

Teacher Evaluation Stakeholder Meeting
Santa Fe, NM
June 3, 2019

Community

Context of support.

- Not to stigmatize
- Supportive
- Eval environment should communicate support
- Values teachers

Multiple indicators

- Student portfolios
- Teacher participant
- Continuous feedback loop. Cannot be only once a year, should be ongoing.
- Communication with parents. Feedback and support for parents.

Actionable Goal Oriented Outputs

- Who is setting the goals?
- Realistic expectations for students and teachers.
- Professional Development Plans

Confidential

Data that helps make informed decisions.

- for pd
- for resources

Continuity and sustainable over time.

Elementary Educators

Geared toward PD

- final outcome should be improvement

Clear communication about elements of teacher evaluation.

- what is expected?

Professional development plan should be connected to teacher evaluation

Multiple observations.

- Principals in classroom more.

Principals more involved in PLCs, professional development opportunities and more present in the classroom..

Peer Observations

Student assessment scores back sooner.

All schools should have coaches to support teacher growth.
Encourage collaboration among teachers.
Encourage mentorship.

Continuing Ed.

- Required for professionalism
- Recognized in evaluation
- Workshops, conferences, etc.

Middle School/HS Educators

Multiple measures

-differentiated evaluations according to content and level

Surveys

-should be more differentiated for different levels of students and content area

Backward Planning

-what are we looking for in student outcomes
-assessments should be aligned to college entrance

What are we doing to ensure student dignity?

We need to be evaluated on student growth.
-different measures for different disciplines

Transparency for numerical data.

-user friendly/data literacy training

Peer mentoring

-peers in same subjects

Differentiated teacher evaluation based on experience.

Reduce number of elements in the domains

Separate professional activities.

Should not be called teacher evaluation during the first five years.
-Coaching system over evaluation system for the first five years.

Measure social/emotional activities.

Building Administrators

Reduce levels in rubric.

-5 to 4 levels

Differentiated evaluation and support for levels, experience and content areas.

Different evaluation cycles for different licensure levels.

-more evaluation and support for newer teachers

-coaching teachers up

Student growth should be emphasized.

Dashboard instead of summative report to emphasize support and growth.

Social and emotional work should be recognized.

More technical assistance/training for principals

More walk-throughs and immediate feedback

More training for principals to be coaches and instructional leaders.

District Administrators

Growth

-ongoing evaluation/observation, not just one snapshot

Observation rubric is positive

Student growth data component should be included.

User friendly and transparent evaluation report.

Rigorous and high expectations.

Differentiated for student differences.

Balance, not heavily weighted in any one area.

Coaching and feedback.

Different evaluation framework based on experience.