

QUESTIONS

TEACHER AND PRINCIPAL EVALUATION PANEL: AREA SCHOOL DISTRICTS

August 27, 2014

Cimarron Municipal Schools

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator Effectiveness System (EES) for teachers and principals this school year.

Cimarron Municipal Schools is currently finalizing our EES plan for this current year. Last year we chose to follow the State Default Plan, but this year we are looking closer at all of our options to find an area of focus for our district that we can all support and be evaluated on.

Planned District Time Line

Finalize our plan by Aug. 15th with teacher input.

Do two observations with all staff including highly effective staff.

Observation I by December 15th.

Schedule feedback meeting with staff member within a week of observation.

Observation II by February 15th.

Schedule feedback meeting with staff member within a week of observation.

Summative conference with teachers in April. We plan to attach summative evaluation with evaluation forms that were used previously giving staff documentation of principals written appraisal.

2. Which online system does your school district/charter school use to help implement the EES?

We currently use TEACH Scope and PD360 for gathering information during observations.

Does your school district/charter school plan on using this system next year?

PED offered a mandatory training this summer for all administrators/ Evaluators. During this training we learned how we could use Teachscape for the observation and learned many options for data tracking on this program. Now that we have learned these new options, we will use only Teachscape for our EES documentation tool.

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

- Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;
- Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and
- Group C: teachers who teach in kindergarten, first, and second grades.

Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

GROUP A	Level I	Level II	Level III
Exemplary			
Highly Effective	(1) 6%	(3) 17.6%	(3) 17.6%
Effective	(1) 6%	(4) 23.5%	(2) 11.7%
Minimally Effective		(1) 6%	(1) 6%
Ineffective			(1) 6%
Number	(2) 12% are level I	(8) 47% are Level II	(7) 41% are Level III

Group A 17 teachers

0 are Exemplary

7 are Highly effective 41%

7 are Effective 41%

2 are Minimally effective 11.7%

1 is Ineffective 6%

GROUP B	Level I	Level II	Level III
Exemplary			
Highly Effective			(2) 20 %
Effective	(2) 20 %	(4) 40%	(2) 20%
Minimally Effective			
Ineffective			
Number/ Percentage	(2) 20% Level I	(4) 40 % Level II	(4) 40% Level III

Group B 10 Teachers

0 Exemplary

2 Highly Effective 20%

8 Effective 80%

0 Minimally Effective

0 Ineffective

GROUP C	Level I	Level II	Level III
Exemplary			(1)
Highly Effective		(1)	(1)
Effective		(2)	
Minimally Effective		(1)	
Ineffective			
Number/ Percentage	0	(4) 67% Level II	(2) 33.3% Level III

Group B 6 Teachers

1 Exemplary 16.6%

2 Highly Effective 33.3%

2 Effective 33.3%

1 Minimally Effective 16.6%

0 Ineffective

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:

- Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and
- Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.

Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

All three of the district principal have a Group A license. Last year I did not evaluate principals using the new evaluation because the information was delivered after the evaluations had already taken place. I used the HOUSSE evaluation on all three principals.

5. Has your school district/charter school shared the data and results of the “District Educator Effectiveness Summative Report” with your teachers and principals? Why or why not?

Cimarron Municipal Schools in conjunction with administrators and Board members decided not to share the summative evaluation data. Although the data was positive, I felt I had too many questions myself and could not give a clear explanation to staff.

6. Did your school district/charter school participate in the New Mexico's Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.

The district did participate in the Pilot project. During the project, there was a lot discussion an opportunity to improve practice during observations. The focus was more on the calibration of observation for principals than an evaluation of teachers. This project gave us much insight on what to expect in the future. Since the focus areas were so different during the pilot project, I would have to say that it was very different during the first evaluation.

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

My biggest lesson learned was to be aware of the data that the district is reporting. Although most of my summative forms were accurate, I am concerned that errors can easily happen with a few simple errors on my report data. I would appreciate an opportunity to verify data before calculations are made so I am not the cause of any stress for teachers when reports come out.

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Information: Cimarron Municipal Schools

Total Number of Schools: 6

Number of Schools per Grade Level:

2 Schools PK-4, 2 Schools 5-8, Charter High School and District High School 9-12

Total Number of Students by School and Grade Level:

PK-4 Cimarron Elementary	7th-17
PK-1	8th-14
K-9	Total 58
1st-12	5-8 Eagle Nest Middle
2nd-9	5th-12
3rd-12	6th-22
4th-16	7th-16
Total-59	8th-18
PK-4 Eagle Nest Elementary	Total 68
PK-1	9-12 Cimarron High School
K-18	9th -19
1st-25	10th-18
2nd-18	11th-16
3rd-22	12th-14
4th-22	Total 67
Total 106	9-12 Moreno Valley Charter School
5-8 Cimarron Middle	69 Students
5th-15	
6th-12	

Total Number of Students: 427

Total Number of Teachers per Grade Level: Two teachers at each grade level K-12 including Moreno Valley High School (Charter School)

Number of Principals and/or Assistant Principals:

- Principles: 3
- Assistant Principals: 0