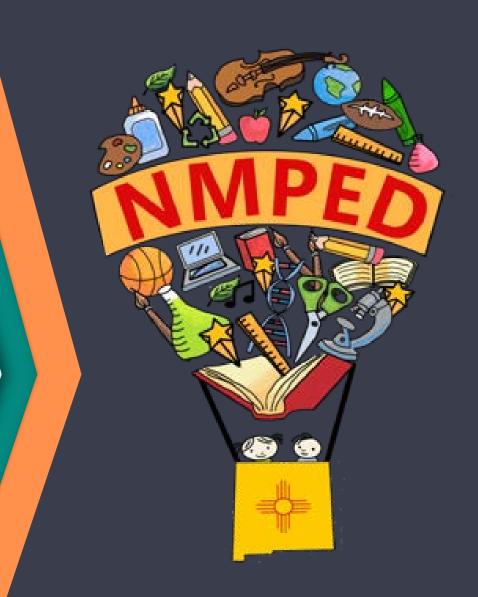
Elevate NM

Danielle Gothie, Ed.M., Director of Educator Growth and Development Bureau

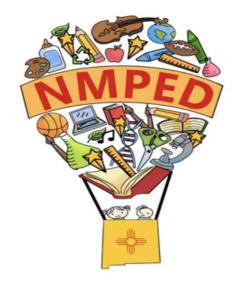
Gwen Perea Warniment, Ph.D., Deputy Secretary of Teaching, Learning, and Assessment

Public Education Department August 26, 2020



Investing for tomorrow, delivering today.

Elevate NM

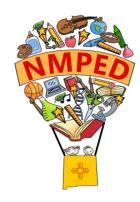


New Mexico Educator Evaluation Task Force



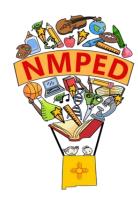
Purpose of the System

- Improve student learning, growth, and well-being
- Promote educator learning, growth, and well-being
- Support meaningful, actionable feedback and professional selfreflection
- Strengthen a learning culture through communication, collaboration, continuous improvement, and shared ownership



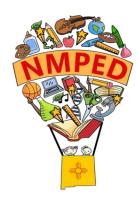
Design of the System

- Observation and Feedback
- Professional Development Plan (PDP)
- Student Surveys and Performance Data/Evidence of Student Learning
- Mentorship



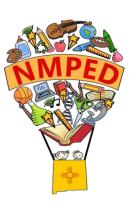
Support for Implementation

- Communication that clearly emphasizes the purpose of the system
- Training that builds the capacity of all stakeholders
- Resources that support effective implementation
- Time for educators to learn the new system and implement it effectively



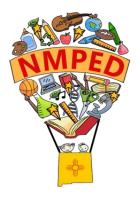
Observations

- Use a revised Danielson Framework with language that supports cultural sustainability, standards, social emotional learning, and/or Individual Education Plans (IEPS)
- Build the observation process on meaningful feedback and conversations
- Use informal observations for more frequent and actionable feedback
- For other education professionals in non-teaching positions, use the Danielson Framework and add "look-fors" (actions or practices for observers to look for) specific to those educators



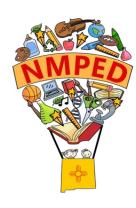
Professional Development Plans (PDPs)

- Ensure the PDP plays a central role in the new system
- Support educator ownership of the PDP to improve individual practice
- Promote collaboration so educators can support one another with their PDP
- Use a rubric with supporting evidence for the PDP



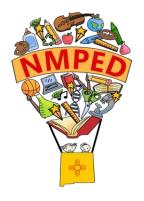
Surveys

- Provide new, formative, valid, and reliable survey system
- Use to inform educator practice and development
- Minimize classroom time to administer the surveys
- Survey students about classroom climate and culture; survey families about school climate



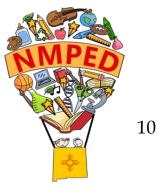
Mentorships and Peer Observations

- Opportunities for peer observations
- Mentorships and peer observations should support the PDP process
- Extend the mentorship program from one year to three years
- Support a one-year advisory or peer support program for educators new to a school district but not to the field



Elevate NM Rubric: Domain 3

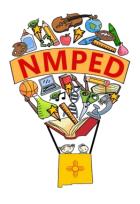
- Element 3-A: Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Development
- The teacher uses systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency. The teacher consistently engages students in high levels of thinking within instruction and content
- The term "all students" includes culturally and linguistically diverse students, English learners, and students with disabilities
- Level of Performance measurements include: Innovating;
 Applying; Developing; and Not Demonstrating



An Integrated System

Elevate NM is designed to support our New Mexico educators through three main components:

- Educator Professional Development Plan
- Observations (informal and formal) and Feedback
- Surveys



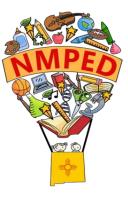
Test Driving the System and Execution

- 1000 administrators signed up for training this week
- On-going support and integration with other initiatives at PED
- Focus on using technology and national virtual learning standards
- No PED reports for 2020-21



Key Shift

- No summative score
- New reports emphasize data and actionable next steps for improvement
- System designed to have cyclical connections from year to year
- Integration with NM VISTAS



Thanks!

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