

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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October 16, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: LaNysha Adams

RE: STAFF REPORT: EVALUATION PILOTS UPDATE

INTRODUCTION

During the 2012 interim, the Legislative Education Study Committee (LESC) received four reports relating to the "Teacher and School Leader Effectiveness" rule:

- in June, the committee heard from LESL staff about the New Mexico Teacher Evaluation Advisory Council (NMTEACH) formed by the Public Education Department (PED);
- in July, the committee heard testimony from:
 - LESL staff, who summarized provisions from the draft rule "Teacher and School Leader Effectiveness" as compared to current provisions in the *School Personnel Act*; and
 - PED, who outlined the selection process for NMTEACH members:
 - discussed the council's progress in developing observation protocols for the evaluation pilot; and
 - expressed commitment to aligning this rule with the three-tiered licensure system;

- in August, the committee received a report from staff from the National Conference of State Legislatures (NCSL), who discussed other states' efforts to reform educator evaluation systems; and
- in November, the committee received reports from two districts participating in the NMTEACH teacher and principal evaluation pilot.

As informational items, this staff report includes an overview of:

- the results of the teacher and principal evaluation pilot during school year 2012-2013;
- the state default plan for educator effectiveness in school year 2013-2014;
- legislative appropriations related to educator effectiveness related initiatives; and
- background.

This report also includes the following five attachments:

- Attachment 1, *New Mexico's Teacher & Principal Evaluation Pilot Data Results*;
- Attachment 2, *SY 2012-2013 EoC Exam Results*;
- Attachment 3, *FY14 Related-Nonrecurring Appropriations Update*;
- Attachment 4, *NMTEACH Educator Quality Roadshow*; and
- Attachment 5, *Aztec Superintendent Letter*.

Presenters

The committee will be provided with two district-level reports on the NMTEACH pilot from:

- Ms. Katarina Sandoval, Principal and Co-Founder of the South Valley Academy (SVA) and Julie Radoslovich, Head Teacher of the SVA; and
- Mrs. Harvielee Moore, Superintendent of Deming Public Schools.

RESULTS OF THE TEACHER AND PRINCIPAL EVALUATION PILOT DURING SCHOOL YEAR (SY) 2012-2013

Purpose of the Pilot

In accordance with complying with the Flexibility Waiver from the federal *No Child Left Behind Act* (NCLB), the US Department of Education (USDE) required the state to develop a new teacher and principal evaluation system. During school year 2012-2013, PED and NMTEACH developed and implemented a pilot of the teacher and school leader evaluation (see "Background," below).

According to a PED website presentation titled, *Championing Excellence: Teacher and School Leader Evaluation*:

- the implementation of the pilot focused on the School Improvement Grant schools and volunteer districts, and included:

- a research-based observation protocol instrument;
 - multiple measures; and
 - student achievement;
- the teacher and principal evaluation pilot results inform statewide 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; and
 - 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.

Statewide Teacher Observation Protocol Instrument

According to the NMTEACH section of PED’s website, the NMTEACH Observation Protocol is based on the Danielson Framework for Teaching (FFT) observation instrument used in the Measures of Effective Teaching (MET) Project.¹ The Danielson FFT 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 NMTEACH Observation Protocol, these elements have indicators for five levels of performance, namely:

- exemplary;
- highly effective;
- effective;
- minimally effective; and
- ineffective.

Table 1, on the following page, presents the four domains and 22 elements in the NMTEACH Observation Protocol.

¹ See Attachment 3, *NMTEACH Observation Protocol*, in the LESC staff report for Agenda Item 1, *Observation and Feedback: Effectiveness Evaluation System*.

Table 1: NMTEACH Observation Protocol Domains and Elements

Domain 1: Planning and Preparation 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 Assessments	Domain 2: Classroom Environment 2a, Creating an Environment of Respect and Rapport 2b, Organizing Physical Space 2c, Establishing a Culture for Learning 2d, Managing Classroom Procedures 2e, Managing Student Behavior
Domain 4: Professional Responsibilities 4a, Communicating with Families 4b, Participating in a Professional Community Maintaining Accurate Records 4c, Reflecting on Teaching 4d, Demonstrating Professionalism 4e, Growing and Developing Professionally 4f, Maintaining Accurate Records	Domain 3: Instruction 3a, Communicating With Students in a Manner that is Appropriate to their Culture and Level of Development 3b, Using Questioning and Discussion Techniques to Support Classroom Discourse 3c, Engaging Students in Learning 3d, Assessment in Instruction 3e, Demonstrating Flexibility and Responsiveness

Pilot Results

On the NMTEACH section of PED’s website, the PowerPoint presentation titled *New Mexico’s Teacher & Principal Evaluation Pilot Data Results* (see **Attachment 1**) details the following:

- approximately 75 percent of teachers were rated effective or higher on Domain 2 and Domain 3; and
- approximately 86 percent of teachers were rated effective or higher on Domain 1 and Domain 4;
- raters can use individual items of the rubric equally well;
- there was virtually no difference in scores by occasion;
- raters were very consistent in scoring across occasions;
- overall, the reliability of observations range from .34 to .91 for Domain 2 and Domain 3 and from .44 to .95 for Domain 1 and Domain 4;
- for math, student Level correlation between predicted student performance, based on Value-Added Modeling (VAM) and observed performance was .86;
- for math, teacher level correlation between predicted mean performance (based on VAM) of students and observed performance was .97;
- correlation between predicted and actual End-of-Course (EoC) Exam at the student level was .86 and .94 at the teacher level;
- value added results differentiate teachers and are more related to external criteria than the observation rubric;
- value added and observation results are consistent and in less than 10 percent of cases are results divergent; and
- EoC exams are amenable to VAM and results are generally as precise as results based on standards-based assessments.

THE STATE DEFAULT PLAN FOR EDUCATOR EFFECTIVENESS IN SCHOOL YEAR 2013-2014

According to the state default plan for educator effectiveness in school year 2013-2014,² three groups of teachers will be evaluated as follows:

- **Group A teachers** who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment will have their evaluations based on:
 - 50 percent student achievement, with 35.0 percent of the standards based assessment and 15 percent of their EoC exam;
 - 25 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
 - 25 percent multiple measures, with 15 percent based on the NMTEACH Observation Protocol Domain 1 and Domain 4 and 10 percent based on teacher attendance.

- **Group B teachers** who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment will have their evaluations based on:
 - 50 percent student achievement as measured by their EoC exam;
 - 25 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
 - 25 percent multiple measures, with 15 percent based on the NMTEACH Observation Protocol Domain 1 and Domain 4 and 10 percent based on teacher attendance.

- **Group C teachers** who teach in kindergarten, first, and second grades will have their evaluations based on:
 - 50 percent student achievement as measured by DIBELS;
 - 25 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
 - 25 percent multiple measures, with 15 percent based on the NMTEACH Observation Protocol Domain 1 and Domain 4 and 10 percent based on teacher attendance.

Based on the Frequently Asked Questions (FAQs) on the NMTEACH section of PED's website, teacher attendance is based on the following cut scores of days teachers miss as follows:

- 0-2, Exemplary;
- 3-5, Highly Effective;
- 6-10, Effective;
- 11-13, Minimally Effective; and
- 14+, Ineffective.

The FAQ's further specify that a district can submit its own cut scores, but the district's cut scores cannot be more lenient than the state default scores, unless specified by union contract.

² See Attachment 5, *NMTEACH 2013-2014 Educator Effectiveness State Plan*, in the LESC staff report for Agenda Item 1, *Observation and Feedback: Effectiveness Evaluation System*.

The FAQ's also state that *Family and Medical Leave Act*, bereavement, professional development, and coaching are excluded from the teacher attendance calculations.

Additionally, graduated considerations have been developed for new teachers as described in the FAQ's. For kindergarten teachers with no prior experience, their evaluation ratings will be based on:

- 75 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
- 25 percent multiple measures.

For all other grades with first year teachers, their evaluation ratings will be based on:

- 50 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
- 50 percent multiple measures.

For all other grades with second year teachers, their evaluation ratings will be based on:

- 25 percent student achievement;
- 50 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
- 25 percent multiple measures.

For all other grades with third year teachers, their evaluation ratings will be based on:

- 50 percent student achievement;
- 25 percent observations according to Domain 2 and Domain 3 of the NMTEACH Observation Protocol; and
- 25 percent multiple measures.

Use of End-of-Course (EoC) Exams

According to the *FAQ's about the EoC Assessments*:

- starting in 2014, passing the EoC exams will be the primary way in which students can demonstrate competency in social studies and writing, which are not assessed on the standards-based assessment or the High School Graduation Assessment;
- the EoCs may be used by classroom teachers either to replace their final exams or in addition to their final exams;
- students may demonstrate competency by passing the EoC exam, even if they fail a course;
- all students will need to take the social studies and the English III/Writing EoC exams;
- the EoC exams should be administered during a set testing window during the last two weeks of the fall and spring semesters;
- districts may develop their own EoC exams and submit to PED for approval;

- neither teachers nor school staff other than the district test coordinators and charter school test coordinators are permitted to review the EoC exams prior to their administration; and
- in the summer of 2012, PED worked with committees of teachers to create six EoC exams in:
 - Algebra II;
 - Biology;
 - Chemistry;
 - Integrated Math III;
 - English III; and
 - US History.

As reported on the NMTEACH section of the PED website, PED is currently developing 30 EoC exams. **Attachment 2, SY 2012-2013 EoC Exam Results**, shows student results for all EoC exams administered during school year 2012-2013.

LEGISLATIVE APPROPRIATIONS RELATED TO EDUCATOR EFFECTIVENESS RELATED INITIATIVES

At least since 2012, the Legislature has appropriated \$6.4 million in special, nonrecurring appropriations to PED for initiatives related to educator effectiveness.

For FY 13:

- \$1.0 million for implementing a new teacher evaluation system that is based on student achievement growth.

For FY 14:

- \$3.4 million for implementing a new teacher and school leader evaluation system; and
- \$2.0 million for teacher and school leader stipends to provide stipends to Level 2 and Level 3 teachers and school leaders to move from schools rated A or B to schools rated D or F pursuant to the *A-B-C-D-F Schools Rating Act* that serve a high proportion of at-risk students or high-poverty students and to provide stipends to high school teachers of advanced placement classes that increase the proportion of students receiving college credit for advance placement classes.

Attachment 3, FY14 Related-Nonrecurring Appropriations, details how PED:

- spent the \$3.4 million appropriation to “transition to teacher effectiveness;” and
- plans to spend the \$2 million appropriation for “rewarding highly effective teachers.”

BACKGROUND

Alignment of High School End-of-Course Tests with Higher Education Placement Tests

In 2003, legislation was enacted to require that high school curricula and end-of-course tests be aligned with the placement tests administered by two- and four-year public postsecondary institutions in New Mexico.

Since that time, the LESC has received periodic progress reports from PED and the Higher Education Department, as well as testimony from the New Mexico Association of Community Colleges, the College Board, and other interested parties. In hopes of facilitating the alignment process, in the 2005 interim the LESC requested that the Secretary of Higher Education take responsibility for the 2003 alignment requirements. Subsequently, the secretaries of higher education and public education created a joint task force to recommend a plan for achieving the mandated alignment by June 2007.

As another aspect of the alignment between high school and college, the LESC heard testimony during the 2006 interim about assessments that might be offered or required in lieu of the ninth grade standards-based assessment so that high school students would know if they are ready for college and the workplace and that would also meet the requirements of the 2003 law on alignment – that is, a readiness assessment system aligned with state academic content and performance standards, college placement tests, and entry-level career skills requirements, particularly in reading and math. Testimony from the American College Test (ACT) suggested that ACT could provide an action plan for New Mexico to create a seamless transition from middle school to high school to college or the workplace for all students based on national empirical research and actual proven results from numerous statewide programs and school districts.

In conjunction with ACT, a representative of the Louisiana Public Postsecondary Education Board of Regents testified about the State Postsecondary Master Plan, which focuses primarily on increasing opportunities for student access and success, ensuring quality and accountability, and enhancing service to the community and state. This testimony highlighted similarities in the student demographics between Louisiana and New Mexico and explained some of the steps that Louisiana has taken to increase the percentage of high school graduates who enter college and complete a degree program or who are prepared for the workplace. One action in particular was to establish consistent ACT scores for entry into freshman college-level, credit-bearing English and mathematics courses.

NMTEACH

On May 1, 2012, PED issued a press release requesting nominations for 18 two-year term seats on the NMTEACH to be selected by the Secretary-designate of Public Education and 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 develops 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 several online Webinar meetings and 14 meetings in Santa Fe at Mabry Hall or in Albuquerque at the University of New Mexico 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;
- Wednesday, October 17, 2012;
- Friday, November 30 and Saturday, December 1, 2012;
- Saturday, January 12, 2013;
- Saturday, February 2, 2013;
- Saturday, April 6, 2013;
- Sunday, April 14, 2013; and
- Saturday, April 27, 2013.

In these meetings, NMTEACH members heard presentations, reviewed research regarding teacher evaluation and impact, and advised PED on implementation decisions. During the April 27, 2013 NMTEACH meeting, the framework for how principals will be evaluated in the effectiveness evaluation system was finalized, according to the agenda.³

2012 Interim

In November, the LESC received a report from PED about the teacher and principal pilot, which PED reported that 68 schools, four of which were charters, volunteered to participate. According to Mr. Matt Montañó, Director of the Educator Quality Division at PED, the NMTEACH Observation Protocol, based on the Danielson FFT, was important in order to move beyond the current Highly Objective Uniform Statewide Standard of Evaluation system.

³ See Attachment 7, *April 27, 2013 NMTEACH Powerpoint*, in the LESC staff report for Agenda Item 1, *Observation and Feedback: Effectiveness Evaluation System*.

During the November meeting, the LESC also received a report from Mr. Kirk Carpenter, Superintendent of Aztec Municipal Schools (AMS). Superintendent Carpenter reported that:

- AMS was willing to participate in the teacher and principal evaluation pilot in order to have sufficient and effective implementation guidelines once the new evaluation system is implemented statewide;
- the observation piece was the most important component of the evaluation;
- in order to improve student achievement, targeted interventions to enhance teachers' instructional practice must be implemented; and
- the new system can provide formative feedback that could be used by teachers immediately, as opposed to summative feedback that occurs at the end of the year.

Finally, Superintendent Carpenter briefed the committee on feedback from the district and explained the following challenges that AMS is encountering with the pilot:

- formal observations with feedback provided to the teachers takes more than one hour;
- the elementary principals' caseload is overloaded because the principal-to-teacher ratio is one to 36;
- there are no guidelines for identifying individuals, in addition to the principal, who are qualified to conduct observations;
- there is uncertainty over how to conduct the required number of observations for teachers at all schools with current staff constraints; and
- concerns exist among teachers regarding how the new evaluation system will affect their teaching status and advancement through the three-tiered licensure system.

PED Training on the NMTEACH Observation Protocol

According to the *NMTEACH Educator Quality Roadshow* document (see **Attachment 4**), PED has provided pilot training and outreach, follow-up webinars, and on-site clinical rounds since August 2012.

In June and July of 2013, PED provided nine regional two-day institutes on the NMTEACH Observation Protocol:

- on June 3-4 in Albuquerque;
- on June 10-11 in Farmington;
- on June 17-18 in Las Vegas;
- on June 19-20 in Portales;
- on June 26-27 in Hobbs;
- on July 8-9 in Silver City;
- on July 10-11 in Las Cruces;
- on July 22-23 in Santa Fe; and
- on July 24-25 in Albuquerque.

2013 Interim

During the 2013 interim, several Superintendents have expressed support as well as concern for the teacher and principal evaluation system, particularly with the timeline for implementation. In a letter addressed to PED's Secretary-Designate Hanna Skandera, Superintendent Carpenter articulated many concerns the Aztec School Board and teachers and principals in his district have about the school year 2013-2014 implementation of the teacher and principal evaluation system (see **Attachment 5, Aztec Superintendent Letter**). In the letter, Superintendent Carpenter states that "we are moving forward too fast with all components and my feeling that we should implement this process in two phases: protocols on the observation system this year and the online system with full implementation next school year." Similarly, in a position paper to the LESC in October 2013, the Assistant Superintendent of Human Resources from the Farmington Municipal Schools (FMS) expressed concern for the technological aspect of the evaluation system through Teachscape,⁴ which caused the FMS to seek an alternative online provider in order to stay on track with PED's timeline.⁵

⁴ See "Teacher Feedback & The Online Evaluation System" (p. 9-11) in the LESC staff report for Agenda Item 1, *Observation and Feedback: Effectiveness Evaluation System*.

⁵ See Attachment 8, *Farmington Municipal Schools Position Paper*, of the LESC staff report for Agenda Item 4: *Custom Evaluation Plans*.

Championing Excellence Supporting and Recognizing Teachers

New Mexico's Teacher & Principal Evaluation Pilot Data Results

The Observation Rubric

Descriptive Statistics for Observations used in Factor Analysis

<u>Type of Observation</u>		<u>D23_total¹</u>	<u>D14_total</u>
Unknown	Minimum	20.0	30.0
	Maximum	41.0	40.0
	Mean	27.4	35.0
	S.D	5.9	7.1
Formal Assessment	Minimum	13.0	22.0
	Maximum	50.0	59.0
	Mean	32.6	39.5
	S.D	5.9	5.9
Walk Through	Minimum	10.0	21.0
	Maximum	40.0	40.0
	Mean	29.4	34.2
	S.D	5.5	4.7

¹ D23_total refers to the total score for domains 2 and 3,

Environment for Learning and Teaching for Learning

while D14_total refers to the total score for domains 1 and 4,

Planning and Preparation and Professionalism.

Overall Results of Observations

Overall Observation¹ Results

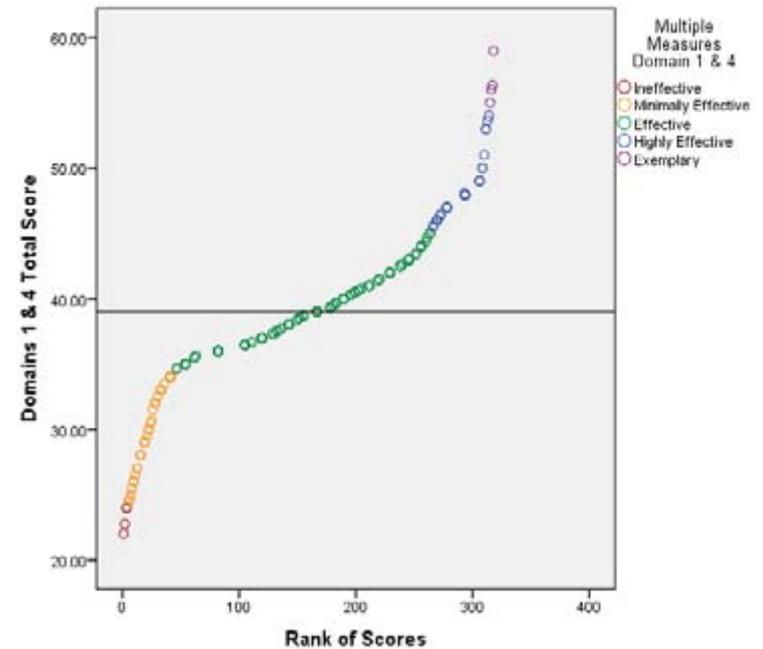
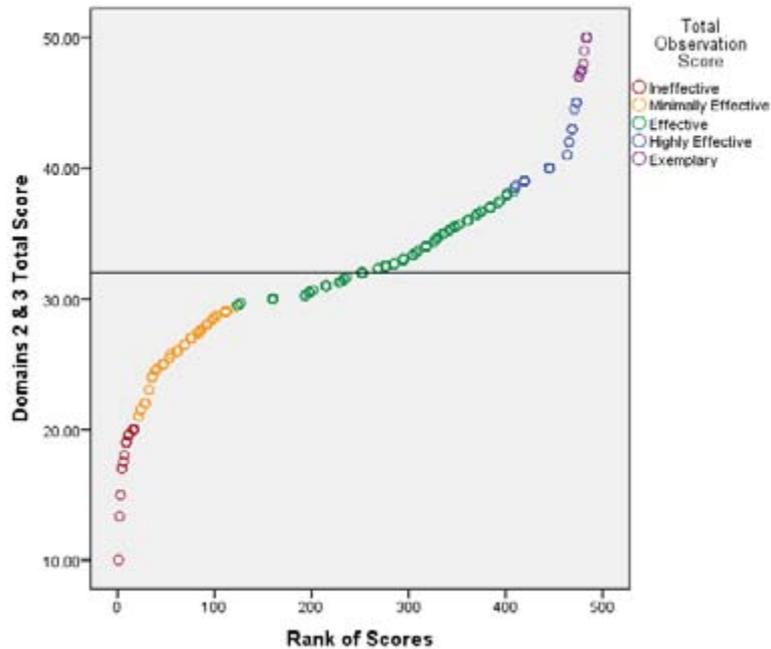
	<u>Domains 2 & 3</u>		<u>Domains 1 & 4</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Ineffective	20	4.1%	4	1.3%
Minimally Effective	101	20.8%	41	12.9%
Effective	287	59.2%	220	69.2%
Highly Effective	66	13.6%	49	15.4%
Exemplary	11	2.3%	4	1.3%
Total	485		318	

¹ Based on Teacher's average score over multiple ratings.

-About 75% of Teachers were rated Effective or higher on Domains 2 & 3.

- About 86% of Teachers were rated Effective or higher on Domains 1 & 4.

Distribution of Results



Observation Rubric

- Background and Detail

Observation Rubric as a Summary of Performance

Measure	NMTEACH Evaluation component →	Formal	
		OBSERV	MM
		NMTEACH Domain →	
	Component →	1	2
2A Creating an Environment of Respect and Rapport Score		.712	.356
2B Organizing Physical Space Score		.652	.329
2C Establishing a Culture for Learning Score		.753	.369
2D Managing Classroom Procedures Score		.789	.231
2E Managing Student Behavior Score		.778	.324
3A Communicating with Students Score		.740	.358
3B Using Questioning and Discussion Techniques Score		.624	.374
3C Engaging Students in Learning Score		.758	.320
3D Assessment in Instruction Score		.616	.453
3E Demonstrating Flexibility and Responsiveness Score		.541	.576

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax

a. Rotation converged in 3 iterations.



Observation Rubric as a Summary of Performance

Measure	NMTEACH Evaluation component →	Formal	
		OBSERV	MM
		NMTEACH Domain →	
	Component →	2,3,1	4
		1	2
2A Creating an Environment of Respect and Rapport Score		.712	.356
2B Organizing Physical Space Score		.652	.329
2C Establishing a Culture for Learning Score		.753	.369
2D Managing Classroom Procedures Score		.789	.231
2E Managing Student Behavior Score		.778	.324
3A Communicating with Students Score		.740	.358
3B Using Questioning and Discussion Techniques Score		.624	.374
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Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax

a. Rotation converged in 3 iterations.



Observation Rubric as a Summary of Performance

Measure	NMTEACH Evaluation component →	Formal		Walk through				
		NMTEACH Domain →	OBSERV	MM	MM	MM	OBSERV	OBSERV
			Component →	1	2	1	2	3
2A	Creating an Environment of Respect and Rapport Score	2,3,1	.712	.356		.209	.715	.462
2B	Organizing Physical Space Score	1	.652	.329	.454		-.400	.452
2C	Establishing a Culture for Learning Score		.753	.369	.508	.251	.441	.365
2D	Managing Classroom Procedures Score		.789	.231				.768
2E	Managing Student Behavior Score		.778	.324			.209	.822
3A	Communicating with Students Score		.740	.358		.304	.698	.389
3B	Using Questioning and Discussion Techniques Score		.624	.374	.223		.756	
3C	Engaging Students In Learning Score		.758	.320				.802
3D	Assessment in Instruction Score		.616	.453	.512		.398	.539
3E	Demonstrating Flexibility and Responsiveness Score		.541	.576	.211		.819	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax

a. Rotation converged in 3 iterations.



Observation Rubric as a Summary of Performance

Measure	NMTEACH Evaluation component →	Formal		Walk through			
		OBSERV	MM	MM	MM	OBSERV	OBSERV
		NMTEACH Domain →					
	Component →	2,3,1	4	4	1	2	3
		1	2	1	2	3	4
2A Creating an Environment of Respect and Rapport Score		.712	.356		.209	.715	.462
2B Organizing Physical Space Score		.652	.329	.454		-.400	.452
2C Establishing a Culture for Learning Score		.753	.369	.508	.251	.441	.365
2D Managing Classroom Procedures Score		.789	.231				.768
2E Managing Student Behavior Score		.778	.324			.209	.822
3A Communicating with Students Score		.740	.358		.304	.698	.389
3B Using Questioning and Discussion Techniques Score		.624	.374	.223		.756	
3C Engaging Students in Learning Score		.758	.320				.802
3D Assessment in Instruction Score		.616	.453	.512		.398	.539
3E Demonstrating Flexibility and Responsiveness Score		.541	.576	.211		.819	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax

a. Rotation converged in 3 iterations.



Observation Rubric as a Summary of Performance

Measure	NMTEACH Evaluation component →	Formal		Walk through			
		OBSERV	MM	MM	MM	OBSERV	OBSERV
		NMTEACH Domain →					
	Component →	2,3,1	4	4	1	2	3
		1	2	1	2	3	4

1A Demonstrating Knowledge of Content and Pedagogy Score	.552	.482		.902	.251	
1B Designing Coherent Instruction Score	.618	.477	.216	.894		
1C Setting Instructional Outcomes Score	.589	.389	.252	.805	.286	
1D Demonstrating Knowledge of Resources Score	.562	.510		.864		.289
1E Demonstrating Knowledge of Students Score	.680	.398	.441	.450	.464	
1F Designing Student Assessment Score	.587	.487	.296	.532		
4A Communicating with Families Score	.377	.621	.753			
4B Participating in a Professional Community Score	.262	.801	.767			
4C Reflecting on Teaching Score	.475	.669	.838			
4D Demonstrating Professionalism Score	.369	.688	.701	.375		.263
4E Growing and Developing Professionally Score	.343	.730	.808	.246	.204	
4F Maintaining Accurate Records Score	.254	.692	.674	.303	.339	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax

a. Rotation converged in 3 iterations.



Observation Rubric

Amount of Variation Explained

<u>Domain</u>	<u>Formal</u>	<u>Walk Through</u>
2,3	70.4%	
1,4	64.2%	69.8%

Overall, the domain scores for each are reproduced well by the summary scores. This implies that the set of items raters are scoring are suitable for use in describing teacher performance.

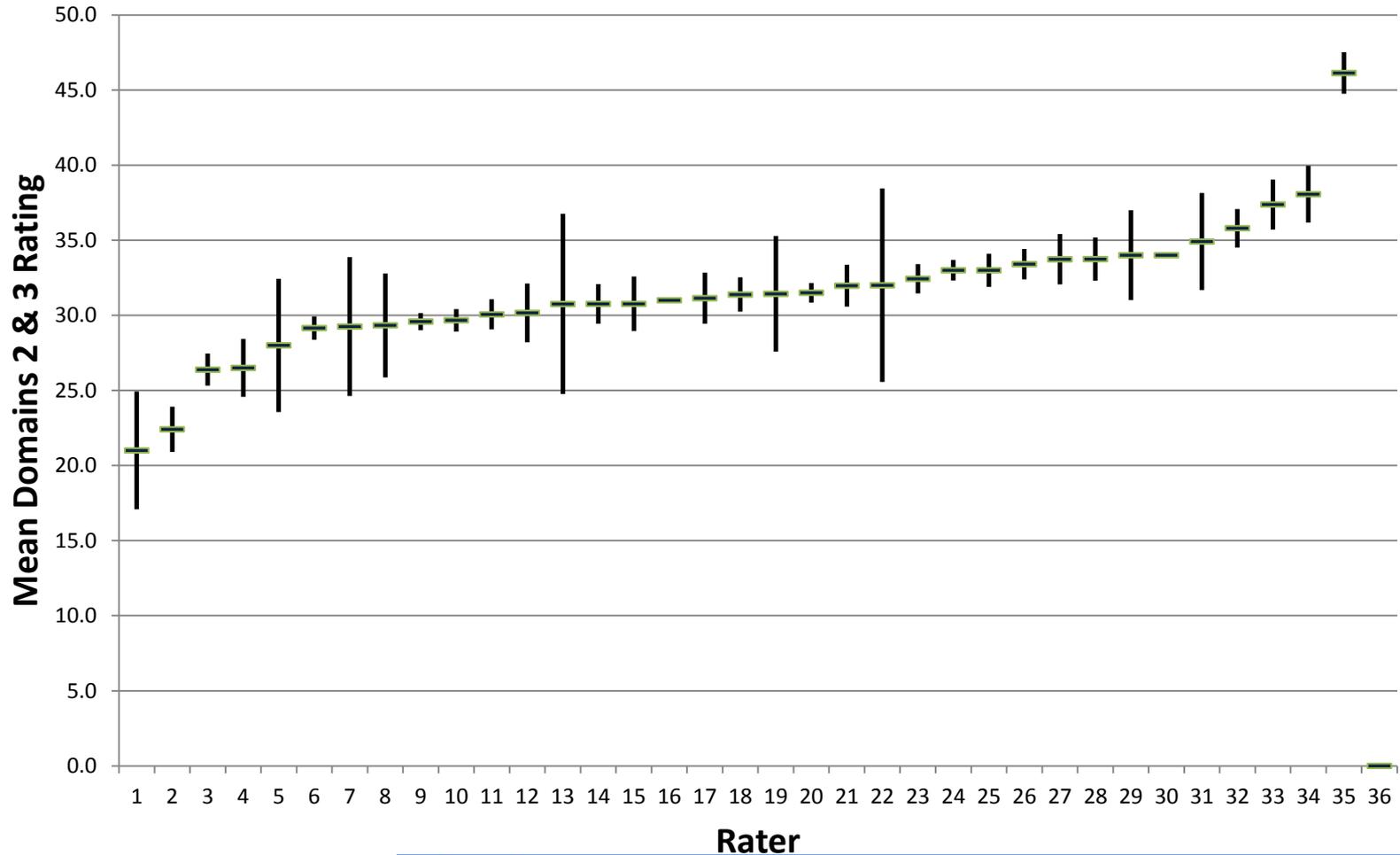
Use of the Rubric

- Raters can use individual items of the rubric equally well.
- There was virtually no difference in scores by occasion.
- Raters were very consistent in scoring across occasions.
- Raters differ somewhat in stringency.
 - The standard deviation of a single score due to raters is about 4.6 – which is why multiple observations or multiple raters are necessary.

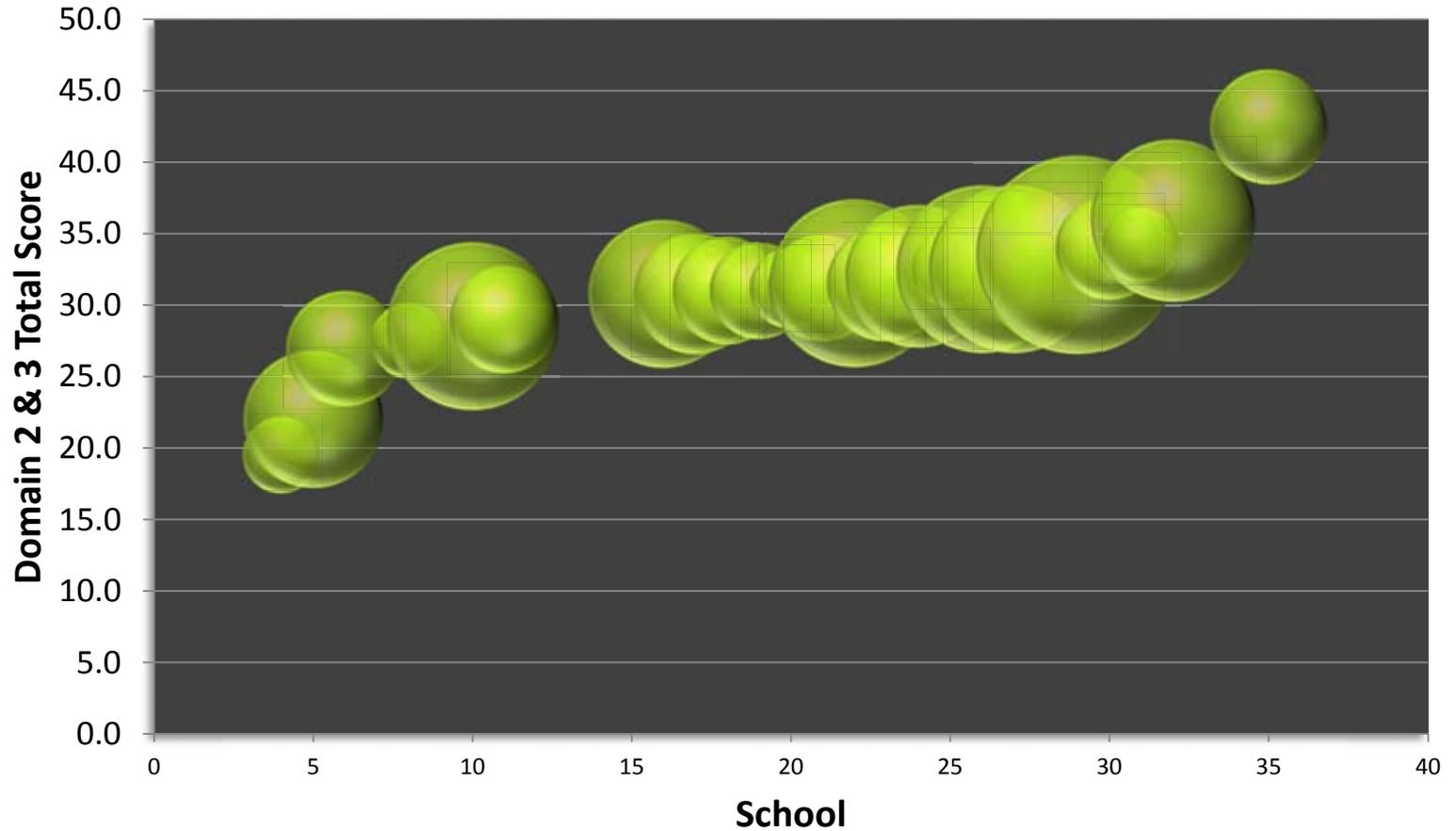
Use of the Rubric

- Overall, the reliability of observations range from .34 to .91 for Domains 2 & 3 and from .44 to .95 for Domains 1 & 4.

Rater Performance



Ratings by School

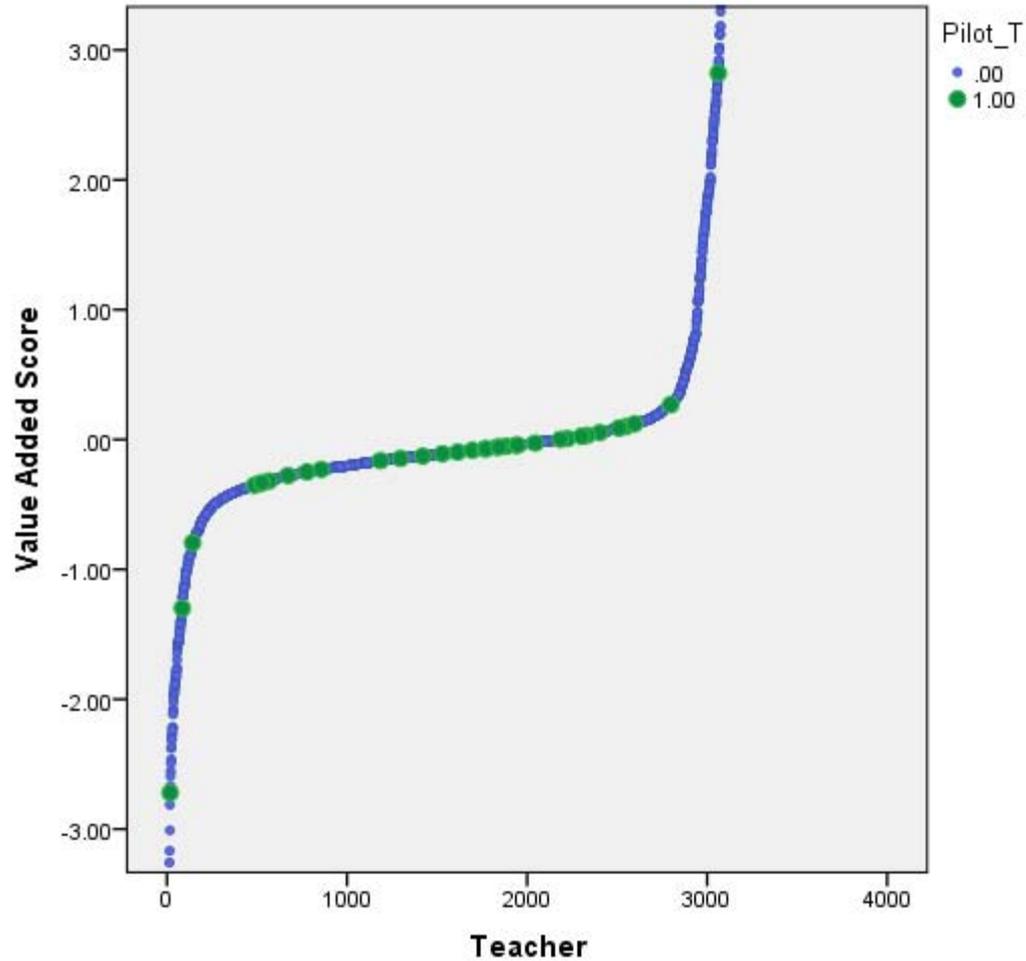


Preliminary Valued Added Results

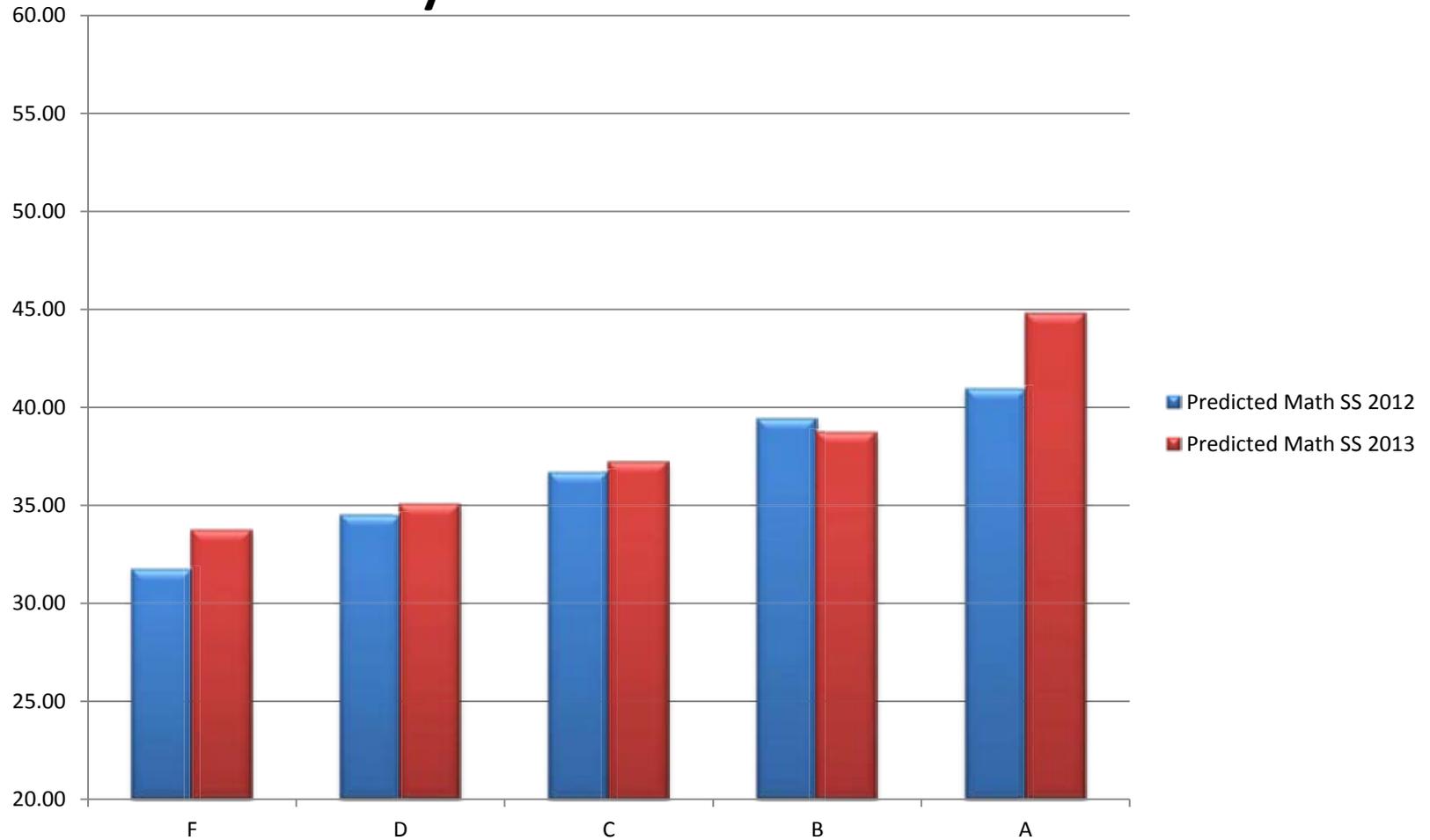
(math)

- Student Level correlation between predicted student performance (based on VAM) and observed performance = .86.
- Teacher level correlation between predicted mean performance (based on VAM) of students and observed performance = .97.

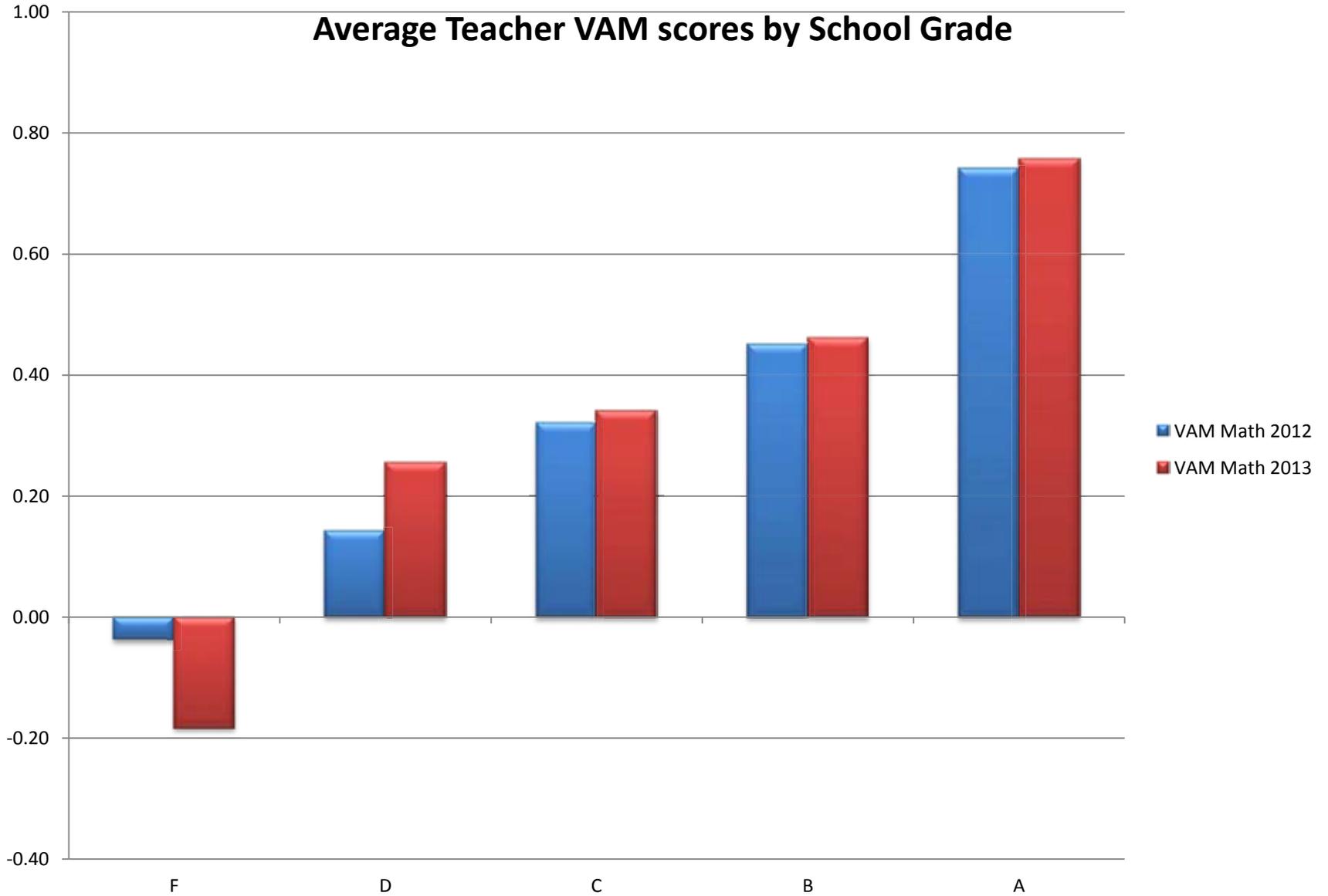
Math Student Achievement



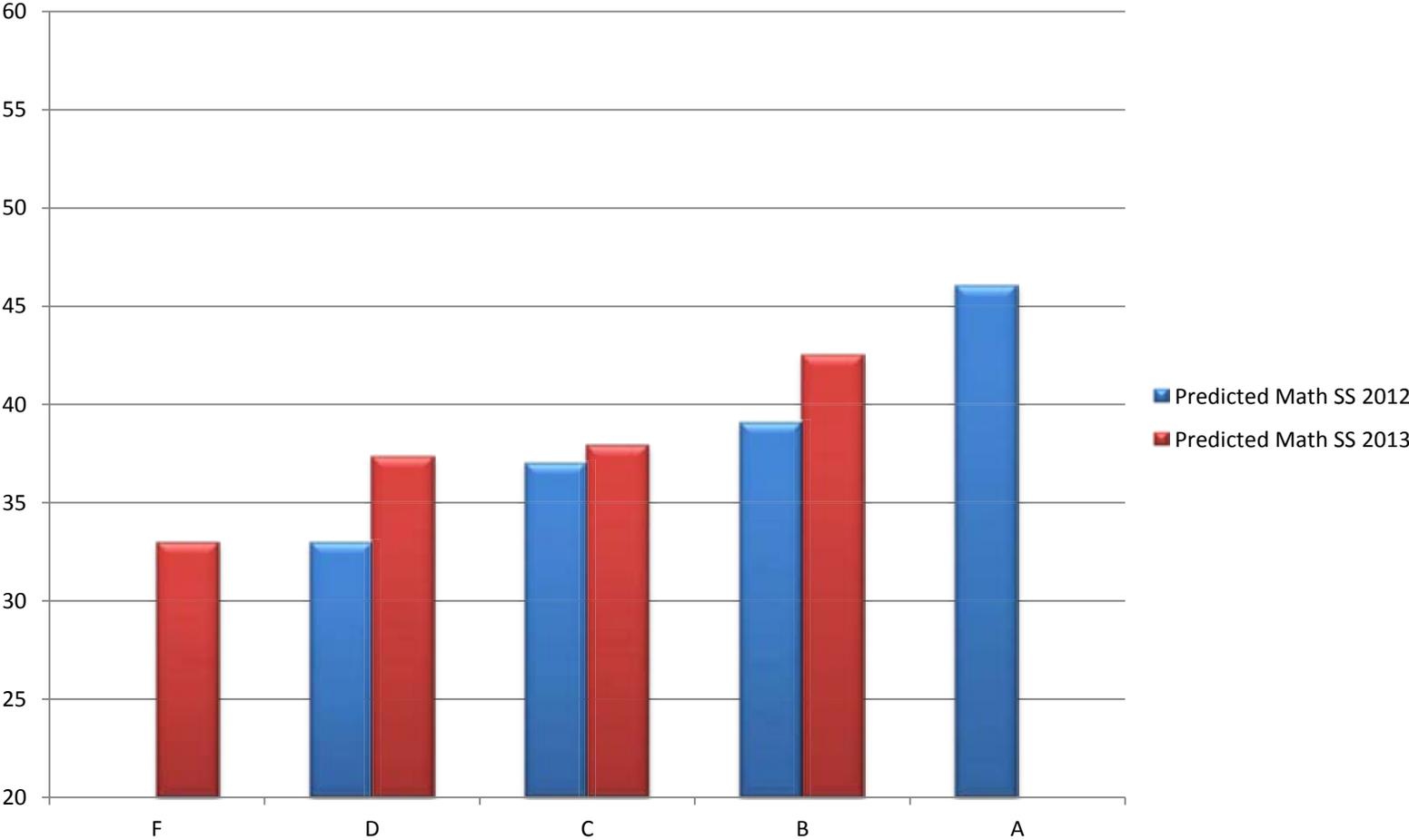
Predicted Student Performance by Teacher by School Grade



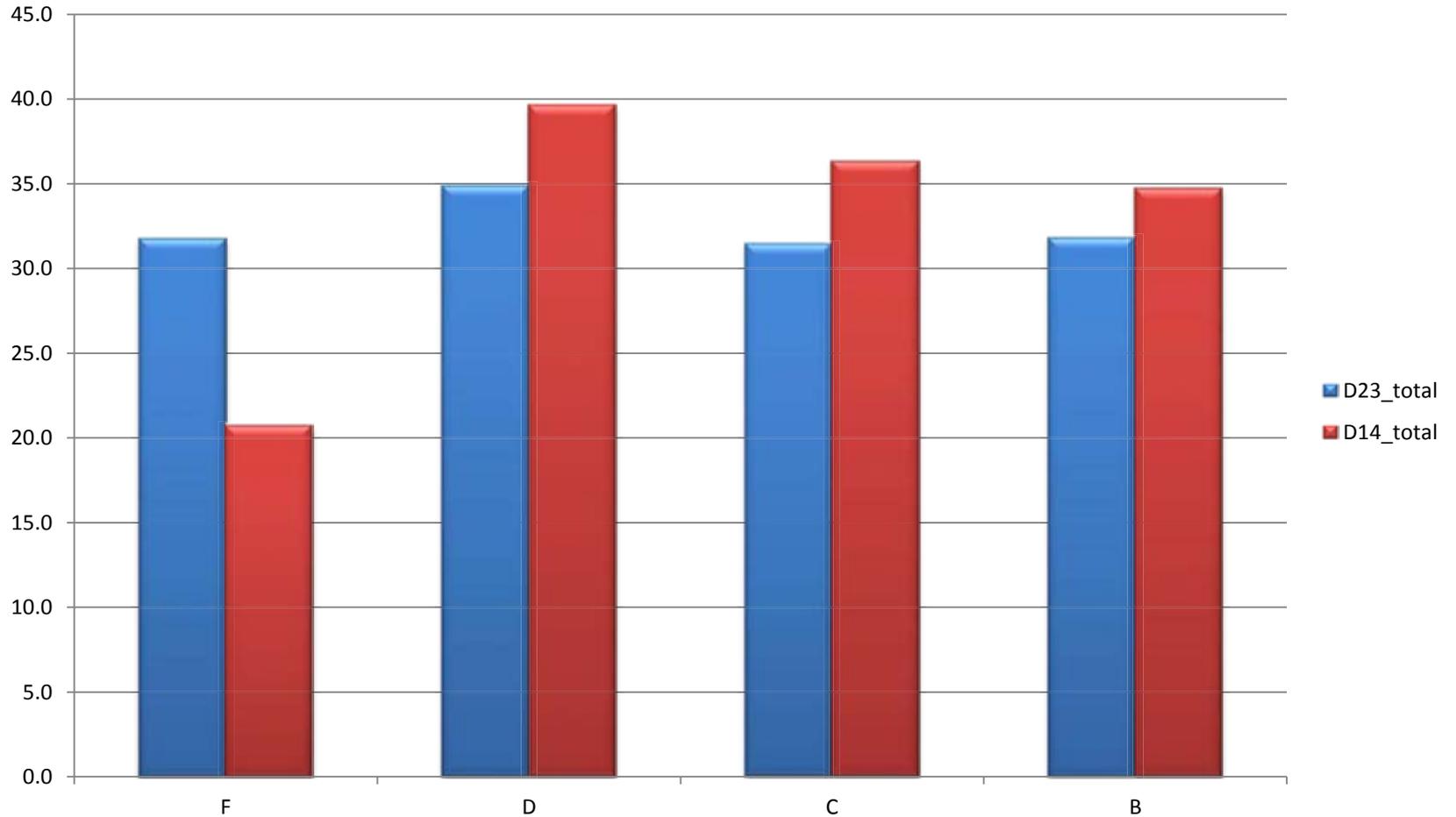
Average Teacher VAM scores by School Grade



Predicted Student Performance by Teacher by School Grade: Pilot Schools



Average Teacher Observation Scores by School Grade



Combined Results

Domains 2 & 3
VAM

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Total
Ineffective	0	0	1	1	0	2
Minimally Effective	0	1	0	0	0	1
Effective	0	6	20	6	0	32
Highly Effective	0	0	0	0	0	0
Exemplary	0	2	0	0	0	2
Total	0	9	21	7	0	37

Exact Match	21	56.8%
Exact + 1	33	89.2%
Review	3	8.1%

EoCs

Correlation of EoC with:

Current Math 0.32

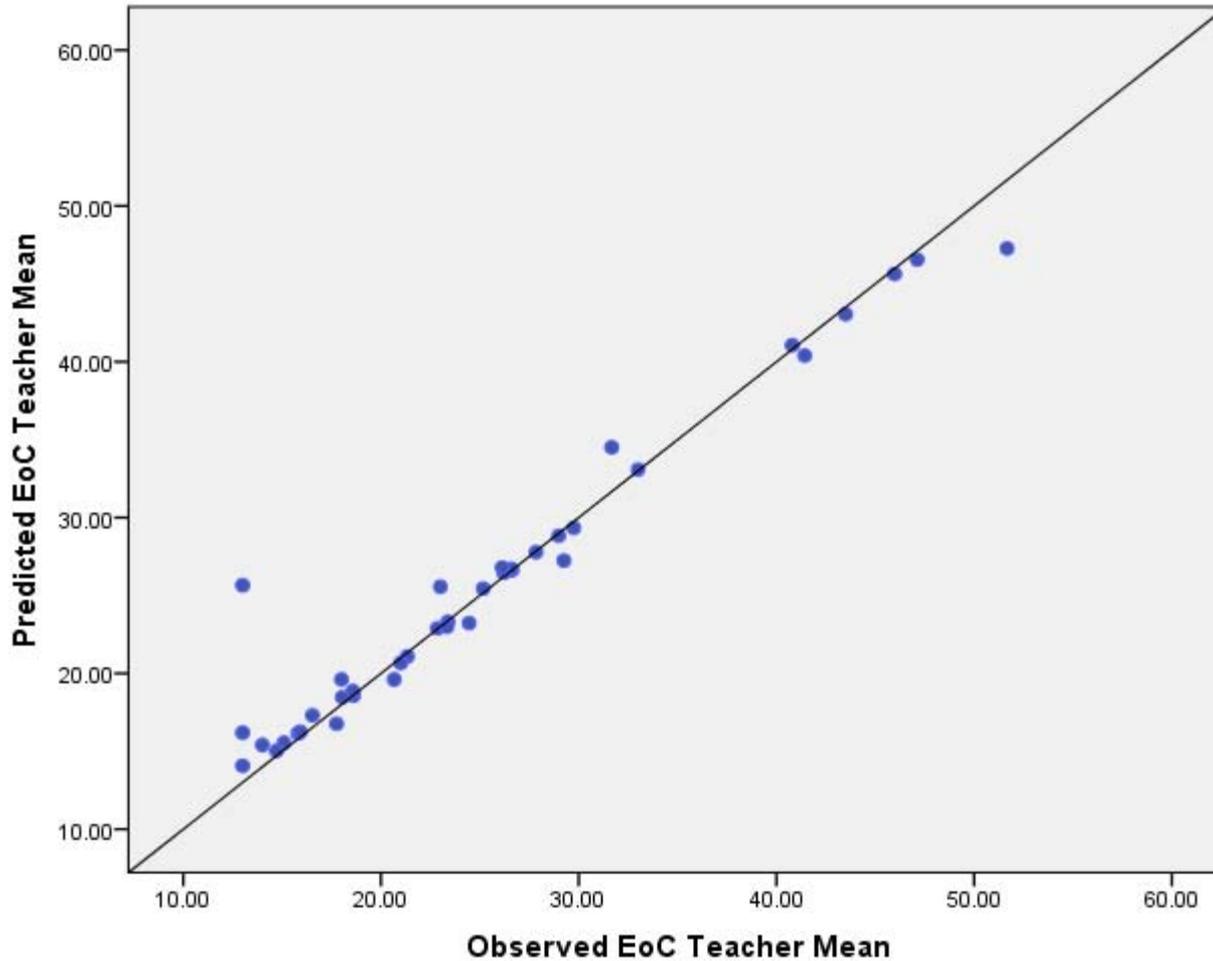
Current Reading 0.31

Prior Math 0.35

Prior Reading 0.34

Based on sample of 4,200 students and includes only ADC EoCs.

EoCs



Correlation
between
predicted and
actual EoC at
the student
level = .86

At the teacher
level = .94

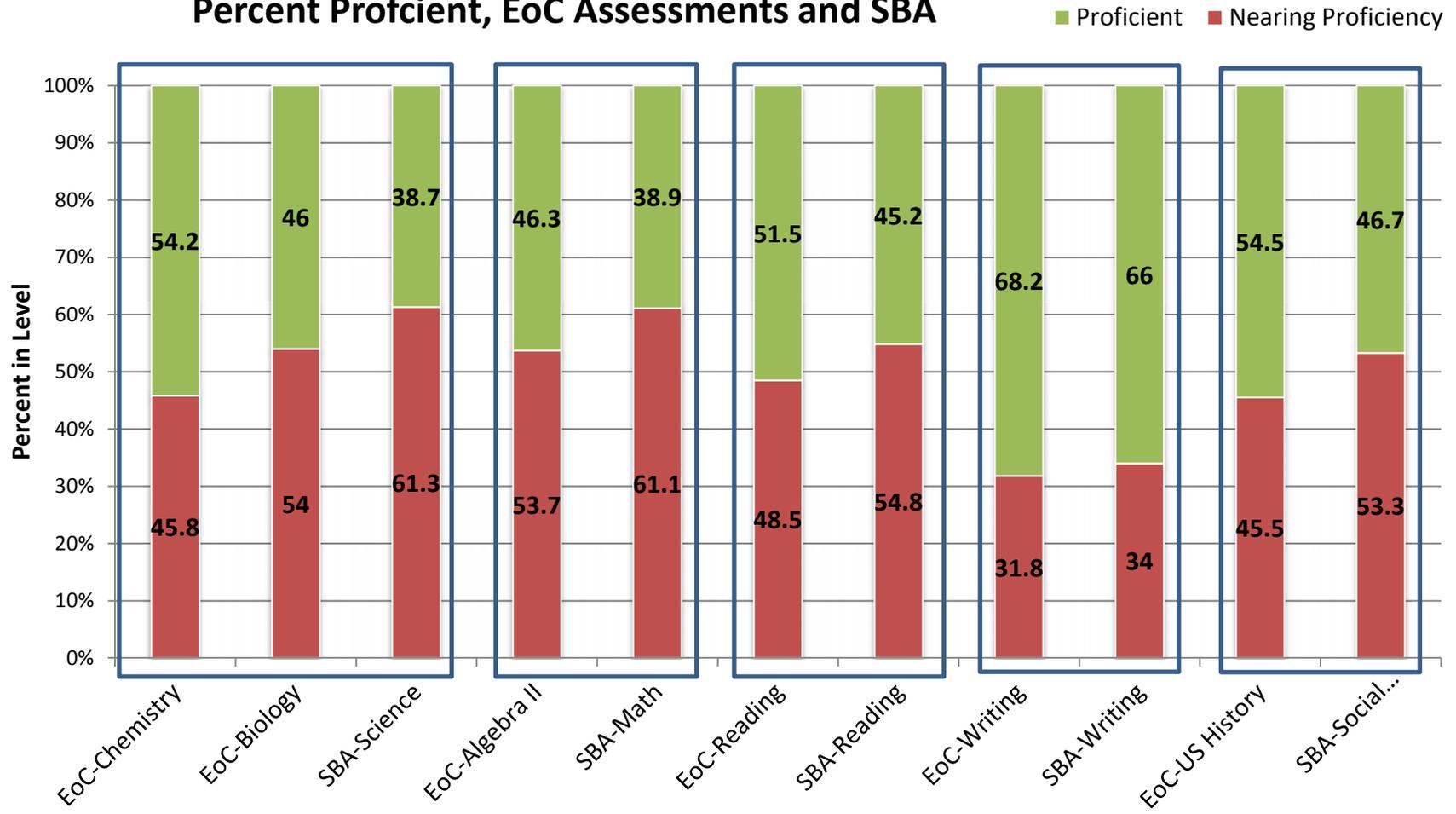
Summary

- Observation Rubric (since revised) can be used consistently.
- Observation Rubric amenable for summarizing teacher performance.
- Raters are internally consistent but vary in stringency
- Value Added Results differentiate teachers and are more related to external criteria than observation rubric.
- Value Added and Observation results are consistent. In less than 10% of cases are results divergent.
- EoCs are amenable to VAM and results are generally as precise as results based on SBAs.

Fall 2012 EoC Passing Scores*

	EoC-Chemistry	EoC-Biology	SBA-Science	EoC-Algebra II	SBA-Math	EoC-Reading	SBA-Reading	EoC-Writing	SBA-Writing	EoC-US History	SBA-Social Studies
Nearing Proficiency	45.8	54	61.3	53.7	61.1	48.5	54.8	31.8	34	45.5	53.3
Proficient	54.2	46	38.7	46.3	38.9	51.5	45.2	68.2	66	54.5	46.7
EoC Passing Score	12	20		20		25		15		26	

Percent Proficient, EoC Assessments and SBA



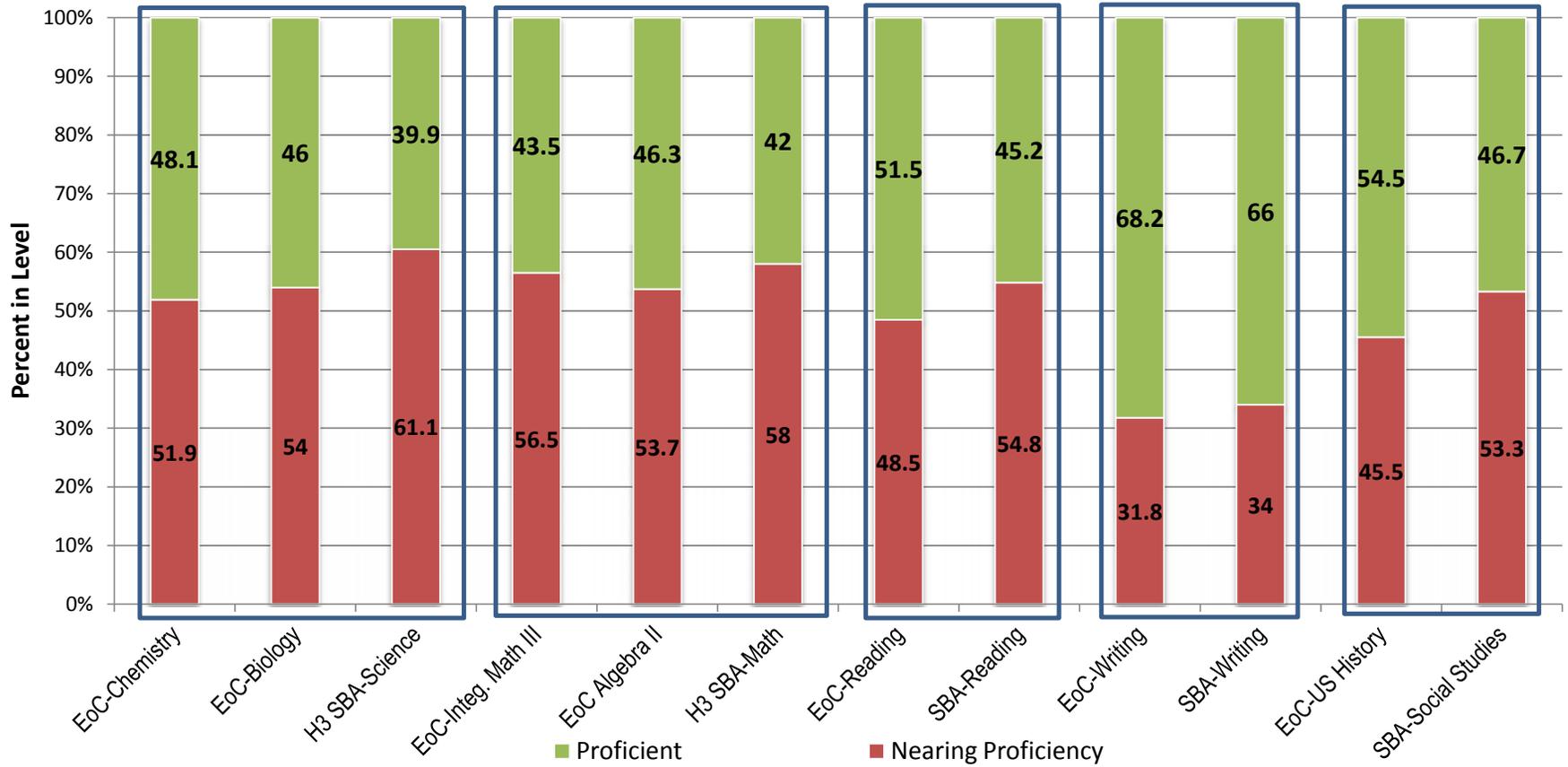
* Passing scores in Chemistry and Biology only apply to the EoC administration in fall 2012. Important updates of the Science assessments will be followed by a re-release of passing scores in May 2013. A passing score for the EoC in Integrated Math III will also be released in May 2013.

Spring 2013 EoC Passing Scores*

	EoC- Chemistry	EoC- Biology	H3 SBA- Science	EoC- Integ. Math III	EoC Algebra II	H3 SBA- Math	EoC- Reading	SBA- Reading	EoC- Writing	SBA- Writing	EoC-US History	SBA-Social Studies
Nearing Proficiency	51.9	54	61.1	56.5	53.7	58	48.5	54.8	31.8	34	45.5	53.3
Proficient	48.1	46	39.9	43.5	46.3	42	51.5	45.2	68.2	66	54.5	46.7
EoC Passing Score	13	22		10	20		25		15		26	

Percent Proficient, EoC Assessments and SBA

* Passing scores in Chemistry, Biology, and Integrated Math III were set in July 2013. Previously set passing scores in Reading, Writing, and U.S. History are unchanged.





Kid's First, New Mexico Wins!

FY14 – Categorical Appropriations Update

**Report to the
Legislative Education Study Committee
Senator John M. Sapien, Chairman**

Hanna Skandera
Secretary of Education

Hipolito J. Aguilar
Deputy Secretary, Finance and Operations
September 18, 2013

FY14 Related-Nonrecurring Appropriations

Transition to Teacher Effectiveness

- **\$3,400.0**
 - \$720.0
 - Regional Training NMTEACH Observation Protocol.
 - Direct training of NM principals and school leaders.
 - Adoption of Observation Engine Online System for calibration and certification.
 - Regional calibration training.
 - \$1,880.0
 - NMTEACH Online Evaluation System (Teachscape).
 - Online system that allows all components of the evaluation system to be calculated.
 - Provides an opportunity for timely and effective feedback.
 - \$250.0
 - Development of End of Course (EoC) exams.
 - Establishes a measure for teachers not teaching in tested subjects and grades.
 - \$550.0
 - Observation/Feedback Support .
 - Provide external observers to schools who request assistance.

FY14 Related-Nonrecurring Appropriations

Rewarding Highly Effective Teachers

- **\$2,000.0**
 - For teachers moving from A/B schools to D/F schools:
 - 100 available stipends at \$5,000 each.
 - RFI for awards released August 30th and will close on September 30, 2013.
 - To date, 10 RFIs have been returned for consideration.
 - Awards letters will be distributed in October with funds released in June, 2014.
 - For teachers increasing the proportion of AP students receiving College Credit from AP classes:
 - 300 available stipends at \$5,000 each.
 - Awards will be announced in the Spring of 2014.
 - Awards will be released in June of 2014.



NMTEACH Educator Quality Roadshow

Pilot Training and Outreach

- August 29, 2012--Day 1—Establishing Structures and Systems to Support the Observation Process
- September 12, 2012--Day 2—Understanding and Using the NM Teach Observation Rubric
- September 26, 2012--Day 3—Using the Observation Rubric and Results to Improve Individuals, Teacher Teams and Whole Faculty Groups (Domain 2)
- January 17, 2013-- Day 4—Summarizing Progress with the Use of the Observation Rubric, Expanding Understanding of Domain 4 (Professionalism) and Introducing the On-Line Data Submission Tool
- February 27 + 28, 2013—Two-Day Train the Trainer Session

4 Follow-up Webinars

- September 5, 2012--Webinar 1—Crafting Feedback and Establishing Observation Routines
- September 19, 2012--Webinar 2—Using Domain 1 to Enhance Lesson Planning and Preparation
- October 3, 2012--Webinar 3—Identifying Evidence and Artifacts to Support Domain 3—Teaching and Learning
- December 18, 2012Webinar 4—Lessons Learned from On-Site Instructional Rounds

On-Site Clinical Rounds

Support Calibration and Support Districts to Enhance the Use the Observation Tools

- 10/10—Pecos Middle School—3 administrators; 8 Classrooms
- 10/11—Jemez Mountain Elementary—7 administrators; 10 Classrooms
- 10/18—Los Alamos High School—10 administrators; 10 classrooms
- 10/30—Highland High School (Half Day)—3 administrators, 3 classrooms
- 11/1—Lindsey Steiner Elementary, Portales—12 administrators; 7 classrooms



On-Site Clinical Rounds

- 11/6—Alamogordo High School—4 administrators; 3 classrooms (half-day session)
- 11/7—Santa Teresa Middle School, Gadsden Independent Schools—5 administrators; 10 classrooms
- 11/8—Red Mountain Middle School and Bell Elementary, Deming Public Schools—8-12 (smaller groups in afternoon; 12 classrooms)
- 11/9—Sunrise Elementary, Gadsden Independent Schools—6 administrators; 10 classrooms
- 11/13—Koogler Middle School, Aztec Municipal Schools—12 administrators; 18 classrooms
- 11/19—Logan Schools—2 administrators; 9 classrooms
- 12/3—Santo Domingo Elementary School, Bernalillo Public Schools—10 administrators; 8 classrooms
- 12/4—Bernalillo High School, Bernalillo Public Schools – 6 administrators; 8 classrooms
- 12/6—Kirtland Elementary, Central Consolidated School System – 4 administrators; 8 classrooms
- 12/6—Mesa Elementary, Central Consolidated School System—8 administrators; 6 classrooms
- 12/7—TSB Middle School, Central Consolidated School System – 4 administrators; 8 classrooms
- 12/7—Kirtland High School, Central Consolidated School System—8 administrators; 9 classrooms
- 12/10—West Mesa High School—Albuquerque Public Schools—6 administrators; 9 classrooms
- 12/12—Rio Grande High School—Albuquerque Public Schools—5 administrators; 9 classrooms
- 1/14—Alamogordo High School – 4 administrators; 8 classrooms
- 1/15—Mesa Middle School, Las Cruces Public Schools – 24 administrators; 16 classrooms



On-Site Clinical Rounds

- 1/18—Ernie Pyle Middle School, Albuquerque Public Schools – 4 administrators, 8 classrooms
- 2/1—South Valley Academy, Albuquerque Public Schools – 6 administrators, 10 classrooms
- 2/5—Kennedy Middle School, Gallup Public Schools – 8 administrators, 8 classrooms
- 2/6—Albuquerque Sign Language Academy – 1 administrator, 6 classrooms
- 2/7—Cimarron Public Schools – 3 administrators, 6 classrooms
- 2/8—Laguna-Acoma High School – 7 administrators, 8 classrooms
- 2/12—Saracino Middle School, Socorro Schools—8 administrators, 12 classrooms
- 2/25—Truth or Consequences Middle School—8 administrators, 12 classrooms
- 3/1—Lindsey Steiner Elementary
- 3/11—Barranca Elementary
- 4/1—Lynn Middle School
- 4/2—Monte Vista Elementary
- 4/3—Ocate High
- 4/4—Alamogordo High
- 4/5—Santa Teresa High
- 4/8—South Valley Academy
- 4/11—West Mesa High
- 4/15—Ojo Amarillo Elementary
- 4/17—Highland High
- 4/18—Ernie Pyle Middle School
- 4/19—Rio Grande High
- 4/29—Logan Schools



On-Site Clinical Rounds

- 4/30—Eagle Nest Elementary
- 4/30—Desert Trail Elementary
- 5/1—Park Avenue Elementary
- 5/2—Aztec High
- 5/23—Texico Schools

Educator Quality Roadshow

- March 18- Eldorado High School- Teachers and Teacher Cadets
- April 1- New Mexico School Boards Association-Region 1 (Newcomb)
- April 9-New Mexico School Boards Association-Region 4 (Magdalena)
- April 22-New Mexico School Boards Association-Region 8 (Hondo Valley)
- April 25-26-New Mexico Association of Bilingual Educators Annual Conference (Santa Fe)
- April 27-National Education Association-NM- Statewide Leadership Conference (Santa Fe)
- April 30-Bloomfield (attended by Aztec, Farmington, Bloomfield, Central, BIE, and Navajo Nation)
- May 1-Pojoaque (attended by Taos, Questa, Espanola, Los Alamos, Pojoaque, Pecos, Chama, Mesa Vista)
- May 2-Penasco Schools
- May 10-Dexter, Hagerman, Lake Arthur, Carlsbad (secondary schools)
- May 15-Clovis Municipal Schools
- May 16-Lovington Municipal Schools
- May 17-Carlsbad (elementary schools)
- May 21-Grants-Cibola County Schools
- May 22-Bernalillo Schools
- May 23-Texico Schools
- May 31-NM School Law Conference-Statewide School Board meeting
- June 6-NM Hispanic Education Advisory Committee (Taos)



AZTEC MUNICIPAL SCHOOL DISTRICT

"Building a Foundation of Success"

Office of the Superintendent

1118 W. Aztec Blvd. Aztec New Mexico 87410

(505) 334-9474 FAX (505) 334-9861

August 15, 2013

Secretary Hannah Skandera
Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501

Dear Secretary Skandera:

Attached to this letter you will find an Aztec Municipal School Board resolution passed in our July board meeting. The resolution is in regard to the concerns our district has over the new evaluation system. As you know I have voiced many times my concern that we are moving forward too fast with all components and my feeling that we should implement this process in two phases: protocols on the observation system this year and the on-line system with full implementation next school year. I know you have stated several times that the timeline for implementation will not change. Although I don't agree with this, the Aztec School District is moving forward to try and prepare our staff and principals. However, the Aztec Board and I feel it is important that you understand our position on this important issue. We still ask that you reconsider the timeline of implementation.

I believe that this new system of evaluation has great potential to make a difference in education in New Mexico. By far the most impactful part of the new system is the observation piece. It is through this work our principals can identify strengths and areas in need of improvement, but more importantly it is this area where teachers can make real adjustments in practice which will improve student achievement. It is for this reason that I believe this year should be focused on the observation protocols, rubrics and observation process. Concentrating on this component is going to be more beneficial and meaningful to improving student achievement than the on-line system. The on-line system reporting tool and PD component will only be as beneficial as the information we put into the system. PED has provided some very good initial training and we are very appreciative, but the focus this year should be on the protocols and overall observation process. It only makes sense that we must have a rigorous PD plan that is accessible statewide in place to help our professionals grow in this area. At the current time we are asking schools across this state to train staff on the rubrics, the overall evaluation process and the new on-line system. If this were only a checklist and that was what we were trying to accomplish then we would be in great shape, but it is the quality of what is implemented and not the quantity that is going to drive systemic change in our great state.

As a district that piloted the evaluation protocols, across all schools, we understand and saw the difference the domains and observation process can have on improving instruction. But even with us having this level of familiarity with the new system, there are still so many questions that

Our Mission:

In a safe, caring environment, we will partner with our community to produce responsible citizens who are globally competitive and prepared for life in the 21st century.

are not answered and components which are not fully developed. Although we piloted the program, we still need to deep dives into the protocols and provide more training for our staff. If it were possible to focus only on that much this year, we could become masters of the domains and elements. Because of the pace PED has set, what we are going to be forced to do is implement a system for which teachers and administrators have not had adequate training.

Aztec administrators were recently trained on the on-line Teachscape system. We have recognized that there is great promise for this system, but that we are way behind when it comes to training principals and staff on all the protocols. It is obvious that the new system is not fully developed. These are a few of the issues that became apparent to us during training:

- If a teacher wants to see his or her summative evaluation form, we cannot show them.
- At this point we have had no training on how to access the professional development piece of the software.
- We cannot tell teachers how or what rubrics look like when it comes to the other multiple measures.
- We could not log-on to our own system and use our data because it was not loaded. School has begun and we are not able to access the system.
- Principal evaluations, too, will be affected by this implementation of a system on which they have not been adequately trained.

I am absolutely one that believes in learning by doing, but that in itself implies that there is already a system in place that can be fully implemented, not a system that is being developed during implementation. It is very clear that there is a lot of learning that will have to take place on this new system, but we are going to learn a new system while we are trying to establish baseline scores for our staff and I doubt that is best practice

Utilizing this year to pilot the on-line system would give us the opportunity to not only understand the components of the system but also allow us to identify issues and concerns so that they could be addressed before we implement something so very important and impactful to our teachers, principals, and ultimately our students. Piloting the on-line components would allow us to schedule specific and meaningful trainings over the course of the year. We have a perfect opportunity over the school year to carefully **plan** how we will train our principals and staff in the use and benefits of the on-line system while we spend this year **becoming experts** in the protocols. I feel sure that experts on this system would agree that this is the best way to move forward.

I am still committed to the NMTEACH task force and am hopeful that we will resume meetings, now that the busy summer is behind us, to finalize the teacher evaluation system and do the same for the principals' system as well. This work is extremely important for the future of education in this state and ensuring we implement this in a meaningful manner is of the utmost significance.

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With all due respect, I ask one more time that you consider altering timeline. We don't need just change; we need long lasting and meaningful change for our staff but most importantly for the over 300,000 students that enter our schools across this amazing state each day.

Sincerely,

Kirk M. Carpenter
Superintendent
Aztec Municipal Schools

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