

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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November 13, 2012

MEMORANDUM

TO: Legislative Education Study Committee

FR: LaNysha Adams

RE: STAFF REPORT: TEACHER AND PRINCIPAL EVALUATION UPDATE

In the 2012 interim, the Legislative Education Study Committee (LESC) has received three prior reports on the Teacher and School Leader Effectiveness rules, 6.69.8 NMAC:

- in June, the committee heard from LESC staff about the New Mexico Teacher Evaluation Advisory Council (NMTEACH) formed by the Public Education Department (PED) and Principle 3 of the *Elementary and Secondary Education Act* (ESEA) flexibility waiver¹;
- in July, the committee heard testimony from:
 - LESC staff, who summarized provisions from the draft rule “Teacher and School Leader Effectiveness” (6.69.8 NMAC) and compared the draft rule provisions to current provisions in the *School Personnel Act*; and
 - PED, who provided details about members selected for NMTEACH, discussed NMTEACH’s progress developing observation protocols for the evaluation pilot,

¹ On February 12, 2012, when the US Department of Education (USDE) approved the state’s revised application, New Mexico became the 11th of the 11 initial applicants to be granted a waiver from certain requirements of No Child Left Behind. 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.

and expressed commitment to aligning its rule with the three-tiered licensure system; and

- in August, the committee received a report from staff from the National Conference of State Legislatures (NCSL), who discussed state efforts to reform educator evaluation systems.

As informational items, this staff report includes:

- pilot schools update; and
- background.

Presenters

The committee will be provided with two district-level reports on the teacher and principal evaluation pilot from:

- Mr. Kirk Carpenter, Superintendent, Aztec Municipal Schools (AMS) and Ms. Tania Prokop, Deputy Superintendent, AMS; and
- Ms. Shelly Green, Interim Chief Academic Officer, Albuquerque Public Schools (APS) and Ms. Carrie Robin Menapace, Legislative Liaison and Policy Analyst, APS.

Ms. Hanna Skandera, Secretary-designate for Public Education will also be available for this item on the agenda.

Pilot Schools Update

In accordance with complying with the waiver from the federal *No Child Left Behind Act* (NCLB), the US Department of Education has required the state to develop the framework for a new teacher and principal evaluation system.² PED and NMTEACH (see “Background,” below) will focus on the development and implementation of this framework in the pilot during school year 2012-2013.

According to a PED website presentation titled *Championing Excellence: Teacher and School Leader Evaluation* (see Attachment 2) the implementation of the pilot will be focused on the School Improvement Grant (SIG) schools, along with volunteer districts, including:

- a research-based observation protocol instrument;
- multiple measures; and
- student achievement.

² Provisions in the *School Personnel Act* in the *Public School Code* currently require highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees. Although legislation to amend current provisions for a highly objective uniform statewide standards of evaluation system did not pass, PED pursued a new evaluation system by rule. On July 18, 2012, PED held a public hearing to solicit public comment on the draft rule. The August 30, 2012 issue of the *New Mexico Register* included the final adoption of the new “Teacher and School Leader Effectiveness” rule, 6.69.8 NMAC (see Attachment 1).

For the pilot schools, PED outlined the following teacher and principal evaluation system requirements to:

- include student achievement data as evidence of effectiveness;
- be used for continuous improvement;
- meaningfully differentiate among at least three levels;
- use multiple, valid measures to determine performance levels, including student growth for all students as a significant factor;
- evaluate teachers and principals annually;
- provide clear, timely, useful feedback to guide professional development; and
- be used to inform personnel decisions.

According to an email received October 2, 2012 by LESC staff from PED, 65 schools were selected for the new teacher evaluation system pilot (see Attachment 3). Schools participating in the pilot must commit to 100 percent participation in training and data reporting. Each school in the teacher evaluation system pilot will be visited and provided technical assistance with observation protocols by PED each semester during school year 2012-2013. According to PED, the “Teacher and School Leader Effectiveness” pilot will inform statewide evaluation implementation during school year 2013-2014 on:

- observation protocols;
- professional development and training;
- non-tested subjects and grades;
- other multiple measures; and
- data collection and reporting.

Final outcome goals specified by PED for the teacher and principal evaluation system pilot are to:

- establish a differentiated evaluation system;
- prioritize student outcomes;
- define a measure of effectiveness;
- provide data to teachers and school leaders; and
- target professional development and training.

Aztec Municipal Schools Teacher and School Leader Effectiveness Pilot

At the time the LESC report was being finalized, the update on the pilot Aztec Municipal Schools was still being prepared. An update on the pilot in this district will be provided at the meeting.

Albuquerque Public Schools Teacher Evaluation Pilot

While six schools in Albuquerque Public Schools (APS) are participating in PED’s new teacher and principal evaluation system pilot, during school year 2011-2012 APS partnered with the Albuquerque Teachers Federation to create a one-year teacher evaluation system pilot of its own. The SIG required APS to identify factors that would assist rigorous, transparent, and equitable evaluation systems. In order to satisfy this requirement, at SIG recipient sites, the

district conducted an evaluation and compensation pilot that utilized multiple observations by administrators, data on student growth, student learning goals, and student perception surveys.

In the APS Pilot:

- SIG grant funds were used to support performance-based compensation for participating staff members;
- \$409,105 was budgeted;
- 93 teachers and 11 administrators volunteered to participate at four SIG sites:
 - Ernie Pyle Middle School;
 - Highland High School;
 - Rio Grande High School; and
 - West Mesa High School;
- all participants were compensated according to their performance based on high, average, or low outcomes on multiple measures:
 - student surveys;
 - multiple observations;
 - school-wide value-added growth;
 - individual value-added growth;
 - professional learning communities student learning goals (SLGs); and
 - individual teacher's SLGs; and
- at the end of the pilot, 98 percent of teachers and support staff provided feedback on the process and measures.

Background

On May 1, 2012, PED issued a press release requesting nominations for 18 seats on the NMTEACH. Council members were selected by the Secretary-designate of Public Education to serve a two-year term. The council is 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.

According to PED, NMTEACH will develop guidance in regards to the three-tier licensure system (dossier process, licensure renewal, etc.), interventions for principals and teachers,

formulating guidelines for multiple measures, professional development, training and certification, and teacher and principal rewards and dismissal.

Since its first meeting on June 4, 2012, NMTEACH has held eight meetings on:

- Wednesday, June 16, 2012;
- Monday, July 9, 2012;
- Friday, July 20, 2012;
- Thursday, August 2, 2012;
- Saturday, August 11, 2012;
- Saturday, August 25, 2012;
- Tuesday, September 25, 2012; and
- Wednesday, October 17, 2012.

In these meetings, NMTEACH members heard presentations, reviewed contemporary research regarding teacher evaluation and impact, and advised PED on implementation decisions. In the observation protocol that was endorsed by the council, teachers will be evaluated along four domains on the Danielson Framework. Danielson's Framework for teaching 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 observation protocol, these elements have indicators for five levels of performance (e.g., ineffective, minimally effective, effective, highly effective, and exemplary (see Attachment 4).

NMTEACH continues to hold open meetings (see Attachment 5) and is working out the details of the new teacher and principal evaluation system as the pilot is being conducted.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE
PART 8 TEACHER AND SCHOOL LEADER EFFECTIVENESS

6.69.8.1 ISSUING AGENCY: Public Education Department. (PED)
 [6.69.8.1 NMAC - N, 08-30-12]

6.69.8.2 SCOPE: Chapter 69, Part 8 governs standards for determining and measuring teacher and school leader effectiveness.
 [6.69.8.2 NMAC - N, 08-30-12]

6.69.8.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-10A-18, 22-10A-19 and 22-10A-19.2, NMSA 1978.
 [6.69.8.3 NMAC - N, 08-30-12]

6.69.8.4 DURATION: Permanent.
 [6.69.8.4 NMAC - N, 08-30-12]

6.69.8.5 EFFECTIVE DATE: August 30, 2012, unless a later date is cited at the end of a section.
 [6.69.8.5 NMAC - N, 08-30-12]

6.69.8.6 OBJECTIVE: This rule establishes uniform procedures for conducting annual evaluations of licensed school employees, for setting the standards for each effectiveness level, for measuring and implementing student achievement growth, and for monitoring each school district's implementation of its teacher and school leader effectiveness evaluation system. This rule also seeks to change the dynamic of placing emphasis on teacher effectiveness and provide the opportunity to acknowledge excellence, thereby replacing the binary system that emphasizes years of experience and credentials.
 [6.69.8.6 NMAC - N, 08-30-12]

6.69.8.7 DEFINITIONS:

- A. "Assistant principal" means a properly licensed instructional leader who assists a principal in a public school.
- B. "BIE school" means a bureau of Indian education school that is governmentally owned and controlled, located in New Mexico, provides instruction for first through twelfth grades and is not sectarian or denominational.
- C. "Department" means the New Mexico public education department or PED.
- D. "EES" means effectiveness evaluation systems which are developed by school districts to measure the effectiveness of licensed school employees.
- E. "Fidelity observations" means the requirement of school leaders to periodically observe and evaluate assigned teachers in the classroom with observations that have been documented and are verifiable.
- F. "Licensed school employee" means teachers and school leaders employed in a public school.
- G. "New Mexico standards-based assessment (SBA)" means the collection of instruments that assess student academic performance annually and the students' progress toward meeting the New Mexico content standards with benchmarks and performance standards.
- H. "Principal" means the chief instructional leader and administrative head of a public school.
- I. "School district" means one of the 89 political subdivisions of the state created for the administration of public schools and includes those state-authorized charter schools that have not requested waiver of evaluation standards for school personnel. District-authorized charter schools are excluded from being considered a school district for purposes of this rule.
- J. "School district superintendent" means the chief executive officer of a school district and the head administrator of a charter school.
- K. "School leader" means a principal or assistant principal employed in a public school.
- L. "State agency" means the New Mexico military institute, the New Mexico school for the blind and visually impaired, the New Mexico school for the deaf, any juvenile detention center or facility served by the juvenile justice service of the children youth and families department, the New Mexico youth diagnostic and development center, the Sequoyah adolescent treatment center of the department of health, Carrie Tingley crippled

children's hospital, the New Mexico behavioral health institute at Las Vegas and any other state agency responsible for educating resident children.

M. "Teacher" means a person who holds a level one, two or three-A license and whose primary duty is classroom instruction or the supervision, below the school principal level, of an instructional program or whose duties include curriculum development, peer intervention, peer coaching or mentoring or serving as a resource teacher for other teachers. "Teacher" shall not include any person issued a Native American language and culture certificate pursuant to the School Personnel Act [Sections 22-10A-1 to 22-10A-39 NMSA 1978]. [6.69.8.7 NMAC - N, 08-30-12]

6.69.8.8 EFFECTIVENESS EVALUATION SYSTEMS:

A. As soon as possible but not later than the commencement of the 2013-2014 school year, all school districts shall develop and submit to the department for approval and for implementation during the 2013-2014 school year, an effectiveness evaluation system for measuring performance of licensed school employees.

B. School districts may continue to use the highly objective uniform statewide standards of evaluation described in 6.69.4 NMAC for evaluating, promoting, terminating and discharging licensed school employees for performance during the 2012-2013 school year.

C. Each school district shall report annually to the department the results of its effectiveness evaluations of its licensed school employees and the alignment of its effectiveness evaluation system with the three-tiered licensure system.

D. A teacher and school leader EES shall:

- (1) be designed to support effective instruction and student achievement, with the results used to inform school district and school level improvement plans;
- (2) provide appropriate instruments, procedures and criteria and continuous quality improvement of professional skills, with results used to support the professional development of licensed school employees;
- (3) include a mechanism to examine effectiveness data from multiple sources, which may include giving parents and students opportunities to provide input into effectiveness evaluations when appropriate;
- (4) identify those teaching fields for which special evaluation procedures and criteria may be developed in a manner that is consistent and reliable;
- (5) include measures of student achievement growth worth 50%, observations worth 25% and other multiple measures worth 25%, unless otherwise provided for;
- (6) differentiate among at least five levels of performance, which include the following:
 - (a) exemplary, meets competency;
 - (b) highly effective, meets competency;
 - (c) effective, meets competency;
 - (d) minimally effective, does not meet competency; and
 - (e) ineffective, does not meet competency.

E. Teacher and school leader effectiveness evaluation procedures for licensed school employees shall be based on the performance of students assigned to their classrooms or public schools.

F. Every public school classroom teacher who teaches in a grade or subject that has a standards-based assessment that would permit the calculation of student achievement growth, must have an annual effectiveness evaluation, provided that:

- (1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and
- (2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:
 - (a) valid and reliable data and indicators of student achievement growth assessed annually through a combination of 35% standards-based assessment and 15% additional department-approved assessments, for a total of 50%, provided that this calculation shall not be based upon a single test score;
 - (b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by state assessments; and
 - (c) the PED-adopted measure of student achievement growth calculated for all courses associated with state assessments and for which the school district shall select comparable measures of student achievement growth for other grades and subjects.

G. Every public school classroom teacher who teaches in a grade or subject that does not have a standards-based assessment, also must have an annual effectiveness evaluation, provided that:

(1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and

(2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:

(a) valid and reliable data and indicators of student achievement growth assessed annually on district-selected and department-approved assessments, for a total of 50%;

(b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by department-approved assessments; and

(c) the PED-adopted measure of student achievement growth calculated for all courses associated with department-approved assessments and for which the school district shall select comparable measures of student achievement growth, and approved by the PED, for other grades and subjects.

H. An EES shall base at least 25% of the results on data and indicators of instructional practice for teachers. School leaders shall observe instructional practice of teachers using common research-based observational protocol approved by the department that correlates observations to improved student achievement.

I. Effectiveness evaluation criteria for evaluating classroom teachers shall include indicators based on research-based instructional practices as determined by the department.

J. School districts that receive funding under the Bilingual Multicultural Education Act [Sections 22-23-1 to 22-23-6 NMSA 1978] or with students possessing limited English proficiency should ensure that they are doing all they can to carry out all state and federal activities and programs to assist those student populations. [6.69.8.8 NMAC - N, 08-30-12]

[The department maintains a list of approved assessment options and effectiveness evaluation measures and criteria for evaluating classroom teachers on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the student achievement growth component and evaluation criteria in a teacher's effectiveness evaluation.]

6.69.8.9 STUDENT ACHIEVEMENT GROWTH AND STUDENT ASSESSMENT PROGRAMS:

A. School districts shall use the department-adopted student achievement growth measure to measure the growth in achievement of each student, provided that a school district may request permission to use a combination of the department-approved achievement growth measure and an alternative student achievement measure for non-tested subjects and grades which is department approved.

B. Whenever possible, an EES rating the performance of a classroom teacher shall include three years or more of student achievement growth data.

C. An EES rating the performance of any teachers who are assigned to courses not associated with state assessments may, upon request by their school district through the EES approval process, be permitted to include achievement growth that is demonstrated on state assessments as a percentage of the overall effectiveness evaluation. If that request is permitted and a percentage applied:

(1) achievement growth on the state assessment shall be based on the students assigned to the teacher; and

(2) the achievement growth of the teacher's assigned content area, as measured by the district-selected assessment, shall be the greater percentage.

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

(1) the growth in achievement of the classroom teacher's student on state assessments;

(2) the school's A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or

(3) state-developed end of course examinations or other PED-recommended options.

E. Beginning with the 2013-2014 school year, each school district shall be responsible for measuring the achievement gains of their students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing programs. To accomplish this, each school district shall administer a student assessment for each course they offer that measures mastery of the content as described in the state-adopted course description at the necessary level of rigor for the course. The student assessments may include:

(1) statewide assessments currently administered in mathematics and reading;

(2) other standardized assessments approved by the department, including nationally recognized standardized assessments;

- (3) industry certification examinations; and
- (4) department-approved school district-developed or selected end-of-course assessments.

F. A school district may develop its own assessment that measures student achievement growth for classroom teachers who do not teach in a standards-based assessment grade or subject, provided that, it submits the assessment to the department for approval.

[6.69.8.9 NMAC - N, 08-30-12]

[The department maintains a list of approved student achievement growth measures on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the growth in advancement of each student.]

6.69.8.10 EFFECTIVENESS EVALUATIONS OF SCHOOL LEADERS:

A. Every school leader must have an annual effectiveness evaluation, which shall be conducted by a qualified person and approved by PED.

B. All EES 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.

C. The effectiveness evaluation of school leaders shall, whenever possible, include student achievement growth data for students assigned to the public school for at least three consecutive school years, 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 6.19.8 NMAC.

[6.69.8.10 NMAC - N, 08-30-12]

[The department maintains a list of leadership standards on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts in establishing indicators for conducting effectiveness evaluation of school leaders.]

6.69.8.11 EVALUATIONS, REPORTS AND POST-EVALUATION CONFERENCES:

A. A classroom teacher whose previous annual effectiveness evaluation rating was either highly effective or exemplary shall continue to be observed four separate times a year by their school principal or other qualified external observers. The principal rating this classroom teacher shall have no role in selecting nor be related by blood or marriage to the external observer.

B. All external observers shall receive training provided by either their school district or the PED. School districts may train their own external observers provided they develop mandatory written guidelines and those guidelines at a minimum require:

(1) that the external observers possess current New Mexico educator licensure and that they have at least five years of verifiable consecutive classroom teaching experience;

(2) that the external observers be provided with a district or PED developed form that contains at a minimum their name, the classroom teacher's name, the date, the start and stop time of their observation, the number of students present, space for subjective and objective observation, and a total point score of that teacher;

(3) that the external observers complete one actual training session of a classroom teacher who consents to such an observation solely for training purposes;

(4) that the external observers complete their written evaluation of a classroom teacher before leaving the school on the day of the observation; and

(5) that the external observers maintain confidentiality of their observations and written evaluations and do not discuss with anyone except the principal their observations or evaluations, nor may they retain or remove any copies of their evaluations or field notes from school premises.

C. Written feedback from school leaders and external observers shall be provided to classroom teachers within ten calendar days after observation is completed, which observation can occur over more than one day, provided that a school district's EES permits this.

D. Upon approval by the department, multiple measures adopted by a school district for use in their EES by the school districts shall constitute 25% of their teacher and school leader EES, provided that:

(1) the multiple measures align with improved student achievement; and

(2) each school district adopts at least two multiple measures which shall be used district-wide.

E. The school leader responsible for supervising a licensed school employee shall be the one who evaluates that employee's performance. The school district's EES:

(1) may provide for the supervisor to consider input from other trained evaluators and observers provided that they are not also supervised by the supervisor nor are related by blood or marriage to the supervisor; and

(2) shall provide for contingencies if a supervisor leaves a school district for any reason prior to completing the required effectiveness evaluations of all teachers within that supervisor's responsibilities.

F. Every person who evaluates a licensed school employee under this rule shall submit an original written report to the school district superintendent and an exact copy to the licensed school employee being evaluated. The effectiveness evaluation shall not be changed once each component is completed and it has been delivered to either the school district superintendent or the licensed school employee being evaluated.

G. A licensed school employee rated minimally effective or ineffective may provide a written statement in response to their effectiveness evaluation and that statement shall become a permanent attachment to that employee's evaluation file.

H. Every person who rates a licensed school employee minimally effective or ineffective shall describe in detail the minimally effective or ineffective performance and inform the licensee in writing:

(1) of a right to a post-evaluation conference which the evaluator must convene and which shall occur no later than ten days after the evaluation is completed unless the employee agrees to an extension;

(2) that during the conference the evaluator will make recommendations to the employee with respect to specific areas of unsatisfactory performance and provide feedback that lays the initial framework for an individual professional growth plan;

(3) that the evaluator will provide assistance in helping the employee correct unsatisfactory performance and that the district will extend strategic support aligned to best practices identified by the department to assist the employee to correct unsatisfactory performance;

(4) that if the employee has an employment contract, the employee shall be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance, provided that:

(a) the 90 days shall not include weekends, school holidays or school vacation periods, declared snow days, and approved employee leave days;

(b) during the 90 days the licensed school employee shall be observed and evaluated periodically, that is, more than four times in writing and shall be informed of the results of those observations; and

(c) the evaluator shall maintain documentation of having provided assistance and notification of in-service training opportunities to help correct the performance deficiencies noted of the licensed school employee; and

(5) that receipt of the notice shall constitute notice of uncorrected unsatisfactory work performance pursuant to Section 22-10A-3 NMSA 1978 and 6.69.2 NMAC.

I. Within five school days after the expiration of the 90-day performance growth plan, the evaluator shall determine whether the performance deficiencies have been corrected and forward a written recommendation to the school district superintendent.

J. Within 10 school days after receipt of that written recommendation, the school district superintendent shall in writing notify the licensed school employee who has an employment contract with the school district whether the performance deficiencies have been satisfactorily corrected. A copy of the evaluator's recommendation shall accompany that notice.

K. If satisfactory progress has not been made, the local superintendent shall determine whether to discharge or terminate the employee pursuant to Sections 22-10A-27 or 22-10A-24, NMSA 1978.

L. An employee who has been placed on a 90-day performance growth plan because of minimally effective or ineffective performance and who has not been employed by a school district for three consecutive years, shall have no reasonable expectation of continued employment beyond the end of the contract year by reason of being on a growth plan.

M. The school district superintendent shall provide written notice to the educator quality division of the department the name and licensure file number of all licensed school employees who have received two consecutive minimally effective or ineffective performance ratings and who have been given a written notice of proposed discharge or of proposed termination, or who have resigned their employment after receiving either of these ratings.

[6.69.8.11 NMAC - N, 08-30-12]

6.69.8.12 APPEAL OF EFFECTIVENESS EVALUATIONS:

A. A school district shall adopt procedures for permitting expedited review for the purpose of a licensed school employee requesting an exemption from being rated during a given school year under the school district's EES based only upon extraordinary circumstances.

B. The procedures shall require a written appeal to be submitted to the appellate reviewer within no more than 15 calendar days of receipt of a written notice that the licensed employee's performances deficiencies have not been satisfactorily corrected.

C. Appeals shall be received in a manner that permits verification of the date of receipt.

D. The person who evaluated the licensed school employee shall not be same person who receives and determines the appeal.

E. An exemption from the provisions of this rule can only be granted for one school year based upon extraordinary circumstances, which shall consist of:

(1) a licensed school employee's not having performed services during an entire school year, excluding days out for approved leave and school holidays or closure days, for reasons beyond the employee's control;

(2) a licensed school employee's not being able to perform services for extended periods during a school year due to documented medical reasons of the employee or of the employee's spouse, live-in partner or a child;

(3) a licensed school employee's not being able to perform services for extended periods during a school year due to the death of the employee's spouse, live-in partner or a child; or

(4) a licensed school employee's not having been afforded a full 90 days to demonstrate growth in performance for any reason including the employee's own illness, provided that it shall be the employee's burden to provide verification of not being afforded the full 90 days.

F. All decisions on appeals rendered under this section shall be final and not further reviewable by anyone else at the school district or by the PED.

[6.69.8.12 NMAC - N, 08-30-12]

6.69.8.13 TEACHERS AND ADMINISTRATORS IN NON-PUBLIC SCHOOLS:

A. Only licensed teachers and school leaders employed in schools subject to the A-B-C-D-F Schools Rating Act [Sections 22-2E-1 to 22-2E-4 NMSA 1978] shall be governed by any requirement or provision of this rule.

B. Specifically, neither licensed teachers nor administrators employed in private schools, BIE schools or state agencies shall be governed by any requirement or provision of this rule.

[6.69.8.13 NMAC - N, 08-30-12]

HISTORY OF 6.69.8 NMAC: [Reserved]

Championing Excellence: Teacher and School Leader Evaluation

July 24, 2012

ATTACHMENT 2

What We Know

- Most important classroom factor affecting student achievement: Teachers and Schools
 - Education Trust West study of Los Angeles Unified School District
 - Top quartile teachers gained a half year of additional growth compared to bottom quartile teachers
 - 2nd graders with three consecutive “highly effective” teachers
 - Training and Experience are poor predictors of effectiveness

What the Research Says

The effect of schools and teachers

Students entering at 50th percentile, leave...

Teacher	School	Student Performance*
Average	Average	50
Effective	Ineffective	63
Ineffective	Ineffective	3
Ineffective	Effective	37
Average	Effective	78
Effective	Effective	96

*After two years. Measured in percentile.

New Mexico's Widget Effect

- Progression based upon years of experience and completion of dossier with student samples
- Advancement in level of licensure not based on student achievement or evidence of consistent impact on student outcomes
- A teacher either “meets competency” or “does not meet competence”
- Over 90% of New Mexico's teachers deemed to be meeting competency

Teacher Taskforce

(Summer 2011)

- Executive Order by Governor Susana Martinez established New Mexico Effective Teaching Task Force
 - Task Force made recommendations related to:
 - Differentiated evaluation system of teachers and administrators
 - Improved student achievement is linked to educator effectiveness
 - Alignment of advancement with effectiveness evaluations
 - Professional development and training for teachers and school leaders

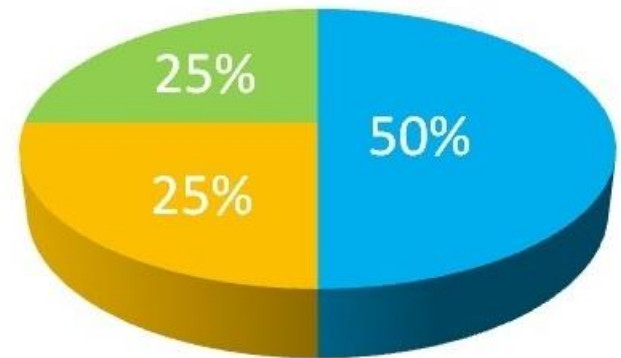
House Bill 249

(February 2012)

- Task Force recommendations served as the foundation for HB249
- HB249 was supported by both political parties, the NEA and the business community
- HB249 passed the New Mexico House 57-9

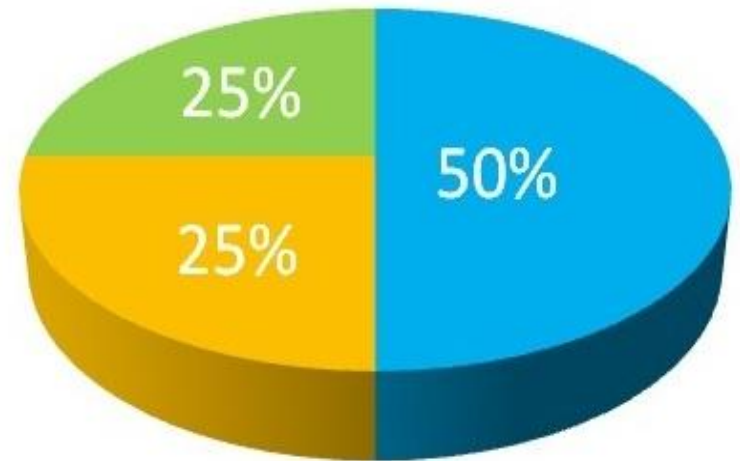
Proposed Teacher Evaluation Framework (Summer 2012)

- **50% in Tested Grades/Subjects:** 35% based on improvement on SBA and 15% based on measures of student achievement growth
3 years worth of data (whenever possible) will be used to measure growth & progress
- **50% in Non-tested Grades/Subjects:** EOC exams and other student growth measures for PED approval
- **25% Locally adopted (PED approved) other multiple measures**
- **25% Observations**



Proposed School Leader Evaluation Framework (Summer 2012)

- 50% Improvement in School Grade
- 25% Multiple Measures
- 25% Fidelity of Teacher Evaluations



NM TEACH

- Membership
 - 6 Teachers
 - 3 Principals
 - 3 Superintendents
 - 1 Higher Education
 - 3 State Technical Experts
 - 2 National Technical Experts
 - 1 Hispanic Education Advisory
 - 1 Indian Education Advisory
 - 1 Business Member

New Mexico Proposed Evaluation Framework

Evaluation System Requirements:

- Include student achievement data as evidence of effectiveness
- Be used for continuous improvement
- Meaningfully differentiate among at least 3 levels
- Use multiple, valid measures to determine performance levels, *including student growth for all students as a significant factor*
- Evaluate teachers and principals annually
- Provide clear, timely, useful feedback to guide professional development
- Be used to inform personnel decisions

NMTEACH

- Research
 - Review contemporary research regarding teacher evaluation and impact
 - Prioritizes student learning as a measure of effectiveness
 - Evaluate and advise on implementation

NMTEACH

- Considerations
 - Observation Protocol
 - Measures of Effective Teaching (MET project)
 - Multiple Measures
 - Student surveys
 - Short-Cycle Assessments
 - Student Achievement
 - Growth
 - End of Course

NM TEACH

- Considerations
 - Alignment to 3-tiered licensure
 - Licensure renewal
 - Advancement
 - Interventions and Support
 - District
 - PED
 - Ongoing training
 - PD
 - Certification

Implementation

- SIG schools, along with volunteer districts, will pilot aspects of the evaluation system in the 2012-2013 school year
 - Pilot will include observation protocols, use of multiple measures, and data runs
- Full evaluation system will be implemented statewide in the 2013-2014 school year

NM Pilot

SY 2012-2013

- Projected Training Dates
 - August 29
 - September 12
 - September 26
 - Early January
 - Mid Spring
- Train the trainer

NM Pilot

Site Visits

- Each site will be visited and provided technical assistance with observation protocols each semester

Commitments

- Each school must have 100% participation
- Data reporting commitment
- Participation in trainings

NM Pilot Goals

- Inform statewide implementation on evaluation implementation:
 - Observation protocols
 - Professional development and training
 - Non-tested subjects and grades
 - Other multiple measures
 - Data collection and reporting
- Assess guidelines in all implementation protocols are sufficient and effective.

Final Outcomes

- Establish a differentiated evaluation system
- Prioritize student outcomes
- Define a measure of effectiveness
- Provide data to teachers and school leaders
 - Growth
 - Classroom
- Target professional development and training

Why We Do What We Do

PILOT SCHOOLS LIST	
School Name	School District
Alamogordo High School	Alamogordo Public Schools
Albuquerque Sign Language Academy	Albuquerque Public Schools
Robert F. Kennedy Charter	Albuquerque Public Schools
Ernie Pyle Middle School	Albuquerque Public Schools
Highland High School	Albuquerque Public Schools
Rio Grande High School	Albuquerque Public Schools
West Mesa High School	Albuquerque Public Schools
Lydia Rippey Elementary	Aztec Municipal Schools
McCoy Avenue Elementary	Aztec Municipal Schools
Park Avenue Elementary	Aztec Municipal Schools
C.V. Koogler Middle	Aztec Municipal Schools
Aztec High Schools	Aztec Municipal Schools
Vista Nueva High School	Aztec Municipal Schools
Mosaic Academy Charter	Aztec Municipal Schools
Alogodones Elementary	Bernalillo Public Schools
Cochiti Elementary	Bernalillo Public Schools
Placitas Elementary	Bernalillo Public Schools
Carroll Elementary	Bernalillo Public Schools
Santo Domingo Elementary	Bernalillo Public Schools
Bernalillo Elementary	Bernalillo Public Schools
Bernalillo Middle	Bernalillo Public Schools
Cochiti Middle	Bernalillo Public Schools
Santo Domingo Middle	Bernalillo Public Schools
Bernalillo High	Bernalillo Public Schools
Naschitti Elementary	Central Consolidated Schools
Newcomb High School	Central Consolidated Schools
Cimarron Elementary	Cimarron Municipal Schools
Eagle Nest Elementary	Cimarron Municipal Schools
Cimarron Middle	Cimarron Municipal Schools
Eagle Nest Middle	Cimarron Municipal Schools
Cimarron High	Cimarron Municipal Schools
Moreno Valley High	Cimarron Municipal Schools
Bell Elementary	Deming Public Schools
Red Mountain Middle	Deming Public Schools
Sunrise Elementary	Gadsden Independent Schools
Desert Trail Elementary	Gadsden Independent Schools
Santa Teresa Middle	Gadsden Independent Schools
Indian Hills Elementary	Gallup Mckinley Schools
John F. Kennedy Middle	Gallup Mckinley Schools
Navajo Pine High School	Gallup Mckinley Schools
Crownpoint High School	Gallup Mckinley Schools
Gilbert L. Sena High School Charter	Gilbert L. Sena High School Charter
Laguna-Acoma High School	Grants-Cibola
Lybrook Elementary	Jemez Mountain Public Schools

Jemez Valley Elementary	Jemez Valley Public Schools
Jemez Valley Middle	Jemez Valley Public Schools
Jemez Valley High School	Jemez Valley Public Schools
Monte Vista Elementary	Las Cruces Public Schools
Mesa Middle School	Las Cruces Public Schools
Ocate High School	Las Cruces Public Schools
Logan Elementary	Logan Municipal Schools
Logan Middle	Logan Municipal Schools
Logan High	Logan Municipal Schools
Barranca Mesa Elementary	Los Alamos Public Schools
Chamisa Elementary	Los Alamos Public Schools
Los Alamos High	Los Alamos Public Schools
New Mexico School For The Deaf	New Mexico School For The Deaf
Pecos Middle School	Pecos Independent Schools
Lindsey Steiner Elementary	Portales Municipal Schools
Raymond Sarracino Middle School	Socorro Consolidated School
Arrey Elementary	Truth or Consequences Schools
Sierra Elementary	Truth or Consequences Schools
T or C Elementary	Truth or Consequences Schools
Tor C Middle	Truth or Consequences Schools
Hot Springs High	Truth or Consequences Schools

Danielson Framework Domain Number: Teacher Responsibility

- a. element

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Designing coherent instruction
- c. Setting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Demonstrating knowledge of students
- f. Designing student assessment

Domain 2: Creating an Environment for Learning

- a. Creating an environment of respect and rapport
- b. Organizing physical space
- c. Establishing a culture for learning
- d. Managing classroom procedures
- e. Managing student behavior

Domain 3: Teaching for Learning

- a. Communicating with students in a manner that is appropriate to their culture and level of development
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Assessment in instruction
- e. Demonstrating flexibility and responsiveness

Domain 4: Professionalism

- a. Communicating with families
How well does the teacher engage families in the instructional program?
Is the teacher's communication with families frequent and culturally appropriate?
- b. Participating in a professional community
How willing and eager is the teacher to participate in the professional community?
How collegial and productive are teacher's relationships with their colleagues?
- c. Reflecting on teaching
How accurate and thoughtful is the teacher's reflection on their lesson?

How detailed and thoughtful are the teacher's strategies for improving their lesson?

d. Demonstrating professionalism

How high are the teacher's ethical and professional standards and practices?

To what degree is the teacher willing to comply with district and school rules and regulations?

e. Growing and developing professionally

To what degree does the teacher seek out and share professional learning?


How well does the teacher utilize feedback?

f. Maintaining accurate records



How efficient and accurate are the teacher's record-keeping systems

NMTEACH/EFFECTIVE EDUCATORS PILOT Fall/Spring Schedule

Date	Time	Location	Topic	Speaker(s)
October 17th	9:00 am – 1:00 pm	Mabry Hall 300 Don Gaspar Avenue Santa Fe, NM, 87501	MET Study and APS Pilot Review	Steve Cantrell Richard Bowman
November 30- December 1	TBD	Albuquerque	Other measures, Lessons learned from other states	Felipe Martinez* TNTP*
March 30	9:00 am – 1:00 pm	Albuquerque	Fall semester data review	Pete Goldschmidt Matt Montañó Steve Broome Ivy Alford



NMTEACH Evaluation Pilot 2012
Aztec Municipal School District

Presentation Attachments

- Cross walk of Current NM teacher competencies and the NMTEACH framework.
- Classroom walk through form
- NMTEACH Summary Observation Form
- Principal Feedback on Pilot as of November 2012.
- Global Concerns and Issues as we move forward that will be addressed in future NMTEACH Committee Meetings

NMTEACH PILOT OBJECTIVES

Inform State Wide Evaluation Protocols

- Observation Protocols
- Professional Development and training.
 - Non-tested subjects and grades.
 - Other Multiple Measures
 - Data collection and reporting

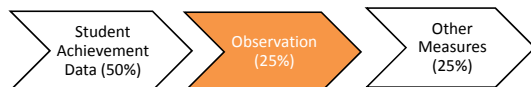
Assess guidelines in all the Implementation protocols to see if they are sufficient & effective



Requirements of the Pilot

- Must have complete participation of all teachers.
- All teachers on cycle for evaluations
- Classroom walk-throughs
- Three Formal Observations with at least two being done by the principal
- Running two parallel systems

Teacher Evaluation



AMSD Training Approach

- Three central office staff members participated in the training and brought protocols back to our principals for implementation
 - Three trainings by PED and SREB
 - Three Webinars – PED and SREB
 - On site training with staff from PED and SREB
 - District Coordinated Trainings
 - New Mexico Leadership Institute
 - Principal Professional Learning Community



Definitions For Discussion

- **Observation**— formal classroom visit that lasts 15-20 minutes or more and provides written feedback to teachers
- **Walk-throughs**— informal classroom visit that lasts no more than 15 minutes; feedback can be provided to teachers but can also be compiled into site or departmental statistics
- **Evaluation** – the process which includes all components of the proposed evaluation; Student Achievement, Observation and other measures.

Aztec Forms

- Cross Walk
- Walk Through Forms
- Observation Summary Form

Principal Feedback

Positives

- Quality of feedback being provided
- More focused on what we are observing
- More detailed feedback from detailed rubric
- Helps instructional leaders better identify areas of PD need for staff
- Less subjective

Areas of Concern

- Time it takes to do the observation is far longer than the suggested 20 -25 minutes
- Number of formal observations that must be completed
- Staff concerned about the 50% of student achievement implication on overall evaluation

NMTEACH Positive Pilot Perspectives

- Getting ahead of the change prior to it happening
- Being able to inform the change and give input
- Better understanding and differentiation of the art and science of teaching
- Assisted us to become better instructional leaders:
 - Rubric
 - Constructive Feedback
 - Different level of communication between teachers and instructional leader

NMTEACH Pilot Hurdles from District Perspective

- Elementary man power to complete evaluations
- District man power to complete evaluations as an alternate observer
 - Identifying people capable of doing the observation
- On-going training support
- Targeted PD
- Cultural shift to new evaluation system
 - More indicators of performance

Human Resource Perspectives

- Appreciation for New System
 - Ability to differentiate levels of proficiency
 - Rubric based system makes the evaluation process less subjective/allows for more constructive feedback
- Even playing field
 - New teachers vs. experienced staff
 - Three Tier System – how will 2 sets of competencies merge together

Human Resource Perspective Continued

- NMTEACH evaluation roll out
 - Still many unknowns
 - How are the three components of the SBA, Evaluation and other measures going to come together?

Things to Consider as we Start Moving Forward

- Training
 - When
 - Who
 - Where
 - How
 - Timeline
- Specific program requirements
 - Required timelines
 - Required forms
 - Grading scales to encompass SBA results and other multiple measures.

Things to Consider as we Start Moving Forward Continued

- Three Tier Implications
 - How will teachers move levels
 - Dossier?
- Pay for Performance
 - When
 - How
- Multiple Measures List
- Evaluations by those other than principal
- Legal ramifications from new framework

Questions





Aztec Municipal School District
NMTEACH Observation Tool
Koogler Middle School

Committed to Student Learning
Committed to Community
Committed to Academic Excellence

Types of observations:

1. CWT= A Classroom Walk Through, less than 15 minutes in duration
2. FO= A Formal Observation, longer than 15 minutes in duration

Teacher may request a date and time if teacher doesn't request a date and time any observation 15 minutes or longer will be considered a Formal Observation.

Citation: 8-29-12 State Observation Protocol slide 8

Teacher:	
Subject:	
Assigned Evaluator:	

Domains	Strands	Elements	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Comment
Domain 1 Planning and Preparation	Knowledge of Content and Pedagogy	1A Demonstrating knowledge of Content and Pedagogy						
		1B Designing Coherent Instruction						
		1C Setting Instructional Outcomes						
		1D Demonstrating knowledge resources						
	Knowledge of Students	1E Demonstrating knowledge of students						
		1F Designing student assessment						
Domain 2 Creating an Environment for Learning	Creating an Environment of Respect and Rapport	2A Creating an Environment of Respect and Rapport						
		2B Organizing Physical Space						
	Establishing a Culture of Learning	2C Establishing a Culture for Learning						
	Managing Classroom Procedures	2D Managing Classroom Procedures						
	Managing Student Behavior	2E Managing Student Behavior						
Domain 3 Teaching for Learning	Communicates Clearly and Accurately	3A Communicating with Students						
	Uses Questioning and Discussion Techniques	3B Using Questioning and Discussion Techniques						
	Engaging Student Learning	3C Engaging Students in Learning						
		3D Assessment in Instruction						
		3E Demonstrating Flexibility and Responsiveness						
Domain 4 Professionalism	Provides Feedback to Parents	4A Communicating with Families						
	Professional Collaboration	4B Participating in a Professional Community						
		4C Reflecting on Teaching						
	Professional Growth	4D Demonstrating Professionalism						
		4E Growing and Developing Professionally						
		4F Maintaining Accurate Records						

Classroom Observation Notes

Classroom Artifacts:

Description of Student Behaviors/Activities:

Description of Teacher Behaviors/Activities:

Wow:

Wonder:



ALBUQUERQUE PUBLIC SCHOOLS PILOT FOR TEACHER EVALUATIONS

**Shelly Green, Interim Chief Academic Officer
Yvonne Garcia, Principal, Rio Grande High
School**

**Presented to the Legislative Education Study Committee
Representative Rick Miera, Chair
November 15, 2012**

WHY PILOT EVALUATIONS NOW?

- School Improvement Grant
 - 4 Schools in APS awarded grant
 - Rio Grande High School
 - West Mesa High School
 - Highland High School
 - Ernie Pyle Middle School
 - SIG required APS to identify factors that would assist rigorous, transparent and equitable evaluation systems
- Gate's Grant and Harvard Strategic Data Fellows
 - 2 Harvard Strategic Data Fellows
 - Assisted with teacher evaluations and studied the achievement gap
- Collaboration between APS and the Albuquerque Teachers' Federation (ATF)
 - Recognized the importance of a pilot to provide feedback on how to design, implement and administer a multiple measures evaluation system

PARTNERSHIP BETWEEN APS AND ATF

- Prior to pilot we negotiated:
 - Voluntary Participation
 - “Hold-Harmless” Evaluation
- For the pilot itself we negotiated:
 - Inclusion of Student Learning Goals
 - Actual percentage weights to each component
 - Solicited union president assistance when discussing pilot with school staff
- After the pilot we negotiated:
 - Use of the pilot observation tool in all schools if PED did not pilot another protocol
 - APS is **not** using the pilot observation tool due to PED pilot

FUNDING FOR THE PILOT

○ Overall Budget:

- \$409,105 from SIG funds
 - Ernie Pyle Middle School = \$123,480
 - West Mesa High School = \$121,242
 - Highland High School = \$86,230
 - Rio Grande High School = \$78,153
- Teachers received up to a \$5000 stipend for participation which was most of the budgeted dollars

PARTICIPATION IN THE PILOT

- Site administrators were required to participate
- School staff were given the option to volunteer
- School Visits
 - The data fellows, chief academic officer and union president visited each of the four schools to solicit volunteers
 - Staff received an overview of the pilot, could attend a Q&A session and were given the pilot materials before they decided
- Participant numbers:
 - 4 principals
 - 7 assistant principals
 - 79 classroom teachers
 - 15 support staff

PARTICIPANTS BY JOB TITLE AND SCHOOL

Table 1: Pilot Participants by Job Title and School

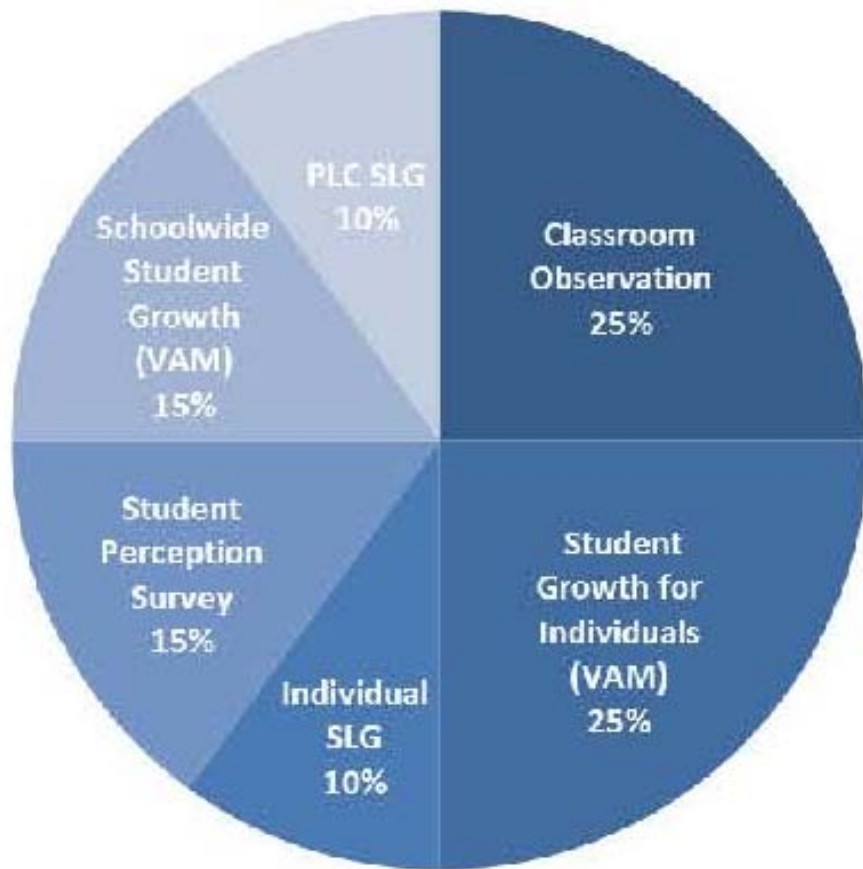
	Regular Education Classroom Teacher	Special Education Classroom Teacher	Support Staff	Administrator	Total
Ernie Pyle	13	3	10	2	28
Highland	10	7	3	3	23
Rio Grande	10	5	2	4	21
West Mesa	29	1	0	2	32
Total	62	16	15	11	104

Table 2: Participants' Pilot Classification by School

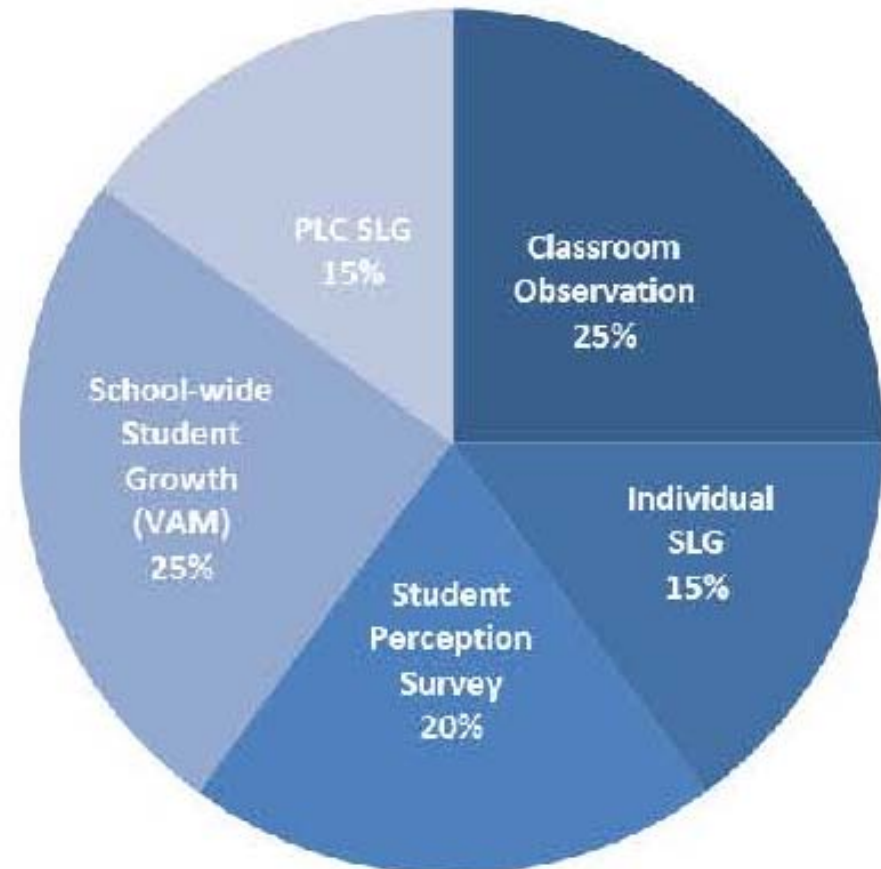
	Non-tested Classroom	Tested Classroom	Non-tested SPED	Support Staff	Total
Ernie Pyle	7	6	3	10	26
Highland	6	4	7	3	20
Rio Grande	8	2	5	2	17
West Mesa	20	9	1	0	30
Total	41	21	16	15	93

BREAKDOWN OF THE PILOT FACTORS

Tested participants



Non-tested participants



OBSERVATION TOOL

- Based on Charlotte Danielson's Framework for Teaching and was aligned to NM Competencies
 - Domain 1: Planning and Preparation
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities
- 3 times during the year
 - 1 time in the fall
 - 2 times in the spring
- 30-45 minutes
- 4 rating levels
- Online rating tool

OBSERVATION TOOL: LESSONS LEARNED

- Feedback from observations was one of the most valued components of the system by participants
- Observations informed teachers about their practice with practical and immediate application
- Extensive professional development is necessary to implement observations accurately with a common vocabulary
- Observations require calibration for consistency and reliability among administrators
- Teachers with high performance on evaluations were strongly correlated to improved student achievement

STUDENT LEARNING GOALS

- Used a rubric for creation
- Created individual SLGs for the students on their roster
- Created collaborative SLGs through their professional learning community
- Teachers submitted their SLGs and self-reported the outcomes at the end of the year
- Progress on goals was measured by:
 - Not achieved
 - Expected achievement
 - Stretch achievement

STUDENT LEARNING GOALS: LESSONS LEARNED

- APS learned a lot about how these work and the improvements that need to be made to make them more effective in the future
- Teachers felt there was value in the exercise of establishing these goals even if there were weaknesses in how APS implemented them in the pilot
- SLGs require dedicated oversight to ensure their rigor
- SLGs require more professional development for teachers to develop them

STUDENT PERCEPTION SURVEY

- Survey contained 34 practice-specific questions
- Had three reliability checks to hold teachers harmless for students who did not take the survey seriously
 - Did students straight-line responses?
 - Did students indicate they lied on the survey?
 - Did students skip more than 20% of the questions?
- Designed for secondary students at a 5th grade reading level
- 5-point Likert scale
- Special Education Students:
 - One with a lower reading level but 5-point scale
 - Another with lower reading level and 3 point scale that utilized smiley faces

TEACHING PRACTICES IDENTIFIED ON SURVEY

The Tripod Project© Student Perception Survey

The Seven C's

	What Teachers Do	What Students Experience
Caring	Caring about students	Encouragement and support
Captivating	Captivate students	Press for cooperation and peer support
Conferring	Confer with students	Success seems feasible
Classroom Management	Manage behavior	Press for effort, perseverance and rigor
Clarifying	Clarify lessons	Learning seems interesting and relevant
Challenging	Challenge students	Students sense their ideas are respected
Consolidating	Consolidate knowledge	Ideas get connected and integrated

EXAMPLE QUESTIONS

	Example Survey Items
Caring	<ul style="list-style-type: none">• My teacher in this class makes me feel that he/she really cares about me.• My teacher gives us time to explain our ideas.
Captivating	<ul style="list-style-type: none">• We have interesting homework.• I like the ways we learn in this class.
Conferring	<ul style="list-style-type: none">• My teacher checks to make sure we understand what he/she is teaching us.• My teacher tells us what we are learning and why.
Classroom Management	<ul style="list-style-type: none">• Students behave so badly in this class that it slows down our learning.• Our class stays busy and does not waste time.
Clarifying	<ul style="list-style-type: none">• My teacher explains things in very orderly ways.• My teacher has several good ways to explain each topic that we cover in this class.
Challenging	<ul style="list-style-type: none">• In this class, my teacher accepts nothing less than our full effort.• My teacher doesn't let people give up when the work gets hard.
Consolidating	<ul style="list-style-type: none">• When my teacher marks my work, he/she writes on my papers to help me understand how to do better.• My teacher takes the time to summarize what we learn each day.

STUDENT PERCEPTION SURVEY: STRENGTHS AND WEAKNESSES

- Teachers found surveys to be most valuable in the pilot
- Teachers believe surveys provide them with immediate feedback that can inform how they deliver instruction
- Surveys must have special considerations for different populations of students
- Teachers require training in how to appropriately proctor surveys
- Surveys must be comprehensive so they truly capture a student's perception

GROWTH ESTIMATES USING A VAM

- Used both short-cycle assessment and the NMSBA
- Conditioned data based on student characteristics:
 - Prior test scores for as many years as possible
 - Gender
 - Ethnicity
 - Free and reduced price lunch status
 - ELL status
 - History of unexcused absences and tardies
 - Disciplinary history
 - Arrests
 - Health and special education status
- Value-added estimates were calculated 4 times per year
 - Once for each short-cycle assessment administration (Fall, Winter, Spring)
 - Once for overall growth over the year

GROWTH ESTIMATES: STRENGTHS AND WEAKNESSES

- Teachers began to understand the concept a value added model, however, teachers believe value-added models and their use are still confusing and were therefore not considered as valuable as other components of the pilot
- Measures based on school-wide data deemed inappropriate by the professionals
- Districts need to have a variety of individuals, from district administrators to principals to teachers, who can work the growth models and understand them for sustainability

OTHER LESSONS LEARNED

- Buy-in from employees is crucial to make any system work
- Teachers question the use of content specific standards for each subject area if those tested subject areas (a.k.a. core content) are the only data deemed “valuable” when evaluating student performance
- Teachers who participated in this pilot have a desire to be part of the creation of any new evaluation system adopted
- Teachers desire and are excited about new ways to improve their craft, but demand that they be included in the process



QUESTIONS?

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