grades 3-5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6-8 for Social Studies
- Grades 8,9, and 12 Science
- Grades 9 and 12 for Language Arts/Math

Observations
Multiple Measures

	Elementary	Middle School	High School
Domain 2 & 3	25	25	25
Domain 1 & 4	15	15	15
Teach Att	10	10	10

Group C Teachers

Group C Teachers are teachers that teach grades K, 1, and 2.

Student Achievement

	Elementary
DIBELS	50
Domain 2 & 3	25
Domain 1 & 4	15
Teach Att	10

Abbreviations	
SBA	Standards Based Assessments
Teach Att	Teacher Attendance
EoC	End of Course



Kid's First, New Mexico Wins!

FY14 – Categorical Appropriations Update

**Report to the
Legislative Education Study Committee
Senator John M. Sapien, Chairman**

Hanna Skandera
Secretary of Education

Hipolito J. Aguilar
Deputy Secretary, Finance and Operations
September 18, 2013

FY14 Related-Nonrecurring Appropriations

Transition to Teacher Effectiveness

- **\$3,400.0**

- \$720.0

- Regional Training NMTEACH Observation Protocol.
- Direct training of NM principals and school leaders.
- Adoption of Observation Engine Online System for calibration and certification.
- Regional calibration training.

- \$1,880.0

- NMTEACH Online Evaluation System (Teachscape).

- Online system that allows all components of the evaluation system to be calculated.
- Provides an opportunity for timely and effective feedback.

- \$250.0

- Development of End of Course (EoC) exams.
- Establishes a measure for teachers not teaching in tested subjects and grades.

- \$550.0

- Observation/Feedback Support .
- Provide external observers to schools who request assistance.

FY14 Related-Nonrecurring Appropriations

Rewarding Highly Effective Teachers

- **\$2,000.0**
 - For teachers moving from A/B schools to D/F schools:
 - 100 available stipends at \$5,000 each.
 - RFI for awards released August 30th and will close on September 30, 2013.
 - To date, 10 RFIs have been returned for consideration.
 - Awards letters will be distributed in October with funds released in June, 2014.
 - For teachers increasing the proportion of AP students receiving College Credit from AP classes:
 - 300 available stipends at \$5,000 each.
 - Awards will be announced in the Spring of 2014.
 - Awards will be released in June of 2014.



Championing Excellence!

New Mexico's Teacher & Principal Evaluation
April, 2013



04/27/2013

Effective Leader Requirements

- Every school leader must have an annual effectiveness evaluation, which shall be conducted by a qualified person and approved by PED.
- All NMTEACH evaluation ratings for the performance of a school leader shall be based 50% on the change in a school's A through F letter grade that has been assigned pursuant to 6.19.8 NMAC, 25% based on the school's multiple measures and 25% based upon documented fidelity observations of the school leader.
- The NMTEACH evaluation will use three years of student growth data when available.



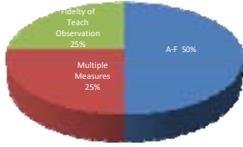
04/27/2013

New Mexico Future Evaluation Framework

School Leader Evaluation

- 50% based on growth of a school's A-F School Grade
 - Only growth components will be used
- 25% based on locally adopted (PED approved) multiple measures
- 25% fidelity of teacher observations

School Leader Evaluation Model



■ Growth in A-F School Grade
■ Multiple Measures
■ Fidelity of Teacher Observations



04/27/2013

Emphasis on Instructional Leadership

- Improve student achievement growth measures as measured on the A-F school grade
- Improve instructional practice as demonstrated through improved student achievement, engagement, and attendance
- Improve instructional practice as evidence through qualitative measures of teacher evaluation
- Improve allocation of resources, including human resources, financial resources, etc. to target priorities



04/27/2013

Group A Principals Student Achievement 50%

- All Principals and Assistant Principals (certified administrators)
- 50% of evaluation based on growth in A-F Grade
 - Growth in points earned
 - Improvement in grade



04/27/2013

Observations 25%

1. Completion of Observations – 15%

- May be designated by NMTEACH
- 1st formal by October 1, 2nd by end of 1st semester, 3rd by February 15th, Final by April 15th
- Districts may set up timelines according to local timelines
- This can be built into the [Online Evaluation System \(OES\)](#) for monitoring
- Regulation requires feedback within ten working days of formal observations
 - OES may track this information
 - OES may track feedback on walkthroughs as well
- May be set by NMTEACH or at the district level

3. Rigor-10%

- Can be measured prior to entering classrooms
 - Can be met through required training on evaluation system, rubric and inter-rater reliability.
- – Can be measured against student achievement of teachers
- – May also require regular calibration that can be measured for compliance and accuracy
- Use pilot study to set the standard

Must use all three components
First year principals and first year of implementation :

- Completion 15%,
- Rigor 10%

Second year

- Completion 15%,
- Rigor 10%



04/27/2013

Multiple Measures 25%

- **Teacher Surveys 15%**
 - Professional Growth and Learning
 - School planning and progress
 - School culture
 - Professional qualities and instructional leadership
 - Stakeholder support and engagement
- **Administrator PDP up to 10%**
 - Instructional Leadership
 - Communication
 - Professional Development
 - Operations Management
- **Other Measures**
 - Graduation rates
 - Truancy rates
 - Suspension rates
- **Minimum of Two Components**
 - Teacher Survey(max 10%)
 - Principal Competencies(max 15%)
- **Maximum of Three Components**
 - Teacher Survey(max 10%)
 - Principal Competencies
 - Other measures

04/27/2013



Group B Principals Student Achievement 50%

- All Principals and Assistant Principals (certified administrators) that perform observations but not summative evaluations
- 50% of evaluation based on growth in A-F Grade
 - Growth in points earned
 - Improvement in Grade

04/27/2013



Observations 25%

1. Completion of Observations – 15%

- May be designated by NMTEACH
- 1st formal by October 1, 2nd by end of 1st semester, 3rd by February 15th, Final by April 15th
- Districts may set up timelines according to local timelines
- This can be built into the [Online Evaluation System \(OES\)](#) for monitoring
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First year principals and first year of implementation :
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 - Rigor 10%

Second year
 -Completion 15%,
 - Rigor 10%

04/27/2013



Multiple Measures 25%

- **Teacher Surveys 15%**
 - Professional Growth and Learning
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 - Instructional Leadership
 - Communication
 - Professional Development
 - Operations Management
- **Other Measures**
 - Graduation rates
 - Truancy rates
 - Suspension rates
- **Minimum of Two Components**
 - Teacher Survey(max 10%)
 - Principal Competencies(max 15%)
- **Maximum of Three Components**
 - Teacher Survey(max 10%)
 - Principal Competencies
 - Other measures

04/27/2013



Group C "Administrators"

- Certified administrators that do not observe or evaluate certified teachers
- Develop Components for future considerations

04/27/2013



State of New Mexico
Office of the Governor

Susana Martinez

Governor

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For Immediate Release

April 11, 2012

**GOVERNOR SUSANA MARTINEZ DIRECTS PED TO FORMULATE NEW
TEACHER AND PRINCIPAL EVALUATION SYSTEM**

New Evaluation System Is a Critical Component of NM's NCLB Waiver, Will Build on the Work of the Effective Teaching Task Force and Legislation That Passed the House With Wide Bipartisan Support

SANTA FE – Today, Governor Susana Martinez directed the Public Education Department to move forward with the formulation and implementation of a new teacher and principal evaluation system in New Mexico. The new evaluation system will ensure that student learning and academic growth are key factors in how teachers and principals are evaluated.

“It’s incredibly important that we’re able to identify those teachers and principals who are contributing most to the academic success of their students, so that we can reward them for the impact they are having on our kids. And it’s equally important for us to be able to provide support and professional development to those teachers who are struggling,” said Governor Martinez. “If we believe that our students go to school in order to learn, then a good evaluation system should incorporate student achievement in its analysis of our teachers and principals. And if we believe that some of our best teachers are those who take students from two grades behind to one grade ahead, then we must honor and recognize student growth as part of the process. None of this is happening now, and that’s why this education reform is so necessary.”

As part of granting New Mexico a waiver from the federal No Child Left Behind Act, the U.S. Department of Education required the state to develop the framework for a new evaluation system before the start of the 2012-2013 school year.

Maintaining the waiver is critical because it allows New Mexico to use an A-F grading system to give parents and community leaders a more accurate and helpful picture of whether schools are achieving or lagging, allowing for the targeting of interventions in schools that are struggling the most. As a result of the waiver, the often confusing constraints of Adequate Yearly Progress (AYP) measurements no longer apply in New Mexico. Under the old system, nearly 87% of New

Mexico schools were simply labeled as failing – with little to no indication of growth or progress among schools, or the ability to point to where the highest level of intervention was needed.

“As one of only 11 states to receive this waiver, New Mexico is finally a leader in education reform,” continued Governor Martinez. “And the implementation of a true teacher-principal evaluation system is a bipartisan effort that has received wide support not only in New Mexico, but also from the Obama Administration, which has signaled that this is one of the most important education reforms we can enact for our children.”

Currently, New Mexico teachers are evaluated under a system that simply labels them as either „meets competency“ or „does not meet competency,“ and does little to account for student growth and achievement in the classroom. Recent studies reveal over 90% of the state’s teachers are deemed to be meeting competency while New Mexico’s student achievement continues to lag near the bottom of national rankings. In September 2011, President Obama’s Secretary of Education, Arne Duncan, described New Mexico’s evaluation system as “broken.”

“Recognizing teachers and principals based on how well students learn is the right thing to do for New Mexico,” said PED Secretary-designate Hanna Skandera. “Today in our state, our teachers are judged on a pass-fail system that doesn’t focus on students. We know student achievement is important and we need to reward those who excel at it.”

During the past legislative session, a bill to establish a new teacher and principal evaluation system (HB 249) garnered wide bipartisan support, passing the House of Representatives by a vote of 57-9, with representatives from labor and business organizations in favor of it. The state’s new evaluation system will incorporate many of the measures that were a part of this legislative proposal, and will build upon the work of the Governor’s Effective Teacher Task Force, which was comprised of a wide group of stakeholders with over 100 years of teaching experience and held over 10 public meetings during a three-month period in 2011.

Facts about New Mexico’s New Teacher-Principal Evaluation System

Many of the parameters of the new system are contained in the recommendations from the Governor’s Effective Teaching Task Force and House Bill 249 from the most recent legislative session. The new evaluation will encompass these factors:

- Base 50% of each evaluation on three years’ worth of student achievement, as measured by the New Mexico Standards Based Assessment and other achievement measures selected by districts.
- Measure teachers and principals not on a pass/fail program, but instead within 1 of 5 different categories: Exemplary, Highly Effective, Effective, Minimally Effective and Ineffective.
- Work within New Mexico’s current three-tier licensure system, but allow effective teachers and principals to move through the system faster based upon performance in the classroom.
- Provide strategic interventions for teachers and principals who are rated minimally effective or ineffective.

- Provide strong professional development for all teachers, targeted to particular needs that are identified by the evaluation system.

Timeline for New Mexico's New Teacher-Principal Evaluations System

May 2012 – Develop statutory rules to implement the new evaluation system, including public hearings and input from a stakeholder committee.

Summer 2012 – Finalize rules for the new evaluation system.

Summer-Fall 2012 – Begin professional development under the new evaluation system.

August 2012-June 2013 – Implement pilot projects for the new evaluation system.

August 2012-August 2013 - In collaboration with districts, ensure that end-of-course assessments for non-tested subjects and grades are in place.

2013-2014 School Year – Fully implement the evaluation system.

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