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June 18, 2012

MEMORANDUM

TO: Legislative Education Study Committee

FR: Phil Baca

RE: STAFF REPORT: TEACHER AND PRINCIPAL EVALUATION SYSTEM

Introduction

As explained more fully under "Background," below, the evaluation of public school teachers and principals has been a topic of interest, particularly in terms of the effect of teachers and principals on student achievement. This interest has increased the focus on the current three-tiered system of teacher evaluation, licensure, and compensation, which was enacted in 2003 as part of education reforms initiated by the Legislature and which attracted favorable notice from the US Department of Education (USDE). However, as staff testimony to the Legislative Education Study Committee (LESC) explained in 2006, this three-tiered system includes student achievement as a factor only in the sense of describing or documenting it through the Professional Development Dossier, which teachers must submit for review to advance from one licensure level to another. The current system provides few, if any, explicit consequences – whether rewards or sanctions – for teachers based on the achievement gains of their students.

This staff report will review the three most recent developments toward the creation and implementation of a new teacher and principal evaluation system that gives more weight to student achievement:

- a directive from the Governor;
- an advisory council formed by the Secretary-designate of Public Education; and

- the flexibility waiver that the Public Education Department (PED) has received from USDE.

This report also provides some background on several actions and events that preceded and in some ways affected these more recent developments.

Directive from the Governor

On April 11, 2012, the Office of the Governor issued a press release (see Attachment 1, *Governor Susana Martinez Directs PED to Formulate New Teacher and Principal Evaluation System*) directing the PED to formulate a new teacher and principal evaluation system. In the press release Governor Martinez stated that it is important that New Mexico is 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
- provide support and professional development to those teachers who are struggling.

The press release indicates that:

- one of the conditions for the waiver from the federal *No Child Left Behind Act* (NCLB) is the development of a framework for a new evaluation system before the start of school year 2012-2013;
- the new evaluation system will incorporate many of the measures that were a part of CS/CS/HB 249 (2012 regular session, *Teacher & School Leader Effectiveness Act*) and will build upon the work of the Governor’s Effective Teacher Task Force; and
- the new evaluation system will:
 - base 50 percent of each evaluation on three years worth of student achievement, as measured by the New Mexico Standard- based Assessment (NMSBA) and other achievement measures selected by districts;
 - measure teachers and principals not on a pass/fail program, but instead within one of five 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; and
 - provide strong professional development for all teachers, targeted to particular needs that are identified by the evaluation system.

Finally, the press release included the following 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; and
- school year 2013-2014 – fully implement the evaluation system.

Teacher Evaluation Advisory Council

PED Press Release and Nominations

On May 1, 2012, the Public Education Department issued a press release (see Attachment 2) requesting nominations for 18 seats on the New Mexico Teacher Evaluation Advisory Council (NMTEACH). According to the press release, the role of the council will be to:

- enable New Mexico to maintain the waiver from NCLB;
- identify excellent teachers and work toward better practices and training; and
- develop a new teacher and school leader evaluation system based on student achievement.

Council members will be selected by the Secretary-designate of Public Education and will serve a two-year term. The council will be composed of:

- three New Mexico teachers nominated from teaching organizations;
- three New Mexico teachers to be selected by PED;
- three New Mexico principals: one nominated by a principal organization, one from a New Mexico charter school, and one “at large” selected by PED;
- one member from the Hispanic Education Advisory Council;
- one member from the Indian Education Advisory Council;
- one member from the New Mexico business community;
- two national technical experts;
- one member from a New Mexico institute of higher education; and
- three district administrator representatives.

Finally, the release indicates that the first NMTEACH meeting will be held Wednesday, May 23, 2012.

First Meeting of NMTEACH

The first meeting of the council occurred on June 4, 2012. PED provided the following list of appointments to serve on the council:

<u>Union Nominated Teachers</u>	<u>District/School/Organization</u>
• Nancy Terento	AFT New Mexico
• Mary McGowan	NEA-NM
• Betty Paterson	NEA-NM
PED Nominated Teachers	
• Andrea Edmundson	Socorro
• Sonya Romero-Smith	APS
• Justin Moree	Gallup-McKinley
Principals	
• Cynthia Risner-Schiller	Las Cruces
• Edie Morris	Gallup-McKinley
• Gerard Flores, Sr.	Pecos
Hispanic Education Advisory Council	
• Lawrence Royball	HEAC
Indian Education Advisory Council	
• Kieth Franklin	IEAC
Business Community Member	
• Larry Langley	NM Business Roundtable
Higher Education Member	
• Dick Howell	University of New Mexico
State Technical Experts	
• Suchinct Sarangarm	Roswell
• Taik Kim	NM Highlands
• Richard Bowman	APS
National Technical Experts	
• Dan Goldhaber	University of Washington
• Felipe Martinez	UCLA
District Administrators	
• Shirley Crawford	Capitan
• Kirk Carpenter	Aztec
• Stan Rounds	Las Cruces

According to PED the council will meet on the following dates and at the following locations:

- June 4 – UNM Science and Technology Park North (Rotunda), 801 University Blvd. SE, Albuquerque, New Mexico 87106
- June 13 – New Mexico Public Education Department (Jerry Apodaca), 300 Don Gaspar Avenue, Santa Fe, New Mexico 87501
- June 28 – Location TBD

Please note that future NMTEACH meetings will be announced on a month-to-month basis.

According to PED the following are key implementation dates and events:

<u>Key Implementation Dates</u>	<u>Implementation Event</u>
• May 25	Appointment to NMTEACH announced
• June 14	Draft regulation published
• July 18	Public hearing on draft regulation
• August 30	Teacher and Principal Effectiveness Regulation in effect
• June 2012 – 2013	NMTEACH meetings provide guidance on implementation steps
• 2012 – 2013	Pilot of key implementation steps
• 2013 – 2014	Teacher and Principal Effectiveness Evaluation System fully implemented

ESEA Flexibility Request / NCLB Waiver / Summary

Principle 3: Supporting Effective Instruction and Leadership

As noted above, the press release from the Governor indicates the close relationship between the development of a teacher and principal evaluation system and the approval of PED's request for a waiver from certain requirements of NCLB. In addition, the PED press release reflects some of the components and commitments in the USDE-approved application. This portion of this LESC staff report highlights those components and commitments as they pertain to Principle 3, Supporting Effective Instruction and Leadership.¹

(For a more detailed explication of the programmatic requirements of these four principles, including any prospective action required of school districts and charters, as well as pertinent timelines, please refer to Item 6, Staff Report: Waiver of Certain Provisions of the No Child Left Behind Act, Attachment 1, Table of USDE Principles of ESEA Flexibility and Required PED Action.)

¹ On February 12, 2012, when the USDE approved the state's revised application, New Mexico became the eleventh of the 11 initial applicants to be granted a waiver from certain requirements of NCLB. 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.

1. EVALUATION DESIGN

A. Components of the proposed teacher and principal evaluation system, and how those components are weighted

For teachers in NMSBA content areas:

- 50 percent of the evaluation is based on a Value-Added Model (VAM) of student achievement;
- 25 percent is based on a strategically designed observation model; and
- 25 percent is based on locally adopted and state-approved measures.

For teachers in non-NMSBA content areas and grades:

- 50 percent of the evaluation is based on locally adopted and state-approved multiple measures;
- 25 percent is based on observation; and
- 25 percent is based on the school's A-F grade.

The approved application also includes this temporary provision for evaluating principals, until additional assessments are developed:

- 50 percent of the evaluation is based on the school's A-F grade;
- 25 percent is based on fidelity of teacher observations and evaluations; and
- 25 percent is based on other measures as determined by the Local Education Agency (LEA) to include state-chartered charter schools and approved by PED.

B. Role of PED and School Districts in Developing and Implementing the Evaluation System

While collaborating with superintendents, teachers, unions, and advisory groups, PED proposed an advisory committee to address:

- an evaluation appeal process;
- the calculation of evaluations for teachers in non-tested subjects or grades;
- a statistical model to measure teacher impact on student achievement;
- observation protocols;
- intervention requirements; and
- evaluation methodologies.

PED will implement a Technical Assistance Council (TAC) including representatives composed of teachers, administrators, and outreach groups from all regions of the state, from the Hispanic Education Advisory Committee and the Indian Education Advisory Committee. In addition to remaining intact for study and feedback of the new system, TAC will assist in establishing:

- the overall evaluation model;
- a professional development strategy to support implementation;

- operational procedures; and
- timelines, to include spending the first year providing technical assistance, and using the regional education cooperatives as resources for statewide outreach.

PED will also create a technical assistance manual to aid school districts in understanding the newly adopted system, to include criteria for districts to conduct internal audits of their implementation plan.

C. Measuring Student Growth

The model for measuring student growth in NMSBA content areas still needs to be developed. PED will seek to use three years of data where possible.

The model for measuring student growth in non-NMSBA content areas and grades are referenced as a transition model until better measures are developed and implemented.

D. Measuring Evidence of Change in Teacher and Leader Practice

To measure evidence of change in Teacher and Leader Practice, PED will require:

- a minimum of two observations each year, which could include observations made by evaluators from outside the school, trained in PED-approved procedures;
- all school districts to adopt a uniform observation tool consistent with PED-approved and -provided training;
- observations that provide “actionable” feedback, informing individual professional development plans;
- a matrix that brings together quantitative and qualitative data as a component of the evaluation; and
- in-depth post-evaluation conference, including “actionable” feedback.

2. USE OF EVALUATIONS

A. Using Teacher and Principal Evaluations to Inform Individual Professional Development

PED plans to use observations to inform individual professional development plans.

B. Using Teacher and Principal Evaluations to Inform Personnel Decisions

After receiving multiple ineffective evaluations and opportunities for improvement, ineffective teachers would be removed; however, the plan does not detail how this process would work.

Based on the quality of teaching, a teachers’ compensation could be accelerated depending on his or her effectiveness in the classroom. The plan does not detail how this process would work either.

C. Using Teacher and Principal Evaluation System to Ensure Equitable Access to Effective Teachers

The USDE did not require states to address the issue of equitable access to effective teachers as part of their waiver plan. Although New Mexico's plan states that personnel decisions will be informed by the results of the evaluation, the plan does not explain how New Mexico will use evaluation results to monitor and address any inequities in the assignment of the least effective teachers or principals to students with the highest need.

3. IMPLEMENTATION OF EVALUATION

A. Training Strategies

- rigorous training in purpose and process of the new evaluation system will be needed;
- established working groups within New Mexico will provide technical assistance and guidance to school districts preparing for implementation; and
- the TAC will craft a professional development strategy to support implementation of the new evaluation system.

B. Steps to Ensure the Reliability and Validity of School District Evaluation Systems

- school districts will be required to report annual evaluation outcomes online;
- PED will evaluate the selected observation procedures during the pilot period to establish quality control measures and make necessary changes; and
- PED is developing an audit structure for district compliance with evaluation requirements. This structure will run on a cyclical schedule.

C. Activities-dates

- pass legislation establishing a dynamic multi-tiered evaluation system for teachers and school leaders. Although the approved waiver application notes that this activity was completed in February 2012, no such legislation passed (see "Background," below) – a point applicable to the subsequent references to legislation as well, of course;
- establish statewide advisory council to support development of regulations aligned to legislation – Spring 2012;
- establish TAC to consult on implementation of new evaluation system – Spring 2012;
- submit final passed legislation that aligns to the guidelines set forth in flexibility package – June 2012;
- initiate technical assistance to LEA's on final legislative requirements and rule development – June 2012;
- conduct preliminary data runs to establish baseline and determine statistical formula – June to August 2012;
- finalize regulation and statistical model for evaluations – December 2012;

- provide training and technical assistance to LEA's on final regulation and full system--January 2013 to August 2013;
- begin phased implementation of new teacher and school leader evaluation system--2013 to 2014;
- continue phased implementation of teacher and school leader evaluation system--2014 to 2015; and
- align compensation system to evaluation system--2015 to 2016.

4. CHALLENGES FACED BY SCHOOL DISTRICTS

In addressing the challenges of school districts with collective bargaining, New Mexico will continue to engage the union leaders of the state in the planning and the implementation of the regulations.

Background

Summary of Teacher Evaluation Legislation for the 2011 Session

In 2011, the Legislature considered, but did not pass, SB 502, *School Teacher and Principal Evaluation System*. Among its provisions, the bill would have required PED to:

- convene a work group;
- develop and make recommendations for a highly objective uniform statewide evaluation framework for school district and charter school teacher evaluation models and school principal evaluations; and
- propose a performance-based compensation system to provide incentives for effective teachers and school principals.

New Mexico Effective Teaching Task Force

Through Executive Order 2011-024, the Governor created the New Mexico Effective Teaching Task Force, comprising 15 members (including the directors of the LESC and LFC as ad hoc members) appointed by and serving at the pleasure of the Governor.

The task force was charged with providing recommendations to the Governor regarding how best to measure the effectiveness of teachers and school leaders based on specific parameters, including:

- student achievement – representing at least 50 percent of the teacher evaluation;
- demonstrated best practices of effective teachers and teaching;
- the weights assigned to these measures; and
- the transition to a performance-based compensation system acknowledging student growth and progress.

During the 2011 interim, LESC staff reported that the task force heard presentations from:

- education professionals specializing in value-added modeling, student assessment, and teacher quality, organizations that included the Southern Regional Education Board, the

New Mexico School Leadership Institute, and the New Mexico Business Roundtable;
and

- the Secretary-designate of Public Education testified that the task force would accept public input prior to completing its report and recommendations to be delivered to the Governor in August 2011.

In August, the Secretary-designate reported that the task force had met 10 times and formed four work groups organized around the following topic areas:

- Teacher and School Leader Evaluation;
- Professional Development;
- Recruitment and Retention; and
- Compensation and Advancement.

On August 26, PED presented the Governor with *New Mexico Effective Teaching Task Force: Final Report and Recommendations*. The report made 38 recommendations, all but two of which (regarding the use and phase-in of a value-added model) were reported to be approved by the 15-member group. Some LESC members, however, expressed a number of concerns, including the need to continue with the three-tier licensure process and to improve the professional development dossier and professional development plan processes.

Summary of Teacher Evaluation Legislation for the 2012 Session

Several teacher evaluation measures were introduced during the 2012 session; however none of them passed. The provisions of those bills are highlighted below:

- *CS/CS/HB 249 & CS/HB 251, Teacher & School Leader Effectiveness Act* — Two bills were originally introduced. The House Education Committee substitute combined the bills proposing legislation intended for the teacher evaluation to include:
 - valid and reliable measures of student growth over multiple years;
 - multiple sources of information related to teacher effectiveness;
 - frequent teacher practice observations; and
 - one formal observation by the building principal.

The proposed legislation intended for the principal evaluation to include:

- measures relating to instructional leadership;
 - feedback from teachers, staff, and parents;
 - fidelity with which the principal administers the state evaluation system; and
 - other measures supported by research.
- *CS/SB 293, Teacher & School Leader Effectiveness Act* — The proposed legislation intended for the teacher evaluation to include:
 - student achievement growth based on the NMSBA for classroom teachers who teach a grade or subject that has an assessment; or, for classroom teachers who do

not teach a grade or subject without an NMSBA, the student achievement growth component may be based on the A-F letter grade;

- observation of the results on data and indicators of instructional practice; and
- multiple measures aligned with improved student achievement adopted by PED.

The proposed legislation intended for the principal evaluation to be based on:

- leadership standards adopted by PED; and
- input from parents and other licensed school employees.

- *CS/SB 315, Teacher Evaluation Framework* — Among other provisions, the proposed legislation:

- created a council to develop recommendations for establishing a teacher evaluation framework and a principal and head administrator evaluation framework;
- required PED to use the framework in establishing a state evaluation procedure for teachers, principals, and head administrators;
- required school districts and charter school governing bodies to make personnel decisions based on the performance ratings of the evaluation program; and
- required teacher evaluation to be based on standards of practice that account for the complexities of teaching and to include formative and summative evaluation criteria, evidence of teaching ability, and student learning from multiple sources.

The proposed legislation intended for the principal evaluation to include:

- evidence of school leadership effectiveness from multiple sources;
- standards for determining school leadership effectiveness;
- evaluation instruments, rubrics and other tools; and
- procedures for conducting evaluations.

Current Law

Provisions in the *School Personnel Act* in the *Public School Code* currently require:

- PED to adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees;
- at the beginning of each school year, teachers and school principals to devise professional development plans for the coming year, and performance evaluations to be based in part on how well the professional development plan was carried out;
- the professional development plan 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;
- a local superintendent to adopt policies, guidelines, and procedures for the performance evaluation process;
- an evaluation by other school employees to be one component of the evaluation tool for school administrators;

- as part of the highly objective uniform statewide standard of evaluation for teachers, a school principal to observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies;
- if a Level 2 or Level 3-A teacher's performance evaluation indicates less than satisfactory performance and competency, a school principal to require a 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 the department to improve their evaluation, administrative, and instructional leadership skills.

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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Secretary-Designate

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NEWS RELEASE

For Immediate Release: May 1, 2012

Nominations Open for New Mexico Teacher Evaluation Advisory Council

SANTA FE – Nominations are now open for 18 seats on the New Mexico Teacher Evaluation Advisory Council (NMTEACH.) This council will play a pivotal role in enabling New Mexico to maintain the waiver from the No Child Left Behind Act. Council members will meet on a regular basis to work in coordination with the state to identify excellent teachers and work towards better practices and training. The council will play a key role in developing a new teacher and school leader evaluation system based on student achievement.

The council will be composed of teachers, principals, superintendents, higher education representatives, representatives from the business communities, education administrators with technical knowledge, and representatives from the Hispanic Education and Indian Education Advisory Councils. All nominees will originate from one of the following stakeholder groups:

- 3—New Mexico teachers nominated from teaching organizations
- 3—New Mexico teachers to be selected by the Public Education Department (PED)
- 3—New Mexico principals:
 - 1 nominated by a principal organization
 - 1 from a New Mexico charter school
 - 1 "at large" selected by PED
- 1—Member from the Hispanic Education Advisory Council
- 1—Member from the Indian Education Advisory Council
- 1—Member from the New Mexico business community
- 2 —National technical experts
- 1—Member from a New Mexico institute of higher education
- 3—District administrator representatives

Nomination forms can found on the “Public Notices” page at the Public Education Department website: <http://ped.state.nm.us/ped/PublicNotices.html>

Completed forms should be submitted via e-mail to: teacher.evaluation@ped.state.nm.us.

Nomination forms are due no later than **5 p.m. on Tuesday, May 8th**.

Council members are selected by the Secretary-Designate of the Public Education Department and will serve a two-year term.

The first NMTEACH meeting will be held Wednesday, May 23rd, 2012.

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