

**Teacher Evaluation Stakeholder Meeting**  
**Espanola, NM**  
**June 4, 2019**

**Community/Business**

Social/emotional needs of students recognized

- relevant feedback
- continuous improvement recognized
- student artifacts

Culturally relevant

Reflection on practice

- self assessment

Collaborate with communities and various stakeholders

Supports collaboration with peers

**Middle and High School Educators**

Observation rubric needs to be streamlined

User friendly observation tool/software

Supportive not punitive

For student achievement

- growth model with teachers' individual students
- different standards for certain student populations

Transparent and more concise

More observations

- informal?
- walk throughs?

Multiple student assessments

No attendance

Attendance bonuses/monetary incentives for not using time off.

Surveys

- more consistent

Licensure should not be tied to evaluation

License should be tied to education, pd, experience, continuing ed.

Professional development should have minimum requirements and additional pd if scored low on evaluation

### **Elementary Educators**

Differentiated across content areas and grade levels

Socio-economic status of schools

-consider services available at the school sites

Differentiated assessments

-performance based

-portfolios

Areas to be observed should be observable in the classroom

-for example, 5s are not easily seen in the classroom

Consistency among observers

Teachers and administrators co-trained for observation

Student growth should be included

Informal observations/walk throughs should be included in scoring

Special circumstances of students should be considered

-IEPs, BIPs

Positive support for struggling teachers

Evaluation appeal process should be consistent

Protocol followed

-timelines

-consistency

### **Administrators**

One evaluation system does not fit all populations and communities

Evaluation needs peer component

Assessment has to be short-cycled

-should have student buy in

Flexibility in the approach

-simplicity

-specificity

-purpose, does it help us achieve our goals

Differentiated evaluation timelines by experience and achievement

Clear definitions of data

-tests should be relevant

Administrators need to value all content areas

Build and refine current system

-revisit to make teacher evaluation useful

More information and training directed to teachers around the topic of evaluation.

Training for teacher evaluation across all stakeholder groups (teachers, principals, superintendents). Training around valuation literacy needs to be implemented.