

Stakeholder Teacher Evaluation Meetings
Bernalillo, NM
May 28, 2019

Building Administrators

Positive for Domains 2 & 3-take out 5s
Great tools for teachers

Assessments should be equal in rigor

Domains 1 & 4 positive

Differentiated Rubric for different disciplines?

Should evaluation be at the state level or should district drive evaluation?

Should school grade be considered into an individual teacher's evaluation.

Are we going to have access?

District Administration

Student growth should be included. Measurements should be reconsidered

Students are/should be the focus of the system.

Teachers are open to coaching and feedback.

Business Community/Advocacy

Student needs are primary.

High expectations for students.

Refocus teaching/self -correct.

Provides opportunities for teachers who need help and teachers who don't.

Should be consistent statewide.

Should be user friendly. Teachers should be able to use data and apply it.

Uniform and culturally relevant for both students and teachers.

Parents

Accountability held to professional standards.

Communicating with families.

Standards are high and understandable.

Non-punitive, team teaching, mentorship and professional development.

Fluid system of support.

Partnerships with the school community.

Elementary Educators

Used to help teachers without a punitive factor.

Growth should be primary.

More collaboration and mentorship.

More focus on improvement.

More meaningful feedback.

Developmentally appropriate rubric.

More focus on professionalism.

PDP should be included.

Secondary Educators

Building relationships with student, parents, other teachers.

Showing growth with multiple assessments.

Meeting the needs of diverse learners.

Involvement with school and community.

Continual teacher growth with professional development.

Principal training for unbiased observations.

Mentor teaching.

Diverse group of observers? Parents, other teachers, community?

Multiple data points, more than one observation.