

Stakeholder Teacher Evaluation Meetings
Albuquerque, NM
June 20-21,2019

Administrators

Process increase in collaboration with building admin., teachers, resources such as master teachers toward ongoing development

Enhance use of PDP to design their own goals,

How do we maintain consistency and allow flexibility- Ability to use classroom data and surveys authenticity vs. efficiency

Observations as a summative and formative weighing the summative more heavily

Early Childhood Educators

Align requirements; building relationships, using focused observation, practice-based coaching- teachers select the goal they're working on

Align walkthroughs

Align Social emotional

Connect Pre-k components: ECERS, ELGs and Teacher prep

Triangulated data; looking a multiple resource; peer, coach, admin.

Leveling evals. to early childhood (birth to third grade):

Elementary (4th-5th or 6th)

Middle

High

Special areas

SPED, Arts, etc.

Focus on developmentally appropriate practices

High School Educators

Appeal process: if you disagree you should have the right to appeal it

Consistency: with upload of artifacts

Implementation of student surveys: consistency

High stakes assessments- it needs to be high stakes for students, so the students don't "blow-off" assessments (multiple choices)

Streamlined so it is less time for admin. and teachers

Consistently high performing teachers only evaluated every 3 years

Trust/collaboration between teachers and admin and evaluators

Data- EOC-non-core teachers there is a lack of consistency with electives and EOCs need to be reevaluated

Inclusive of student participation during observations

Observations/evaluations reflecting assessment classrooms, professionalism (IEPs, 504s, PLC attendance)

Encourage teachers rather than discourage; tell them they are doing a good job

Differentiated system depending on type of class: (PE, online, distant learning)

Variety of perspective, rotating evaluators

Middle School Educators

Professional development-linked to evaluation and tied to teachers or school needs addressed in eval. system and have PD linked to the evaluation

Clear and specific domain rubrics

Do not repeat criteria aspects in multiples domains

Provide time to upload and complete paperwork less time preparing for evals more time for teaching

Bonus points for attendance; incentives include attend PD, extra pay,

Authentic connection between classroom performance and eval. 5s can be given,

Alternatives to artifacts; portfolios,

Student achievement; more than 1 test short cycle, CFA, inclusive of elective teachers,

Keep in mind student attendance, if they are not there, how can we serve them

Encourage teaching of thematic units

Make questions for surveys grade or age specific or content specific, more than the generic terms

Evaluation used to Level up and re-evaluate dossier system

If exemplary, not evaluated for 2-5 years

Fourth level to keep season teachers, encourage teacher leaders

Elementary Educators

Collaboration instead of competition among teachers

Useful and timely feedback

Evaluate students using a variety of methods; portfolio, IEP goals, formative assessment

Based on the success or the growth and not test scores

Observations should be made by people other than or in “addition” to administrators. It needs to allow for a view of the teacher over time and not merely a moment in time.

Mentoring (for both experienced and novice teachers) by outside entity that gives private, non-punitive feedback to teachers where you can seek out help.

Allowing for developmental stages of teaching; novices shouldn't have the same number of categories as more experience teachers, not evaluating them on the same things as the experienced teachers, not grading them down due to lack of experience.

Higher Education:

Inclusive of InTASC /PSEL standards - Used in higher education to prepare teachers.

Progressions from novice to expert

Teachers prep must include knowledge of NMTeach for consistency

Evaluations should have teacher voice in self evaluation

Growth model ongoing improvement differentiated career stage, novice teachers vs. experienced

Goals should be improvement of teaching and learning

Should inform teacher prep programs in HE

Differentiated PD based on needs of individuals and should support transformation through videos of students working rather than the focused-on teacher as an example of exemplary etc.

Transparency clear what you are being evaluated on and how to improve that

Need to bridge systems of Early Childhood

Assessment needs to be inclusive of all stakeholders.

Community business, Parents, Students

Setting expectations and communicating those expectations to teachers and leadership so that it is clearly communicated

Parent/student feedback is very important, the data not to be used as punitive and used as formative information not summative, more opportunities for feedback

Differentiation of eval.; differentiated on years of experience or level of license, eval. Results used to drive support and used in a positive manner as a tool for growth.

Eval. Focused on practice not personality; based on student learning

State wide expectations: consistency across all states so that all stakeholders are being evaluated principals, superintendents etc.- to support entire system not just teachers

Neutral parties as observers

Professional and Related Services

Support provided for transition to new system

Perhaps stream line old system

Diversify student growth data; have a way for teachers to appeal their scores, a platform where they can provide student evidence

Short cycle assessment system that is the same throughout the state aligned with summative

Micro credentials; aligning Professional learning to rubric and professional advancement and given credit, collaborative learning (mentoring, shared learning with peers)

Gradual release only evaluated on a few domains to allow teachers to grow into the profession

Provide training and support for evaluators

groups of evaluators rather than 1

Take into consideration socio economics and allow those teachers to provide evidence of growth

Evaluations for support staff; instructional coaches, counselors, etc.