

Domains	Elements	Key Points to Look For
Domain 1: Planning and Preparation	1A: Demonstrating knowledge of content	An emphasis on state and common core standards. Standards are present in the lesson plan.
	1B: Designing coherent instruction	Cohesiveness — logical sequence of concept development.
	1C: Setting instructional outcomes	Goals or objectives for the day are present and visible.
	1D: Demonstrating knowledge of resources	Items or strategies from professional development are used and use concrete student resources.
	1E: Demonstrating knowledge of students	Teacher understands student's strengths and weaknesses. Learning styles are identified.
	1F: Designing student assessment	Identifiable assessment plans.
Domain 2: Creating an Environment for Learning	2A: Creating an environment of respect and positive rapport	Positive interactions/communications between teacher and student, and student to student.
	2B: Organizing physical space	Accessibility: Do <u>all</u> students have access to <u>all</u> resources?
	2C: Establishing a culture for learning	Energy of engagement: Teacher is communicating importance of learning and students are responding in kind.
	2D: Managing classroom procedures	Time on task: Does the teacher have procedures in place to utilize time/resources efficiently?
	2E: Managing student behavior	Consistent and fair in enforcing classroom policies.
Domain 3: Teaching for Learning	3A: Communicating with students	Teacher uses appropriate technical and academic vocabulary and provides clear directions for activities which students follow.
	3B: Using questioning and discussion techniques	Teacher creates rigorous questions, teacher uses wait time to allow students to engage with the question, and the teacher has a process by which he/she controls who answers the question (i.e., cold call questioning).
	3C: Engaging students in learning	How students are grouped and which strategies are used to support engagement.
	3D: Assessment in instruction	Formal and informal checking for understanding throughout the class period.
	3E: Demonstrating flexibility and responsiveness	Teacher modifies instruction based on informal and formal assessment results.
Domain 4: Professionalism	4A: Communicating with families	Documentation of family contact.
	4B: Participating in a professional community	Documentation of participation in teacher teams.
	4C: Reflecting on teaching	Evidence that teacher is using feedback: teacher notes on their own reflection.
	4D: Demonstrating professionalism	Arrives to work on time, supports campus expectations, lack of documented reprimands.
	4E: Growing and developing professionally	Professional development plans (PDPs) and Professional Learning Community PDPs.
	4F: Maintaining Accurate Records	Attendance reports and grade reports.



# District Educator Effectiveness Summative Teacher's Report 2014-2015 - Detail

## CRYSTAL D BURNS

## 150.30

## Highly Effective

Overall Score out of 200

Effectiveness Level

Group: **A**

License Number: **314604**

**LOGAN MUNICIPAL SCHOOLS** District

Level: **Elementary**

Graduated Considerations: **5**

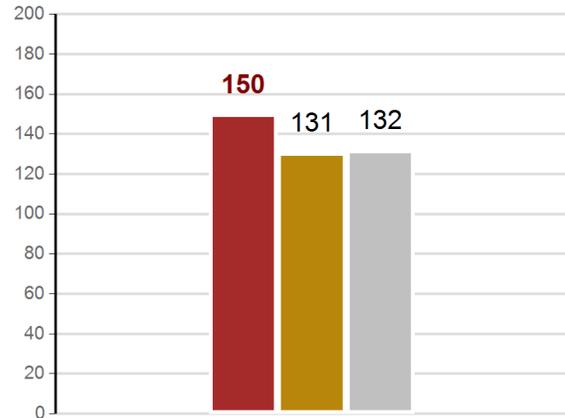
**LOGAN ELEMENTARY** School

### Educator Effectiveness Plan Totals

Category	Measure	Possible Points	Your Points Earned
Student Achievement	SBA	70.00	<b>47.63</b>
	Discovery	15.00	<b>13.56</b>
	<b>Subtotal</b>	85.00	<b>61.20</b>
Observation	Domain 2&3	65.00	<b>48.10</b>
	<b>Subtotal</b>	65.00	<b>48.10</b>
Multiple Measures	Domain 1&4	30.00	<b>25.00</b>
	Teach Att	20.00	<b>16.00</b>
	<b>Subtotal</b>	50.00	<b>41.00</b>
<b>Total Evaluation</b>		<b>200.00</b>	<b>150.30</b>

### Teacher | District | State Medians

Overall Score out of 200



■ YOUR Points Earned  
■ LOGAN MUNICIPAL SCHOOLS Median  
■ STATE POINTS Median

Next Steps

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

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	Total VAS
ELA5	19	0.029	14	0.277	38	1.812	71	1.0321
Math5	19	-0.474	14	1.705	38	-0.567	71	-0.0940
DiscoveryGroupARead			14	1.306			14	1.3059
	38	-0.222	42	1.096	76	0.622	156	0.5441

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.

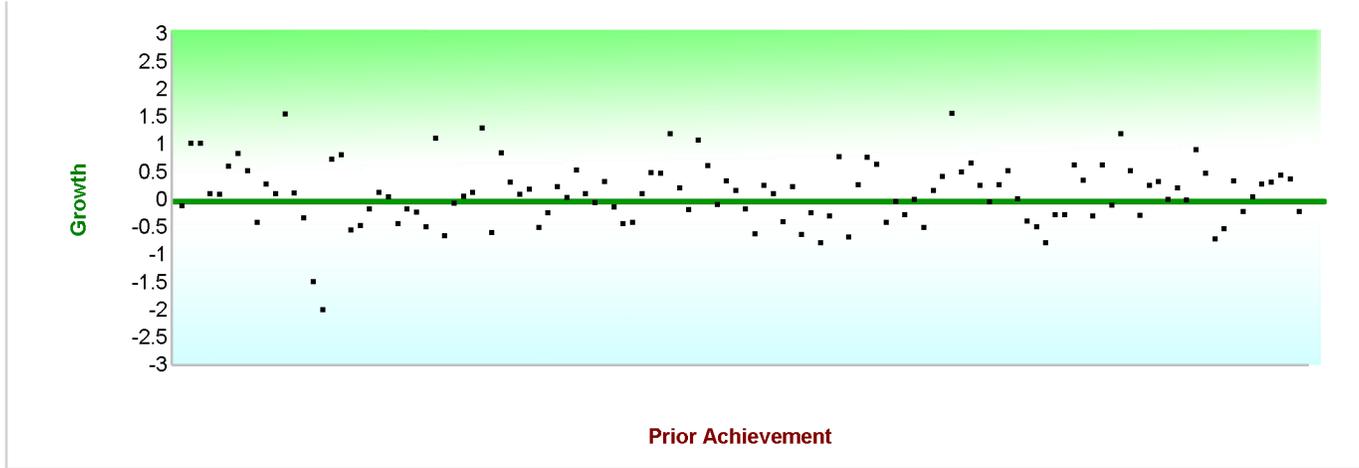
**If VAS is greater than 0**  
Your students made more than one year's growth in one year's time.



The table above displays your Value Added Scores (VAS) for each course group in each year that you were teaching. 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://ped.state.nm.us/ped/NMTeach\\_EvaluationVideos.html](http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html)

**Prior Achievement Compared to Growth**



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

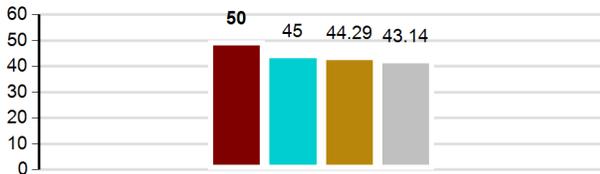
Each point in the scatterplot represents one of your students for whom data is available and connected to you as their teacher. If your students are clustered on the green zero horizontal line, then they have made one year's growth in one year's time. If they fall *above* the line, they are *growing* 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 - Crystal Burns

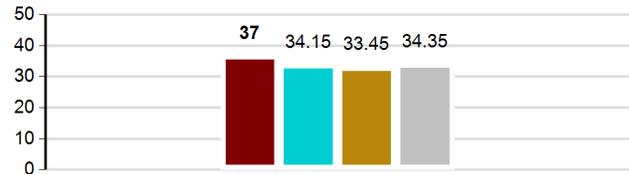
### Domain 1 - Preparation & Planning Domain 4 - Professionalism (Max: 60)

■ YOUR Points      ■ State  
■ LOGAN ELEMENTARY  
■ LOGAN MUNICIPAL SCHOOLS



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

■ YOUR Points      ■ State  
■ LOGAN ELEMENTARY  
■ LOGAN MUNICIPAL SCHOOLS

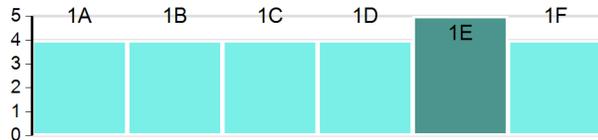


### Are your classroom and professional practices in and out of the classroom yielding high observation scores?

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://ped.state.nm.us/ped/NMTeach\\_EvaluationVideos.html](http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html) for an informational video. You can view your raw scores through the TeachScope Portal.

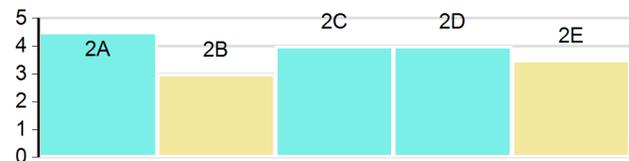
## Strengths and Improvement Areas

### Domain 1 - Preparation & Planning



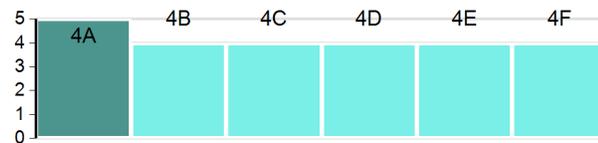
■ 1A - Demonstrating Knowledge of Content  
■ 1B - Designing Coherent Instruction  
■ 1C - Setting Instructional Outcomes  
■ 1D - Demonstrating Knowledge of Resources  
■ 1E - Demonstrating Knowledge of Students  
■ 1F - Designing Student Assessment

### Domain 2 - Creating Environment for Learning



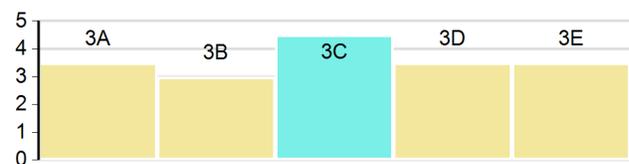
■ 2A - Create Respect and Rapport  
■ 2B - Create Environment for Learning  
■ 2C - Establish a Culture for Learning  
■ 2D - Managing Classroom Procedures  
■ 2E - Managing Student Behavior

### 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

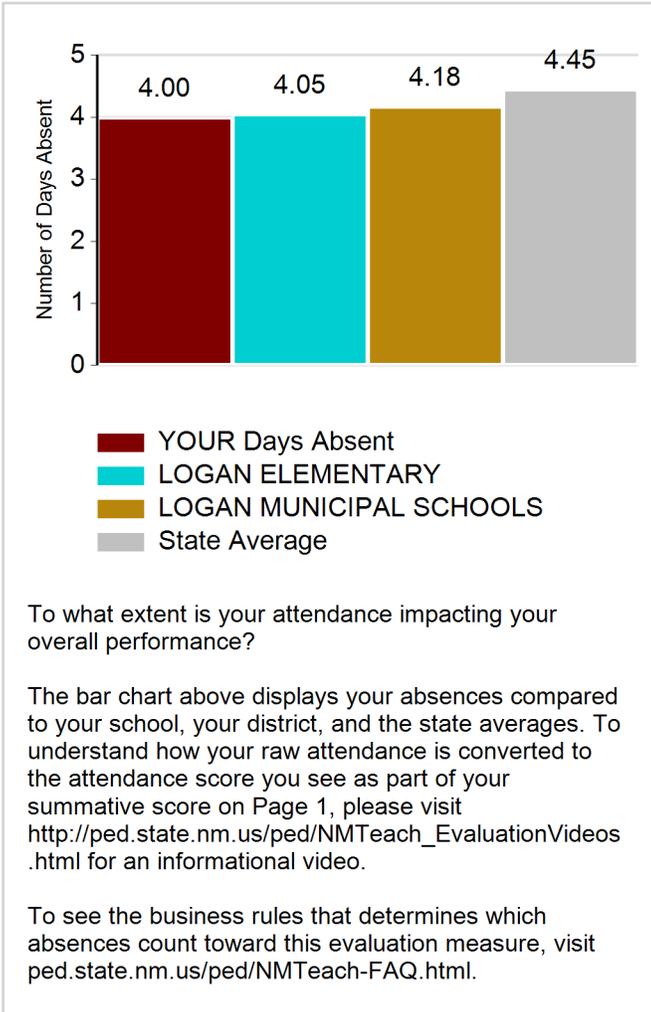
### Domain 3 - Teaching for Learning



■ 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](http://ped.state.nm.us/ped/NMTeach_Toolbox.html) - Teacher Rubric Domain 1 through 4.

## Attendance



## Glossary of Terms

### Effectiveness Levels:

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

**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/NMTeach\\_EvaluationVideos.html](http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html)

**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](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:

[http://ped.state.nm.us/ped/NMTeach\\_EvaluationVideos.html](http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html)

*For schools selecting Charter Flex all data may not be reflected in the Summative Report.*