NMTEACH **District Educator Effectiveness Summative Teacher's Report 2015-2016**

LISA DURKIN

179.35

Overall Score out of 200

Exemplary

Effectiveness Level

Step: **3**

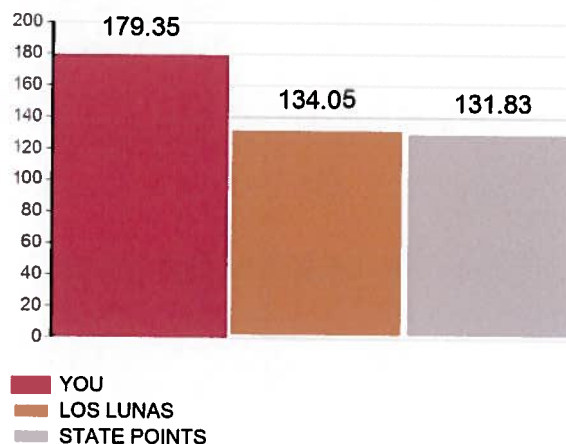License Number: **218795**

LOS LUNAS District

VALENCIA HIGH School

Educator Effectiveness Results

Category	Possible Points	Your Points Earned
Student Achievement	100.00	90.97
Subtotal	100.00	90.97
Observation Domains 2&3	50.00	45.00
Planning (Preparation) and Professionalism Domains 1&4	30.00	28.00
Teacher Attendance	10.00	7.50
Surveys	10.00	7.88
Subtotal	50.00	43.38
Total Evaluation	**200.00**	**179.35**

Exemplary	173 through	200
Highly Effective	146 through <173	
Effective	119 through <146	
Minimally Effective	92 through <119	
Ineffective		<92

Teacher | District | State Medians

Overall Score Out of 200

- YOU
- LOS LUNAS
- STATE POINTS

Next Steps

Principal Signature _____   Date _____

Teacher Signature _____   Date _____

[Signing this document does not signify that you agree with this evaluation. Your signature signifies that you have reviewed this document with the designated school leader(s)].

Student Achievement: Course Groups and Value Added Scores for Lisa Durkin

	2014		2015		2016		Total	
	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	Total VAS
SciOther(Sci11)	16	1.903	10	0.136	9	1.673	35	1.3392
Total	16	1.903	10	0.136	9	1.673	35	1.3392

The table above displays your Value-Added Scores (VAS) for each test of achievement in each year that you were teaching. It is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic history (academic peer group). **Students included in the table reflect data received by the PED and only for whom there is complete data history and accurate information.**

If VAS is less than 0
Your students made less than one year's growth in one year's time.

If VAS = 0
Your students made one year's growth in one year's time.

If VAS is greater than 0
Your students made more than one year's growth in one year's time.

LESS EFFECTIVE   EFFECTIVE   MORE EFFECTIVE

More detailed information about VAS calculations is available at: http://www.ped.state.nm.us/ped/NMTeachIndex.html
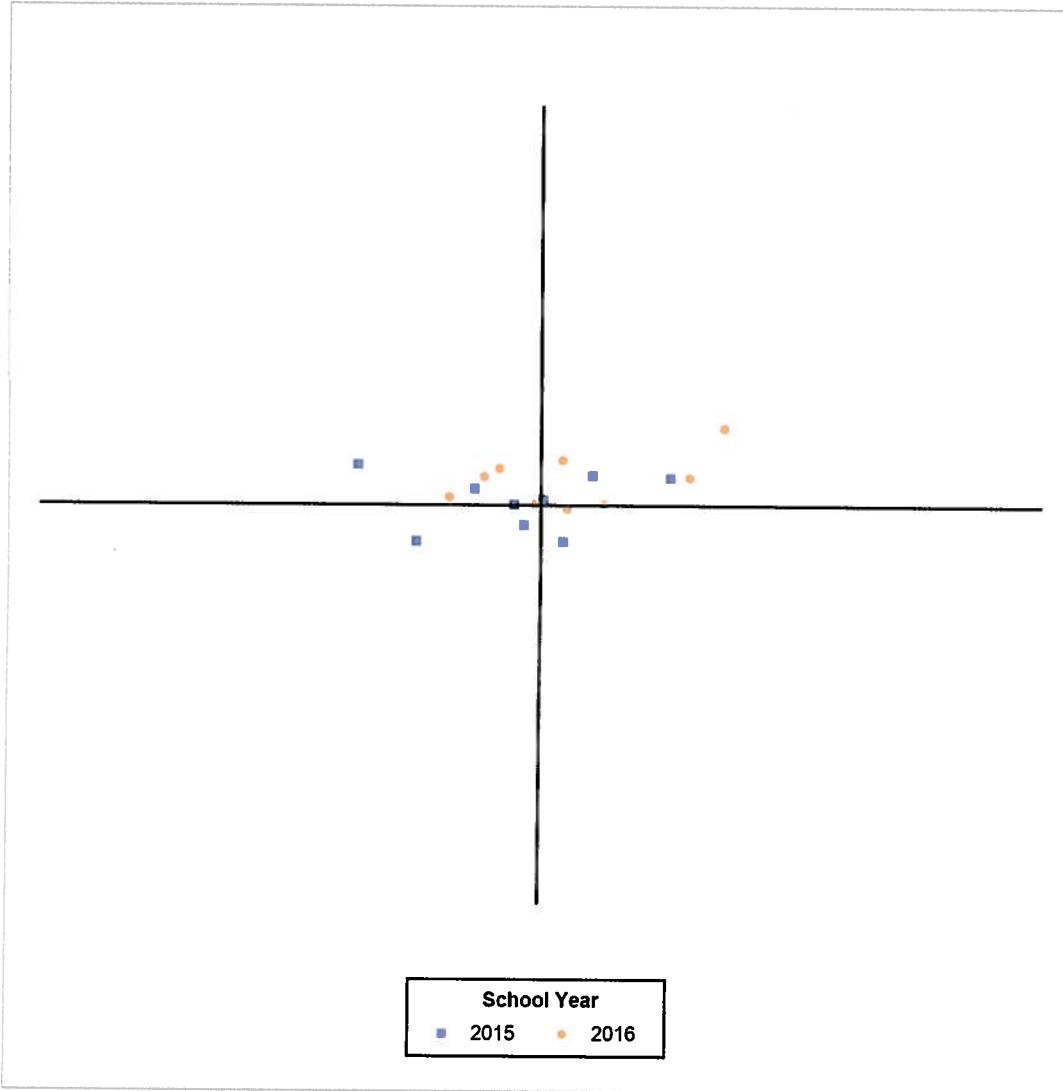
Student Achievement: Prior Achievement Compared to Growth for Lisa Durkin

Quadrant 1:
Your lower-achieving students
when compared to their academic peer
group are growing better than expected.

Quadrant 2:
Your higher-achieving students
when compared to their academic peer
group are growing better than
expected.

School Year
■ 2015   ● 2016

Quadrant 3:
Your lower-achieving
students when compared to their
academic peer group are growing
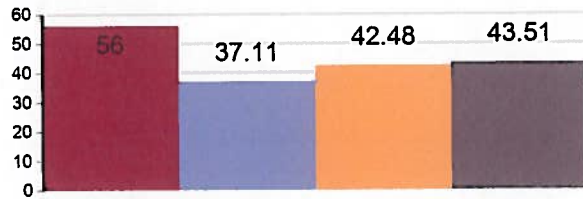less than expected.

Quadrant 4:
Your higher-achieving
students when compared to their
academic peer group are growing
less than expected.

Observations & Multiple Measures - Lisa Durkin

Domain 1 - Preparation & Planning
Domain 4 - Professionalism (Max: 60)

Legend: YOUR Score | Your DISTRICT | State | Your SCHOOL

Values: 56 | 37.11 | 42.48 | 43.51

Domain 2 - Creating an Environment for Learning
Domain 3 - Teaching for Learning (Max: 50)

Legend: YOUR Score | Your DISTRICT | State | Your SCHOOL
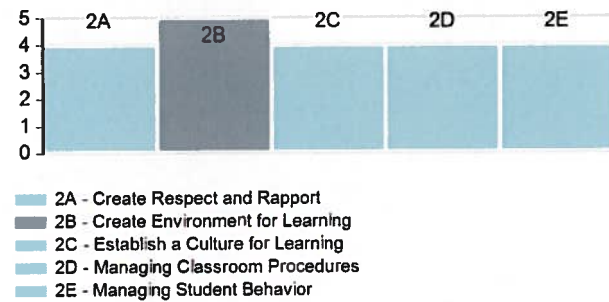
Values: 45 | 31.99 | 34.88 | 35.59

Are your classroom and professional practices in and out of the classroom yielding high observation scores?

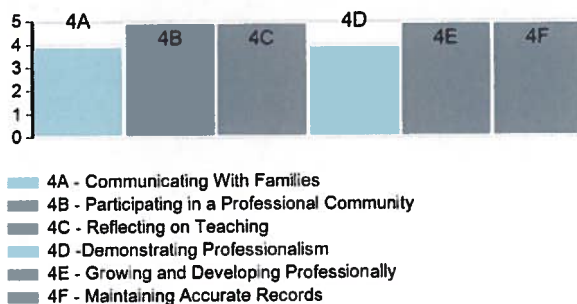## Stengths and Improvement Areas - Lisa Durkin
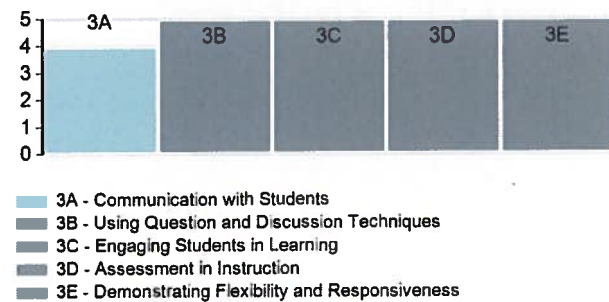
Domain 1 - Preparation & Planning

Bars: 1A, 1B, 1C, 1D, 1E, 1F

- 1A - Demonstrating Knowledge of Content
- 1B - Designing Coherent Instruction
- 1C - Setting Instructional Outcomes
- 1D - Demonstrating Knowledge of Resources
- 1E - Demonstrating Knowledge of Students
- 1F - Designing Student Assessment
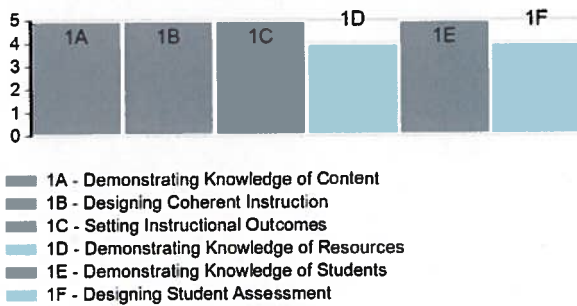
Domain 2 - Creating Environment for Learning

Bars: 2A, 2B, 2C, 2D, 2E

- 2A - Create Respect and Rapport
- 2B - Create Environment for Learning
- 2C - Establish a Culture for Learning
- 2D - Managing Classroom Procedures
- 2E - Managing Student Behavior

Domain 4 - Professionalism

Bars: 4A, 4B, 4C, 4D, 4E, 4F

- 4A - Communicating With Families
- 4B - Participating in a Professional Community
- 4C - Reflecting on Teaching
- 4D - Demonstrating Professionalism
- 4E - Growing and Developing Professionally
- 4F - Maintaining Accurate Records

Domain 3 - Teaching for Learning

Bars: 3A, 3B, 3C, 3D, 3E

- 3A - Communication with Students
- 3B - Using Question and Discussion Techniques
- 3C - Engaging Students in Learning
- 3D - Assessment in Instruction
- 3E - Demonstrating Flexibility and Responsiveness
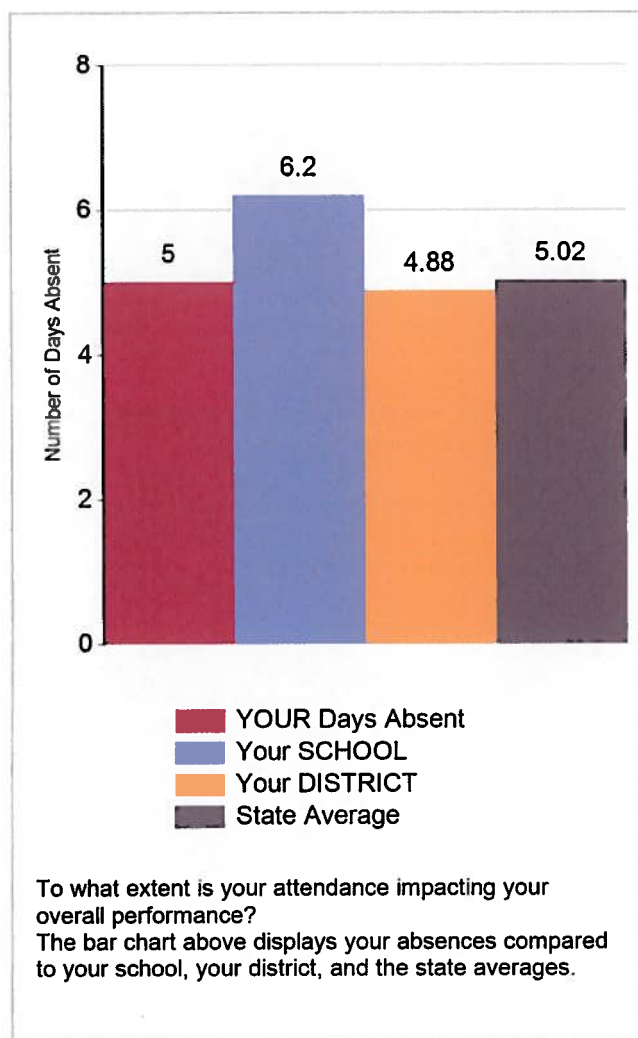
Legend: 1 Point | 2 Points | 3 Points | 4 Points | 5 Points

These four Domain charts illustrate your average observation score (Max: 5 each) for each of the elements within the Domain. Go to http://www.ped.state.nm.us/ped/NMTeachIndex.html - Teacher Rubric Domain 1 through 4.

Attendance - for Lisa Durkin

To what extent is your attendance impacting your overall performance?
The bar chart above displays your absences compared to your school, your district, and the state averages.

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Survey for : Lisa Durkin

Student Survey Results

Question Num	Question	Rubric Alignment	Never	Hardly Ever	Sometimes	Usually	Almost Always	Always
1	I know what I should be working on in class.	2D	1 %	4 %	9 %	7 %	18 %	60 %
2	My teacher introduces a new topic by connecting to things I already know.	2C & 3C	1 %	4 %	11 %	14 %	22 %	48 %
3	My teacher checks to see if I understand.	3D	2 %	7 %	9 %	12 %	19 %	51 %
4	My teacher wants me to explain my answers.	2C & 3B	2 %	1 %	4 %	11 %	18 %	63 %
5	My teacher knows when I understand, and when I do not.	3D & 3E	4 %	5 %	11 %	15 %	19 %	45 %
6	My teacher explains things in different ways so I can understand.	3E	4 %	5 %	11 %	13 %	15 %	51 %
7	My teacher wants me to try to correct my mistakes	2C & 3B	1 %	3 %	6 %	14 %	21 %	54 %
8	My teacher takes the time to summarize what I learn each day.	2C & 3D	3 %	9 %	13 %	10 %	23 %	43 %
9	My teacher expects me to do my best.	2C	3 %	3 %	4 %	9 %	10 %	72 %
10	My teacher notices when something is bothering me.	2A & 1E	15 %	7 %	12 %	11 %	15 %	40 %

Answer scale for all questions: (1) Never; (2) Hardly ever; (3) Sometimes; (4) Usually; (5) Almost always; (6) Always

To what extent do your students perceive that you are maximizing their opportunities to learn the course materials?

The table above shows the breakdown of responses to the survey that was given to your students or parents. For each question, it is better to have a higher percentage of "always" responses. The third column shows which Observation Rubric elements align to the survey questions.
For additional information please visit the NMTEACH website.
http://ped.state.nm.us/ped/NMTeachIndex.html