

Teacher Evaluation in New Mexico: A Summary of the Current System

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By

Scott D. Hughes, PhD, Director
NM Office of Education Accountability

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NM Teacher Licensure

- **The 3-Tiered Licensure System - a progressive career system in which teachers are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels.**
- **Copies of statutes related to licensure are provided as attachments to this presentation.**

Level 1 Teacher Licensure

- **Level I License (Provisional License) issued for the first five years of teaching that provides a beginning teacher the opportunity, through a formal mentorship program, for additional preparation to be a quality teacher.**
- **5 years nonrenewable.**

Level 2 Teacher Licensure

- **Level II (Professional Teacher) License** - given to a teacher who is a fully qualified professional who is primarily responsible for ensuring that students meet and exceed state board-adopted academic content and performance standards.
- **The Level II license requires:**
 - participation in a district mentoring program at Level I,
 - three years successful teaching experience at Level I, and
 - demonstration of specific sets of competencies through the Professional Development Dossier.
- **A teacher may choose to remain at Level II for the remainder of his/her career.**
- **9 years renewable.**

Level 3 Teacher Licensure

- **Level III-A (Master Teacher) License** - a master teaching license for those teachers who elect to apply for and meet requirements for advancement to the highest level of performance in the 3-Tiered Licensure System.
- **The Level III-A license requires:**
 - Three years successful teaching experience at Level II, and
 - National Board Certification or a master's degree, and
 - Demonstration of specific sets of competencies through the Professional Development Dossier.
- **9 years renewable**

Teacher Evaluation in New Mexico

- Current Evaluation System Established in 2003
- 22-10A-4B NMSA 1978, states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels. (Attachment)
- 6.69.4 NMAC Performance Evaluation System Requirements for Teachers sets forth specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. (Attachment)

Teacher Evaluation in New Mexico

- The 3-Tiered Licensure Teacher Annual Performance Evaluation System provides a differentiated approach to teacher performance evaluation in compliance with the requirements on 22-10A-4.B NMSA 1978 for each level of licensure: Level I Provisional Teacher, Level II Professional Teacher, and Level III-A Master Teacher.
- The teacher performance evaluation instrument includes the same nine standards for each licensure level.
- The competency indicators describe, in terms of observable or measurable teacher and student behaviors for each licensure level, the demonstrable evidence required for "Meets Expectations" for the competency.
- The teacher performance evaluation procedures and the Professional Development Plan (PDP) procedures are also differentiated for each of the three licensure levels.

Teacher Evaluation in New Mexico

- Each district must use the nine New Mexico teacher competencies and indicators for New Mexico, and must follow the Guidelines for NM Teacher Annual Performance Evaluation to meet the requirements of HOUSE. Districts may add additional competencies and indicators determined appropriate by the local district.
- Each school district in New Mexico must complete a written teacher performance evaluation plan for the district that meets the requirements of NMAC 6.69.4, which includes all of the following:
 - The district teacher performance evaluation policy approved by the local school board that complies with the HOUSE procedures outlined in this document.
 - Written guidelines and procedures for the district annual teacher performance evaluation system that complies with the Guidelines for NM Teacher Annual Performance Evaluation.
 - All forms used in the district teacher performance evaluation plan.
 - A district plan for training all teachers and all administrative or supervisory personnel assigned teacher performance evaluation duties.
- Copies of the NMAC regulations related to teacher evaluation are provided as an attachment.

Required Common Performance Evaluation Components

- 1. Training for Teachers and Administrators**
 - Teachers must receive training as part of orientation
 - Principals must participate in training every 2 years
- 2. Creation of Professional Development Plan**
 - Teacher and the school principal required to create the Professional Development Plan (PDP) no later than forty (40) days after the first day of each school year.
 - The Plan must have measurable objectives, and must be based on, among other things:
 - The nine teacher competencies and indicators for the teacher's licensure level,
 - The previous year's annual evaluation (if applicable), and
 - Assurance that the teacher is highly qualified in the core academic subjects the teacher teaches. (6.69.4.10.B.1-3)

Required Common Performance Evaluation Components

3. A System for Data Collection and Feedback

- **Classroom Observations – Required at least once yearly**
- **Options for Additional Data Collection:**
 - Review of videotape;
 - Written documentation of activities;
 - Locally developed survey of staff, students, and/or parents;
 - Review of student work and performance;
 - Review of the teacher's contribution to the school's vision, mission, and outcomes;
 - Portfolios;
 - Information gained through peer observation and/or peer coaching;
 - Anecdotal records;
 - Reflective journals;
 - Self-evaluations;
 - Instructional artifacts;
 - Other formats
- **Feedback**
 - Expected to be timely and regular
 - Necessary for the improvement of instruction through the identification of teacher strengths and needs for improvement.

Required Common Performance Evaluation Components

4. **Evaluation of Level I Teachers**

- Evaluations will be completed annually, and will include:
 - Annual Formative Evaluation of progress toward accomplishing PDP goals and objectives;
 - Documentation of Annual Observation of classroom practice;
 - Completion of the Summative Evaluation based on Level I Performance Indicators. (See Attachment 3)

Required Common Performance Evaluation Components

5. Progressive Documentation and Evaluation of Level II and III Teachers

- Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality.
- The process of formative evaluation is conducted over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).
- Progressive documentation includes:
 1. Annual formative evaluation of progress toward accomplishing PDP goals and objectives;
 2. Documentation of annual observation of classroom practice;
 3. Other formative performance data;
 4. Completion of the Summative Evaluation only at the end of the third year based on appropriate Level II or Level III competencies/performance indicators.
- Unless teacher performance indicates otherwise, a Summative Performance Evaluation will be completed for Level II and III teachers only at the end of each three-year period.

Required Common Performance Evaluation Components

6. Performance Evaluation Competencies and Performance Indicators

- **Competency 1.** The teacher accurately demonstrates knowledge of the content area and approved curriculum.
- **Competency 2.** The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
- **Competency 3.** The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- **Competency 4.** The teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.

Required Common Performance Evaluation Components

- **Competency 5.** The teacher effectively utilizes student assessment techniques and procedures.
- **Competency 6.** The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- **Competency 7.** The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Required Common Performance Evaluation Components

- **Competency 8.** The teacher demonstrates a willingness to examine and implement change, as appropriate.
- **Competency 9.** The teacher works productively with colleagues, parents, and community members.

Beginning (Level 1) Teacher Evaluations

- **Beginning (Level 1) Teachers:**
 - Are provided mentoring for the first two years of being in the profession
 - Must complete an annual Professional Development Plan at the beginning of each school year
 - Must complete the Professional Development Dossier Process to move to L2 licensure (10% failure rate)
 - Are given up to five years to meet all 9 competencies established in rule
 - Must move to Level 2 Licensure by the end of 5 years or leave the profession and barred from teaching in NM

Level 2 Teacher Evaluations

- Level 2 Licensure is granted for 9 years
- L2 Teachers may choose to remain at this level for the duration of their teaching career
- Are evaluated annually by Principal or Supervisor
- They must be at Level 2 for a Minimum of 3 years prior to moving to Level 3
- For movement to Level 3, they must successfully complete the Professional Development Dossier process

Level 3 Teacher Evaluations

- Level 3 Licensure is for 9 Years
- Progressive Documentation that provides formative information on teacher performance.
- Must include annual observation of classroom practice + annual PDP review.
- Progressive Documentation results in a Summative Performance Evaluation every three years.

Resources on Teacher Evaluation

- Educator Quality Website **www.teachnm.org**
- New Mexico Administrative Code for information related to School Personnel Performance Evaluation (6.69.4, and 6.69.2) **www.nmcpr.state.nm.us/nmac**
- UNM Institute for Professional Development website **<http://ipd.unm.edu>**

