

New Mexico Virtual Academy

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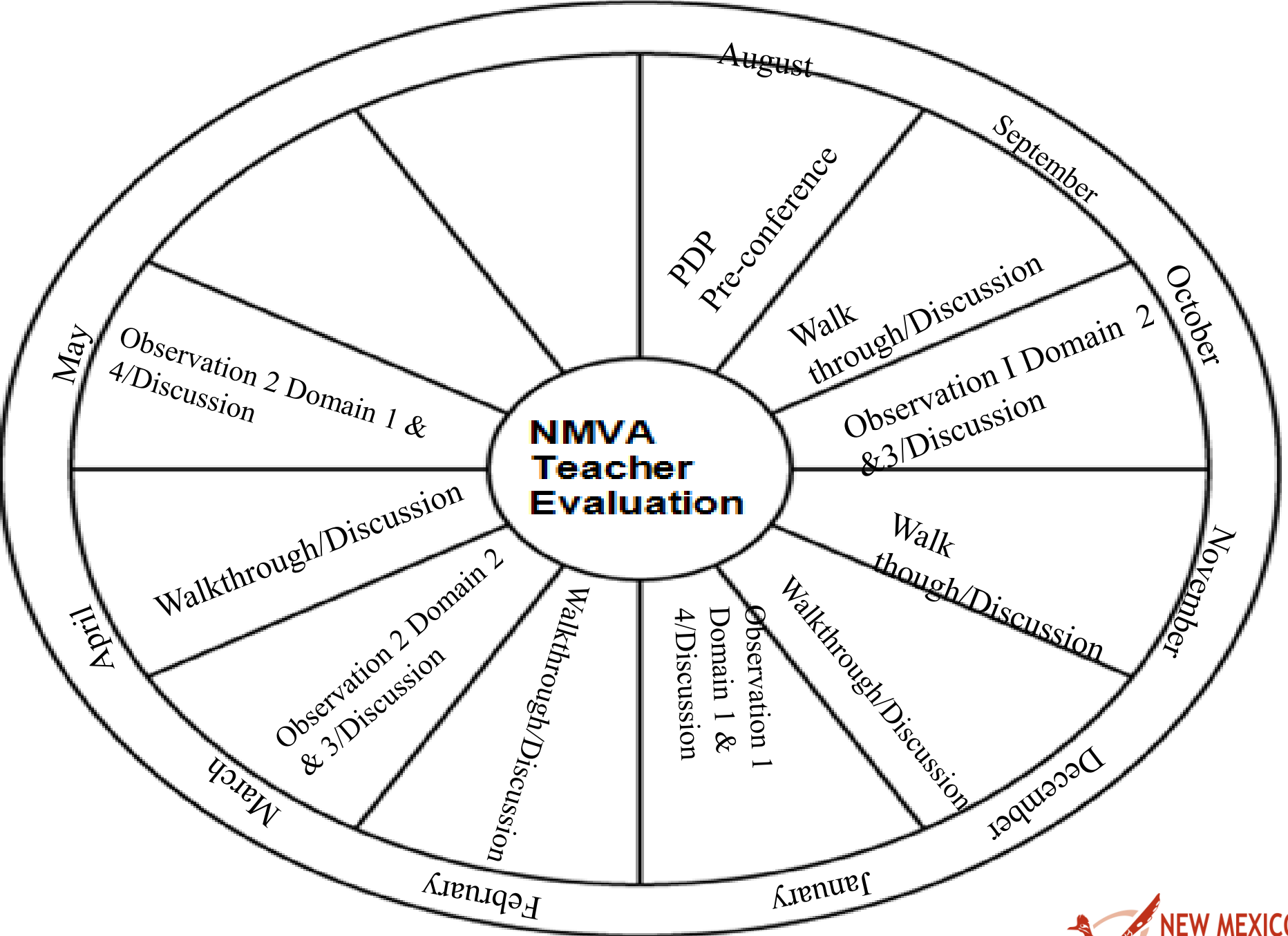
Deborah Jackson



Goals and Initiatives

- Promote staff, parent and community **COLLABORATION**;
- Build a Strong **FAMILY** community
- Provide **POSITIVE** communication among all stakeholders, and
- To build strong student **ACHIEVEMENT**

NMVA




- 1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator effectiveness System (EES) for teachers and principals this school year**

Based on New Mexico Virtual Academy (NMVA) Approved Charter, teacher evaluations are conducted by the Head Administrator, Deborah Jackson. The evaluation tool follows the Governing Council policies in conjunction with New Mexico Public Education Department requirements. All licensed and certified personnel are evaluated.

Observations are conducted collaboratively between the Head Administrator and the teacher to provide support and guidance. Non-exempt employees are evaluated annually; licensed personnel are evaluated in a manner consistent with PED regulations using the TeachNM Rubric and the School's charter, if applicable. The school's Head Administrator is evaluated no less frequently than once per year by NMVA's Governing Council.

Formative evaluations of NMVA teachers were conducted three times for the 2013-2014 school year. For 2014-2015 teachers will be evaluation twice per year by the Head Administrator. Head Administrator will also conduct 3-5 walk-through observations during the school year to provide positive feedback and to provide teachers with one goal to improve their teaching (Wow and Wonders).



Special Education teachers' evaluations also include a focus on issues related to special education compliancy and are conducted by the Head Administrator in conjunction with the Special Education Manager.

NMVA has an iCoaches for Middle School and High School. iCoaches function as mentor teachers to unify and strengthen the instructional base of our teachers. iCoaches will work along side of the Head Administrator to conduct observation and/or walkthroughs. iCoaches share ideas, and collaborate with their team to increase student engagement, student achievement and student growth outcomes.

Teachers at NMVA are the first and foremost connection between students, learning coaches, and administration. The effective performance of their duties is critical to student achievement and engagement. Clear expectations, paired with experience and training, are key to their performance.

In addition to the Teach NM rubric which includes: Domains 1: Planning and Preparation; Domain 2: Creating an Environment for Learning, Domain 3; Teaching for Learning and Domain 4: Professionalism; NMVA teachers are also evaluated on INACOL (National Standards for Quality Online Teaching) which has been incorporated into the rubric.

Additional additions to the rubric are:

- The quality and quantity of teacher work.
 - Strengths and areas for improvement.
 - Initiative and teamwork.
 - Attendance.
 - Customer service orientation.
 - Problem solving skills.
 - Ongoing professional growth and development.
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INACOL

Example of some of the additions to the rubric for a NMVA teachers are:

Domain 1: Planning and Preparation

The lesson plan provides evidence that the teacher understands best practices and strategies of effective online learning.

Domain 2: Virtual Classroom Environment

The virtual teacher applies with FERPA guide lines

Domain 3: Instruction

The virtual teacher's questioning techniques elicit a deep response. The online teacher monitors online instruction groups while engaging active engagement with peers and teacher.

Domain 4: Professionalism

How well does the virtual teacher engage families in the instructional program? Is the teachers' communication (both formal and informal) with the families frequent and culturally appropriate?

- **NMVA Framework for Measuring Teacher Effectiveness (approved by NM PED)**
- **SBA 35 %**
- **GLV (Grade Level Value) 10 %**
- **Q1 Growth 5 %**
- **Domains 2 & 3 25%**
- **Domains 1 & 4 15 %**
- **Teacher attendance 5%**
- **Student Survey 5%**

2. Which online system does your school district/charter school use to help implement the EES?

Does your school district/charter school plan on using the system next year?

Teach Scape

Yes, NMVA will continue to use Teachscape. We do hope the kinks are worked out. Teachscape provides the teachers and administrators with valuable Professional Opportunities as well as a center location for teacher effectiveness.

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment

Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment

Group C; teachers who teach in kindergarten, first, and second grades

- **Group A – 9 Teachers**

- **Level I- 1**
- **Level II – 7**
- **Level III- 1**

- **Group B- 3**

- **Level I- 0**
- **Level II – 1**
- **Level III- 1**

- **Group C -**

- **Level I- 0**
- **Level II – 0**
- **Level III- 0**

4. For principals and assistant principals, what is the number and percent of these administrators in the your school district/charter school in each of the following group?

Group A: NM licensed administrator (Level 3-B): serve as Principal/Director, Assistant Principal, Dean of Student, or Athletic Directors; and supervise and evaluate certified teachers;

Answer: NMVA has only one (1) Head Administrator.

Group B: District-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B license;

Answer: NMVA has one (1) Special education/Testing Coordinator under contract

5. Has your school district/charter school shared the data and results of the ‘District Educator Effectiveness Summative Report’ with your teachers and principals? Why or why not?

Yes, the teachers were given their summative report. The reports are incorrect and I have instructed my teachers not to sign them. The reports were all missing teacher attendance as well as the questionnaires. I have submitted all of the documents to Matt Montano and as of date they have not been updated.

Teacher evaluation are incorrect due to the error- teachers are at minimally effective and will move to effective as soon as the data is updated.

6. Did your school district/charter school participate in the New Mexico Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES rating, if any.

No, NMVA was not apart of the Pilot Project for 2012-2013

Time Line for Teacher Evaluations

SY 2013-2014 Nine Teacher Competencies areas

SY 2013-2014 TeachNM rubric

**SY 2014-2015 TeachNM rubric aligned with iNAOCL
Board approved April 2014.**

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system

1. The evaluation rubric has to be aligned to the job description of a virtual teacher
2. The evaluation system as it stands requires a lot of work to complete along with all of the other responsibilities of a Head Administrator
3. There is a lot of negativism surrounding the teacher evaluations in the state which has a negative impact on student/teacher moral
4. Teachers do not oppose to being evaluated- they oppose to the evaluation system not being meaningful. Teachers need to be able to use the evaluation to enhance their practice and to use the data to enhance student learning. Teachers do not like being micromanaged through the evaluation system. The teacher evaluation system is a tool and should be used as a tool. It is a snap shot of what a teacher is doing not the whole picture.

The evaluation system ties student success over a three period to teachers – with no consideration to the outside factors that effect students learning such as:

Maslow's hierarch of needs

