

## South Valley Academy Teacher Evaluation Plan

### Proposed and Rejected

### NM PED Approved

<p><b><u>Student Measures:</u></b> (50% of overall evaluation)</p> <ul style="list-style-type: none"> <li>• PED Mandated: 35% Standards Based Assessments</li> <li>• Locally Determined: 15% Other Measures</li> </ul> <p><i><u>South Valley Academy proposed:</u> Artifact “grade” based upon action research projects (Classroom-based , teacher-driven projects that encourage innovation and risk taking to increase student achievement)</i></p>	<p><b><u>Student Measures:</u></b></p> <ul style="list-style-type: none"> <li>• PED Mandated: 35% Standards Based Assessments 15% End of Course exams</li> <li>• Locally Determined: None, because PED rejected our action research projects</li> </ul>
<p><b><u>Observations:</u></b> (40% of overall evaluation)</p> <ul style="list-style-type: none"> <li>• PED Mandated 25% Domains 2 &amp; 3 from teacher observation rubric 15% Domains 1 &amp; 4 from teacher observation rubric</li> </ul>	<p><b><u>Observations:</u></b></p> <ul style="list-style-type: none"> <li>• PED Mandated 25% Domains 2 &amp;3 from teacher observation rubric 15% Domains 1 &amp; 4 from teacher observation rubric</li> </ul>
<p><b><u>Other Measures:</u></b> (10% of overall evaluation)</p> <ul style="list-style-type: none"> <li>• Locally Determined: 10% Other District-Determined Measures:</li> </ul> <p><i><u>South Valley Academy proposed:</u> Progress Towards Meeting Goals “grade” based upon action research project projects (Classroom-based, teacher-driven projects that encourage innovation and risk taking to increase student achievement)</i></p>	<p><b><u>Other Measures:</u></b></p> <ul style="list-style-type: none"> <li>• PED Mandated 10% teacher attendance</li> <li>• Locally Determined: None, because PED rejected our action research projects</li> </ul>

Note: If locally-determined measures are not approved, the default is 15% End of Course exams and 10% teacher attendance.

# Ensure Teacher Observation Is Implemented Correctly

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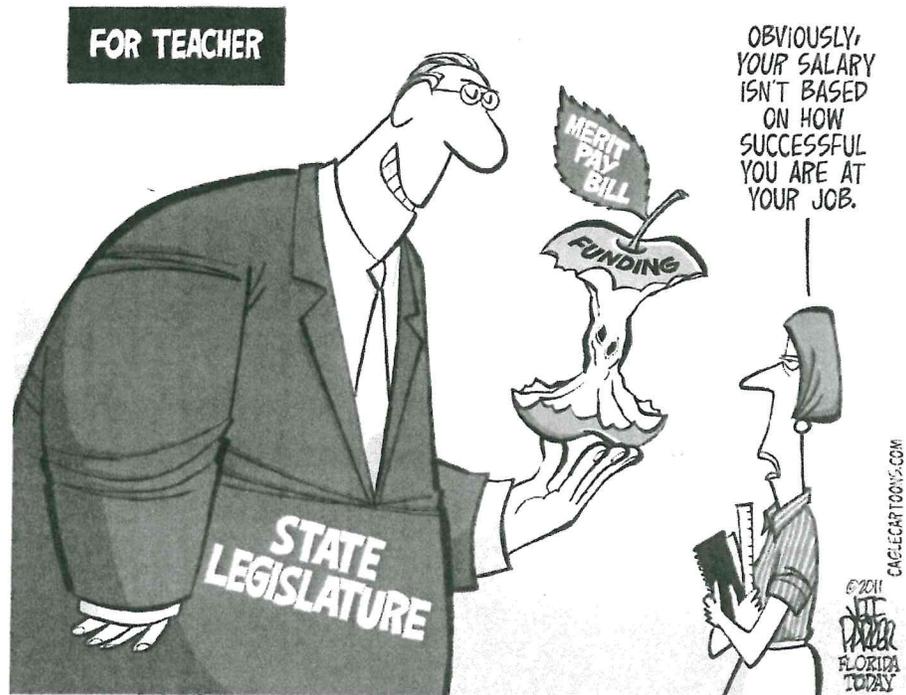
Next year New Mexico's Public Education Department plans to fully adopt and implement a new observation protocol and evaluation rubric as one of several measures to rate teacher effectiveness. Such tools are only valuable, however, if school leaders receive proper training and support and use them as intended rather than as an administrative hurdle.

One current PED evaluation requirement I have been closely involved with at my school, South Valley Academy, is the professional development plan. The state of New Mexico requires all teachers to create annual professional development plans that set improvement objectives, action steps and measures of results.

With a desire to systematically improve teaching and learning, South Valley Academy embraced the professional development plan process over the last four years. We created a model that holds teachers accountable for addressing student-performance challenges and requires classroom-generated data for measuring student learning as a result of teaching practices.

While our story is a success, it is also a cautionary tale. A mandate does not translate into productive action, particularly if there is little guidance and support.

As I have presented our school's work here in New Mexico, most teachers and school leaders I speak to admit the professional development plan process is not followed with fidelity at their academic institutions. What training



and support have school leaders received? Based on my knowledge as a school administrator, little to none.

Next year, 25 percent of a teacher's overall evaluation will be based upon a summative, year-long assessment of teaching practice as observed by instructional leaders. The challenge with this part of the teacher evaluation process is to ensure school leaders receive adequate training and ongoing guidance for correct implementation, especially since

Gov. Susana Martinez intends to rate and award teacher bonuses based upon the accuracy of these evaluations.

As one of 120 participants in the teacher observation pilot this year, our school is receiving invaluable preparation and practice on the use of these tools. However, the current implementation schedule for next year does not provide such extensive training on use of the observation protocol and 13-page evaluation rubric.

Rather than spend \$11 million

to reward good teachers next year, New Mexico's Public Education Department should spend time and money to phase in the observation protocol and evaluation rubric, or consider a year of training before the additional 1,600 principals and instructional leaders are expected to implement the new process.

Only then can we have a meaningful dialogue with teachers and reach our shared goals of improving education for students in New Mexico.