



# Reviewing Stakeholder Feedback

New Mexico Teacher Evaluation Task Force  
Santa Ana Pueblo, NM

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# Presentation Overview

- **Considerations**
- **Key Takeaways**
- **Discussion Questions**

# Considerations

1. Restoring trust is integral
2. Prioritize transparency
3. Teachers and leaders will require training on the new system

# Considerations (cont.)

- 4. Develop a communications strategy to facilitate a mindset shift about the purpose of teacher evaluation**
- 5. Build stakeholder knowledge about the system, especially areas for local flexibility**
- 6. Maintain realistic expectations of time and capacity-building needs**



# Key Takeaways

# Takeaway 1:

**Designing a Fair and Objective  
Evaluation System That Encourages  
Growth, Support, and Collaboration—  
Not Punishment**



*Celebrate what teachers are good at—[we] need to know where our strengths are and maximize them, as well as find the areas where growth is needed.*

*- Secondary Educators,  
Ruidoso Stakeholder Meeting*



***[We want] clear communication  
about elements of teacher  
evaluation.... What is expected?***

***- Elementary Educators,  
Santa Fe Stakeholder Meeting***





*Teachers use a 5-point scale to measure themselves and compare 'Effective' to a C. To avoid this, consider using a 4-point system.*

*- District Administrators,  
Deming Stakeholder Meeting*

# Takeaway 2:

## Embracing Actionable and Meaningful Measures of Effective Teacher Practice and Professionalism



## Takeaway 2.A: Alignment of Evaluations to Professional Development and Support

**“ “** *Evaluation should be followed by effective professional development based on teacher need as evidenced by evaluation.*

*- Board Member,  
Ruidoso Stakeholder Meeting*



## Takeaway 2.B: Clear and Specific Observation Rubrics

“*Streamline domain indicators to minimize and avoid redundancy.*”

*- Elementary Educators,  
Las Cruces Stakeholder Meeting*



## Takeaway 2.C:

**Multiple, Ongoing Observations to Document Growth and Provide Useful, Timely Feedback**

**““ Observations ... need to allow for a view of the teacher over time and not merely a moment in time.**

**- Elementary Educators,  
Albuquerque Stakeholder Meeting**



## **Takeaway 2: Other Considerations**

**2.E: Opportunities for Teacher Self-Reflection**

**2.F: Inclusion of Other Formative Teacher Data**

- (e.g., Lesson Plans, Professional Development, Classroom Artifacts, Examples of Assignments or Student Work)

**2.G: Student and Parent Surveys Used in Helpful Ways**

**2.H: Using Teacher Attendance as an Incentive, Not for Punishment**



## Takeaway 3:

**Assessing Teachers' Contributions to Student Learning Should Rely on Multiple Measures, Not a Single Test or Value-Added Score**



*[There should be] opportunities to demonstrate student growth through documentation, not state testing.*

*- Elementary Educators,  
Clovis Stakeholder Meeting*





***[We think the] social-emotional needs of students [should be] recognized.***

***- Community/Business Stakeholders,  
Española Stakeholder Meeting***



# Takeaway 4:

## Differentiating Evaluation by Teacher Role and Experience



## Takeaway 4.A: Differentiation in Rubric and Process by Level of Experience



*New teachers haven't felt supported because they aren't trained in the evaluation system. We need a system for new teachers where they understand what is expected of them. They need to understand what the domains mean. We also need to provide multiple mentors for new teachers.*

*- Elementary Educators,  
Deming Stakeholder Meeting*



## Takeaway 4.D: Allowing for Local Flexibility



*Give some power back to teachers and schools. Give them authority over, say, 10% of the evaluation. Empower schools to focus on what they need, especially in terms of professional development.*

*- Building Administrators,  
Farmington Stakeholder Meeting*

# Takeaway 5:

## Building a Fair and Well-Supported System

## Takeaway 5.A: Widely Available Training to Support Transition to New System

“*All educators should be trained on evaluation criteria, not just the administration. This would act like a system of checks and balances to help ensure transparency.*”

*- Secondary Educators,  
Las Cruces Stakeholder Meeting*

## Takeaway 5.D:

### Access to Resources and Exemplars That Demonstrate Levels of Teaching Defined in Rubrics



*We want exemplars—videos of what an awesome teacher looks like. We should be able to see those. Having videos takes some of the tension out of evaluations.*

*- Secondary Educators,  
Deming Stakeholder Meeting*



# Discussion Questions





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# **What themes are most important in developing a new system?**

**How do these themes help us:**

- **improve supports and feedback for teachers?**
  - **outcomes for students?**