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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
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June 25, 2015

MEMORANDUM

TO: Legislative Education Study Committee

FR: Heidi L. Macdonald

**RE: STAFF REPORT: TEACHER EFFECTIVENESS EVALUATION SYSTEM:
SECOND YEAR OF IMPLEMENTATION**

INTRODUCTION

According to a May 4, 2015 Albuquerque Journal newspaper article, the Public Education Department (PED) sent school districts individual teacher evaluation scores for school year 2014-2015. The article reflects that 20,500, or 94 percent, of the state's 21,800 teachers were evaluated. However, the article also indicates that 73.8 percent of these teachers were rated effective or better, a 4.4 percent point decrease compared with last year, when 78.2 percent of teachers rated effective or better.

For the committee's review, **Attachment 1, *Statewide Summative Ratings - 2014 and 2015 Comparison***, outlines these scores by the approximate number and the percentage of the teachers evaluated in five levels of performance as follows:

1. **exemplary:** approximately 512 teachers, or 2.5 percent of the total teachers evaluated;
2. **highly effective:** 4,961 teachers, or 24.2 percent of the total teachers evaluated;
3. **effective:** approximately 9,655 teachers, or 47.1 percent of the total teachers evaluated;
4. **minimally effective:** 4,633 teachers, or 22.6 percent of the total teachers evaluated; and
5. **ineffective:** 738 teachers, or 3.6 percent of the total teachers evaluated.

This staff report includes information relating to:

- the implementation of the state’s Effectiveness Evaluation System (EES) for public school teachers and administrators;
- pertinent provisions in PED rule for the second year of implementation;
- *Understanding the Measures that Comprise the Summative Evaluation*: PED resource videos;
- NMTEACH rubric domains and proposed PED changes;
- graduated considerations; and
- an Effectiveness Evaluation System (EES) summative report example.

The staff brief also includes five attachments:

- **Attachment 1, *Statewide Summative Ratings - 2014 and 2015 Comparison*;**
- **Attachment 2, *Part 8, Teacher and School Leader Effectiveness*;**
- **Attachment 3, *Revised NMTEACH rubric domains*;**
- **Attachment 4, *NMTEACH Graduated Considerations*; and**
- **Attachment 5, *NMTEACH District Educator Effectiveness Summative Teacher’s Report 2014-2015*.**

IMPLEMENTATION OF THE STATE’S EFFECTIVENESS EVALUATION SYSTEM (EES) FOR PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

In 2011, the Legislature considered, but did not pass, legislation that would have implemented a new system for evaluating teachers and principals. Through executive order in the 2011 interim, the Governor created the New Mexico Teacher Evaluation Advisory Council (NMTEACH), whose charge was to provide recommendations to the Governor regarding how best to measure the effectiveness of teachers and school leaders based on specific parameters. In the 2012 session, the NMTEACH recommendations led to other legislation that the Legislature considered but did not pass.

Then in April 2012, the Governor issued a press release directing PED to formulate a new teacher and principal evaluation system through rule. Adopted in August 2012 and amended in September 2013, the PED rule titled *Teacher and School Leader Effectiveness*, **Attachment 2**, implements an evaluation program for public school teachers and administrators called the EES.

PERTINENT PROVISIONS IN PED RULE FOR THE SECOND YEAR OF IMPLEMENTATION

Overall, the PED rule, *Teacher and School Leader Effectiveness*, governs the implementation of the EES; however, there are certain provisions that have changed for school year 2014-2015 and succeeding school years. For instance, under Section 6.69.8.7(E) of the New Mexico Administrative Code (NMAC), “certified observer” is an individual who:

- holds an active level three-B license or an active teaching license;
- is employed by a school district or charter school as an administrator or teacher;
- completes PED’s teacher observation training;
- passes PED’s assessment of the adopted observation protocol;

- receives a highly effective or exemplary during the previous school year; and
- completes follow-up training and passes PED’s assessment of the adopted observation protocol on an annual basis.¹

Finally, under Section 6.69.8.11 NMAC, the observation protocol during school year 2014-2015 and succeeding years has changed. For example, every classroom teacher must be observed using one of the following options:²

- three observations conducted by the same certified observer; or
- two observations, consisting of one observation by each of two different certified observers.

In addition, school districts may propose alternative plans for observing teachers who have been rated highly effective or exemplary under the EES. The plans are required to be submitted to PED for approval, and the plans must provide that at least one observation is conducted by the school principal or assistant principal.

UNDERSTANDING THE MEASURES THAT COMPRISE THE SUMMATIVE EVALUATION: PED RESOURCE VIDEOS

Under the NMTEACH portion of the PED website,³ PED has released four videos that detail the calculation of certain elements of the EES. The four videos include the following elements:

1. observations;
2. teacher attendance;
3. student and parent surveys; and
4. student achievement.

Observations

In the observation video, a public school teacher explains that observations are guided by Domain 2 and Domain 3 of the NMTEACH rubric. Domain 2 and Domain 3 are both divided into five elements or indicators. After each classroom observation,⁴ the teacher receives a score from one to five, with one being the lowest and five being the highest, on each of the 10 elements with a maximum of 50 points as follows:

Example Observation Rubric Chart

| | Domain 2A | Domain 2B | Domain 2C | Domain 2D | Domain 2E | Domain 3A | Domain 3B | Domain 3C | Domain 3D | Domain 3E |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 ⁵ | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 |
| 2 ⁶ | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 |

¹ For the purposes of this subsection, annual basis means the earlier of August 1 of a given school year or 90 days after hire, assuming that the annual training and certification is transferable within the state.

² At least one of the observations is required to be conducted by the school principal or assistant principal.

³ See http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html.

⁴ Depending on the option selected by the school district, each teacher is observed two or three times a year.

⁵ Observation 1

⁶ Observation 2

| | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 3 ⁷ | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

To obtain the final observation raw score, the teacher's score is calculated by adding up the rubric points for each observation and then finding the average across all conducted observations.

| Observations | Total |
|---------------|-------|
| Observation 1 | X1 |
| Observation 2 | X2 |
| Observation 3 | X3 |

Raw Observation Score = X1 + X2 + X3 Divided by (/) the Number of Total Observations Equals Average Observation Score

After the average from the observations is calculated, a percentage is produced based on the observation average the teacher obtained divided by the maximum point allocation of 50. Finally, the proportion of possible points earned is multiplied by the maximum possible summative score points to equal the overall summative evaluation observation points a teacher can receive.

Average Observation Score / 50 points = Proportion of Possible Points Earned
Proportion of Possible Points Earned x Maximum Possible Summative Score Points = Summative Evaluation Observation Points

For example, Mrs. Padilla has received the following rubric scores for her three observations.

Observation Rubric Data: Mrs. Padilla

| Domains -> | 2A | 2B | 2C | 2D | 2E | 3A | 3B | 3C | 3D | 3E | Total |
|---------------|----|----|----|----|----|----|----|----|----|----|-------|
| Observation 1 | 2 | 3 | 2 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 30 |
| Observation 2 | 2 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 3 | 5 | 31 |
| Observation 3 | 3 | 4 | 3 | 5 | 3 | 3 | 3 | 2 | 4 | 4 | 34 |

Raw Observation Score = 30 + 31 + 34 / 3 = Average Observation Score of 31.67

Based on Mrs. Padilla's three observations average, she would earn 31.67 points for the observation average. The observation average of 31.67 is divided by the maximum possible points received under the observation rubric of 50. The result would be that Mrs. Padilla would receive 0.6334 or the percentile 63.34.

Raw Observation Score from Rubric: 31.67
Total Possible Rubric Points: 10 subdomains x 5 maximum points = 50 points
Proportion of Possible Points Earned: 31.67 / 50 = 0.6334 (or 63.34%)

⁷ Observation 3

Finally, if Mrs. Padilla’s PED-approved district plan allows her to earn up to 65 points for observations, then Mrs. Padilla will earn 63.34 percent of possible rubric points. Thus, the teacher will receive an observation score of 41.171 points.

| Teacher | Raw Rubric Score | Proportion of Rubric Points Earned | Possible Summative Score Points | Summative Score Points Earned |
|--------------|------------------|------------------------------------|---------------------------------|-------------------------------|
| Mrs. Padilla | 31.67 | 0.6334 | 65 | 41.171 |

| |
|---|
| Summative Evaluation Observation points = $0.6334 \times 65 = 41.171$ |
|---|

Teacher Attendance

In the teacher attendance video, a public school teacher explains how a teacher’s attendance is converted into the teacher attendance score of the overall summative evaluation. Teacher attendance is one of the measures that can be selected by the school district as part of the multiple measures portion of the EES. A teacher’s attendance score is based on the number of days the teacher was absent during the academic year. However, absences due to the *Family Medical Leave Act* (FMLA), bereavement, jury duty, military leave, religious leave, professional development, or coaching are excused and should not be reported as absences by the district to PED.

The maximum number of days allowed for absences is 20. With 20 or more days of unexcused absences, no points can be earned toward the teacher attendance score of the EES. To calculate a teacher’s attendance score, the proportion of possible points is determined by subtracting the teacher’s absences from the 20 possible absences. The difference is then divided by the maximum 20 days a teacher is allowed to miss, which allocates the proportion of possible points as a percentage. Thus, a teacher will receive the percentage points previously calculated based on the number of points allocated for teacher attendance in a district’s plan.

| |
|--|
| Proportion of Possible Points = $20 - \text{Days Absent} / 20$ |
| Teacher Attendance Points = Proportion \times Possible Attendance Points |

For example, if Mrs. Padilla was absent five days during the school year. Mrs. Padilla’s five absences would be subtracted from the 20 possible absences, which is 15.

Mrs. Padilla’s Teacher Attendance Score

| |
|--|
| Days Absent in 2014: 5 |
| Maximum Days Allowed for Absences: 20 |

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|---|
| Proportion of Possible Points = $20 - 5 = 15$ |
|---|

The difference is then divided by the maximum 20 days the teacher is allowed to miss, which is 15 divided by 20, and the proportion of possible points is 75 percent. The teacher’s district plan allocates 10 points for teacher attendance, so the teacher would receive 7.5 points for the attendance score for the EES.

| |
|---|
| Proportion of Possible Points = 20 – Days Absent / 20 |
| Proportion of Possible Points = 20 – 5 / 20 = 0.75 |
| Teacher Attendance Points = Proportion x Possible Points |
| Teacher Attendance Points = 0.75 x 10 = 7.5 points |

Student and Parent Surveys

In the student and parent surveys video, a public school teacher describes how student and parent survey results are incorporated into the teacher’s survey score in the multiple measures portion of the EES. Student surveys are given to students in grades 3 through 12, and parent surveys are given to parents whose children are in grades kindergarten through 2.

Student Surveys

The student survey consists of the following 10 questions, which align with the rubric in parenthesis:

1. I know what I should be working on in class. (2D);
2. My teacher introduces a new topic by connecting to things I already know. (2C and 3C);
3. My teacher checks to see if understand. (3D);
4. My teacher wants me to explain my answers. (2C and 3B);
5. My teacher knows when I understand, and when I do not. (3D and 3E);
6. My teacher explains things in different ways so I can understand. (3E);
7. My teacher wants me to try to correct my mistakes. (2C and 3B);
8. My teacher takes time to summarize what I learn each day. (2C and 3D);
9. My teacher expects me to do my best. (2C); and
10. My teacher notices when something is bothering me. (2A and 1E).

The student survey asks the student to rate each statement on a six-point scale, from “never” to “always.” The scale is converted into numeric values from 0 to 5.

| Student Survey | | | | | | |
|----------------|-------|-------------|-----------|---------|---------------|--------|
| | Never | Hardly Ever | Sometimes | Usually | Almost Always | Always |
| Score | 0 | 1 | 2 | 3 | 4 | 5 |

Parent Surveys

The parent survey consists of the following 10 questions, which align with the rubric in parenthesis:

1. My child’s teacher expects my child to do his/her best. (1C and 2C);
2. My child’s teacher checks that my child understands the work. (3D);
3. My child’s teacher can tell me about my child’s strengths and weaknesses. (1E and 4F);
4. My child’s teacher includes me in helping to improve my child’s reading and math skills. (3D and 4A);
5. My child’s teacher provides clear instructions for homework. (2D and 4A);
6. My child’s teacher answers my questions. (2A and 4A);

7. My child’s teacher provides regular feedback about my child’s learning. (4A and 4F);
8. My child’s teacher provides regular feedback about my child’s behavior. (2E and 4A);
9. My child’s teacher notices when something is bothering my child. (1E and 2A); and
10. My child’s teacher invites me to the classroom. (2C and 4A).

The parent survey asks each parent to rate each statement on a 5-point scale, from “never” to “always.” This scale is converted into numeric values from 0 to 4.

Parent Survey

| | Don’t Know | Never | Rarely | Inconsistently | Consistently | Always |
|--------------|-------------------|--------------|---------------|-----------------------|---------------------|---------------|
| Score | - | 0 | 1 | 2 | 3 | 4 |

Overall, in the teacher’s evaluation report, the survey responses are presented in the aggregate. For each question, there is a corresponding percentage of students or parents who responded in each of the rating categories. The raw survey score is converted into the survey points on the teacher’s summative report by first finding the average total score for all students, then determining the proportion of total survey points that the teacher can earn, which is 50 points for the student survey or 40 points for the parent survey. Finally, that percentage proportion of the possible survey points is multiplied by the maximum possible points a teacher can earn for the surveys, which result in the teacher’s survey score on the EES.

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| Average Survey Score = Student 1 Score + Student 2 Score + Student 3 Score / Number of Students |
| Proportion of Survey Points = Average Survey Score / Maximum Raw Survey Score Points |
| Total Summative Score Points = District Plan Total Points Possible x Proportion of Survey Points |

For example, to calculate Mrs. Padilla’s average raw survey score, add the students’ scores together and divide by three. Mrs. Padilla has raw scores of 37, 29, and 35 based on her students’ survey scores.

Student Survey Example

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Total |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Student 1 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 3 | 37 |
| Student 2 | 2 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 29 |
| Student 3 | 3 | 4 | 3 | 5 | 3 | 3 | 3 | 2 | 4 | 5 | 35 |

Next, if Mrs. Padilla’s raw survey scores are added together and divided by 3, she will receive an average score of 33.6667. Since the maximum raw score is 50, the proportion of points earned is 33.667 divided by 50, and this equals 0.6733. Thus, the teacher will earn 67.33 percent of the total survey points.

| |
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| Raw Survey Scores = 37 + 29 + 35 / 3 = 33.6667 |
| Proportion of Survey Points = 33.6667 / 50 = 0.6733 or 67.33 percent |

Based on the school district's plan, the teacher can earn up to 10 points for students' surveys. Since the teacher received 67.33 percent of her survey points, the teacher will earn the same percentage of her summative points. In this case, she earns 10 multiplied by 0.6733 or 6.733 points.

Total Summative Score Points = District Plan Total Points Possible \times Proportion of Survey Points

Total Summative Score Points = 10 \times 0.6733 = 6.733 points

Student Achievement

In the student achievement video, a public school teacher describes how a teacher's course-group-level value-added scores are converted into the overall student achievement portion of the EES. Student achievement is assessed through different measures such as teacher-created, formative tests; interim assessments; other non-cognitive measures; and summative assessments including standards-based assessment, Partnership for the Assessment of Readiness for College and Careers (PARCC), and end-of-course exams (EoCs).

The following are general rules as applied to value-added scores (VAS):

- if VAS is equal to 0, then the teacher's students made, on average, one year's growth in one year's time;
- if VAS is greater than 0, then the teacher's students made, on average, more than one year's growth in one year's time; and
- if VAS is less than 0, then the teacher's students made, on average, less than one year's growth in one year's time.

The overall VAS score is based on a weighted average of the entire teacher's individual course group VAS scores. To calculate the weighted average of the teacher's VAS, each VAS is multiplied by its corresponding number of students, and then these values are added together. Next, the summed VAS are divided by the total number of students in each course group that the teacher taught over the last three years.

Overall VAS Score = (Number of Students in Course Group 1 \times VAS) + (Number of Students in Course Group 2 \times VAS) + (Number of Students in Course Group 3 \times VAS) / (Number of Students in Course Group 1 + Number of Students in Course Group 2 + Number of Students in Course Group 3)⁸

The final calculation converts the overall VAS into the points that will be incorporated into the summative score. The overall VAS percentile is multiplied by the number of possible points that can be earned for student achievement based on the school district's plan. To convert the VAS into a percentile, there are two ways to achieve this:

⁸ See below for example with student achievement data incorporated into formula.

1. by drawing a vertical line on the symmetric curve graph that is equal to the teacher's VAS score; or
2. by locating the place value of the curve at the teacher's VAS, which can be found where the VAS on the x-axis and the percentile on the y-axis.

For example, in 2012, if Mrs. Padilla taught Algebra I to 14 students and seventh grade math to 12 students; in 2013, the teacher taught Algebra I to 19 students; in 2014, the teacher did not teach a subject that has a student achievement measure. So in 2012, the teacher has a VAS of 0.50 for the teacher's Algebra I students. Also in 2012, the teacher had a VAS of 1.05 for her seventh grade math students. In 2013, the teacher had a VAS of -0.35.

| Example Course Group | 2012 | | 2013 | | 2014 | |
|-------------------------|--------------------|------|--------------------|-------|--------------------|-----|
| | Number of Students | VAS | Number of Students | VAS | Number of Students | VAS |
| Algebra I | 14 | 0.50 | 19 | -0.35 | - | - |
| Math 7 | 12 | 1.05 | - | - | - | - |

To calculate the teacher's overall VAS score, for the Algebra I course group in 2012, multiply 14 (students) by 0.50 (VAS); add that result to the Math 7 course group in 2012, which is 12 (students) multiplied by 1.05 (VAS); and add that result to the Algebra I course group in 2013, which is 19 (students) multiplied by -0.35 (VAS). Finally, divide by total by 45 (total number of students), which should leave an overall VAS score percentile of 0.288.

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| Overall VAS = (14 x 0.50) + (12 x 1.05) + (19 x -0.35) / (14 + 19 + 12) |
| Overall VAS = 7.0 + 12.6 – 6.65 / 45 |
| Overall VAS = 12.95 / 45 = 0.288 |

After calculating the VAS at 0.288, a vertical line is drawn at 0.288 on the symmetrical curve, and it is determined that the teacher's overall VAS is higher than 61.2999 percent of all teachers' VAS. This determination places the teacher at the 61st percentile of all VAS scorers. If the teacher's school district plan allocates 70 points for the student achievement portion of the EES, then the teacher would earn 61.3 percent of all possible points. Thus, the teacher would earn 42.91 points on the EES for student achievement.

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| Summative Score Points = Percentile x Possible Student Achievement Points |
| Summative Score Points = 0.613 x 70 = 42.91 points |

NMTEACH RUBRIC DOMAINS AND PROPOSED PED CHANGES

According to the PED website, the NMTEACH EES rubric is based on four domains. Each of the four domains contains specific elements. In the NMTEACH EES rubric, these elements have indicators for five levels of performance (e.g., ineffective, minimally effective, effective, highly effective, and exemplary).

The table below outlines the four domains and 22 components used in the NMTEACH EES rubric.

| | |
|---|--|
| <p><u>Domain 1: Preparation and Planning</u></p> <p>NMTEACH 1A: Demonstrating knowledge of content NMTEACH 1B: Designing coherent instruction NMTEACH 1C: Setting instructional outcomes NMTEACH 1D: Demonstrating knowledge of resources NMTEACH 1E: Designing knowledge of students NMTEACH 1F: Designing student assessment</p> | <p><u>Domain 2: Creating an Environment for Learning</u></p> <p>NMTEACH 2A: Creating an environment of respect and rapport NMTEACH 2B: Organizing physical space NMTEACH 2C: Establishing a culture for learning NMTEACH 2D: Managing classroom procedures NMTEACH 2E: Managing student behavior</p> |
| <p><u>Domain 3: Teaching for Learning</u></p> <p>NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development NMTEACH 3B: Using questioning and discussion techniques to support classroom discourse NMTEACH 3C: Engaging students in learning NMTEACH 3D: Assessment in instruction NMTEACH 3E: Demonstrating flexibility and responsiveness</p> | <p><u>Domain 4: Professionalism</u></p> <p>NMTEACH 4A: Communicating with families NMTEACH 4B: Participating in a professional community NMTEACH 4C: Reflecting on teaching NMTEACH 4D: Demonstrating professionalism NMTEACH 4E: Growing and developing professionally NMTEACH 4F: Maintaining accurate records</p> |

SOURCE: NMTEACH section of the PED website

Please note the following depicts which domains are used in the EES:

- Domain 2 and Domain 3 are used for observations; and
- Domain 1 and Domain 4 are used for multiple measures.

Proposed PED Changes

PED has added language to each of the domains to clarify that teachers should make accommodations for special subgroups of students.⁹ For example, the following language is included under the element section of Domain 1:

- “Any reference to ‘all students’ includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.”; and
- “Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.”

PED has also added elements to each performance rating indicating what standards apply for a teacher who is working with special subgroups of students.

GRADUATED CONSIDERATIONS

PED has updated the graduated considerations table.¹⁰ Graduated considerations are used if a teacher does not have three years’ worth of student achievement data or if the student

⁹ See Attachment 3, Proposed NMTEACH rubric domains for specific changes.

¹⁰ See Attachment 4, Graduated Considerations.

achievement data reflects less than 10 students' data. According to PED, graduated considerations serve two purposes:

1. to acknowledge new teachers are developing skills during their first years of teaching; and
2. to provide veteran educators the opportunity to hone their instruction as more rigorous academic standards are expected.

Currently, there are only 12 teacher tags associated with graduated considerations, as opposed to the first year of the EES when 39 tags were used.

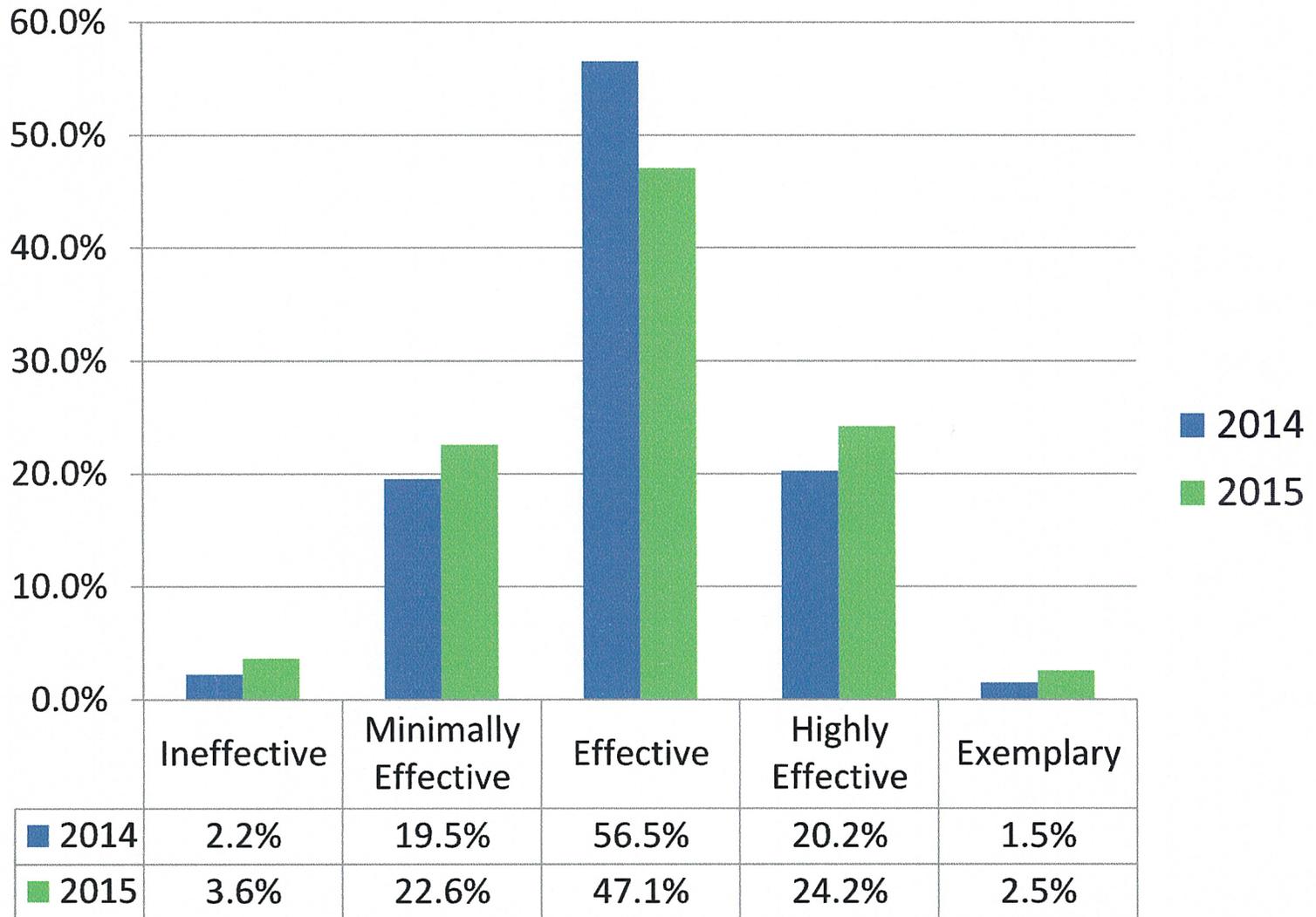
AN EFFECTIVE EVALUATION SYSTEM (EES) SUMMATIVE REPORT EXAMPLE

PED has released an example of an EES teacher's report for school year 2014-2015.¹¹ This report includes faux data; however, it provides an example that can be cross-walked using the PED resource videos mentioned above. It also offers a view of what 20,500 educators in the state received in May 2015. The following sections are included in the EES teacher's report:

- educator effectiveness plan totals;
- teacher, district, and state medians;
- student achievement course groups VAS;
- prior achievement compared to growth;
- observations and multiple measures;
- strengths and improvement areas;
- attendance;
- survey responses; and
- glossary of terms.

¹¹ See Attachment 5, District Educator Effectiveness Summative Teacher's Report 2014-2015.

Statewide Summative Ratings – 2014 and 2015 Comparison



*2015 results are based on 20,500 teachers being evaluated.

**PART 8
TEACHER AND SCHOOL LEADER EFFECTIVENESS**

- 6.69.8.1 ISSUING AGENCY
- 6.69.8.2 SCOPE
- 6.69.8.3 STATUTORY AUTHORITY
- 6.69.8.4 DURATION
- 6.69.8.5 EFFECTIVE DATE
- 6.69.8.6 OBJECTIVE
- 6.69.8.7 DEFINITIONS
- 6.69.8.8 EFFECTIVENESS EVALUATION SYSTEMS
- 6.69.8.9 STUDENT ACHIEVEMENT GROWTH AND STUDENT ASSESSMENT PROGRAMS
- 6.69.8.10 EFFECTIVENESS EVALUATIONS OF SCHOOL LEADERS
- 6.69.8.11 EVALUATIONS, REPORTS AND POST-EVALUATION CONFERENCES
- 6.69.8.12 APPEAL OF EFFECTIVENESS EVALUATIONS
- 6.69.8.13 TEACHERS AND ADMINISTRATORS IN NON-PUBLIC SCHOOLS

6.69.8.1 ISSUING AGENCY:

Public Education Department. (PED)

[6.69.8.1 NMAC - N, 08-30-12]

6.69.8.2 SCOPE:

Chapter 69, Part 8 governs standards for determining and measuring teacher and school leader effectiveness.

[6.69.8.2 NMAC - N, 08-30-12]

6.69.8.3 STATUTORY AUTHORITY:

Sections 22-2-1, 22-2-2, 22-10A-18, 22-10A-19 and 22-10A-19.2, NMSA 1978.

[6.69.8.3 NMAC - N, 08-30-12]

6.69.8.4 DURATION:

Permanent.

[6.69.8.4 NMAC - N, 08-30-12]

6.69.8.5 EFFECTIVE DATE:

August 30, 2012, unless a later date is cited at the end of a section.

[6.69.8.5 NMAC - N, 08-30-12]

6.69.8.6 OBJECTIVE:

This rule establishes uniform procedures for conducting annual evaluations of licensed school employees, for setting the standards for each effectiveness level, for measuring and implementing student achievement growth, and for monitoring each school district's implementation of its

teacher and school leader effectiveness evaluation system. This rule also seeks to change the dynamic of placing emphasis on teacher effectiveness and provide the opportunity to acknowledge excellence, thereby replacing the binary system that emphasizes years of experience and credentials.

[6.69.8.6 NMAC - N, 08-30-12]

6.69.8.7 DEFINITIONS:

A. "Approved observer" means, for the 2013-2014 school year, an individual who holds a level 3-B license, is employed by a school district or charter school as an administrator and who has completed the PED's teacher observation training.

B. "Assistant principal" means a properly licensed instructional leader who assists a principal in a public school.

C. "BIE school" means a bureau of Indian education school that is governmentally owned and controlled, located in New Mexico, provides instruction for first through twelfth grades and is not sectarian or denominational.

D. "Certified observer" means, for the 2013-2014 school year, a teacher, as defined by this rule, who has a minimum of five years of verifiable consecutive classroom teaching experience, has completed the PED's teacher observation training, and who passes the PED's assessment of the adopted observation protocol.

E. "Certified observer" means, for the 2014-2015 school year and succeeding school years, an individual who:

- (1) holds an active level 3-B license or an active teaching license;
- (2) is employed by a school district or charter school as an administrator or a teacher as defined by this rule;
- (3) completes the PED's teacher observation training and who passes the PED's assessment of the adopted observation protocol;
- (4) receives a highly effective or exemplary rating during the previous school year; and
- (5) completes follow-up training and who passes the PED's assessment of the adopted observation protocol on an annual basis; for purposes of this subsection, annual basis means the earlier of August 1 of a given school year or 90 days after hire; provided, however, that the annual training and certification is transferable within the state.

F. "Department" means the New Mexico public education department or PED.

G. "EES" means effectiveness evaluation systems which are developed by school districts to measure the effectiveness of licensed school employees.

H. "Fidelity observations" means the requirement of school leaders to periodically observe and evaluate assigned teachers in the classroom with observations that have been documented and are verifiable.

I. "Licensed school employee" means teachers and school leaders employed in a public school.

J. "New Mexico standards-based assessment (SBA)" means the collection of instruments that assess student academic performance annually and the students' progress toward meeting the New Mexico content standards with benchmarks and performance standards.

K. "Principal" means the chief instructional leader and administrative head of a public school.

L. "School district" means one of the 89 political subdivisions of the state created for the

administration of public schools and includes those state-authorized charter schools that have not requested waiver of evaluation standards for school personnel. District-authorized charter schools are excluded from being considered a school district for purposes of this rule.

M. "School district superintendent" means the chief executive officer of a school district and the head administrator of a charter school.

N. "School leader" means a principal or assistant principal employed in a public school.

O. "State agency" means the New Mexico military institute, the New Mexico school for the blind and visually impaired, the New Mexico school for the deaf, any juvenile detention center or facility served by the juvenile justice service of the children youth and families department, the New Mexico youth diagnostic and development center, the Sequoyah adolescent treatment center of the department of health, Carrie Tingley crippled children's hospital, the New Mexico behavioral health institute at Las Vegas and any other state agency responsible for educating resident children.

P. "Teacher" means a person who holds a level one, two or three-A license and whose primary duty is classroom instruction or the supervision, below the school principal level, of an instructional program or whose duties include curriculum development, peer intervention, peer coaching or mentoring or serving as a resource teacher for other teachers. "Teacher" shall not include any person issued a Native American language and culture certificate pursuant to the School Personnel Act [Sections 22-10A-1 to 22-10A-39 NMSA 1978].

[6.69.8.7 NMAC - N, 08-30-12; A, 09-30-13]

Prior versions: 08-30-2012

6.69.8.8 EFFECTIVENESS EVALUATION SYSTEMS:

A. As soon as possible but not later than the commencement of the 2013-2014 school year, all school districts shall develop and submit to the department for approval and for implementation during the 2013-2014 school year, an effectiveness evaluation system for measuring performance of licensed school employees.

B. School districts may continue to use the highly objective uniform statewide standards of evaluation described in 6.69.4 NMAC for evaluating, promoting, terminating and discharging licensed school employees for performance during the 2012-2013 school year.

C. Each school district shall report annually to the department the results of its effectiveness evaluations of its licensed school employees and the alignment of its effectiveness evaluation system with the three-tiered licensure system.

D. A teacher and school leader EES shall:

(1) be designed to support effective instruction and student achievement, with the results used to inform school district and school level improvement plans;

(2) provide appropriate instruments, procedures and criteria and continuous quality improvement of professional skills, with results used to support the professional development of licensed school employees;

(3) include a mechanism to examine effectiveness data from multiple sources, which may include giving parents and students opportunities to provide input into effectiveness evaluations when appropriate;

(4) identify those teaching fields for which special evaluation procedures and criteria may be developed in a manner that is consistent and reliable;

(5) include measures of student achievement growth worth 50%, observations worth 25% and other multiple measures worth 25%, unless otherwise provided for;

(6) differentiate among at least five levels of performance, which include the following:

- (a) exemplary, meets competency;
- (b) highly effective, meets competency;
- (c) effective, meets competency;
- (d) minimally effective, does not meet competency; and
- (e) ineffective, does not meet competency.

E. Teacher and school leader effectiveness evaluation procedures for licensed school employees shall be based on the performance of students assigned to their classrooms or public schools.

F. Every public school classroom teacher who teaches in a grade or subject that has a standards-based assessment that would permit the calculation of student achievement growth, must have an annual effectiveness evaluation, provided that:

(1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and

(2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:

(a) valid and reliable data and indicators of student achievement growth assessed annually through a combination of 35% standards-based assessment and 15% additional department-approved assessments, for a total of 50%, provided that this calculation shall not be based upon a single test score. For the 2013-2014 school year, if at least 45% of the total is based upon standards-based assessments, student surveys may constitute up to 5%.

(b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by state assessments; and

(c) the PED-adopted measure of student achievement growth calculated for all courses associated with state assessments and for which the school district shall select comparable measures of student achievement growth for other grades and subjects.

G. Every public school classroom teacher who teaches in a grade or subject that does not have a standards-based assessment, also must have an annual effectiveness evaluation, provided that:

(1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and

(2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:

(a) valid and reliable data and indicators of student achievement growth assessed annually on district-selected and department-approved assessments, for a total of 50%. For the 2013-2014 school year, student surveys may constitute up to 5%.

(b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by department-approved assessments; and

(c) the PED-adopted measure of student achievement growth calculated for all courses associated with department-approved assessments and for which the school district shall select comparable measures of student achievement growth, and approved by the PED, for other grades and subjects.

H. An EES shall base at least 25% of the results on data and indicators of instructional practice for teachers. School leaders shall observe instructional practice of teachers using common research-based observational protocol approved by the department that correlates observations to improved student achievement.

I. Effectiveness evaluation criteria for evaluating classroom teachers shall include indicators based on research-based instructional practices as determined by the department.

J. School districts that receive funding under the Bilingual Multicultural Education Act [Sections 22-23-1 to 22-23-6 NMSA 1978] or with students possessing limited English proficiency should ensure that they are doing all they can to carry out all state and federal activities and programs to assist those student populations.

[6.69.8.8 NMAC - N, 08-30-12; A, 09-30-13]

[The department maintains a list of approved assessment options and effectiveness evaluation measures and criteria for evaluating classroom teachers on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the student achievement growth component and evaluation criteria in a teacher's effectiveness evaluation.]

Prior versions: 08-30-2012

6.69.8.9 STUDENT ACHIEVEMENT GROWTH AND STUDENT ASSESSMENT PROGRAMS:

A. School districts shall use the department-adopted student achievement growth measure to measure the growth in achievement of each student, provided that a school district may request permission to use a combination of the department-approved achievement growth measure and an alternative student achievement measure for non-tested subjects and grades which is department approved.

B. Whenever possible, an EES rating the performance of a classroom teacher shall include three years or more of student achievement growth data.

C. An EES rating the performance of any teachers who are assigned to courses not associated with state assessments may, upon request by their school district through the EES approval process, be permitted to include achievement growth that is demonstrated on state assessments as a percentage of the overall effectiveness evaluation. If that request is permitted and a percentage applied:

(1) achievement growth on the state assessment shall be based on the students assigned to the teacher; and

(2) the achievement growth of the teacher's assigned content area, as measured by the district-selected assessment, shall be the greater percentage.

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

(1) the growth in achievement of the classroom teacher's student on state assessments;

(2) the school's A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or

(3) state-developed end of course examinations or other PED-recommended options.

E. Beginning with the 2013-2014 school year, each school district shall be responsible for measuring the achievement gains of their students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing programs. To accomplish this, each school district shall administer a student assessment for each course they offer that measures mastery of the content as described in the state-adopted course description at the necessary level of rigor for the course. The student assessments may include:

(1) statewide assessments currently administered in mathematics and reading;

(2) other standardized assessments approved by the department, including nationally recognized standardized assessments;

- (3) industry certification examinations; and
- (4) department-approved school district-developed or selected end-of-course assessments.

F. A school district may develop its own assessment that measures student achievement growth for classroom teachers who do not teach in a standards-based assessment grade or subject, provided that, it submits the assessment to the department for approval.

[6.69.8.9 NMAC - N, 08-30-12]

[The department maintains a list of approved student achievement growth measures on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the growth in advancement of each student.]

6.69.8.10 EFFECTIVENESS EVALUATIONS OF SCHOOL LEADERS:

A. Every school leader must have an annual effectiveness evaluation, which shall be conducted by a qualified person and approved by PED.

B. All EES ratings for the performance of a school leader shall be based 50% on the change in a school's A through F letter grade that has been assigned pursuant to 6.19.8 NMAC, 25% based on the school's multiple measures and 25% based upon documented fidelity observations of the school leader.

C. The effectiveness evaluation of school leaders shall, whenever possible, include growth based on three years of data for students assigned to the public school, provided that, the student achievement growth component of the effectiveness evaluation shall be based on the change in the school's A through F letter grade pursuant to 6.19.8 NMAC.

[6.69.8.10 NMAC - N, 08-30-12; A, 09-30-13]

[The department maintains a list of leadership standards on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts in establishing indicators for conducting effectiveness evaluation of school leaders.]

Prior versions: 08-30-2012

6.69.8.11 EVALUATIONS, REPORTS AND POST-EVALUATION CONFERENCES:

A. During the 2013-2014 school year, every classroom teacher must be observed using one of the following options, with at least one of the required observations conducted by the school principal or assistant principal:

- (1) three observations conducted by the same approved observer; or
- (2) two observations, consisting of one observation by each of two different approved observers; or
- (3) two observations consisting of one observation by an approved observer and one observation by a certified observer.

B. During the 2014-2015 school year and during each succeeding school year, every classroom teacher must be observed using one of the following options, with at least one of the required observations conducted by the school principal or assistant principal:

- (1) three observations conducted by the same certified observer; or
- (2) two observations, consisting of one observation by each of two different certified observers.

C. For the 2014-2015 school year and succeeding school years, districts may propose alternative plans for observing teachers who have highly effective and exemplary performance ratings. The plans must be submitted to the PED for approval and must provide that at least one observation is conducted by the school principal or assistant principal.

D. An approved or certified observer must use a PED-developed protocol and form that contains at a minimum the observer's name, the classroom teacher's name, the date, the start and stop time of the observation, the number of students present, space for subjective and objective observation, and a total point score for that teacher. An external observer must further:

- (1) complete the written observation of a classroom teacher before leaving the school on the day of the observation;
- (2) agree to maintain confidentiality of the observation and agree not to discuss the observations with anyone except the principal; and
- (3) verify that the observer has not retained or removed a copy of the observation or field notes from school premises.

E. Written feedback from a school leader and an approved or certified observer shall be provided to an observed classroom teacher within ten calendar days after observation is completed, which observation can occur over more than one day, provided that a school district's EES permits this.

F. Upon approval by the department, multiple measures adopted by a school district for use in their EES by the school districts shall constitute 25% of their teacher and school leader EES, provided that:

- (1) the multiple measures align with improved student achievement; and
- (2) each school district adopts at least two multiple measures which shall be used district-wide.

G. The school leader responsible for supervising a licensed school employee shall be the one who evaluates that employee's performance. The school district's EES:

- (1) may provide for the supervisor to consider input from other trained evaluators and observers provided that they are not also supervised by the supervisor nor are related by blood or marriage to the supervisor; and
- (2) shall provide for contingencies if a supervisor leaves a school district for any reason prior to completing the required effectiveness evaluations of all teachers within that supervisor's responsibilities.

H. Every person who evaluates a licensed school employee under this rule shall submit an original written report to the school district superintendent and an exact copy to the licensed school employee being evaluated. The effectiveness evaluation shall not be changed once each component is completed and it has been delivered to either the school district superintendent or the licensed school employee being evaluated.

I. A licensed school employee rated minimally effective or ineffective may provide a written statement in response to their effectiveness evaluation and that statement shall become a permanent attachment to that employee's evaluation file.

J. Every person who rates a licensed school employee minimally effective or ineffective shall describe in detail the minimally effective or ineffective performance and inform the licensee in writing:

- (1) of a right to a post-evaluation conference which the evaluator must convene and which shall occur no later than ten days after the evaluation is completed unless the employee agrees to an extension;
- (2) that during the conference the evaluator will make recommendations to the employee with respect to specific areas of unsatisfactory performance and provide feedback that lays the initial framework for an individual professional growth plan;
- (3) that the evaluator will provide assistance in helping the employee correct unsatisfactory performance and that the district will extend strategic support aligned to best practices

identified by the department to assist the employee to correct unsatisfactory performance;

(4) that if the employee has an employment contract, the employee shall be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance, provided that:

(a) the 90 days shall not include weekends, school holidays or school vacation periods, declared snow days, and approved employee leave days;

(b) during the 90 days the licensed school employee shall be observed and evaluated periodically, that is, more than four times in writing and shall be informed of the results of those observations; and

(c) the evaluator shall maintain documentation of having provided assistance and notification of in-service training opportunities to help correct the performance deficiencies noted of the licensed school employee; and

(5) that receipt of the notice shall constitute notice of uncorrected unsatisfactory work performance pursuant to Section 22-10A-3 NMSA 1978 and 6.69.2 NMAC.

K. Within five school days after the expiration of the 90-day performance growth plan, the evaluator shall determine whether the performance deficiencies have been corrected and forward a written recommendation to the school district superintendent.

L. Within 10 school days after receipt of that written recommendation, the school district superintendent shall in writing notify the licensed school employee who has an employment contract with the school district whether the performance deficiencies have been satisfactorily corrected. A copy of the evaluator's recommendation shall accompany that notice.

M. If satisfactory progress has not been made, the local superintendent shall determine whether to discharge or terminate the employee pursuant to Sections 22-10A-27 or 22-10A-24, NMSA 1978.

N. An employee who has been placed on a 90-day performance growth plan because of minimally effective or ineffective performance and who has not been employed by a school district for three consecutive years, shall have no reasonable expectation of continued employment beyond the end of the contract year by reason of being on a growth plan.

O. The school district superintendent shall provide written notice to the educator quality division of the department of the name and licensure file number of all licensed school employees who have received two consecutive minimally effective or ineffective performance ratings and who have been given a written notice of proposed discharge or of proposed termination, or who have resigned their employment after receiving either of these ratings.

[6.69.8.11 NMAC - N, 08-30-12; A, 09-30-13]

Prior versions: 08-30-2012

6.69.8.12 APPEAL OF EFFECTIVENESS EVALUATIONS:

A. A school district shall adopt procedures for permitting expedited review for the purpose of a licensed school employee requesting an exemption from being rated during a given school year under the school district's EES based only upon extraordinary circumstances.

B. The procedures shall require a written appeal to be submitted to the appellate reviewer within no more than 15 calendar days of receipt of a written notice that the licensed employee's performance deficiencies have not been satisfactorily corrected.

C. Appeals shall be received in a manner that permits verification of the date of receipt.

D. The person who evaluated the licensed school employee shall not be same person who receives and determines the appeal.

E. An exemption from the provisions of this rule can only be granted for one school year based upon extraordinary circumstances, which shall consist of:

(1) a licensed school employee's not having performed services during an entire school year, excluding days out for approved leave and school holidays or closure days, for reasons beyond the employee's control;

(2) a licensed school employee's not being able to perform services for extended periods during a school year due to documented medical reasons of the employee or of the employee's spouse, live-in partner or a child;

(3) a licensed school employee's not being able to perform services for extended periods during a school year due to the death of the employee's spouse, live-in partner or a child; or

(4) a licensed school employee's not having been afforded a full 90 days to demonstrate growth in performance for any reason including the employee's own illness, provided that it shall be the employee's burden to provide verification of not being afforded the full 90 days.

F. All decisions on appeals rendered under this section shall be final and not further reviewable by anyone else at the school district or by the PED.

[6.69.8.12 NMAC - N, 08-30-12]

6.69.8.13 TEACHERS AND ADMINISTRATORS IN NON-PUBLIC SCHOOLS:

A. Only licensed teachers and school leaders employed in schools subject to the A-B-C-D-F Schools Rating Act [Sections 22-2E-1 to 22-2E-4 NMSA 1978] shall be governed by any requirement or provision of this rule.

B. Specifically, neither licensed teachers nor administrators employed in private schools, BIE schools or state agencies shall be governed by any requirement or provision of this rule.

[6.69.8.13 NMAC - N, 08-30-12]

HISTORY OF 6.69.8 NMAC: [Reserved]

Revised NMTEACH Rubric Domains

| Domain 1: Planning and Preparation | | |
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| Element | <p>NMTEACH 1A: Demonstrating Knowledge of Content</p> <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher's lesson plans and resulting lessons display:</p> <ul style="list-style-type: none"> little knowledge of the content area; minimal or no alignment to NM-adopted standards; minimal or no evidence of instructional strategies to address the needs of all students; minimal or no evidence of differentiated instruction addressing the needs of all students; no IEP goals for Present Levels of Performance. |
| | Minimally Effective | <p>The teacher's lesson plans and resulting lessons display:</p> <ul style="list-style-type: none"> minimal knowledge of the content area; partial alignment to NM-adopted standards; minimal use of instructional strategies to address the needs of all students; minimal evidence of differentiated instruction addressing the needs of all students; minimal focus on IEP goals for Present Levels of Performance |
| | Effective | <p>The teacher's lesson plans and resulting lessons:</p> <ul style="list-style-type: none"> develop instruction which reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; are directly aligned to all NM-adopted standards; demonstrate familiarity with resources to enhance knowledge in each core area; include IEP goals for Present Levels of Performance; contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher's lesson plans and resulting lessons:</p> <ul style="list-style-type: none"> reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and correlate the IEP objectives with lesson plans, when applicable; incorporate research and resources related to all NM-adopted standards, and evidence-based specialized instruction according to the IEP when applicable; create opportunities for students to contribute to the lesson design and content; include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable. |
| | Exemplary | <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> contributes to the refinement of the approved NM-adopted, standards-aligned curriculum that may include the students' home languages and cultures when applicable; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content and IEP Goals or language proficiency levels that are aligned with school and district goals. |
| Notes: | | |

Domain 1: Planning and Preparation

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| Element | <p>NMTEACH 1B: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • To what level are activities meaningfully sequenced to support learning? • To what level are a variety of learning strategies and individual supports used within the instructional plan? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| | Level of Performance | <p>Ineffective</p> <p>The teacher's lesson plans contain:</p> <ul style="list-style-type: none"> • a sequence of learning activities which are poorly or not aligned with NM-adopted standards and the IEP goals for Present Levels of Performance, as applicable; • learning activities that are not suitable and/or are not research-based; • no variety of learning strategies and no individual student supports; • time allocations for learning activities which are unrealistic and/or not grade-level appropriate. |
| <p>Minimally Effective</p> <p>The teacher's lesson plans contain:</p> <ul style="list-style-type: none"> • a sequence of learning activities which are partially aligned with NM-adopted standards and the IEP goals for Present Levels of Performance, as applicable; • learning activities that are minimally suitable and/or are minimally research-based; • a minimal variety of learning strategies and minimal individual student supports; • time allocations for learning activities which are relatively reasonable and/or somewhat grade-level appropriate. | | |
| <p>Effective</p> <p>The teacher's lesson plans contain:</p> <ul style="list-style-type: none"> • a sequence of learning activities aligned to all NM-adopted standards and the IEP goals for Present Levels of Performance as applicable; • Learning activities that are suitable and/or are research based; • A variety of learning strategies and individual student supports; • time allocations for learning activities which are reasonable and/or grade-level appropriate; • learning activities which are differentiated by scaffolding content and academic language for all learners; • learning activities which create explicit connections between previous learning and new concepts and skills for all learners; • opportunities for all students to participate in flexible grouping; • challenging research-based learning tasks which are structured to progressively develop students' cognitive abilities and academic language; • explicit use of students' backgrounds to teach relationships among topics, concepts and language. | | |
| <p>Highly Effective</p> <p>In addition to the indicators to be effective, the teacher's lesson plans contain:</p> <ul style="list-style-type: none"> • pedagogical practices that include flexible grouping and differentiates instruction based on student level and the IEP goals, as applicable; • questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students' level of academic language; • learning activities which incorporate students' use of their first and second languages when possible to make connections to real-world application, and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; • opportunities to incorporate student-centered learning as an instructional tool; • researched-based practices, including sheltered instruction and differentiated instruction strategies with a variety of specially designed instructional materials. | | |
| <p>Exemplary</p> <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon the students' linguistic and cultural assets; • designs learning activities with various instructional groups based on instructional/IEP goals while permitting student choice; • engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines. | | |
| <p>Notes:</p> | | |

Domain 1: Planning and Preparation

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| Element | | <p>NMTEACH 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • How are daily instructional outcomes (aka learning goals) communicated to all students? • To what level do instructional outcomes directly align to content standards? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i> <i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | Ineffective | <p>The teacher's lesson plans (and IEP goals, if applicable) contain learning outcomes that:</p> <ul style="list-style-type: none"> • are not aligned with all NM-adopted standards and the IEP goals for Present Levels of Performance as applicable; • have low expectations; • have a lack of conceptual understanding for students; • are not grade level appropriate; • are not clearly written; • do not include viable methods of assessment. |
| | Minimally Effective | <p>The teacher's lesson plans contain instructional outcomes that:</p> <ul style="list-style-type: none"> • are moderately aligned with NM adopted standards and the IEP goals, but not explicitly stated to students; • are suitable for some, but not all, students; • are somewhat grade-level appropriate; • reflect more than one type of learning, but lack coordination and integration; • include some methods of assessment. |
| | Effective | <p>The teacher's lesson plans contain instructional outcomes that:</p> <ul style="list-style-type: none"> • are aligned with all NM-adopted standards and the IEP goals as applicable; • are explicitly stated as measurable and observable and reflect high expectations; • allow for progress monitoring at least every other week as applicable; • establish instructional processes and activities that address students' varying abilities; • address the language demands of the content; • are aligned to instructional targets and the IEP goals; • inform students of the content and language objectives for the lesson. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher's lesson plans contain instructional outcomes that:</p> <ul style="list-style-type: none"> • align rigorous instructional processes and learning activities to the IEP goals as applicable and all NM-adopted standards; • contain modifications as required to ensure students are able to complete the instructional outcomes; • include differentiated language demands based on individual students' academic language proficiency levels; • involve students in the process of developing instructional outcomes based on all NM-adopted standards; • address the IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable. |
| | Exemplary | <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • demonstrates deep understanding of all grade-level, NM-adopted standards and IEP goals when supporting Students With Disabilities; • ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards • models and shares with colleagues effective practices including the communication of learning outcomes with students • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals |
| Notes: | | |



| Domain 1: Planning and Preparation | | |
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| Element | <p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to all students to support learning? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | The teacher demonstrates little or no familiarity with resources to enhance their own content knowledge, to use in teaching, or to use with students who demonstrate need. |
| | Minimally Effective | The teacher demonstrates some familiarity with resources to enhance their own content knowledge, to use in teaching, or to use with students who demonstrate need. |
| | Effective | <p>The teacher demonstrates knowledge of resources by:</p> <ul style="list-style-type: none"> • using existing resources, including support materials, textbooks, and supplementary materials, to enhance content knowledge for teaching and to differentiate instruction for all students; • using resources and supplementary materials which may include those available through the school, district, community and/or on the internet in the language(s) of the students when appropriate; • using information and strategies obtained through professional development to address students' individual learning needs, style, rate and level of learning, including academic English language proficiency as necessary. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher demonstrates knowledge of resources by:</p> <ul style="list-style-type: none"> • seeking out and using resources available beyond school and district, including those from professional organizations, the internet, and/or within the community, to enhance content knowledge and to use in teaching or with students who demonstrate need; • strategically implementing information and strategies obtained through professional development to address individual learning styles, rate and level of learning, student cultural backgrounds, and/or English language proficiency; • creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; • shares resources, knowledge, information, and strategies specific to colleagues' needs and the needs of their students, including culturally and linguistically diverse students, as applicable; • collects and shares content-specific research studies, practices, and resources from outside the district; • provides and trains staff for school-wide initiatives that include additional resources; • plans for collaboration with instructional teams, including Indian Education, the ESL and Bilingual programs, Special Education, and General Education, as appropriate. |
| Notes: | | |



| Domain 1: Planning and Preparation | | |
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| Element | <p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • To what level have student learning styles been addressed in the lesson? • How has information about student achievement, culture and language proficiency been used to design activities to support content acquisition? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners and Students With Disabilities.</i> <i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> • little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and/or special needs, including Present Levels of Performance for applicable content areas and behavioral issues; • little or no evidence of using student achievement data to design activities to differentiate instruction; • little or no knowledge of student learning styles. |
| | Minimally Effective | <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> • limited knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, including Present Levels of Performance for applicable content areas and behavioral issues; • some evidence of using student achievement data to design activities to differentiate instruction; • limited knowledge of student learning styles. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • demonstrates knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, including Present Levels of Performance for applicable content areas and behavioral issues, and accommodations and modification for individual students, as applicable; • incorporates culturally-sensitive strategies into instructional planning and practice • provides moderate evidence of using student achievement data to differentiate instruction. This may include using ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels when supporting English Learners; • develops lessons using a variety of strategies to incorporate student learning styles. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, special needs, including Present Levels of Performance for applicable content areas and behavioral issues, and accommodations and modification for individual students; • includes students in the planning of culturally sensitive strategies into instructional practice; • provides strong evidence of using student achievement data to differentiate instruction. This may include using ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels when supporting English Learners and progress monitoring; • uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique learning needs of individual students that may include strategies to engage and support culturally and linguistically diverse students; • provides training to colleagues on best practice strategies to engage and support culturally and linguistically diverse students. |
| Notes: | | |



| Domain 1: Planning and Preparation | | |
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| Element | <p>NMTEACH 1F: Designing Student Assessment</p> <ul style="list-style-type: none"> • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i> <i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • plans for assessing student learning with little or no clear criteria aligned to instructional outcomes, to all NM-adopted standards, to IEP goals as applicable, or to other student needs; • demonstrates minimal or no knowledge of assessment strategies; • provides little or no direction to students on how they will be assessed. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM-adopted standards, is partially aligned to IEP goals, and minimally addresses other student needs; • demonstrates some knowledge of assessment strategies; • provides some direction to students on how they will be assessed. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • plans for assessing student learning with criteria aligned to instructional outcomes, to all NM-adopted standards, IEP goals, Language Proficiency Levels as applicable, and addresses student needs; • uses clear assessment criteria to produce evidence which enables them to make instructional adjustments and provide feedback to accelerate student learning; • uses formative assessments that explicitly support content and language instructional outcomes; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual Present Levels of Performance, using measurable goals and objectives, with some discussion about performance in the regular classroom, or provides sponsor teacher with student progress when applicable; • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher:</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM-adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • incorporates formative assessments which check for understanding throughout the lesson, and uses scaffolding for struggling students; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; • documents Present Levels of Performance using measurable goals and objectives with discussion about performance in the regular classroom, or provides the sponsor teacher with student progress. |
| | Exemplary | <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students' content knowledge; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals. |
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Domain 2: Creating an Environment for Learning

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| Element | <p>NMTEACH 2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Minimally Ineffective | <p>Classroom interactions between the teacher and students, and among students, are inappropriate or insensitive to students' cultural backgrounds, and may include the following:</p> <ul style="list-style-type: none"> • sarcasm; • put-downs; • conflict. |
| Minimally Effective | <p>Classroom interactions between the teacher and students, and among students, are generally positive, but may include the following:</p> <ul style="list-style-type: none"> • some conflict; • occasional displays of insensitivity; • occasional lack of responsiveness to cultural or developmental differences among students. |
| Effective | <p>Classroom interactions, between teacher and students, and among students:</p> <ul style="list-style-type: none"> • exhibit politeness and respect; • support students in managing disagreements; • create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected; • display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions. |
| Highly Effective | <p>In addition to the indicators for effective, classroom interactions between the teacher and students, and among students:</p> <ul style="list-style-type: none"> • exhibit a high degree of respect; • reflect warmth and caring; • reflect a high degree of sensitivity to students' cultures which may include purposeful teacher-student or student-student dialog in multiple languages; • reflect a high degree of sensitivity to students' levels of development. |
| Exemplary | <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • contributes to creating a school-wide environment of respect on campus for all students; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an environment for learning for all students that is aligned with school and district goals, and which may include culturally and linguistically responsive interventions and support programs. |
| Notes: | |



Domain 2: Creating an Environment for Learning

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| Element | | <p>NMTEACH 2B: Organizing Physical Space</p> <ul style="list-style-type: none"> To what level do all students have equal access to learning resources and materials? To what level does the classroom environment support the day's lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i> <i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | Ineffective | <p>The teacher organizes the classroom in such a way that:</p> <ul style="list-style-type: none"> it is potentially unsafe; students do not have access to learning or materials; it lacks alignment between the environment and the lesson's activities. |
| | Minimally Effective | <p>The teacher organizes the classroom in such a way that:</p> <ul style="list-style-type: none"> ensures essential learning is accessible to most students; demonstrates a moderate use of physical resources, including technology; it is partially aligned to the lesson's activities. |
| | Effective | <p>The teacher organizes the classroom in such a way that:</p> <ul style="list-style-type: none"> essential learning is accessible to all students; the physical arrangement encourages teacher/student and student/student interaction in a variety of settings and student groupings; evidence of student learning is posted; learning outcomes, e.g. content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; visuals, graphics, anchor charts and technology are readily accessible to enhance learning opportunities; provides techniques to enhance learning opportunities, e.g. preferential seating, study carrels, quiet areas, etc. |
| | Highly Effective | <p>In addition to the indicators for effective, the teacher organizes the classroom in such a way that:</p> <ul style="list-style-type: none"> visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; students can contribute to the use or adaptation of the physical environment such as preferential seating, study carrels, quiet areas, etc. to advance their own learning. |
| | Exemplary | <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> demonstrates the skillful and appropriate use of technology for colleagues and community members; helps colleagues arrange their environment so learning is accessible to all students; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, e.g. preferential seating, study carrels, quiet areas, technology, etc. |
| Notes: | | |



Domain 2: Creating an Environment for Learning

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| Element | <p>NMTEACH 2C: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • To what level do all students exhibit a learning energy during the lesson that supports engagement? • To what level are all students encouraged to communicate with others to address learning goals? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | <p>Ineffective</p> <p>The classroom culture is characterized by:</p> <ul style="list-style-type: none"> • a negative culture for learning including a low teacher commitment to the subject; • low expectations for student achievement and engagement; • little or no student effort. |
| | <p>Minimally Effective</p> <p>The classroom culture is characterized by:</p> <ul style="list-style-type: none"> • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; • students and teacher "going through the motions" to be compliant. |
| | <p>Effective</p> <p>The classroom culture is characterized by:</p> <ul style="list-style-type: none"> • high expectations for all students with a high level of teacher commitment to the subject; • norms and participant structures that are established with significant interaction by and among all peers, e.g. flexible student groups, student presentations, and structured student dialogue; • supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; • authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; • student commitment to the subject and demonstration of pride in their efforts. |
| | <p>Highly Effective</p> <p>In addition to the indicators for effective, the classroom culture is characterized by:</p> <ul style="list-style-type: none"> • high levels of enthusiasm for the subject by teacher and students; • students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g. ID, ED, etc.) • students being encouraged to reflect on their personal learning and growth. |
| | <p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • promotes and organizes school-wide learning opportunities and a culture of learning among all stakeholders; • researches and shares strategies which promote student ownership of learning; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing a culture for learning. |
| <p>Notes:</p> | |



Domain 2: Creating an Environment for Learning

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| Element | | <p>NMTEACH 2D: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | Ineffective | <p>A majority of instructional time is lost due to:</p> <ul style="list-style-type: none"> • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies and materials; • use of developmentally inappropriate procedures. |
| | Minimally Effective | <p>Some instructional time is lost due to:</p> <ul style="list-style-type: none"> • partially effective classroom routines and procedures that may or may not be developmentally appropriate; • partially effective routines for transition; • partially effective use of supplies and materials. |
| | Effective | <p>Little instructional time is lost because of:</p> <ul style="list-style-type: none"> • established routines and procedures that are developmentally appropriate for all students which may include modifying speech and wait time to ensure understanding of the routines; • routines and procedures that are designed to keep students' interest, maximize learning, and assist in transitions; • implementation of a well-organized system for accessing materials, supplies and manipulatives. |
| | Highly Effective | <p>Almost no instructional time is lost because of:</p> <ul style="list-style-type: none"> • students' internalization of daily routines; • students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; • implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives. |
| | Exemplary | <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • contributes to a culture of student ownership of school-wide operations; • models and assists colleagues and students in creating classroom procedures which are culturally and linguistically responsive and student centered; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing classroom procedures |
| | Notes: | |



Domain 2: Creating an Environment for Learning

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| Element | <p>NMTEACH 2E: Managing Student Behavior</p> <ul style="list-style-type: none"> To what level are student behavior expectations consistently monitored and reinforced? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, English Learners and students with learning disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | <p>Ineffective</p> <p>There is no evidence that standards of conduct have been established:</p> <ul style="list-style-type: none"> lack of a plan for student behavior or classroom management; little or no teacher monitoring of student behavior; responses to student misbehavior are repressive or disrespectful of student dignity; lack of awareness of, or no implementation of, student Functional Behavioral Assessment (FBA) or Behavioral Improvement Plan (DIP) when applicable. |
| | <p>Minimally Effective</p> <p>There is minimal evidence that standards of conduct have been established:</p> <ul style="list-style-type: none"> some evidence of a student behavior management plan; minimal effort to monitor students' behavior; inconsistent response to student misbehavior; unsuccessful implementation of the student's FBA/BIP strategies, when applicable. |
| | <p>Effective</p> <p>The teacher designs standards of conduct that:</p> <ul style="list-style-type: none"> are supported by an effective student behavior management plan with students' knowledge of their roles; create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation; are communicated clearly and modeled to all students; ensure responses to student misbehavior are consistent, respect the students' dignity, are sensitive to cultural differences, and are in accordance to the student's FBA/BIP strategies, when applicable. |
| | <p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher:</p> <ul style="list-style-type: none"> allows student ownership of the plan; creates opportunities for students to lead the implementation of the student behavior management plan; provides evidence of students' participation in setting conduct standards and monitoring their own behavior; monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; responds with sensitivity to individual student needs and according to FBA/BIP, when applicable. |
| | <p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> models and assists colleagues and students in creating school-wide student behavior procedures; engages actively in the monitoring of school-wide student behavior; models and facilitates positive behavior for stakeholders, including families, colleagues, and community members; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing student behavior that are aligned with school and district goals; monitors student behavior preventively, so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP when applicable. |
| <p>Notes:</p> | |



Domain 3: Teaching for Learning

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| Element | <p>NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development</p> <ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | Ineffective The communication and delivery of expectations for learning, directions, procedures, and explanations of content are not present, or are unclear and/or confusing to students. |
| | Minimally Effective The communication and delivery of expectations for learning, directions, procedures, and explanations of content are limited, vague, and/or lack clarity. |
| | Effective The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include the following: <ul style="list-style-type: none"> • desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; • use of clear communication and a range of vocabulary to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies e.g. wait time, visuals, methodical systems, and physical cues; • instructions and procedures that are consistent and anticipate possible student misconceptions; • content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP Goals, as applicable; • use of opportunities to connect to students' cultural and linguistic background knowledge. |
| | Highly Effective In addition to the indicators to be effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include the following: <ul style="list-style-type: none"> • strategies for students to interact with each other and offer feedback to peers; • grade-level appropriate, understandable language with scaffolds to support students' language and academic proficiency levels and IEP Goals for content and explanation of academic tasks; • ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; • intentionally creating connections to students' cultural and linguistic background knowledge; • opportunities for students to lead and direct lesson components. |
| | Exemplary In addition to the indicators to be highly effective, the teacher leader: <ul style="list-style-type: none"> • contributes to and directs ongoing and consistent communication with all students, staff, and community members; • creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class, while respecting the culture, language, and level of development of the student; • engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information, and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development. |
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Domain 3: Teaching for Learning

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| Element | <p>NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous? • To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher's questioning techniques:</p> <ul style="list-style-type: none"> • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive and/or linguistic needs of the student; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; • elicit limited student participation and recitation rather than discussion. |
| | Minimally Effective | <p>The teacher's questioning techniques:</p> <ul style="list-style-type: none"> • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive and linguistic needs of the student; • use low-level questions that evoke minimal student engagement; • have some questions which elicit a thoughtful response, but which are posed in rapid succession with no wait-time, and which may be answered by the teacher; • do not include a system that allows all students to respond. |
| | Effective | <p>The teacher's questioning techniques:</p> <ul style="list-style-type: none"> • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive and linguistic needs of the student; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students' developmental, cognitive and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive and academic language proficiency. |
| | Highly Effective | <p>In addition to the indicators for effective, the teacher's questioning techniques:</p> <ul style="list-style-type: none"> • allow consistent analytical and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; • include the use of prompts to support students' responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students. |
| | Exemplary | <p>In addition to the indicators for highly effective, the teacher's questioning techniques:</p> <ul style="list-style-type: none"> • are shared with colleagues in mentoring and support contexts; • are shared with parents and community members. |
| Notes: | | |



Domain 3: Teaching for Learning

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| Element | <p>NMTEACH 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> • To what level are all students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are all students required to be intellectually engaged with the course content? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>Activities, assignments, materials, pacing and grouping of students are inappropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in low student engagement.</p> |
| | Minimally Effective | <p>Activities, assignments, materials, pacing and grouping of students are somewhat appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in moderate student engagement:</p> <ul style="list-style-type: none"> • the teacher does not connect the lesson to prior understanding; • the lesson activities do not align with the desired learning outcomes; • the lesson structure is not fully maintained; • the pacing is somewhat appropriate for some learners. |
| | Effective | <p>Activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in good student engagement:</p> <ul style="list-style-type: none"> • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding, and adapts methods for improved learning when needed; • students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening based on their instructional needs. |
| | Highly Effective | <p>In addition to the indicators for effective, activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in high intellectual student engagement:</p> <ul style="list-style-type: none"> • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers. This may be accomplished using a language other than English, as appropriate; • the teacher consistently assesses student engagement and understanding, and immediately adapts methods for improved learning when needed. |
| | Exemplary | <p>In addition to the indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works; • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning. |
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Domain 3: Teaching for Learning

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| Element | <p>NMTEACH 3D: Assessment in Instruction</p> <ul style="list-style-type: none"> • To what level does the teacher determine the understanding and needs of each student during the lesson? • To what level are all students aware of how they will demonstrate understanding of the content/lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | <p>Ineffective</p> <p>Assessments are infrequently used in instruction, and:</p> <ul style="list-style-type: none"> • are rarely monitored by the teacher for student progress or to offer feedback; • students are rarely informed of assessment criteria. |
| | <p>Minimally Effective</p> <p>Assessments are occasionally used to inform instruction, and:</p> <ul style="list-style-type: none"> • provide limited or irrelevant feedback; • students are occasionally informed of assessment criteria; • are occasionally monitored by the teacher for student progress. |
| | <p>Effective</p> <p>Assessments are consistently used to inform instruction, and:</p> <ul style="list-style-type: none"> • contain clear performance criteria that are communicated effectively to students; • align to the learning outcomes; • contain differentiated assessment strategies/instruction; • allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; • allow the teacher to provide descriptive feedback in a timely manner. |
| | <p>Highly Effective</p> <p>In addition to the indicators for effective, assessments are used in a sophisticated manner to drive instruction, and there is a method to:</p> <ul style="list-style-type: none"> • establish, support, and model the use of assessments as tools for improved learning and communication to students; • engage students in analyzing and evaluating assessment data and information to improve learning; • systematically gather and use assessment data to inform and guide instruction; • ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; • provide feedback that can be used by students in their learning; • support students in monitoring their progress towards mastery of content standards and/or specialized instruction using informal and formal classroom assessments; • involve students in establishing assessment criteria; • engage students in setting and monitoring targets for learning and academic language development related to the content; • support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments. |
| | <p>Exemplary</p> <p>In addition to the requirements for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction; • leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively. |
| <p>Notes:</p> | |



Domain 3: Teaching for Learning

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|-----------------------------|---|
| Element | <p>NMTEACH 3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • To what level does the teacher modify instruction within the lesson/class period? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> |
| Level of Performance | <p>The teacher:</p> <ul style="list-style-type: none"> • disregards students' learning needs; • adheres to the instructional plan, even when a change would maximize learning; • does not accept responsibility for students' lack of academic progress. |
| | <p>The teacher:</p> <ul style="list-style-type: none"> • accepts minimal responsibility for student success; • attempts to modify the lesson, and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; • does not use strategies to support diverse learners. |
| | <p>The teacher modifies the instruction within the lesson/class period by:</p> <ul style="list-style-type: none"> • promoting successful learning of all students; • modifying instruction according to applicable IEPs; • adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; • adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences; • adjusting the lesson based on periodic checking for understanding and/or formative assessments for all students. |
| | <p>In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by:</p> <ul style="list-style-type: none"> • seizing opportunities to enhance learning by building on a spontaneous event or student interests; • creating opportunities for student-led instruction, discussion, and/or questioning; • appealing to student interests and making cultural connections to learning outcomes; • ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content. |
| | <p>In addition to indicators for highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • reflects on classroom practice and uses students' participation and responses to pace and adjust lessons during instruction; • enhances students' depth of knowledge through the use of activities and resources that show connections to students' cultures, experiences and level of development; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating flexibility and responsiveness; • creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness. |
| <p>Notes:</p> | |



| Domain 4: Professionalism | | |
|----------------------------------|---|---|
| Element | <p>NMTEACH 4A: Communicating with Families</p> <ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • rarely or does not adhere to the district’s/school’s requirements for communicating with families; • provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students; • rarely or does not respond to family concerns; • displays occasional insensitivity to cultural norms. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • minimally adheres to the district’s/school’s requirements for communicating with families; • does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students; • minimally responds to family concerns; • displays inconsistent sensitivity to cultural norms. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • fully adheres to the district’s/school’s requirements for communicating with families; • conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; • communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families; • is available, as needed, to respond to family concerns; • uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting Students With Disabilities, and uses the student’s home language or a translator when possible. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher:</p> <ul style="list-style-type: none"> • goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment, including the ACCESS for ELL Parent Report, as applicable; • clearly communicates and defines the IEP goals (academic and/or behavioral), and progress toward goals when supporting Students With Disabilities using specific examples of student progress based on data in parent-friendly language, as applicable; • responds to family concerns with professionalism and cultural sensitivity; |
| | Exemplary | <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • works with school and/or district leadership to create a family-friendly school climate and student/community-centered policies; • participates with colleagues to create family-school partnerships, which include families as participants in school decisions, and develops parent leaders and representatives which may include PTA, PTO, PTSA, PTSO, PAC or other organizations; • assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages, as needed, or reaches out to families in community activities when appropriate (e.g. feast day, community meetings, chapter house meetings, etc.); • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families. |
| Notes: | | |

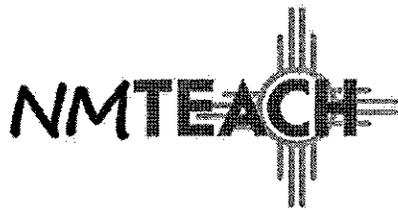
| Domain 4: Professionalism | | |
|----------------------------------|--|--|
| Element | <p>NMTEACH 4B: Participating in a Professional Community</p> <ul style="list-style-type: none"> • How willing and committed is the teacher to participate in the professional community? • How collegial and productive are the teacher’s relationships with her/his colleagues? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.”</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • avoids participation in a professional community or in school and district events and projects; • demonstrates relationships with colleagues which are negative and/or unprofessional. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • participates minimally in a professional community and in school and district events and projects, when specifically requested; • maintains relationships with colleagues which are cordial, but these relationships do not lead to productive work that benefits students; • interacts minimally with appropriate personnel about instructional, environmental and behavioral modifications for Students With Disabilities, and/or instructional strategies for culturally and linguistically diverse students. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • participates actively in a professional community and in school and district events and projects; • maintains positive and productive relationships with colleagues; • provides appropriate information on Students With Disabilities and English Learner students to appropriate personnel as applicable (e.g. strengths, weaknesses, preferred modalities needed, environmental modifications, IEP goals, etc.); • consults with appropriate personnel about instructional, environmental and behavioral modifications for Students With Disabilities, and about instructional strategies for culturally and linguistically diverse students, as applicable; • participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view. |
| | Highly Effective | <p>In addition to the indicators to be effective, the teacher:</p> <ul style="list-style-type: none"> • makes a substantial contribution to the professional community and in school and district events and projects; • shares knowledge of, and proactively seeks opportunities to learn more about, techniques and strategies to work with all students, which may include cultural perspectives and strategies for sheltering academic language, and research-based strategies that address student learning; • works with other teachers to monitor IEP objectives addressed in the regular classroom. |
| | Exemplary | <p>In addition to the indicators to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • actively engages in ongoing research, leads study groups or professional development, and identifies effective practices for school and/or district implementation; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for participating effectively in a professional community; • actively promotes positive and productive interactions between colleagues and within the school community. |
| | Notes: | |

| Domain 4: Professionalism | | |
|----------------------------------|---|--|
| Element | <p>NMTEACH 4C: Reflecting on Teaching</p> <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.”</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • rarely or never accurately assesses the effectiveness of his/her instructional practices; • lacks an awareness of how instructional practices can be improved; • rarely or never uses data to reflect on his/her instructional practices. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • provides a partially accurate and objective description of instructional practices with some evidence; • makes general, non-specific suggestions as to how instructional practices might be improved; • occasionally uses data to inform and modify instructional practices. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • provides an accurate and objective description of instructional practices with specific evidence, e.g. progress monitoring within evidence-based specialized instruction; • provides specific suggestions as to how instructional practices might be improved based on students’ progress and use of assessment data. |
| | Highly Effective | <p>In addition to the requirements to be effective, the teacher:</p> <ul style="list-style-type: none"> • consistently reflects on instructional practices thoughtfully and accurately with specific evidence, e.g. progress monitoring within evidence-based specialized instruction; • draws from an extensive repertoire of instructional practices in support of all students; • suggests alternative instructional practices and predicts the likely success of each; • uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • collaborates with colleagues to reflect on and apply the necessary modifications for instructional practices which address the academic and linguistic needs of all students; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for effective instructional practices; • explains to students, parents, and colleagues how and why assessment data is used to inform and direct instructional practices. |
| Notes: | | |

| Domain 4: Professionalism | | |
|----------------------------------|--|--|
| Element | <p>NMTEACH 4D: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • How high are the teacher’s professional standards and practices? • To what level is the teacher willing to comply with district and school rules and regulations? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students With Disabilities.</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • displays a lack of professionalism based on self-serving interests; • instigates or contributes to practices that are negative and/or harmful to students or colleagues; • rarely or fails to comply with district/school regulations and timelines; • contributes to school practices that do not support all students and the goals and mission of the learning community. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • displays minimal professionalism by making decisions and recommendations based on the needs of some students; • condones or supports practices that are negative and/or harmful to students or colleagues; • minimally complies with district/school regulations and timelines; • occasionally contributes to school practices that do not support all students and the goals and mission of the learning community. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • displays a high level of professionalism by making decisions and recommendations based on the needs of all students; • promotes a positive working/learning environment for students, colleagues, and community members; • demonstrates knowledge of applicable laws, policies, regulations and procedures related to all students; • consistently follows district/school regulations and timelines, and maintains accurate documentation; • promotes a safe environment when monitoring students and activities; • works to achieve equitable learning and achievement outcomes for all students; • contributes to school practices which support all students and the goals and mission of the learning community. |
| | Highly Effective | <p>In addition to the requirements to be effective, the teacher:</p> <ul style="list-style-type: none"> • assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community; • works with colleagues to create activities promoting a positive school environment; • assists in designing school practices which honor all students and the goals and mission of the learning community; • models advocacy for all students and instructs all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students; • demonstrates and shares extensive current knowledge of applicable laws, policies, regulations, and procedures; • creates systems to promote a culture of professionalism that supports the school community; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies to demonstrate professionalism in the school community. |
| Notes: | | |

| Domain 4: Professionalism | | |
|----------------------------------|--|--|
| Element | <p>NMTEACH 4E: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities.</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • rarely or does not participate in professional development activities; • makes no effort to share knowledge with colleagues; • demonstrates resistance to feedback from supervisors and/or colleagues. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • participates minimally in professional development activities that are convenient and/or are required; • makes limited attempts to share knowledge with colleagues; • accepts feedback from supervisors and colleagues with some reluctance and/or resistance. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • accepts opportunities for professional growth based on identified areas in need of improvement; • implements evidence-based strategies learned in professional development sessions; • actively reads and applies current research in areas of greatest impact for all students; • accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction. |
| | Highly Effective | <p>In addition to the requirements to be effective, the teacher:</p> <ul style="list-style-type: none"> • actively pursues professional development opportunities; • initiates activities to share expertise with others, including evidence-based instruction; • seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, English Learners, Special Education, and Bilingual Education, as applicable, in order to make instruction accessible and understandable for all students; • expands on feedback from supervisors/colleagues and uses it to directly improve instruction. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • designs and leads professional development for the school community; • provides feedback to colleagues and supervisors in a positive, constructive manner; • creates opportunities to engage and mentor colleagues by sharing knowledge, information, and strategies that support all students to become proficient in the academic language and content knowledge to be learned. |
| Notes: | | |

| Domain 4: Professionalism | | |
|----------------------------------|--|--|
| Element | <p>NMTEACH 4F: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • How efficient and accurate are the teacher's record-keeping systems? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students With Disabilities</i></p> <p><i>Note: Any reference to NM Adopted Standards includes the 2012 Amplification of WIDA ELD Standards when serving ELL students and IEP Goals when serving Students With Disabilities."</i></p> | |
| Level of Performance | Ineffective | <p>The teacher:</p> <ul style="list-style-type: none"> • does not have a record-keeping system in place for instructional and non-instructional records; • has a system in place, but it is in disarray and therefore, non-functional; • maintains records containing inaccurate information. |
| | Minimally Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • has a rudimentary and partially complete record-keeping system for instructional and non-instructional records; • maintains records that are mostly accurate, but not up-to-date. |
| | Effective | <p>The teacher:</p> <ul style="list-style-type: none"> • maintains an efficient system for both instructional and non-instructional records, including reports, and/or status of current IEP objectives, as applicable; • ensures information from records is accurate and up-to-date, including academic and language proficiency-level data, when supporting culturally and linguistically diverse students; • develops and monitors IEP objectives which correspond with present levels of student performance, as applicable, and allows for continuous student progress; • ensures that the grading, assessment practices, and record keeping systems are effective in serving academic and language learning goals; • assists with pre-referral and referral timelines, as applicable; • keeps current with annual IEPs, Re-Evals, language proficiency levels, and progress toward goals when supporting Students With Disabilities and/or English Learner students. |
| | Highly Effective | <p>In addition to the requirements to be effective, the teacher:</p> <ul style="list-style-type: none"> • supports students to efficiently maintain personal instructional and non-instructional records; • maintains accurate and up-to-date records that are used constructively by students and teachers; • supports the ability of students to contribute information and interpret their own instructional records; • shares language development and IEP objectives and goals clearly with all stakeholders, as applicable; • provides and shares accurate documentation to support student progress towards goals with stakeholders. |
| | Exemplary | <p>In addition to the requirements to be highly effective, the teacher leader:</p> <ul style="list-style-type: none"> • establishes systems for record-keeping which are recognized by the school community as efficient, and are used as a model for teachers; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an efficient system of maintaining accurate instructional and non-instructional records. |
| Notes: | | |



Graduated Considerations

Student achievement data is the building block for a Teacher Value Added Score (VAS). As explained in our VAM presentation, this score is derived from an aggregate of the Student Achievement VAM. Reliable VAS will contain at least three years of student achievement data. Until a teacher has 3 years of VAS, teachers will be scored using Graduated Considerations.

Graduated Considerations serve two purposes: one, to recognize that new teachers are developing skills over the first few years; and two, to provide veteran teachers an opportunity to hone their instruction as they embrace more rigorous academic standards. Graduated Considerations are applied independently to two separate assessment categories and are in affect for 3 testing occasions (e.g. three years of SBA data, or two years of EoC data).

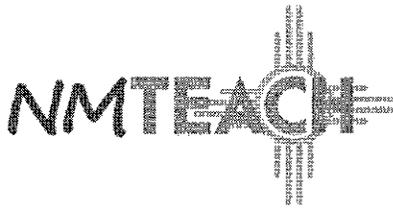
Graduated Considerations redistributes the points for the Improved Student Achievement portion of NMTEACH Educator Effectiveness System based on how many years of data are available for the teacher and the number of student achievement measures chosen at the district level. To determine the available student achievement points for your evaluation reference the tables below. Identify the number of student achievement measures your district has chosen for your teacher group and then find the row and column that corresponds to how many years of complete data you have in each measure to determine the points available for your evaluation. These tables apply equally to all teacher groups.

The column labeled **Teacher Tag** in the tables below corresponds to the teacher tag label in the District Educator Effectiveness Summative Report. This tag identifies the Graduated Consideration calculation applied to your evaluation.

One Student Achievement Measure (e.g. only SBA, only EoC, etc.)

| Teacher Tag | Years of VAS | Possible Points by Category | | | |
|-------------|-----------------|-----------------------------|-------------|-----------------|----------------------------------|
| | Measure 1 Years | Measure 1 Points | Observation | Domains 1 and 4 | Locally Chosen Multiple Measures |
| 1 | 3 | 100 | 50 | 30 | 20 |
| 2 | 1-2 | 50 | 100 | 30 | 20 |
| 3 | 0 | 0 | 100 | 80 | 20 |

With either one or two years of VAS, the remaining Student Achievement Points have been moved to Observations. With zero years of VAS, the Student Achievement Points are evenly split between Observations and Domains 1 and 4. Aggregate Measures of Student Achievement* are automatically applied at full point count.



Graduated Considerations

Two Student Achievement Measures (e.g. SBA 35% and EoC 15%)

| Teacher Tag | Years of VAS | | Possible Points by Category | | | |
|-------------|--------------------|--------------------|-----------------------------|------------------|-------------|-------------------|
| | Measure 1 Years | Measure 2 Years | Measure 1 Points | Measure 2 Points | Observation | Multiple Measures |
| 4 | 3 | 3 | 70 | 30 | 50 | 50 |
| 5 | 3 | 1-2 | 70 | 15 | 65 | 50 |
| 6 | 3 | 0 | 70 | 0 | 65 | 65 |

| Teacher Tag | Measure 1 Years | Measure 2 Years | Measure 1 Points | Measure 2 Points | Observation | Multiple Measures |
|-------------|--------------------|--------------------|------------------|------------------|-------------|-------------------|
| 7 | 1-2 | 3 | 35 | 30 | 85 | 50 |
| 8 | 1-2 | 1-2 | 35 | 15 | 100 | 50 |
| 9 | 1-2 | 0 | 35 | 0 | 100 | 65 |

| Teacher Tag | Measure 1 Years | Measure 2 Years | Measure 1 Points | Measure 2 Points | Observation | Multiple Measures |
|-------------|--------------------|--------------------|------------------|------------------|-------------|-------------------|
| 10 | 0 | 3 | 0 | 30 | 85 | 85 |
| 11 | 0 | 1-2 | 0 | 15 | 100 | 85 |
| 12 | 0 | 0 | 0 | 0 | 100 | 100 |

* Aggregate Measure of Student Achievement: Content Level VAM, Grade Level VAM, Q1 Student Growth, any Subgroup Student Growth.



District Educator Effectiveness Summative Teacher's Report 2014-2015

JOHN G KEATING

123

Effective

Overall Score out of 200

Effectiveness Level

Group: **A - SBA**

License Number: **317147**

ALAMOGORDO District

Level: **High School**

Graduated Considerations: **6**

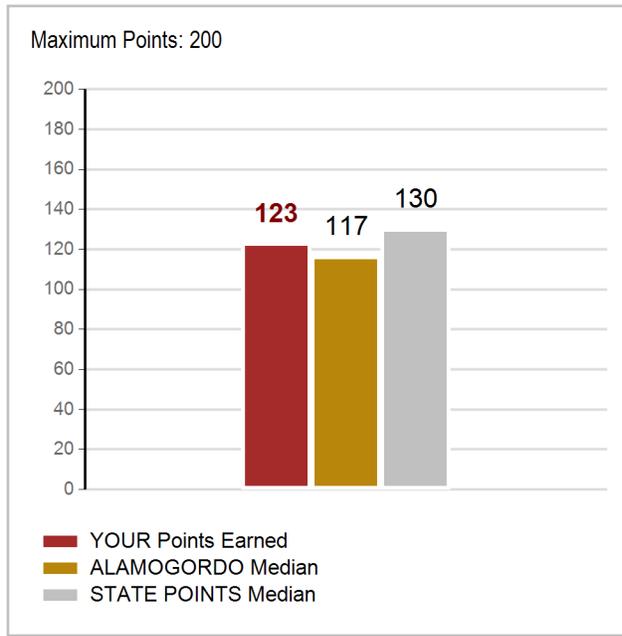
ACADEMY DEL SOL ALT. School

Educator Effectiveness Plan Totals

| Category | Measure | Possible Points | Your Points Earned |
|-------------------------|-----------------------|-----------------|--------------------|
| Student Achievement | SBA | 70.00 | 37.07 |
| | Discovery | 0.00 | |
| | Subtotal | 70.00 | 37.07 |
| Observation | Domain 2&3 | 65.00 | 39.65 |
| | Subtotal | 65.00 | 39.65 |
| Multiple Measures | Domain 1&4 | 39.00 | 24.05 |
| | Student Survey | 26.00 | 22.58 |
| | Subtotal | 65.00 | 46.63 |
| Total Evaluation | | 200.00 | 123.35 |

| | |
|---------------------|-----------------|
| Exemplary | 173 through 200 |
| Highly Effective | 146 through 172 |
| Effective | 119 through 145 |
| Minimally Effective | 92 through 118 |
| Ineffective | 91 or less |

Teacher | District | State Medians



Next Steps

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

(Signing this document does not signify that you agree with this evaluation.)

This report contains the data collected by local administrators pursuant to the NMTEACH Educator Effectiveness System framework as adopted by the School or District, and received by PED by April 15, 2015.

| Student Achievement Course Groups Value Added Scores (VAS) | | | | | | | | |
|--|--------------------|-------|--------------------|--------|--------------------|--------|----------|-----------|
| | 2012 | | 2013 | | 2014 | | Total | |
| Course Group | Number of Students | VAS | Number of Students | VAS | Number of Students | VAS | Students | VAS Score |
| PreAlgebra | | | 16 | -0.360 | 12 | -0.070 | 28 | -0.2357 |
| Algebra I | 12 | 0.660 | 18 | -0.430 | 16 | 0.740 | 46 | 0.2613 |
| Totals: | 12 | 1.32 | 34 | -0.80 | 28 | 0.80 | 74 | 0.07000 |

To what degree are your students making a year's worth of achievement growth in a year's worth of time?

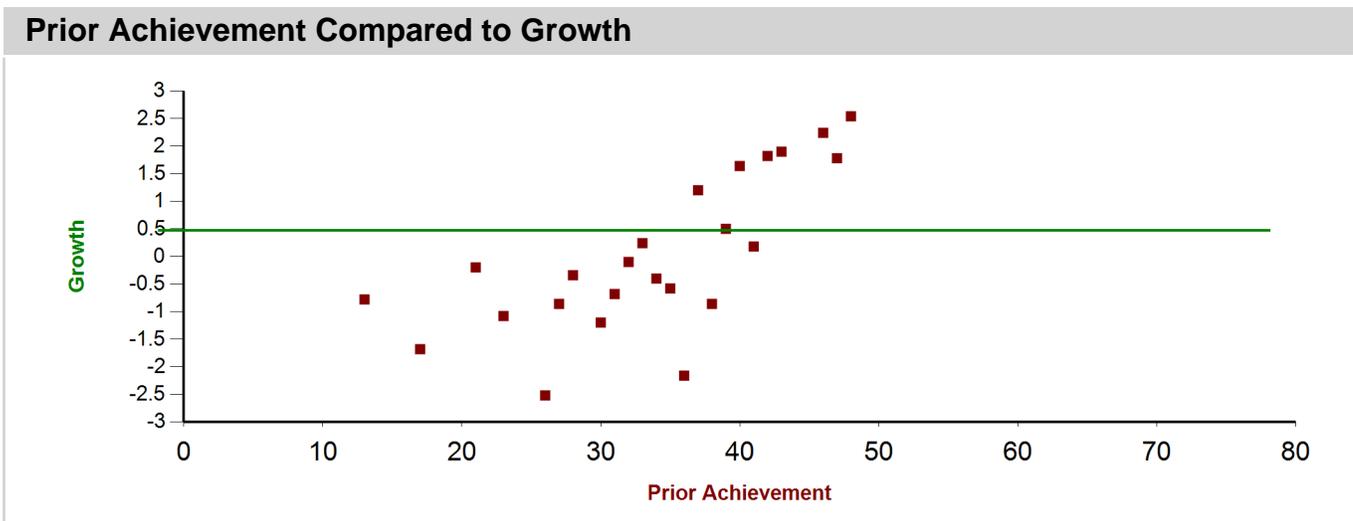
If VAS is less than 0
Your students made less than one year's growth in one year's time.

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.



The table above displays your Value Added Scores (VAS) for each course group in each year that you were teaching. Your overall VAS score is [VAS Score]. 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 backgrounds. More detailed information about VAS calculations is available at: <http://VASscorevideo.com>



To what degree are you helping all of your students grow?

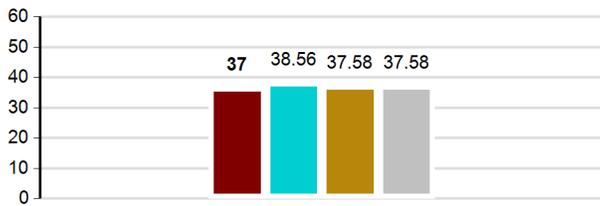
Each point in the scatterplot represents one of your students for whom data is available and connected to you as their teacher. If your students are clustered on the green zero horizontal line, then they have made one year's growth in one year's time. If they fall *above* the line, they are *growing* more than expected. Students below the line are not progressing as expected.

The **Prior Achievement** horizontal axis shows their SBA score from the previous year. The vertical **Growth** axis shows their variation from the average for other students in the State with the same achievement. For example, a student with a growth of 1, has a current year score that is one standard deviation *above* the average value of all New Mexico students with the same prior achievement.

Observations & Multiple Measures - JOHN KEATING

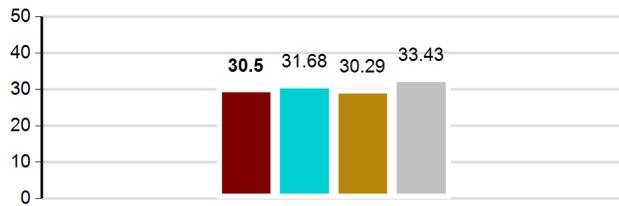
Domain 1 - Preparation & Planning
Domain 4 - Professionalism (Max: 60)

YOUR Points ALAMOGORDO
ACADEMY DEL SOL ALT. State



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

YOUR Points ALAMOGORDO
ACADEMY DEL SOL ALT. State

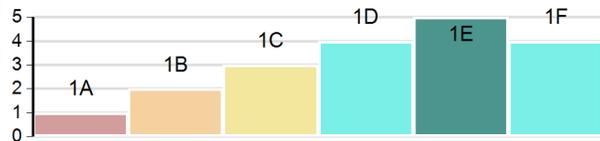


Are your classroom and professional practices in and out of the classroom yielding high observation scores?

The bar charts above show your average **raw scores** on your observations for Domains 2 & 3 and Domains 1 & 4 in comparison to your school, your district, and the state. To see how these raw scores are converted to the scores you see as part of your summative score on Page 1, please visit <http://observationvideo.com> for an informational video. You can view your raw scores through the TeachScape Portal.

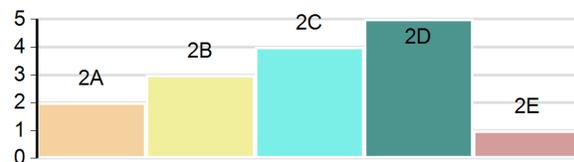
Strengths and Improvement Areas

Domain 1 - Preparation & Planning



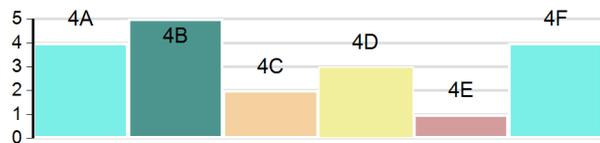
- 1A - Demonstrating Knowledge of Content
- 1B - Designing Coherent Instruction
- 1C - Setting Instructional Outcomes
- 1D - Demonstrating Knowledge of Resources
- 1E - Demonstrating Knowledge of Students
- 1F - Designing Student Assessment

Domain 2 - Creating Environment for Learning



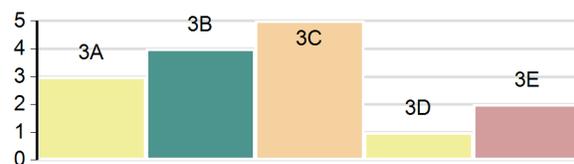
- 2A - Create Respect and Rapport
- 2B - Create Environment for Learning
- 2C - Establish a Culture for Learning
- 2D - Managing Classroom Procedures
- 2E - Managing Student Behavior

Domain 4 - Professionalism



- 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

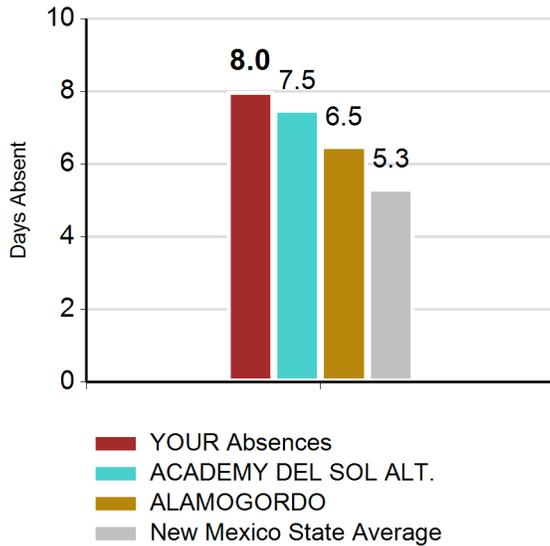


- 3A - Communication with Students
- 3B - Using Question and Discussion Techniques
- 3C - Engaging Students in Learning
- 3D - Assessment in Instruction
- 3E - Demonstrating Flexibility and Responsiveness

These four Domain charts illustrate your average observation score (Max: 5 each) for each of the elements within the Domain. Go to http://ped.state.nm.us/ped/NMTeach_Toolbox.html - Teacher Rubric Domain1 1 through 4.

Attendance

Your Absences Compared to School, District and State Averages



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. To understand how your raw attendance is converted to the attendance score you see as part of your summative score on Page 1, please visit <http://attendancevideo.com> for an informational video.

To see the business rules that determines which absences count toward this evaluation measure, visit ped.state.nm.us/ped/NMTeach-FAQ.html.

Survey Parent / Student Responses

| Question Number | Rubric Alignment | Never | Hardly Ever | Sometimes | Usually | Almost Always | Always |
|-----------------|------------------|-------|-------------|-----------|---------|---------------|--------|
| 1 | 1C & 2C | 2 % | 0 % | 0 % | 6 % | 16 % | 76 % |
| 2 | 3D | 2 % | 0 % | 8 % | 14 % | 18 % | 59 % |
| 3 | 1E & 4F | 2 % | 0 % | 0 % | 14 % | 18 % | 67 % |
| 4 | 3D & 4A | 2 % | 0 % | 6 % | 14 % | 18 % | 61 % |
| 5 | 2D & 4A | 2 % | 0 % | 6 % | 20 % | 12 % | 61 % |
| 6 | 2A & 4A | 2 % | 0 % | 0 % | 16 % | 18 % | 65 % |
| 7 | 4A & 4F | 2 % | 2 % | 6 % | 10 % | 14 % | 67 % |
| 8 | 2E & 4A | 4 % | 2 % | 8 % | 10 % | 18 % | 59 % |
| 9 | 1E & 2A | 2 % | 0 % | 0 % | 6 % | 4 % | 88 % |
| 10 | 2C & 4A | 4 % | 2 % | 6 % | 14 % | 22 % | 53 % |

To what extent do <students> / <parents> 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> / <parentsofstudents>. For each question, it is better to have a higher percentage of "always" responses. The second column shows which Observation Rubric elements align to the survey questions.

To see the survey questions as well as how your student survey responses are converted to the student survey score you see as part of your summative score on Page 1, please visit <http://surveyvideo.com> for an informational video.



Glossary of Terms

Effectiveness Levels:

| | |
|---------------------|-----------------|
| Exemplary | 173 through 200 |
| Highly Effective | 146 through 172 |
| Effective | 119 through 145 |
| Minimally Effective | 92 through 118 |
| Ineffective | 91 or less |

Group: Your group is determined based on what student achievement measures are available for the classes you teach.

- **Group A** Teachers teach grades and/or subjects that **can** be meaningfully linked to the SBA
- **Group B** Teachers teach grades and/or subjects that cannot be meaningfully linked to the SBA
- **Group C** Teachers teach grades K, 1, and 2

Level: Your level is determined based on the grade level that you teach:

- Elementary
- Middle School
- High School

Graduated Considerations: Graduated Considerations redistributes the points for the Student Achievement portion of the NMTEACH Educator Effectiveness System based on how many *years of data* are available for the teacher and the *number of student achievement measures* chosen at the District level.

To see how your Graduated Considerations (or Tags) are determined, visit:

<http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/Grad%20Cons%20Table%20with%20Tags2014-2017final.pdf>.

District Plan: Within the framework provided by NMTEACH, each District had the opportunity to submit a custom ***Educator Effectiveness Plan***, tailored to their school community's needs. If a District did not choose to submit an evaluation plan, the State plan is used.

To view your District's or Charter School's plan, visit:

http://ped.state.nm.us/ped/NMTeach_EvaluationPlanPDFs.html.

To view informational videos about each of the measures that are included in your evaluation, visit:
_____ (tbd)