

**QUESTIONS**  
**TEACHER AND PRINCIPAL EVALUATION PANEL:**  
**AREA SCHOOL DISTRICTS – Santa Rosa Consolidated Schools**

August 27, 2014

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. **SY 2013/2014**

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

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

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

**YES**

- *Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment; District **52% - 25 -Teachers***
- *Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and **27% - 13 Teachers***
- *Group C: teachers who teach in kindergarten, first, and second grades. **21% - 10 Teachers***

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

**Exemplary – 0**

**Highly Effective – 10 (21%)**

**Effective – 34 (69%)**

**Minimally Effective – 5 (10%)**

**Ineffective 0**

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 **All administrators (5)***
- *Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses. **N/A***

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective). **Presented with question #5**

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?

**Yes, we have shared our Teach-Scope evaluations reports with our teachers. Evaluation presents data and feedback to teachers as well as a baseline to their teacher effectiveness. "It creates clarity!"**

**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. NO**

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

In retrospect, having used the system for one full year as a Principal regarding the new teacher evaluation system I feel the pros far outweigh the cons.

Teachscape Program:

- Creates accountability, is data based, objective and unbiased. It is a fair rating system. All documents are stored in one centralized system.
- Enhances the quality of instruction based on contact time and feedback requirements while including information on all teacher domains. Expectations for every teacher are uniform.
- Improves curricula development as there is ongoing teacher reflection based on follow up and feedback while providing professional development opportunities.

The “Cons” are minimal.

- Initially, especially for a rural district, the time it takes to implement the program is very consuming.
- Teacher buy-in is another factor. Teachers feel it is just something else on their plate.
- Lack of training is one thing that as the program is used more can easily be addressed.

Upon reviewing the results for my district, I discovered that a teacher’s level does not necessarily predict a teacher’s effectiveness. Statistically, my District Educator Effectiveness Summative report reflects a “Bell-Curve.” EES demonstrates “normal distribution.”

**TEACHER AND PRINCIPAL EVALUATION PANEL:**

**SRCS Demographic Information:**

**Total Number of Schools: (5)**

{ Rita Marquez Elementary – Anton Chico MS – SRES – SRMS –SRHS }

**Number of Schools per Grade Level:**

**Level:**

K – 2                    9 - 1  
 1 – 2                    10 - 1  
 2 – 2                    11 - 1  
 3 – 2                    12 - 1  
 4 – 2  
 5 – 2  
 6 – 2  
 7 – 2  
 8 – 2

**Total Number of Students by School and Grade Level:**

	<u>R.M.E.</u>	<u>ACMS</u>	<u>S.R.E.S.</u>	<u>S.R.M.S.</u>	<u>S.R.H.S.</u>
<b>K</b>	14		48		9 - 33
<b>1</b>	15		31		10 - 50
<b>2</b>	11		41		11 - 37
<b>3</b>	12		31		12 - 34
<b>4</b>	7		36		
<b>5</b>	9		36		154
<b>6</b>	68	16	223	36	
<b>7</b>		14		44	
<b>8</b>		12		42	
		42		122	

**Total Number of Students: 617**

**Total Number of Teachers per Grade Level:**

K -3                    4 - 3  
 1- 3                    5 - 3  
 2 - 3                    MS -9.0  
 3 - 3                    HS – 15.5

**Number of Principals and/or Assistant Principals:**

- Principles: 4

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- Assistant Principals: 0