



# How New Mexico's Teacher Evaluation System Translates to the Classroom

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# Overarching Questions

- **How does the teacher evaluation system provide an avenue for improved educational outcomes?**
- **What do the results of this system mean, and how does it inform improved practices?**
- **Teachers do need to be held accountable for educational outcomes.**
  - **Does this system use valid data to make this assessment?**
- **Are there unintended consequences?**

# 2015-2016 Evaluation

- **Assessment scores from 9 students were used to determine 50% of my evaluation (see evaluation pg. 2)**
  - **Only 35 students over a 3 year period provided growth data for this evaluation**
- **86 biology students from 2014-2015 disappeared from the 2015-2016 evaluation**
  - **They were not my students – I don't teach biology**
  - **yet their scores were 50% of that evaluation**
- **Is this a valid way to measure teacher effectiveness?**

# Using Science NMSBA Scores

- **11th grade science NMSBA scores actually measure the contributions of three teachers.**
- **The science NMSBA assesses standards that students learn over a three year period**
  - **Not just the subject taught in the 11<sup>th</sup> grade**
  - **Astronomy is only 20% of the standards.**

**\*Note: Science scores do not come from PARCC**

# Teacher Data Tied to Student Performance

- This year student scores will be meaningfully tied to student data for the VAM portion of the evaluation.
  - Except 11<sup>th</sup> grade, which will continue to use NMSBA scores
- That means that a host of EoCs must be given for teacher evaluations.

# End of Course Exams and Curriculum

- **PED has no EoC for the Valencia High School freshman science course.**
- **Therefore the curriculum had to be changed to meet the material on the EoC provided by PED.**
- **The original VHS freshman curriculum was successful.**
  - **The achievement gap was closing despite low reading scores and challenging sociodemographics**
  - **See Science NMSBA Data for Valencia High School**

# VHS closing the achievement gap in science proficiency

- **Valencia High School performed 6 points higher than state average on Science NMSBA**
  - **American Indians performed 21 points higher than state average**
  - **Hispanic students performed 8 points higher than state average**
  - **Students with Disabilities performed 2 points higher than state average**
  - **Title I students performed 12 points higher than the state average**
  - **Economically disadvantaged students performed 11 points higher than the state average**

# New Curriculum Replaces Successful Curriculum

- **2015-2016 VHS science students were 45% proficient with the successful freshman curriculum.**
- **The EoC does not test that curriculum**
  - **What is tested is taught.**
- **The EoC dictated this year's VHS freshman curriculum as a result.**
- **If the new forced curriculum causes scores to decrease, it will affect student proficiency, graduation rates and teacher evaluations.**



# The Multiple Measures

- **My rating changed over a three-year period from Effective to Exemplary**
  - **Same teacher, same teaching, same subject, same, same**
- **The difference was 710 pages of documentation. (see binders)**
  - **Why so many pages? (See Document Necessary for Evaluation, sample outline of documentation, and sample criteria page )**
- **What exactly does the multiple measures portion of the evaluation mean if the same teacher using the same methodology improved their rating because of documentation?**

# Answering The Hard Questions

- **We all want exemplary teachers in every classroom**
- **How does a teacher translate the results of their teacher evaluation into practice for the benefit of their students?**
- **Does this evaluation system provide meaningful feedback?**

# Teachers need to be evaluated and held accountable.

- **An evaluation system needs to provide a clear avenue for teachers to improve their practices**
- **Without undue burden on school resources that could otherwise be used for kids.**
- **Careful attention needs to be given to unintended consequences.**

# Conclusion

- This evaluation system isn't effective at making me a better teacher.
- It doesn't give me that type of feedback.
- The evaluation process is overly cumbersome, time consuming and tedious.
- It robs kids of my time and attention.
- Data from student performance is too little of a sample
- Curriculum is driven by EoCs
- School resources are redirected to accommodate the system

**Do the results of the evaluation system meet  
the goals of the evaluation system?**

**Is it worth it?**

# Perhaps...

- Perhaps we could step back and analyze what does work with this system and improve upon it.
- We could even subject it to a 5 point criteria scale...