

Teacher Evaluation Stakeholder Meeting
Farmington, NM
June 5, 2019

Advocacy Group

Evaluation that focuses on growth

Not on punitive

Simplifying domain rubrics – too detailed, minutia

Appeal process created for teachers to rebut the evaluation

How to eliminate or limit subjectivity

Formal and informal presence in the classroom

Cultural relevance of instruction based on student population

Multiple measures of student achievement to include other things besides standardized testing – teachers are asked to differentiate instruction

Technology concerns in rural communities

Various and different methods of teaching to be included

Elementary Educators (k-2)

What is the goal of the TE system? Tier movement, growth, score report card, or student growth, computer skills of students, or student attitudes, an overall healthy instructor, or just reporting on what is broken, clear definition of meets expectation for each level – current rubric is written K-12, differentiate by levels of assignment

Include areas of student achievement, student growth over time, not just 3 data points or just one year's growth

We PM every month, include this data not just BOY MOY EOY – include data

Authentic assessments – not just standardized tests – currently using only Istation – include more areas that students demonstrate to show success – all pieces on how we produce a well rounded student – get an early baseline of students to get an accurate view of our students-

Teachers are able to get timely feedback early in the year with PD that is tailored to their needs – not wait until it is too late

Administrator observations are important – clear rubric, multiple observations (more than 2) regular visits (weekly)– include this data

Admin. Gives timely feedback with clear path to improvement

Commitment to prof. growth should be in observation – collaboration with colleagues

Keep Domain 4 with teacher input

Tier movement needs to be revised –

Teachers with masters should not have to do a dossier on top of that – look at schooling

Look at new teachers and teachers with more experience with a different lens – not evaluated the same

Elementary Educators (3-5)

Have an objective, clear rubric for admin. To follow – help admin to understand specific teaching assignments even if they haven't taught it. Music is different than art – subjective currently – we are not asking for tons of training for admin.

Success should be attainable for all – should be able to be good and not broken

Timely feedback

Multiple observations points – observations and walk-throughs, but not micro-managed

No punishment – loss of license, no punitive measures – directly relate system to growth and development

Direct measure of teacher craft and practice in real time – not summative from last year – something I can work on with kids next thing not sure if tech is manageable

If student achievement is used it only effects that teacher – not linking reading and math scores to art teacher – currently student scores on EOC do not affect me they effect teachers in higher grades – 1 semester with 1 certified teacher, held accountable for previous years of art instruction (from a long term sub).

Vocational programs – elementary art, PE, ag - bilingual– not standardized – but held to the same EOC

Student achievement, not just summative, monthly, quarterly is preferred

If portfolios are used as assessment measures- streamlining with a rubric and has to be gradable – eliminating (temptation of) cheating

Surveys can be used at school level, but not tied to individual teachers

Secondary Educators

Transparent, objective evaluation

What is the outcome? What can you do to help me grow? Not punitive

Multiple evaluations – informal evaluation information often in not tied into formal – also multiple evaluators- more informal observations

Secondary has to have DLO, and multiple things on our boards

Data from students needs to be specifically tied to that teacher – shouldn't be accountable for teaching in other places – we see a big gap or change – data tied to us for that year – make sure data is growth related not just meeting one goal (formal and informal)

Improving instructional practices – evaluation will help us improve our practices in areas of concern – instead of saying what we can't do –give insights into problem areas with methods for support and opportunities to relearn it

Be fair to all teachers – IEP, ELL, bilingual, vocational ... hard to have a set evaluation that is the same K-12 for ALL assignments – evaluation is mindful of the process, setting, and level of students

Student social and emotional needs – we need to look at how data is attached to us – we cannot control struggles at home – is test giving us valid data – may not be when it is given that ONE day.

Be aware of timing of formal observation – walk throughs any time – formal observations need to be done at a valid time – not before or after break

Clear appeal process for teachers

Reflected work done with community – bringing in guest, may be a good time to be observed, informal observation to see teacher going above and beyond the curriculum by bringing in community involvement

District Administrators

We value the teacher perspective. Everyone has been teachers and principals going up through the system – make sure this is a growth model of developmental stages of teachers.

Student and parent survey is a concern – it can be taken several times

Instructional planning, classroom management, community relations, personal professional relationships and most importantly student relationships

Can be explained by teachers, principals, board members – everyone in education

Real time for change – immediate feedback and on-going

Differentiate evaluation for teachers like we expect teachers to do for students

Multiple ways to monitor progress – self reflected piece with feedback is important, conversation around practice – able to defend

Triangulation of multiple measure – decided by the teacher

Defensible documentation to cover liability concerns – teachers and schools come to understanding of documentation

Different pathways

No student assessment at all – the data system that is generated through PED cannot be validated or generalize –

Special ed – electives – students data can be messed up at state level – SUPS cannot verify – local control

Student assessment for accountability – in district, teacher developed, to see how to

Do away with VAS –

Individualize teacher evaluation – admin looks through things from a different lens – had to calibrate and be clear

TE system that provides tools for teacher improvement – streamlined from the state – get modules or go to training to improve

Simple explainable and defensible

Bypass the dossier – if super, principal says you are ready

Get rid of attendance

Get rid of TE that pushes teachers out of the profession

Turn back TE to the districts as in 2009 where we decided how to evaluate our teachers – they

PED can't get it correct. Data is inaccurate – we challenge the state, but it is not clean data –

really convoluted- data collection systems going to the state is inaccurate – difficult to get things

corrected. PED sick of getting data that is not clean.

Building Administrators

Differentiation of the tool – alignment to the licensure levels

Differentiation for teacher assignment

Committed steps to PD

Teachers feel like they can't achieve, based on the evaluation tool

Dialogue - teachers can own their own data set and how to justify their practice. Ability to

upload their data.

Observation: not just an event, but a continuous

Self-eval and reflectional feedback

Tool can be adapted to review each other – not just top down

Coaching, matching community of coaching

Eval tool vs punitive

Coaching needs, high turn over in schools – PED recognize that and give support to those

schools

Over all percentage formula: power back to teachers and schools (ex: build up speed) Say 10%

Empower schools to build what they need, especially with PD

Allow the site ELA to control

Manageable and effective so that principals are not burnt out, and teaching improves and we grow as a community

Training is necessary, calibration, to an appropriate rubric where all levels are attainable – teachers and administrators have the same vision/interpretation of the Science and the Art of teaching – values that without being punitive.

Science: specific skills ...Art – students happy to be there, parents appreciate.

Build community through that

Some mechanism in the evaluation system that values the kids you are working with. Classroom population varies and teachers are not accommodated in the TE for the make-up of students they teach.