

Teacher Evaluation in New Mexico

Laws, Regulations, and Practices

Statutes

Statutes regarding evaluation

- 22-10A-19. Teachers and school principals; accountability; evaluations; professional development; peer interventions; mentoring.
- 22-10A-7. Level one licensure.
- 22-10A-10. Level two licensure.
- 22-10A-11. Level three licensure; tracks for teachers, counselors and school administrators

Alternative licensure requirements

- 22-10A-8. Alternative level one license.
- 22-10A-11.1. Alternative level two or level three license.
- 22-10A-11.3. Level three-B provisional licensure for school principals.

Professional Development

- 22-10A-19.1. Professional development; systemic framework; requirements; department duties

Regulations

- Title 6 Primary and Secondary Education
- Chapter 69 School Personnel – Performance
 - Part 4 Performance Evaluation System Requirements For Teachers
 - Part 7 Performance Evaluation Requirements For Principals and Assistant Principals

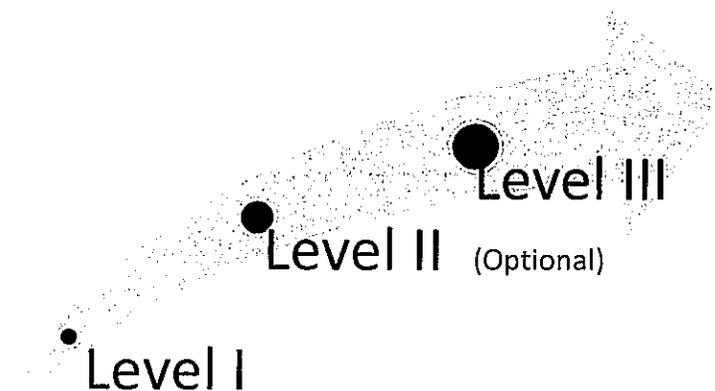
Current Evaluation Purposes

There are many **purposes for evaluation**. Among them:

1. To assist in identifying and building upon teacher strengths.
2. To serve as the basis for the improvement of instruction.
3. To develop remediation goals.
4. To enhance the implementation of programs of curriculum.
5. To plan meaningful professional development.
6. To address accountability and teacher quality.
7. To support fair, valid and legal decisions for rehire, promotion decisions, or termination.

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Three Tiered Licensure



PDP GUIDELINES BY LICENSURE LEVEL

LEVEL I PDP

Structured focus on teacher's performance on the nine teacher competencies with the involvement of a mentor teacher in the PDP process.

Sources of information:

- previous annual evaluation,
- classroom observation notes,
- student achievement data,
- instructional artifacts,
- school/district initiative(s),
- parent and/or student surveys,
- teacher accomplishments, and
- other data collection sources listed under evaluation components.

Focus on performance areas associated with beginning teachers:

- student diversity, motivation, and achievement;
- student developmental needs, such as relationships with peers, students, and parents;
- development of teacher's content area knowledge; and
- classroom management skills and techniques.

Goals should focus on: the teacher's efforts during the third to the fifth year to develop a Professional Development Dossier (PDD) for advancement toward a Level II license.

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LEVEL II PDP

May have multi-year objectives with option for a collaborative PDP with a colleague.

May also address developing a Professional Development Dossier (PDD) for advancement to a Level III license.

Sources of information:

- all sources listed in Level I
- curriculum documents (lesson plan/unit plans);
- professional development experiences;
- information pertaining to education/content area research.

Goals address areas associated with more experienced teachers:

- collection and application of longitudinal classroom data action research to improve the learning of all students;
- progress toward an advanced degree;
- enriching or extending the curriculum;
- development of classroom or teaching materials;
- and
- enhancing instructional strategies and student assessments.

LEVEL III PDP

Should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

Sources of information:

- all sources listed in Level I and Level II
- self assessment information.

Goals should focus on:

- demonstration of students' taking responsibility for their own learning;
- integration of multiple source data to inform teacher practice;
- taking leadership roles in the improvement of instruction at the local, state, or national levels; and
- conducting action research to improve learning of all students.

PDP PROCESS MAP

1. Develop written PDP with measurable objectives

Who: Teacher and Administrator as Collaborators
When: Within first 40 days of SY

PDP Components:

- Goals including competencies and indicators to be addressed
 - One or more measurable objectives
 - Based on nine teacher competencies and indicators for level of license
 - Based on previous year's performance evaluation
 - May be multi-year
- Action plan including resources, timelines, measures
- Observable results

2. Implement PDP

Who: Teacher
When: as per PDP timeline
Complete during the school year

Implementation Includes:

- Monitoring progress and providing timely feedback on a regular basis
- Collecting artifacts to assess
 - Achievement of measurable objectives

3. Assess achievement of measurable objectives

Who: Teacher and Administrator
When: Prior to end of school year

Assessment addresses:

- A written reflection by the teacher of the PDP including an analysis of student achievement and learning growth
- Level of achievement of measurable objectives
 - Assessment of artifacts collected
- Implications, if any, for following year's PDP
- Completion of Reflection on Annual Professional Development Plan (PDP) form.
- Documentation of assessment of PDP on performance evaluation at end of year for Level I.
- Documentation of assessment of PDP on Progressive Documentation of Teacher Performance form each year for Level II or Level III.

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Nine Teacher Competencies

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately;
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change as appropriate; and
9. The teacher works productively with colleagues, parents, and community members.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES

Domain: Instructional Leadership

Competency 1:

The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Domain: Communication

Competency 2:

The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Domain: Professional Development

Competency 3:

The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES

Domain: Operations Management

Competency 4:

The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Domain: Scope of Responsibility in Secondary Schools

Competency 5: The middle school and high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.