



**Championing Excellence!**

**New Mexico's Teacher & Principal  
Evaluation**

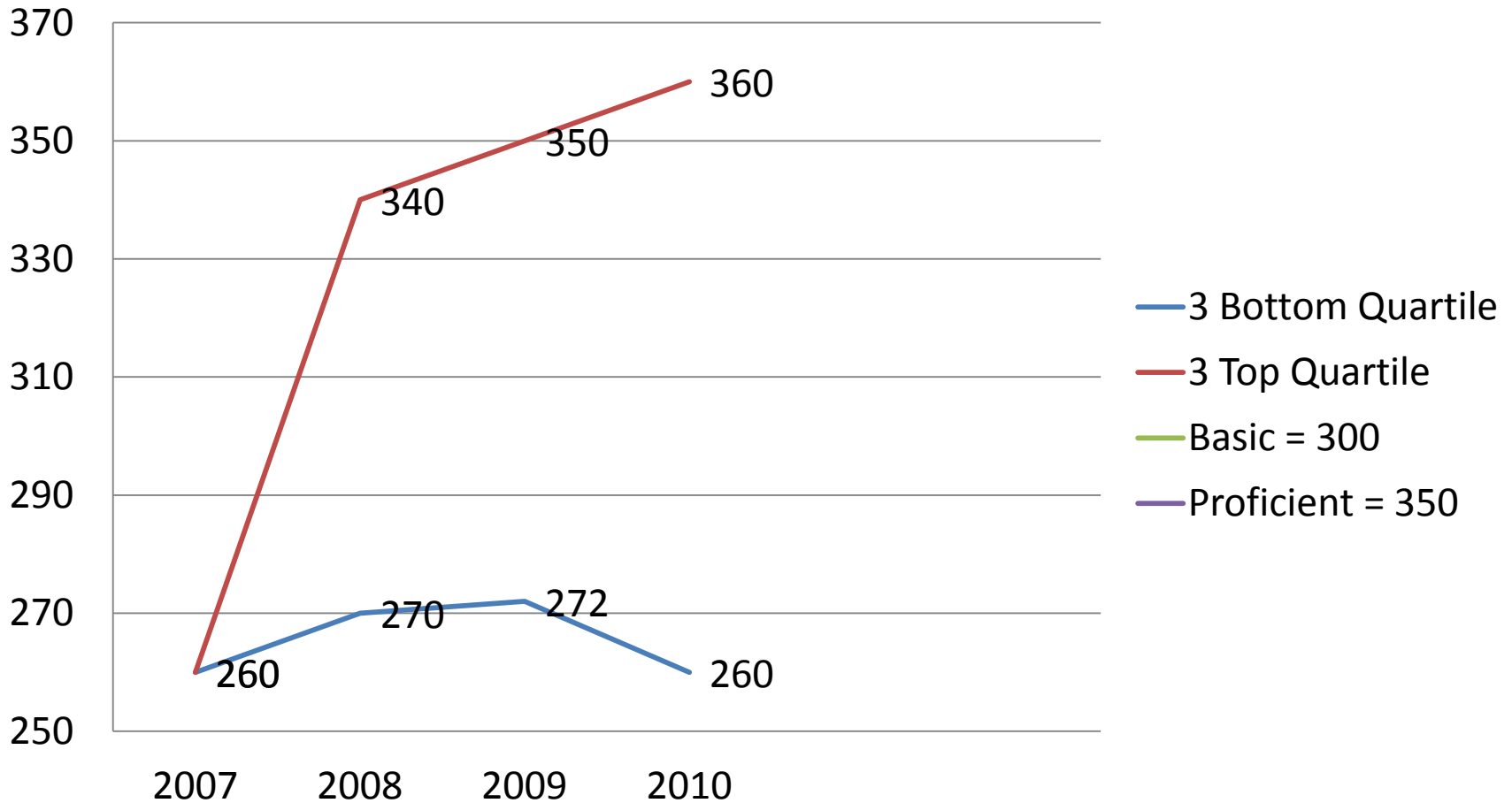
# Teacher & Principal Evaluation

- The case for reform:
  - Currently over 99% of New Mexico teachers receive the highest rating of ‘meets competency’ even though student achievement has not significantly increased
  - Since 2003, NM taxpayers have paid an additional \$400+ million in the Three Tier system for salary increases without corresponding improvement in student achievement

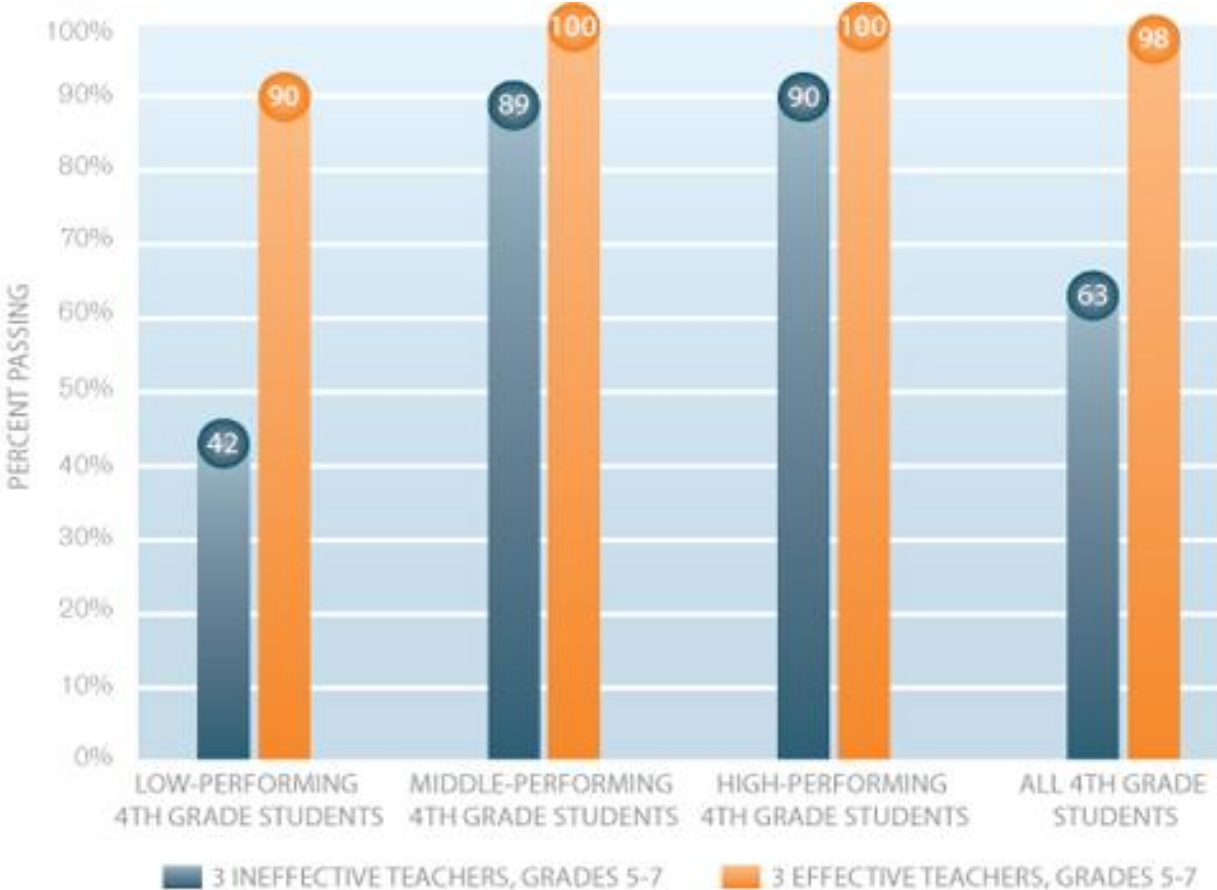
# Three National Trends in Education

- The skills levels required for the jobs we want for our communities are increasing.
- The educational gap between children of relatively affluent families and those of relatively poor families is widening.
- This generation of students is less likely to have more education than their parents.

# Learning Denied



# Effective Teachers Advancing Outcomes

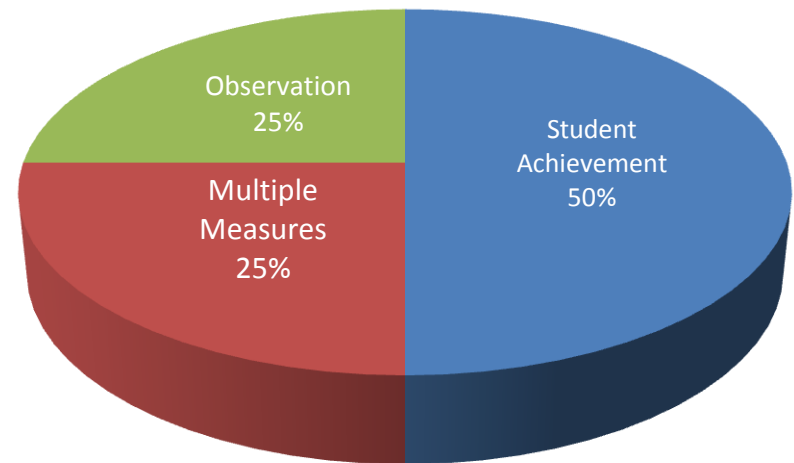


# New Mexico Future Evaluation Framework

## Teacher Evaluation

- 50% based on student achievement, of which:
  - 35% will be based on the SBA
  - 15% will be based on other measures of student achievement growth
- 25% based on observations
- 25% based on locally adopted (PED approved) multiple measures

## Teacher Evaluation Model (Tested Subjects)



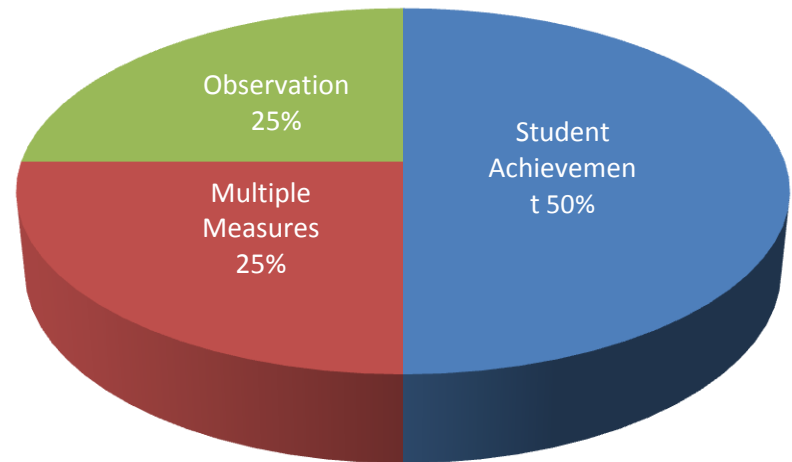
- Student Achievement
- Multiple Measures
- Observation

# New Mexico Future Evaluation Framework

## Teacher Evaluation

- 50% based on student achievement
  - Districts will submit relevant EOC, student growth measures, etc to PED for approval
- 25% based on observations
- 25% based on locally adopted (PED approved) multiple measures

## Teacher Evaluation Model (Non-Tested Subjects)



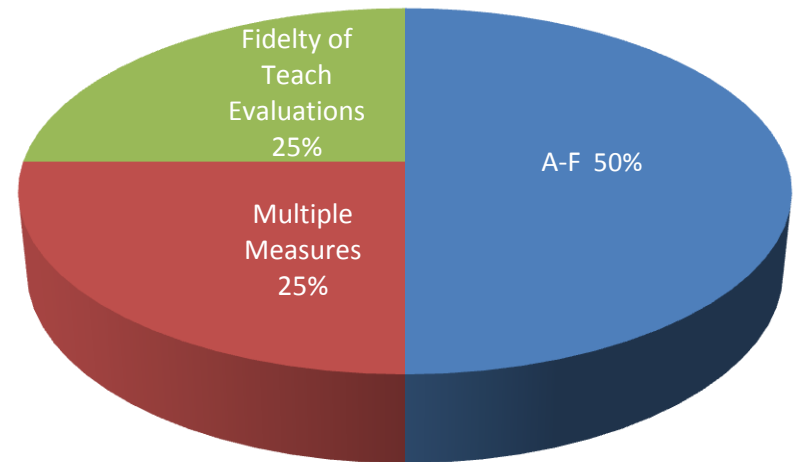
- Student Achievement
- Multiple Measures
- Observation

# New Mexico Future Evaluation Framework

## School Leader Evaluation

- 50% based on growth of a school's A-F School Grade
- 25% based on locally adopted (PED approved) multiple measures
- 25% fidelity of teacher observations

## School Leader Evaluation Model



- A-F School Grade
- Multiple Measures
- Fidelity of Teach Evaluations



# Factors in Determining NMTEACH Evaluation Plans

- Prioritize student and school needs
- Focus improvement on locally determined priorities of achievement
- Improve overall school grade
- Capture differentiated performance among teachers
- Establish consistency and fairness
- Consider both short and long term implementation
- Determine feasibility of implementation

# Graduated Considerations

- Kindergarten with no prior experience
  - Observation 75%
  - Multiple Measures 25%
  - No prior year achievement used
- All other grades
  - 1<sup>st</sup> year teacher
    - Observations 50%
    - Multiple Measures 50%
  - 2<sup>nd</sup> year teacher
    - Achievement 25%
    - Observations 50%
    - Multiple Measures 25%
  - 3<sup>rd</sup> year teacher
    - Achievement 50%
    - Observations 25%
    - Multiple Measures 25%

# Group A Teachers

Tested Subjects and Grades: 3-5 All; 6-8, 10-11  
Language Arts/Math; 6-7 and 9-11 Science; Special  
Education-all grades (except severe and profound)

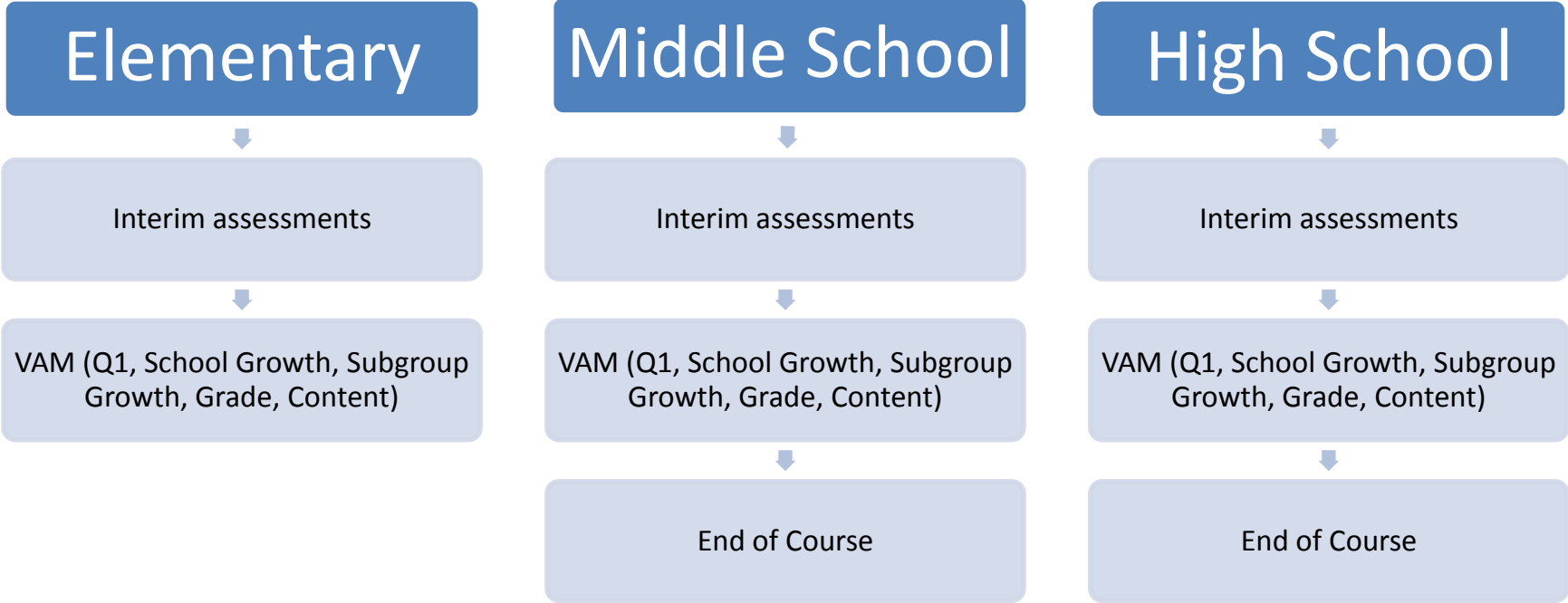
## Standards Based Assessment (VAM)

- 35% based on growth
- 3 years of data (when possible)

## Other measures of student achievement

- 15% based on annual measures
- Interim assessments, End of Course Exams, Nationally Standardized assessments, “off the shelf” assessments

# Determining Other Achievement – Group A Possibilities



# Student Achievement (100 pts)

## Example

VAM (70 pts)

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	20 and below	21-40	41-60	61-66	66-70

Algebra II-End of Course (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Class Average	10 and below	10-16	17-25	26-35	35-48
		OR			

Q1 Growth (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Letter Grade	F	D	C	B	A
Multiply Rubric Score by 6					

# Observations (50 pts)

## Example

### Domain 2: Environment for Learning

Points	10 or less	11-14	15-19	20-23	24-25
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### Domain 3: Teaching for Learning

Points	10 or less	11-14	15-19	20-23	24-25
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### SUM

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	20 or less	21-29	30-38	39-46	47-50

# Multiple Measures (50 pts)

## Example (part 1)

### Student Survey (25 pts)

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	21 or less	22-31	32-39	40-45	46-50

Total points divided by 2

OR

### Teacher Attendance (25 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Days Missed	14+	11-13	6-10	3-5	0-2

Multiply rubric score by 5

# Multiple Measures (50 pts) Example (part 2)

## Domain 1: Planning and Preparation

Points	10 or less	11-14	15-19	20-22	23-25
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## Domain 4: Professionalism

Points	10 or less	11-14	15-19	20-22	23-25
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## SUM of Domains 1 and 4 DIVIDED by 2

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-14	15-19	20-22	23-25



# Group B Teachers

Non-tested Subjects and Grades: Elementary and Secondary non-core content teachers (i.e. CTE, Arts, Etc.); 9 and 12 Language Arts/Math; Secondary-Science/Social Studies

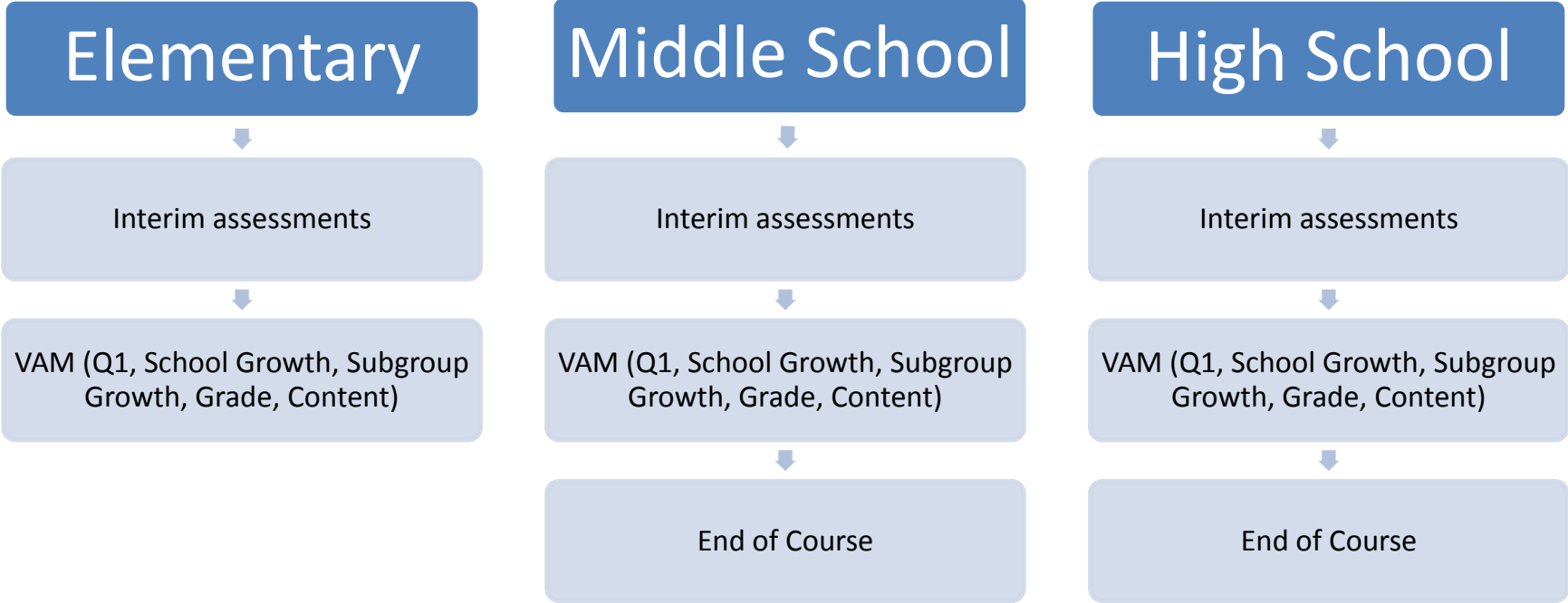
## End of Course (or district selected achievement measure)

- 35% based on annual measures

## Other measures of student achievement

- 15% based on annual measures
- Interim assessments, End of Course Exams, Nationally Standardized assessments, “off the shelf” assessments

# Determining Other Achievement – Group B Possibilities



# Student Achievement (100 pts)

## Example

### Algebra II-End of Course (70 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Class Average	10 and below	10-16	17-25	26-35	35-48
Multiply Rubric Score by 14					

### Interim Assessment (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Annual Growth	< than 2 years	< than 1 year	1 year	1 year +	2 years
<b>OR</b>					

### Q1 Growth (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Letter Grade	F	D	C	B	A
Multiply Rubric Score by 6					

# Observations (50 pts)

## Example

### Domain 2: Environment for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-15	16-19	20-22	23-25

### Domain 3: Teaching for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-15	16-19	20-22	23-25

### SUM

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	20 or less	21-30	31-38	39-46	47-50

# Multiple Measures (50 pts)

## Example (part 1)

### Student Survey (25 pts)

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	21 or less	22-31	32-39	40-45	46-50

Total points divided by 2

OR

### Teacher Attendance (25 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Days Missed	14+	11-13	6-10	3-5	0-2

Multiply rubric score by 5

# Multiple Measures (50 pts) Example (part 2)

## Domain 1: Planning and Preparation

Points	10 or less	11-14	15-19	20-22	23-25
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## Domain 4: Professionalism

Points	10 or less	11-14	15-19	20-22	23-25
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## SUM of Domains 1 and 4 DIVIDED by 2

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-14	15-19	20-22	23-25

# Group C Teachers

Non-tested Grades: K-2

## Interim Assessments

- 35% based on annual measures

## Other measures of student achievement

- 15% based on annual measures
- Interim assessments, Nationally Standardized assessments, “off the shelf” assessments

# Determining Other Achievement – Group B Possibilities

Elementary



Interim assessments



VAM (Q1, School Growth,  
Subgroup Growth, Grade, Content)



# Student Achievement (100 pts)

## Example

### Interim Assessment (70 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Annual Growth	< than 2 years	< than 1 year	1 year	1 year +	2 years
Multiply Rubric Score by 14					

### End of Year (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Points	50	60	70	80	90

OR

### Q1 Growth (30 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Letter Grade	F	D	C	B	A
Multiply Rubric Score by 6					

# Observations (50 pts)

## Example

### Domain 2: Environment for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-15	16-19	20-22	23-25

### Domain 3: Teaching for Learning

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-15	16-19	20-22	23-25

### SUM

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	20 or less	21-30	31-38	39-46	47-50

# Multiple Measures (50 pts)

## Example (part 1)

### Student Survey (25 pts)

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	21 or less	22-31	32-39	40-45	46-50

Total points divided by 2

OR

### Teacher Attendance (25 pts)

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Days Missed	14+	11-13	6-10	3-5	0-2

Multiply rubric score by 5

# Multiple Measures (50 pts) Example (part 2)

## Domain 1: Planning and Preparation

Points	10 or less	11-14	15-19	20-22	23-25
--------	------------	-------	-------	-------	-------

## Domain 4: Professionalism

Points	10 or less	11-14	15-19	20-22	23-25
--------	------------	-------	-------	-------	-------

SUM of Domains 1 and 4 DIVIDED by 2

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Points	10 or less	11-14	15-19	20-22	23-25

# Training & Support

- In June and July, PED will provide 9 regional 2-day institutes on the NM TEACH observation protocol

June 3-4	Albuquerque
June 10-11	Farmington
June 17-18	Las Vegas
June 19-20	Portales
June 26-27	Hobbs
July 8-9	Silver City
July 10-11	Las Cruces
July 22-23	Santa Fe
July 24-25	Albuquerque (NMCSA)

Month	Key Activities
<i>APRIL</i>	Spring Budget Workshop Training on Evaluation System
	District Framework Submissions
	District Readiness Checklist Developed and Provided
	Begin Regional Overview Sessions – Up to 6 before June
	RFP Released for Online Evaluation System
	Registration for Principal Summer Institutes Opens
	PED Newsletter will include an update on NMTEACH
<i>MAY</i>	Districts Receive Feedback on Framework Submissions
	Training on Evaluation System at Data Conference
	NMTEACH Hotline Rolled Out – 24 Hour Response Time
	Monthly Webinar – Topic and Date Forthcoming
	PED Newsletter will include an update on NMTEACH
	School Readiness Checklist Developed and Provided
<i>JUNE</i>	Regional Summer Institutes in Albuquerque, Farmington, Las Vegas, Portales and Hobbs
	EoC Development Begins

# Training & Support

- In August, PED will provide guidance updates via webinar
- Beginning in September, the PED will provide four 1-day, regional training sessions per month



Optimism is the best  
Way to see life



# Questions

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