

Teacher Evaluation Stakeholder Meeting
Las Cruces, NM
June 11, 2019

Administrators

Components to Include:

- Student Engagement
- Use of Resources: How do teachers bring outside resources additional to the curriculum to enhance learning and meet individual student needs?
- Rigor
- Learning Environment (relationships)
- Prep and Planning
- Professionalism
- Accountability – Differentiated assessments depending on grade level/subject
- Consistent Classroom walk throughs – multiple so it doesn't turn into a dog and pony show.
- Timely and meaningful feedback
- There should be some type of students' voice (not O.T.L) that would vary depending on age/grade level of the student (Pre-K – 12th grade)
- Rubric of Performance Levels specific to the role of the teacher. These would drive the depth of evaluation and support (how many observations? Etc.)
- Should be progressive throughout the year.
- Growth vs. proficiency as far as the assessment piece. Growth would have to be defined (take into consideration of student needs, shouldn't be a calculation of a formula. What would true and meaningful growth look like?)
- Growth model of evaluation rather than a “ranking” system for the teacher.
- Feedback and reflection should be a collaborative dialogue between admin and teacher instead of just a rubric.

The evaluation should be **manageable** and **valuable!!!**

Elementary Educators 1

- Accountability for teachers and administrators. It should be like an IEP for teachers: individualized dependent on the teacher. Look at how parents and teachers are interacting. How are teachers relating to the students
- Measurable data: quantitative and qualitative. This could perhaps be like a teacher portfolio that contains, community and school involvement.
- Growth factor: how does all of this help the teacher grow? If you are effective, how do you become highly effective? There should be some type of conversation that helps guide this growth.
- Professional Development: Can it help with the evaluation system? Can they go hand in hand?
- Licensure Advancement: it should be separate from the evaluation system unless you can come up with a system that really measures the teacher rather than a punishment for being minimally effective. Should be teacher specific and have more than one pathway for advancement.
- Respond to evaluation: Have conversations of how teachers are growing and developing with their craft.
- Student Growth should be holistic. If they are stronger in math than they are in reading, then there should be a place for that.
- Classroom management and how they deal with students that are dealing with trauma.

Elementary Educators 2

- Non-punitive, growth oriented (rather than effective, minimally effective use beginning step, approaching etc.)
- Encourage teacher retention
- Teacher mentorship/support system that is implemented statewide
- Rework domain achievement levels
- Clear expectations and procedures have administrators meet prior to observation with teachers to ensure this

- Authentic observations (not just a one and done) Teachers want their admin in their classrooms multiple times so that they have opportunity to see range of experiences
- Admin should know how to use evaluation tool effectively
- Evaluator accountability: meaningful feedback in a timely manner
- Streamline domain indicators to minimize and avoid redundancy
- Administrators should have an authentic understanding of the professionals in their building and their teachers' strengths and areas for growth

Secondary Educators

Our evaluation system should:

Be content specific/streamlined for that content

- Peer observations in order to get feedback from colleagues instead of just admin
- Multiple observations throughout the year rather than 2 formal
- Collaboratively working with mentor teachers for advancement and Professional Learning
- Accountability of teachers that is content/program specific. Want to avoid district mandated professional development and have PD that is working on individual professional development that is specific to needs of teachers.
- Remove teacher attendance from evaluation and pay teachers for unused sick leave to encourage less absences.
- Special education/ELL teachers should be evaluated by admin/teachers that understand these types of environments in order to take into account the special circumstances that are in these types of classrooms.
- All educators should be trained on evaluation criteria not just the administration. Would like a system of checks and balances to have transparency.
- Domains should be developed for special programs that are communicated and aligned statewide. (ie. Medically Fragile, Visually Impaired, the SPED department worked together to develop these in LCPS and they feel this should be communicated state wide) Moving away from a one size fits all method and moving to a differentiation model.

- Local control vs. state on Accuroster to avoid being penalized for students don't need to be tied to that teacher.
- Evaluation results and turnaround time should be timely.
- Accountability of evaluators

Community Members/Advocates

- An evaluation that encourages teachers in order to carry over to teacher's encouragement of the students they work with. This will help them connect with students and instill a desire to learn
- Providing an opportunity to highlight teacher strengths
- Should be general and have a way to individualize the evaluation
- Encourage teachers to promote students to think and reason rather than rote learning
- Encourage community, citizenship and leadership
- Facilitation of learning environments for all types of career paths
- Individualize evaluations across grade level and content
- Encourage teachers to connect and support ALL diverse learners (if you focus on data driven measures than you will see teachers less willing to incorporate diversity)
- Encourage teachers to connect with families and communities
- A system that helps admin best support teachers
- A system that evaluates PED and administrators so that all are responsible (checks and balances)
- More proactive than reactive. There should be a continual growth mindset for teachers.
- Academic freedom