

Teacher Evaluation System Stakeholder Meeting

Bernalillo, NM

Building Administrators

D 2/3 - like but time is tough
Assessment -> pre/post
Equitable -> PARCC vs. EDC not same rigor
Different Rubrics by role
Evaluation state vs. district driven
Peer observation
School grade with evaluation
Hurtful losing teachers/administrators
Take 5 out of D2/D3

District Administrators

Strengths in current system
Common language
Haven't seen a teacher fired
Valid/reliable growth -> equitable
PDP worked into evaluation process
-DEMONSTRATE
-APPLY
Student is the focus – growth/learning not just convenient for teachers and administrators
Open to coaching/teaming/feedback

Business/Advocacy

- engagement of students
- alignment to standards
- artifacts
- self correct
- provide opt for growth/improvement
- consistent statewide – culturally relevant
- not discourage education of certain group of students
- data literacy
- peer review – collaboration/trust
- recognition

Parents

- accountability
- professional standards
- staying on track

- direct feedback students/family on learning goals
- not punitive
- team focus/growth mindset
- phases of support - fluid

Elementary Educators

- growth, not punitive
- student engagement
- relationships students/parents
- collaborative
- mentorship
- on going informal observations
- meaningful feedback
- simplify, communication
- celebrate growth, professionalism
- tie in PDP
- don't call it an evaluation

Secondary Educators

- collaboration
- student engagement
- creativity in instruction
- different ways to measure growth
- meeting needs of all children
- knowing community
- unbiased observation – principal training
- diverse group of people looking at teaching
- revisit PDP
- multiple data points ->more than one observation

Santa Fe, NM

Learning-focused Supervision Laura Lipton
San Juan unified school district

Community

- accounts for context and supports in environment, become good teachers, administration communicates this
- multiple sustainable indicators of student – teacher performance
 - portfolios
 - outreach activities
 - PD, prof. organization
- frequent feedback loop from students, parents, peers, and supervisors
- actionable goal outputs
- encourages improvement, identify excellence
- results shouldn't be public/confidential
- data to make informed decisions
- sustainable/continuity over time

Elementary Educators

- geared towards PD more than anything else
 - improve
 - get better
- change ranking labels
- clear explanation of components, artifacts
- PDPs should factor into evaluation
- multiple observations
 - in classroom once per week
 - walk through
 - PLCs visits
- committee of peers
- more than once a year
 - new teachers
 - struggling teachers
- coaches to promote growth at all schools
- encourage collaboration
- open to continued learning
 - continue ed credits
 - online courses available everywhere
 - workshops
 - conferences

Middle School/High School Educators

- multiple measures of content engagement
 - differentiated

- meaningful surveys
 - grade level
 - teacher input
- different based on population teaching
- backward planning (begin w/ outcome) (college entrance example) (at promise – school to prison pipeline)-all students deserve dignity
- all students deserve dignity
- student growth
 - where start to where end
 - evaluated on growth not performance on standardized test
- transparency of numerical data
- training on how to read
- peer mentoring – in subject matter content
- system differentiated based on experience
 - 1st five years build up -> growth model
- training of admins to evaluate different areas*
- reduce number of elements in domains (too repetitive) *
- separate evaluate criteria academics from social/emotional*

*coaching only in 1st five years

Building Administrators

- reduce rubric from 5 -> 4, get rid of A -> F mentality
- differentiated for different levels
 - different kinds of teachers
 - rubrics
- rotate teachers' evaluations
 - tier 1, 2, 3
- produce evidence/artifacts of student growth -> not just D1 & D4
- coaching teachers up
- embedded reflection in all domains –
 - reflect on own practice
 - monitor for self-improvement
- dashboard rather than summative score
- SEL embedded throughout domains
- training on entire evaluation system, not just D2/D3 -> operational
- current tool too cumbersome
- need more time for coaching
- more training for principals to be coaches 7 instructional leaders
 - differentiate

District Administrators

- growth – on-going not just one time
- use something like Danielson Framework
 - use as a rubric
- growth in teaching

- balance of data & personal growth
- coaching tool to inform PD
- easy to interpret, explain, time frame useful
- rigor
- ensuring linguistic/cultural aspect of child considered
- informal & formal feedback
- differentiated evaluation based on levels
- balance not heavily weighted in one area

Espanola, NM

Community & Business & Parents

- reflects social/emotional need of students
- observations
- parent/student constructive feedback
- relevant feedback
- addresses cultural diversity
- addresses cultural diversity
- annual in 1st five years
- peer collaboration w/ peers
- recognize continuous improvement
- teacher reflection/self-assessment

Middle/High School Teachers

- D1/D4 time consuming-
- user friendly software
- support for teachers with areas of need
- student growth model: pre/posttest something with my students
- consideration for degree of growth
- Transparent, concise
- measurable, not subjective
- foster teacher growth
- require formal and informal observations, more time in classrooms
- more than one form of assessment to demonstrate growth not just PARCC
- no teacher attendance included
- teacher attendance – cash out when retire
- surveys small percent of total score
- PD tied to licensure
 - licensure depends on educational level
 - PD during 5 years (100 hours) demonstrate knowledge of profession
 - # hours dependent on rating

Elementary Teachers

- differentiated across subject areas/grade levels
- socio economic status of schools
 - consider services available at each site
- performance-based vs. criterion-based vs. formative assessment
- areas to be observed must be able to be seen in the classroom
 - attainable language
- reconsider rubric ratings 5 -> 3
- consistency among evaluators
 - teachers should attend training
 - getting different messages
 - make sure guidelines consistently followed
- student growth – BOY – EDY

- informal observation/walk through reflected
- consider special circumstances of students during observations
- positive support for teachers to make improvements
 - resources available
- appeal process more consistent
- protocol followed: timely/consistent

Administrators

- one system doesn't fit all
- evaluation needs to have peer component
- assessment short cycle to have real meaning in assessment, needs to be valued by students
- a system must have simplicity, specificity, purpose, flexibility
- rubric overwhelmingly, farce is it improving education in or community?
- chose where to spend time to evaluate
- clear definition of data
- need to value all content areas
- can we save anything we have and improve on it?
 - revisit purpose of each component
 - make useful again
- need PD in your subject area – to keep licensure up to date
- teachers need to know/understand the system
- superintendents should be required to attend training
- principals and trainings
- understand system that will make our teachers successful

Farmington, NM

Advocacy

- focus on growth and improvement
- simplify existing domains
- need appeal process
- how to eliminate/limit subjectivity
- formal/informal
- cultural relevance of instruction
- multiple measures of student achievement
- technology concerns for rural communities
- various methods of teachers

Elementary Educators (K-2)

- what is the goal of teacher evaluation system?
 - tier movement
 - teacher growth
 - score card
 - profile of a teacher
 - what does a healthy teacher look like
 - for each level
- student achievement
 - growth over time
 - progress monitoring included
 - authentic assessment not just standardized tests -> not just 1 station for early grades
- administrator Observations
 - clear rubric
 - multiple observations – not just 2 formals
 - timely feedback -> clear path to improvement
- commitment to professional growth
 - keep D4 teacher input
 - collaborate with coll
- tier movement
 - masters=no dossier
 - NBCT=no dossier
- differentiated system of evaluation based on years of teaching
- produce well-rounded student
- timely student data
- new teacher early, timely feedback that is supportive, useful

Elementary Educators (3-5)

- objective, clear rubric for admin to follow
 - need to reflect SPED, vocational, specials, etc.

- success attainable for all
- multiple observation points (walk-through, etc.)
- timely feedback
- shouldn't be punitive – related to growth/development
- focus on overall teacher/growth and development
 - direct measure of teacher craft & practice in real time
- if student achievement used it only effects that teacher, not just summative assessments
- if portfolio need clarity in measures, rubric grade level
- surveys should/could be used at school level, not just individual teachers
 - parents/student/family
- specials EoCs

Secondary Educators

- SEL needs
- clear appeal process
- reflective work done w/ community
 - informal observation time
- data specifically tied to teacher
- transparent

District Administrators

Growth model for developmental stages of teachers

- inst. planning, class management, communication relationship – peer student community
 - explained by all (teachers, admins, boards)
 - real time
 - differentiate for teachers like we do for students -> multiple pathways
 - multiple ways to monitor
 - self reflection
 - triangulation of data points
 - multiple measures
 - determined by teacher
 - documentation
 - no student assessment for report
 - student assessment for accountability
 - in district
 - teacher developed
- No VAS, state assessment
- same expectation
 - provides tolls for improvement
 - simple, explainable, defensible
 - no dossier, admin determines ready to move
 - no attendance
 - evaluation at individual district level not from state level, like 2009
 - consider make-up of classroom – credit for kids you are working with

Building Administrators

- differentiated toll
 - alignment to licensure level
 - teacher assignment
 - flexibility
- dialogue of tool
 - options to upload data
- observation not just an event
- reflection, self-eval, feedback
- empower PLC, peer review
- coaching, matching, community of practice-additional supports as needed
- consider overall formula
 - percent based on regional needs
 - 90 day plan tie in
 - site/teacher control
- manageable, effective
- training and calibration to an appropriate rubric, where all stakeholders are attainable
- teacher and admin have same vision/interpretation
- captures art and science of teaching/instruction without being punitive

Gallup, NM

Elementary Educators

- student achievement is based on differentiated needs and not weighted as heavily...not afraid to have
- evaluation process needs to be less time consuming for educators and admins
- manageable/streamlined – not so many competencies
- evaluation/feedback meaning, leads to growth... not a hoop to jump through
- more user friendly – software system (tech)
- include collaboration for many areas
- objectivity/calibration of evaluation

Building Administrators

- not punitive
- rubric can be time-consuming
- identify research-based/evidence-based teacher evaluation process ->
- how will this be ready for new school year
- student growth – not proficiency
- teacher, student, family/community goals – set at start of year, year-long focus
- principal/teacher partnership, coaching
- addressing multiple hats – smaller schools
- how I grow as a teacher/principal
- how can we recognize our teacher leaders for what they do
- is anyone reading what we put in system
- cumbersome rubric
- more flexible system
- respects knowledge of admins
- more time observing/debriefing, less time “inputting in”
- BIE tools -> more user-friendly

Secondary Educators

- specific to content, criteria (i.e. SPED, specials)
- observations a living document
- observation combine formal/informal/walk-through
- peer, IC etc. walk-through feedback
- know expectations and how to get there
- clarity, simple
- remove students who aren't in school
- parent/family survey
- compare growth within year
 - pre-/post-assessment
- more community involvement
 - part of evaluation

- technology access
- cultural relevancy on assessments for students

District Administrators

- transparency in evaluations
- clear, concise, consistent
- can't change from year to year
- hybrid of performance/pathway to professional growth
 - getting to next level
- setting student baselines to measure growth
 - pre/post, SPED/GATE
- abolish dossier
 - course work
 - other pathways

Deming, NM

District Administrators

- decouple advancement/licensure from evaluation
- MM outside rubric
 - variety
 - local needs
- local control
 - indicators/ratings
 - return to this
 - we report back
- learning resources for growth components
- change rating system
 - effective = C
 - 4 points not 5 points
 - exemplary=reward, adds value to teacher/district
- flexibility in yearly observations
 - effective
 - local control
 - yearly, couple years
- continuous cycle – not one shot score
 - merge formal/informal
- different levels of performance for teachers
 - license levels
- outside evaluators required for districts of certain size (training)
- reconsider surveys – are they valid
 - locally for improvement
 - not for evaluation

Building Administrator

- data – growth EOY-> EDY
 - 1 year set
 - 25 % – 35%
- teacher exemption
 - FMLA
- rubric – change to 4, effective =C
 - change names
- alt, 1, 2, 3 different rubric
- cumulative observation score
- attendance still included (10-25)
- readdress EoCs Spec. Ed data
- no survey
- include ACCESS

- need to change to meet SY calendar
- teacher growth for PD
- relationships/engagement higher on rubric
- state resources aligned to rubric (teacher reach NM) [what does this look like in each domain exemplars]
- timely turnaround

Elementary Educators

- surveys: criteria known to teachers
 - if going to use needs to be refined
 - translation isn't correct
 - questions are confining
 - checking in with students throughout year
 - more useful
 - domains: clear understanding of rating, scale exemplary and if components are applicable
 - help for new teachers
- observations
 - informal hold more weight
- assessments
 - state-wide pacing guide
 - BOY, MOY, EOY
 - should be included
 - accountability
- new teachers
 - want to be on same pg.
 - mentoring
 - what is happening in other schools/districts
 - on line community
 - training and development resources
- data
 - needs to be consistent less subjective
 - multiple sources
- Level IV teaching license – what's next

Secondary Educators

- feedback/reflection time
- observed lessons: video tape
 - teacher self-assessment
- arbitration for disputes in scoring
 - easily accessible
 - 3rd party opinion
- summative assessment
 - pop-ins with feedback

- at least once a week
- judged by growth in response to feedback
- student survey
 - quarterly
 - not for state score
 - used by teacher to grow
 - refine questions \
 - refine answers / teacher created
- TLP guides PD
 - everything feeds into TLP and feedback guides
- Domains (all year long not just one lesson)
 - attainable
 - exemplars
 - videos

- transparent student growth: pre/post
 - truly aligned
 - 20% or less
 - documents improvement
 - student
 - teacher

Las Cruces, NM

Administrators

- components
 - student engagement
 - use of resources – what are you bringing i.e. outside resources
 - rigor
 - learning environment/relationship
 - prep/planning/prof
 - acct (differentiated assessments)
 - consistent classroom walk through
 - not dog and pony
 - timely meaningful feedback
 - student voice – OTL, developmentally appropriate
 - PK-12 all grade levels
- rubric with levels of performance specific to role (SPED, Specials...)
- levels of performance drives “depth” of evaluation
 - content areas
 - support
 - formal observations
 - progressive: during year
- Growth vs proficiency
 - defined by level

- not just a test
- growth in a true, meaningful way for teachers
- true measurable growth
 - progression
 - throughout year
 - not a ranking system
 - feedback and reflection with collaborative dialogue

Secondary Educators

- content specific: streamlined time for evaluator/aligned
 - incorporate peer observation from peers in similar content
 - away from one size fit all
- multiple occasions not just formal
 - walk-throughs
- collaborative work with mentor
 - PD – specific to individual advance own professional learning
 - professional advancement
 - not just big district PD
- evaluation determining specific PD
- remove teacher attendance from evaluation
- pay teachers for unused sick leave
- SPED, EL, etc. – relevant PD, observers (evaluation), who “know” these classrooms
- train all teachers on system, not just administrators, transparency – train together
- communicate what was locally developed statewide (SPED, ideas, medically fragile)
 - know IEP as administrator
- local control vs state control
 - Accuroster
 - student absences
- quicker/timely turnaround time
- accountability of evaluators
- (principal survey)
- co-teacher rostering

Elementary Educators 1

- Accountability
 - teachers
 - administrators
 - IEP for teachers
 - school community
 - teacher -> student relationship
 - parent interaction
 - grade level
- Measurable data
 - quantitative

- qualitative portfolio
- Growth Factor
 - how does system help teacher grow
- Ancillary need their own evaluation
- PD pathway to improvement
 - tie to areas we are measuring
- Licensure advancement separate from evaluation
 - teacher specific (have options)
- More than 1 way to get licensure
- Respond to evaluation
 - conversations between teacher/admin
- Student growth holistic
- addressing culture and school
 - student
 - teacher
- classroom management

Elementary Educators 2

- non-punitive, growth oriented
- encourage teacher retention
- teacher mentorship/support system
 - statewide
- reword domain achievement levels
- clear expectations and procedures
 - domains
 - from administrators
- authentic observations
 - not one and done
 - walk through
- admin should use tool effectively
- evaluator accountability
 - meaningful feedback
 - timely manner
- streamline domains indicators to minimize or avoid redundancy

Community Advocates

- evaluation that encourages teacher ability to connect with students and encourage a desire to learn (both students/teachers)
- to encourage thinking/reasoning skills over rote (student/teachers)
- can't be one size fits all
- encourage community, citizenship and leadership
- facilitation of learning environments
- individualized evaluations across grades, content

NMPED Notes May 28, 2019-June 21, 2019

- encourage teachers to connect with and support all diverse learners
- encourage teachers to connect with families, community, colleagues
- helps administrators best support teachers
- system that evaluates PED, administrators
 - reciprocal accountability
- proactive vs reactive
- academic freedom

Ruidoso, NM

District Administrators

- differentiation measures of growth
 - special ed
 - classroom
- domains more connected
 - how do they overlap
 - inform each other
- journey not destination: what happens pt. to pt.
- video tape teachers
 - self assessment
 - admin scores
 - collaborative scoring teacher/admin
 - build connection, tea, community
 - teacher mentors have piece of observation, not isolated
- use walk through data
 - since (?) what we are seeing
 - what does the teacher need
- differentiate tools for each teacher
 - formal
 - walk-throughs
 - not siloing what it looks like
- real time feedback – authentic, not a scheduled time
- no dog and pony show
- self assessment/evaluation from teacher
- rubrics for all subjects/levels
 - are, primary, PE, etc.
- data must be equitable and differentiated
 - PE EoC vs. ELA PARCC
- data should be tied to time in class (students)
- domains modified/simplified
- incorporate walk through data
 - continuous data
 - authentic feedback
- growth data for 2 year not 3 years
 - time for learning/growth
 - mentorship
 - orientation
- new system: rollout in increments
 - August is too soon
 - more teacher input
 - teacher voice
- item plot analysis for data for data
 - by standard

- compile information quickly observation
 - easily accessible
 - reports generated
- statewide accountability to teacher eval tool (measure that it is happening)
 - CO
 - building
 - teachers
 - knowledge at all levels
- no monetary ties to evaluation
- simplistic data analysis
 - know what I've done
- align PDP, evaluations and licensure info one system
 - if dossier principal verification
 - compiled into evaluation
- domain % attached reevaluated

Secondary Educators

- non-punitive
- PDP for growth
 - tied to observations
 - goals tied
- evaluation authentic
 - will my kids be college and career ready
- various styles
 - ELA
 - TechEd
- peer/colleague observations
 - not just building admin
- differentiation of evaluation
 - CTE classroom
 - state standards (automotive)
- evaluation takes into account creating college and career ready kids
- student survey needs to change – questions
 - formative, use for own growth
- clear standards –across all circ.
 - know what evaluated on
 - domain language: what does this look like
 - break it down
 - realistic
- collective training across board for observations
 - admins
 - teachers
 - community
- lower value of Admin observations
- evaluation comprehensive

- celebrate what teachers are doing well
- focus on growth
- videotaping for self-reflection not for evaluation
- redo how observations are done
 - not a dog and pony show
 - causes anxiety in teachers
 - small snapshots at different times
 - positive first
- observations aligned to PDP
 - beginning, middle, end of year
 - show growth
 - more successful, tied to growth
- opportunity to have an evaluation redone if a bad day

Elementary Educators

- simplicity of design, implementation
- streamlined evidence
- flexible
- build relationships
 - principal -> teacher
 - teacher -> teacher
 - teacher -> student (family)
- authentic input by teacher on evaluation instrument
- three informal points of contact with principal prior to observation (positive)
- supportive not punitive
- principal should be the instructional leader who
 - has knowledge of appropriate practice, grade/content
- flexibility that lends itself to differentiation for grade level and licensure level

Board Member

- teacher input of whole evaluation system
- teacher training in all aspects of system
- admin training/input on system
- multifaceted
 - supervisor review of things not in classroom
 - i.e. community involvement
- interview, artifacts, portfolio to support practices
- evaluation should be followed by effective PD based on teacher need as evidenced by evaluation
- manageable for admins
 - easily accessible (building/district/state) ability to filter by skill
 - data by domain/element to lead to:

- skill-based PD
- builds out instructional leadership

Hobbs, NM

District Administrators

- maintain joy in profession, love teaching
- growth mindset vs. punitive
 - coach up
 - put systems in place to support teachers
- transparency
 - guidelines
 - roll out
 - simplicity
- data literacy
- current system likes:
 - collaboration
 - calibration
 - new lens for SPED, ELS
 - everyone accountable
- Rubric
 - differentiate for level of teachers
 - is it working, revisit
 - good information in D2/3
- current system deltas:
 - labeling of teachers (overall label)
 - builds animosity
 - need STARS data support
 - is data valid – TSDL roster
- empower teachers to analyze and use data
- autonomy in retaining teachers
- move to a coaching learning model
- understood manageable
- avoid portfolios
- no attendance as a measure
- are surveys necessary
 - are we using them
 - how
- transparency of task force
 - what's being done
 - representation from all regions
 - voice
 - keeping up to date
- don't do to us
- admin look at all aspects of teacher when making hiring/firing decisions

Building Administrators

- multiple representation/opportunities of effective practice
 - not just 2 formals for 50 mins
 - walkthrough
 - feedback
 - observations
 - dynamic, ongoing data collection
- Streamline to 3 domains
 - planning /prep \
 - professionalism spread domain 1 throughout
 - classroom practice /
- get rid of 5 on rubric
- identify data to use and/but phase it in following an appropriate review/pilot process (equitable)
- user friendly platform for all stakeholders
 - manage evidence throughout year
 - easy to know each person's interaction
- pathway for improvement/growth for all levels
- timely feedback on assessments – need to give feedback in the school year
- evaluation lasts throughout year
 - multiple data points throughout year
 - feedback throughout year
 - track growth throughout year

Elementary Educators

- prefer observation by school principal
- more credit for PD in observations
- clear expectations of domains/evidence
 - training
- pre/post conference
- same training for admins/teachers
- several small informal evals that are put together
- focus on student growth, not proficiency
- lesson plans can be part of evals: statewide desired components
- timely feedback on observations/walkthrough
- no surveys/attendance
- on going feedback not just end of years

Middle School Educators

- no surveys
- parents/students held accountable
- multiple sources for student growth
- not just PARCC
 - short cycle
- admin feedback being productive/objective
- remove space/tech language from rubric

- remove attendance
- multiple options to move levels
 - not just dossier
 - just masters perhaps
 - evaluation
 - growth
 - degrees
- I was a better teacher b/c I was held to my students test scores

Secondary Educators

- transparent growth, measure (NWEA?)
- transparent data
- no one assessment is multiple
 - one provides unfair data
- rubric demographic specific – district freedom possible
- administrators spend more time on observations
- no surveys (parent/student)
- evaluation by outside evaluator
 - principal – external
 - content area – outside source
- get rid of 5 on rubric

Community Members (Board Members)

- clear/concise
- evidence of student growth, not mastery
- easy to see evidence of teachers understanding of content area
- used to identify, plan PD
- free of arbitrary and capricious measures
- peer/department self-score by building
 - support
- timely
 - prior to EDY for teacher
 - =prior to end of fiscal
- no unfunded mandates

Clovis, NM

District Administrators

- balance between objective/subjective measures
- greater emphasis on classroom practice
 - D2/D3
- D1/D4 – checklists perhaps
- uniformity

- evidence captured in informal/formal observation
- multiple internal observers
 - within building
 - know teacher
 - know teacher
 - know students
- comprehensive training for all stakeholders
 - common terminology
 - common understanding
- differentiated PD driven by eval results
- objective data
 - need some student data
 - school-wide student achievement
 - in aggregate
 - all responsible
 - drive support
 - collaboration
 - tested \ subjects
 - not tested /

Building Administrators

- observation model continuous, authentic simple
- small % of student data with local control
 - pre/post
- summative report based on D2/D3 incorporate D1/D4
- report available by end of school year timely feedback
- internal observers, principal is the expert

Secondary: Group 1

- content specific
- assessments for all students – equity
- content related data – more specific
- variance of tool/factor in across tool
- more local control – can't be done at state level
- timely, useful, constructive feedback
- Oconstructiv not punitive
 - came to standards
 - group effort
- community evaluations/surveys
 - concerns about security
 - need valid data
 - how is it used: constructive? Punitive?

Secondary Educators 2

- about authentic teaching
 - more than 1-3 snapshots
 - multiple observations per semester with timely feedback, genuine
 - multiple
- level 3 teachers trained like Admins to give feedback
- opportunities for teachers/evaluations
- opportunities to level up through process
- evaluator training refined calibrated consistency across district
- clear rubric, comprehensive
- replace survey with PD or CEU hours
- no attendance
- student achievement should be valued by not just one test
 - formative not summative
- opp to support growth and recognize teacher achievement
- contribute to but not determine licensure advancement

Elementary Educators 1

Student data

- BOY, MOY, EDY
- concrete, not able to manipulate not portfolio
- consistent across state
- licensure advancement tied to evaluation same process for all – need options
- student attendance
- peer evaluation: coaching only not part of process
- minimum on eval each year
- teacher able to request additional by outside observes
- domains/rubric to show improvement
- multiple weighted components

Elementary Teachers: Group 2

- support for teachers, not a gotcha
- clear, concise expectations
 - alternative lic. Teachers
- observations as needed for support
- trained evaluators at grade level
- no micromanage
- consistency from state
- teacher not politicians make decisions
- student growth throughout doc. Not state testing
- local control

Community/Higher Ed

- different development levels for continuum of teaching
 - pre-service -> classroom
- alignment to InTasc standards
- stand on own, not excessive, compulsive, yearly testing
- be supported by an established remediation process, not punitive
- not comparing
 - student outcomes
 - make collaborative
- collaborative systems approach
 - peer review
 - self assessment and reflection
 - doing well
 - stinking at
 - what could I do better
- multiple data points
- triangulation of timely, appropriate data
- doesn't hold the learning/teacher process hostage

Las Vegas, NM

Administrators

- bias free –
 - what is seen should be leg. Authentic
- fully endorsed in content area
 - hard to observe teachers teaching a subject outside the teachers content area
- student work/artifacts as part of results
- non-subjective situation
- teachers held to high standard/growth mindset
- adaptable to all levels (I, II, III) grade, content areas
 - not one size fits all
- District, building autonomy
 - rural vs. urban
 - elementary vs. secondary
- calibration of observation tool for observers
 - teachers attend trainings
 - understanding same in all LEA
- promotes collaboration – including vertical alignment
 - teacher -> teacher
 - teacher -> admin
 - teacher -> IC -> admin
- user friendly for observer
- include a way to avoid “The Show”
 - sustainable practices
- “if I see the show I know the teacher is capable”
- section to reflect relationship between teacher and student
- helps w/ teacher retention -> supported
- dossier vs. evaluation ... do we need both?
 - 3 good years
 - coached
 - advance
 - dossier should go away just need evaluation tool that works for everyone

Secondary Teachers

- attendance should not court against use
- evaluator should know
 - you – style of teaching
 - your subject
 - your students
- trained evaluators
 - standard/rubric
 - familiar without how taught
 - performance based

- equal across state
- concise feedback with evidence
- evaluation timely end of year
- streamline domains, especially domain 4 -> collect w/in school, district, community
- include summative growth for students
- remove student/teacher parents survey from evaluation
- district should have portion of evaluation
 - local control
 - develop what serves community
 - could cause trouble based on what a district chooses as a goal

Elementary Teachers

- accountability both admins/teachers
- no attendance data
- less high stakes summative, formative
- walk-throughs -> authentic -> no dog and pony show
- PDP tied to walk through
- student growth objective
 - individualized and frequent
- transparency
 - mistakes -> how do we know they were fixed
- surveys shouldn't count
- admins trained/accountable/supported
 - state looking at all 3s no feedback
- collaborative/supportive process
 - teachers
 - admins
- protocols for dismissal (training for admins)

Community/Advocacy/Higher Ed

- portfolio/dossier system as the format for evaluation
- open to growth
 - take risks
 - ask for help
- empowering vs. embarrassing
- reflection piece: self, peer, parents, students
- artifacts – teacher/student
- professional development
- PLCs
- data collection
- need to hold teachers/admins accountable
- formative growth, not just summative
- not just two observations
- informing teachers from beginning how/what being evaluated on

- differentiated systems
- alt license
- subject, levels

Albuquerque, NM
Thursday 6/20/19

District Administrators

- accountability – use as a tool
- clearly understood
 - measurement
 - formula
- Keep/embed student assessment data
 - focused on growth
 - away from VAM
 - not a separate score, embedded in rubric
 - include short cycle assessment
- rubric specific to:
 - content
 - grade level
 - type of schools
- more frequent observations
 - include walk through data
 - do formals need to happen
 - base on walk-through/unscheduled
- reflection/collaboration
- teacher attendance
 - all days matter
 - base on school plan

Building Administrators

- uniform
- evidence based
- data driven
- growth goals
- pre/post test data
- standardized short term assessments
- Rubric
 - change 1-4 system
 - same system
 - observation to ongoing coaching feedback
- all teachers one eval a year
- paid PD days for teachers about evaluations/observations
- clear expectations
 - especially for 19-20
 - need to know
- some components linked to DASH plan
- growth mindset

-strength/opp for improvement

Elementary Educators (K-2)

- constructive feedback
 - multiple sources
 - no pressure, actionable, timely
 - Informal obs and feedback before scored
 - PD around teachers need
 - observer other teachers
 - learning opportunities
 - supportive not punitive
 - appeals process
- Growth and proficiency measures
 - multiple source
 - learning objectives
 - in-classroom assessments
 - student designed assessments
 - portfolios, performance, projects
- Reflective of complexity of profession
 - include SES circumstances
 - look beyond academic growth
- rubric specific to grade/content

Elementary Educators (3-5)

- need for healing for teachers be acknowledged
- Danielson Framework
- rated effective no need to evaluate all domains every year
- 3 year cycle of evaluation w/ focus in different domains each year
 - 1, 2/3, 4
- personalized/tied to PDP
- supportive
- about improving instruction
- not just once a year – admin is a consistent presence
- Student growth (if part)
 - personalized
 - choice between teacher and administrator
- collaborative vs. punitive
- framework considered as a support
- separate system for
 - 1st year
 - level 1 teachers
 - how to support and nurture new teachers

Middle School Educators

- Accountability
 - students and parents
 - teachers
 - administrators
 - PED to schools
- Assessment
 - objective
 - now what evaluated/assessed on
 - equitable assessments for core subjects
 - pre/post data (BOY/EDY)
 - see growth
 - growth mindset
 - just that one year
 - transparency
- evaluate teacher BOY -> EDY
- objective and subjective measures included
- evaluations by content area
 - tailored to support content area
 - support for grade levels
- focus on
 - retain
 - retrain
 - remain
- rethink mentorship
- maximize growth
- used for growth
 - mandatory pre/post observation*
 - provide opportunity for growth, PD
 - *growth mindset
- drop level 5 from rubric –
 - make this a “bonus” category

High School Teachers

- multiple evaluators for each sy
 - every teacher
 - peers
 - admins
 - students
- should include student growth
 - want our students to learn
 - basis for what we are doing
 - set a baseline w/students, measure throughout year
 - authentic assessments – not just standardized tests
- teachers demonstrating use of data to make decisions

- helps to determine needs for professional growth and development
 - support to do this
 - what do you need
- encourages peer collaboration
- multiple evaluations throughout year
 - not just the show
 - daily basis
 - comfort of admin in classroom
- scaled expectation based on
 - grade level
 - license level
 - Special Ed
 - ELs
- includes student feedback
 - not just the check box survey
 - ask them for feedback
 - professional growth
- make us better professionals

Parents

- structural supports
 - starts at state level -> administrators -> funding -> accountability -> parents informed
 - what does this look like
 - input
- continuous growth
 - Find areas for improvement
 - opportunities for continual education
 - professional growth
 - willing to grow every year
 - receptive to change
- culturally relevant instruction
 - practices that meet all students needs
- communication/transparency
 - PED <-> LEA <-> School Boards <-> teachers <-> parents <-> statewide
 - statewide community meetings
- student achievement measure
 - 1 year of growth, specific group of students
- professionalism
 - receptive to hearing what they need to improve on, not just positive comments

Community Members

- Straight forward/clear
- balance of power:
 - inputs

- outputs
- outcomes -> student growth
- growth model –what would this look like
 - not just this
- growth producing, not punitive
 - identify teachers that need support
 - identify teachers who are doing well
- Scale best practices of strong teachers
- pathway to leadership
 - mentor
 - administrator
- clean student data
- timely/responsive from state, district to address issues
- informal admin engagement
 - 1st time shouldn't be formal observation
- tool for coaching
- motivating
- Reflective for teachers and admins

Albuquerque, NM
Friday 6/21/19

Administrators

- increase collaboration
- eyes with, not eyes on
 - admins w/ teachers
 - master teachers involved
- 2 observations
 - formative

- enhance use of PDP
 - respect teacher voice in process
- consistency of rubric across districts, how?
- classroom data and surveys authenticity vs. efficiency
- use assessment data as a reflective process

- thoughtfully done student surveys

Early Childhood Educators

- use focus criteria
- connecting PREK components
- focused observation
 - focus walk-throughs (monthly)
 - hands on learning
 - practice based coaching
 - social emotional
- connect Focus to eval
 - FOCUS
 - ECERS
 - ELGs
 - And teacher preparation
- practice based coaching evidence
 - triangulate data/input
 - leveled evaluations
 - EC (B-2g)
 - Elem (4-6)
 - MS (7-8)
 - HS (9-12)
 - Special Ed
 - Specials
 - Art
 - Music
 - PE

-developmentally appropriate practices

Elementary Educators

-collaboration vs. competition among teachers

-useful and timely feedback

-evaluate student by variety of means

-portfolio

-IEP

-teacher developed test

-base success on progress, not a standardized test score

-observations

-peer, admin

-now over time not snapshot in time

-differentiate based on teacher role

-mentoring by outside entity

-private

-not punitive

-safe to seek out help

-for all teachers

-allow for developmental stages of teaching

-novices shouldn't have same # of categories, as more experienced teachers

Middle School Educators

-pd linked to evaluation

-tied to teacher needs

-school needs

-clear specific domain rubrics

-eliminate redundancy

-provide time to upload and complete paperwork

-bonus pts. For good attendance

-pick conference of own choice

-extra pay

-summer pd

-authentic connection between classroom performance and evaluations

-5 can be given

-alternatives to artifacts

-student achievement

-more than one test

-everyone held accountable

-tied to 90-day plan

-Keep student attendance in mind

-encourage teaming/thematic units

-surveys

-grade specific

- content specific
- leveling up
 - we like tiered system
 - re evaluate dossier requirements
 - prevent copying
- Level IV teacher
 - encourage teacher leaders
- Exemplary/HE
 - not evaluated for 2-5 years

Secondary Ed/HS

Appeal process

- consistency
 - state
 - district
 - school
- implementation of student surveys
 - security
 - semester courses
- high stake assessments
 - if for teacher then for students too
- current system of observations too time consuming
- high performing teachers eval. Every 3 years
- trust/collaboration between teachers and admins
- data
 - need consistency for non-core/EDC
- active student participation during observations
 - admin talks to students
- observations/evals reflecting assessments classrooms
- observations/evaluations reflecting professionalism
- encourage vs. discourage
- differentiate system depending on type of class
 - rubric not appropriate for every class
- variety of perspectives -> rotate evaluations

Professional/Related Services

- support for transition to new system
 - evaluator competency
- keep what works with current system
- diversify student growth
- data: summative, formative
- standardized training/support for evaluators
- align PD for teachers statewide to include understanding the new system
- use reCs

- feedback for SLP, IC counselors
- new teachers, graduated release only on a few domains

Higher Education

- InTasc – progression from novice to expert
- EPP
- must include knowledge of teacher evaluation
- teacher voice/participation
 - self evaluation
- growth model – by career stage
- NM should adopt PSEL for admins
- goal improvement of teaching/learning
- inform EPP improvement
- differentiated PD based on individual needs
- support transformation
 - video students while instructing
 - classroom examples to share with teachers
- transparent
- bridge system PK-12 -> higher ed
- assessment needs to be inclusive of all stakeholders

Community

- setting and communicating expectations to teachers/admins
 - hold accountable
- parent/student feedback
 - important
 - formative, not summative
 - given to admins
- differentiation of eval
 - based on years/level of license
- results drive support positively
- focused around practice not personality
 - moving from dist -> dist same system
- superintendent and principal evaluations
- outside evaluator available, neutral
- all school employees evaluated