Teacher Evaluation Stakeholder Meeting
Las Vegas, NM
June 19, 2019

Administrators

Bias free

See legitimate lesson

Fully endorsed content area- observing a teacher in the area in which they are endorsed

Student work artifacts included

Non-subjective situations

Teachers held to high standards- growth mindset- vehicle for growth and improvement

Adaptable to all levels (levels I-III, ALT, grade levels, content area, etc.)

District/building autonomy, rural versus urban, elementary vs secondary

Calibration of the observation tool for the observers (statewide)

Promote collaboration including vertical alignment

Collaboration between teachers, between teachers and administrators, between teachers and instructional coaches

User-friendly for the observer

Include a way to avoid "the show" and include sustainable practices

Include a section/component to reflect relationship building between teacher and student

Help with teacher retention

Dossier versus evaluation system- do we need both? Only go with evaluation tool that works well for everyone

Secondary Educators

Not include attendance data (teacher)

The evaluator should know the teacher, the subject matter, and the students in the classroom

Trained evaluators for consistency

Concise feedback with evidence

Timely feedback (before the end of the year)

Streamlined domains, especially Domain 4

Include summative growth of students not just test scores

Remove the student and teacher surveys

District should have a portion of the evaluation

<u>Elementary Educators</u>

Accountability for both administrators and teachers -- consistency

Attendance not included

Less high-stakes summative, more formative via walk-throughs

PDP including goal setting and tie walk-throughs to PDP

Student growth objectives (individualized and frequent)

Transparency and include appeal process

Surveys not included

Administrators need to be trained and supported in both HR (protocols for dismissal) and teacher eval system—consistency

Collaborative and supportive

<u>Community/Higher Ed.</u>

Empowering for the teacher as opposed to embarrassing for the teacher

Portfolio/dossier-type system—see formative growth

- Self-reflection component
- Parent, student reflections
- Professional development component
- Data collection component
- Observations and walk-throughs
- Teacher and student artifacts

Peer Review team,

Include interview

Informing teachers of eval system at the beginning of the year

Differentiated evaluation system for different levels, ALT licensure, etc.

Evaluation BOY, MOY, and EOY