

Teacher Evaluation Stakeholder Meetings
Hobbs, NM
June 17, 2019

District Administrators

Maintain joy within profession

Growth Mindset rather than Punitive

Transparent Guidelines/Simplicity

Plus: Collaboration, opens eyes for all students, Rubric based

Delta(for current system): Labeling of Teachers, STARS/Data Support (is the data valid, are students tied to correct teacher), Allow autonomy for districts, “gotcha” model rather than a growth mindset model, system is not understood

****Things to think about**** Surveys?, Task Force representation for all areas

****Things to avoid**** Portfolios

The team feels that the system should support the growth and coaching model

Building Administrators

From a building admin standpoint, we should be able to have many measures that show how a teacher is doing. We should be able to use these opportunities, such as multiple walk-throughs to measure a teacher.

Team feels the rubric could be simplified.

Team feels that the “5” rating is not needed because it is not attainable for all teachers.

Team sees the value of data and feels it should be included. However, the team feels that the data portion should be phased in and then reviewed to make the process better.

Online-platform that is user friendly. (Principal’s platform is different from teacher’s, which breaks the coaching process).

The team liked that there were processes in place to grow, but they would like this feedback to be available to all teachers, especially those who are eager to grow.

Please, timely feedback for our teachers so that they can begin to plan for the next year.

There should not be ONE observation, the evaluation should be allowed to grow throughout the year. The teacher must be visited/given feedback multiple times throughout the year.

Elementary Educators

Teachers prefer to have the observation to be from their building principal, rather than an outside principal.

CLEAR expectations of domains and what principals are looking for. Break it down for us.

We want to know what the principals know/want so that we can do even better.

We want you to look all year long at us, not just once.

We want the focus to be on growth rather than proficiency.

We want timely feedback on our walk throughs and observation. Please give us as much feedback that is timely, not just at the end of the year.

Please include lesson planning and professional development in our evaluation. We spend time on these things and we want credit for these things.

We do not really care for the surveys or the teacher attendance to be part of our evaluation.

If we will be evaluated on data, please make sure our students are growing and give credit to that growth.

Middle School Educators

Our team did not like the surveys being tied to the teacher evaluation as students may not always be honest about how they are feeling.

We would like some accountability to be tied to the parents/students as well.

We would like administrator feedback to be objective.

Clear understanding of what the rubric is actually asking for, such as what is technology and what is an appropriate use of space?

Multiple opportunities to be able to move levels. Teachers are being asked to choose between getting a pay raise or being a better classroom teacher.

Why can we not keep the option of leveling up through data and our observation, why does it have to be one way or the other?

High School Educators

Our team feels that the data is not reflective or accurate to the teacher's actual teaching. Our rubric needs to be specific to the area for example the students in Hobbs vs. Artesia. Needs to represent the students of that area.

We would like multiple walk through throughout the year and we want feedback from each of these visits.

We would not like the surveys to be tied to our evaluation.

**We would like to be evaluated/observed by a content specialist.

The team does not like the "5" rating on the evaluation, because we feel that we cannot reach the "5".

Community Members

We want the evaluation to be very clear. Let the principals do the coaching, but allow for clear results as to how our teachers are doing.

We want to be able to see, easily, that the teachers have a clear understanding of their content area.

Our team thinks that the teachers should be able to support each other and be able to help and coach each other.

TIMELY. We want to know how teachers are doing before the fiscal year is over.

Evaluation should be used to create and plan for PD.