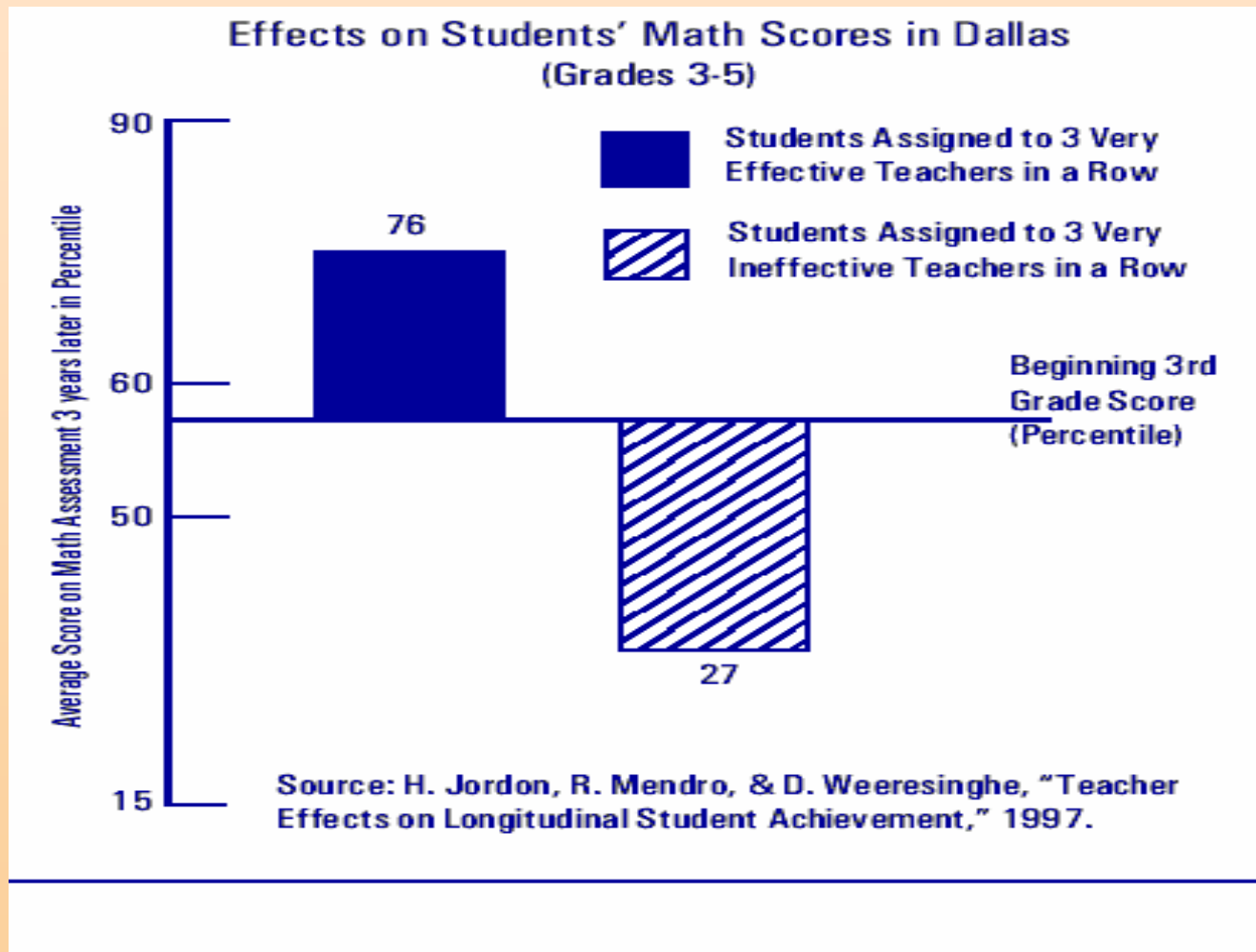


# **New Mexico's 3-Tiered Teacher Licensure Evaluation System**

## ***Train-the-Trainers Training for Training Administrators on the 3-Tiered Licensure Evaluation System***

Karen Couch, Moriarty Public Schools  
Dr. Cindy Sims, Moriarty Public Schools

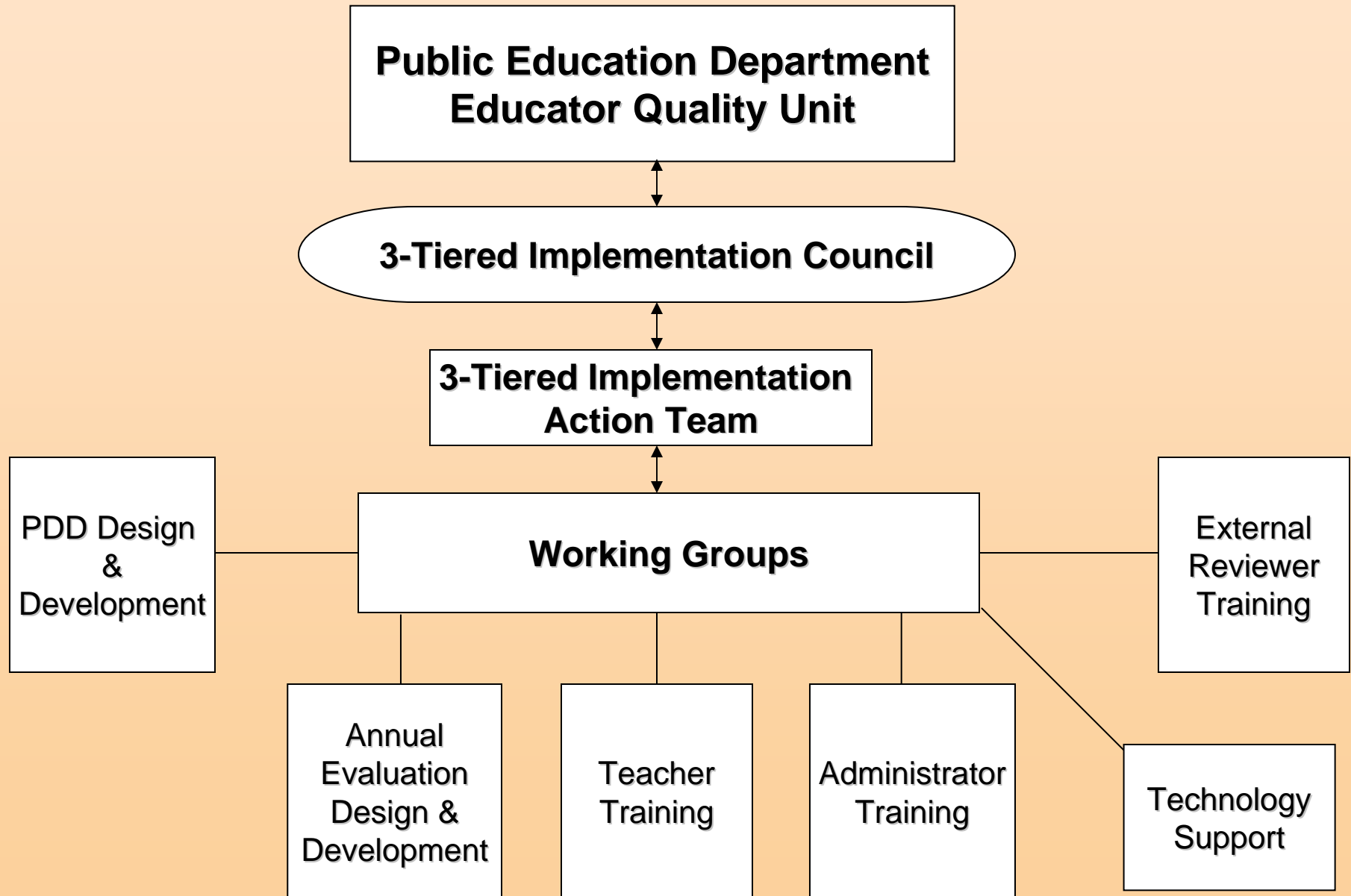
# QUALITY LEARNING REQUIRES QUALITY TEACHING

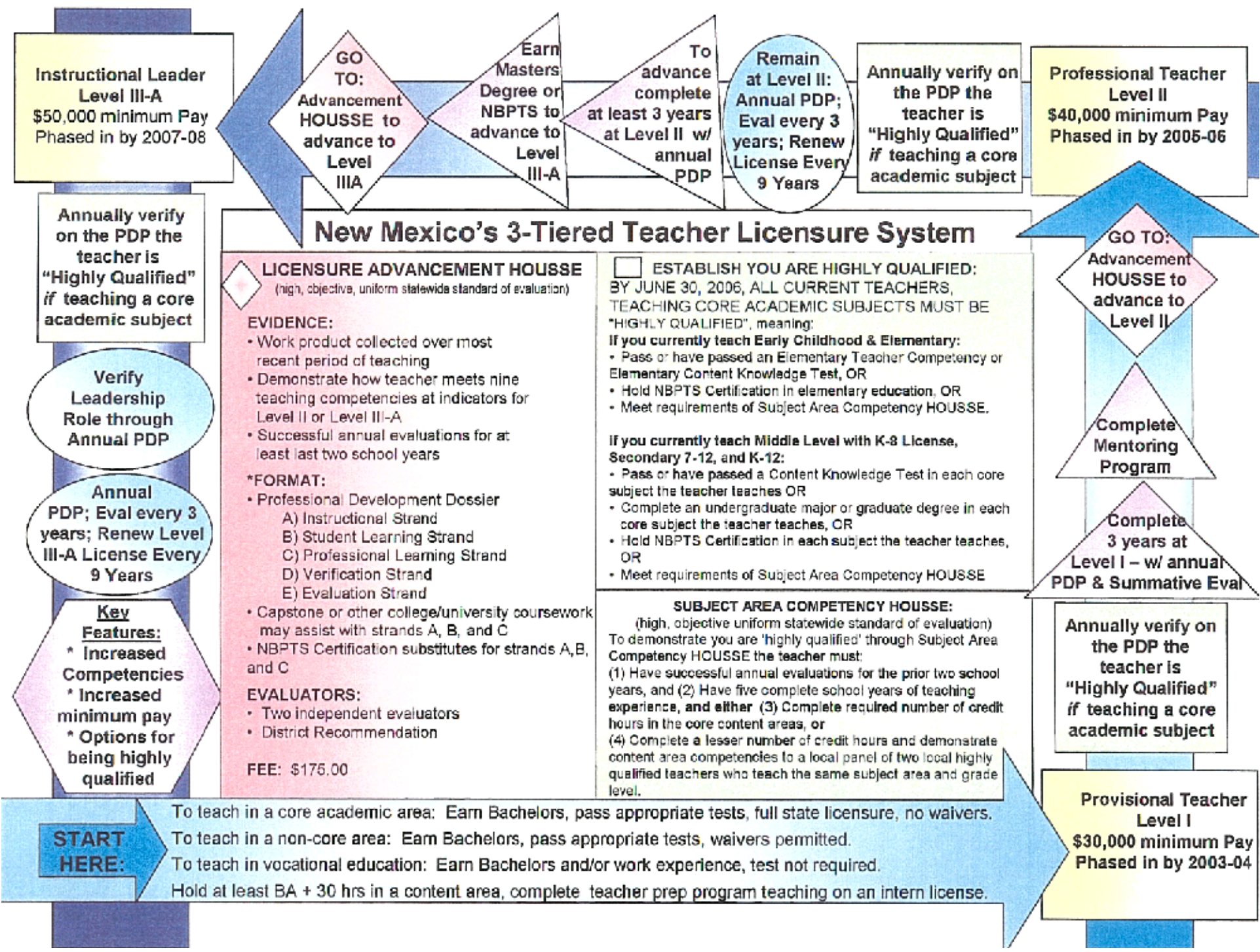


# ANNUAL EVALUATION

- The New Mexico 3-Tiered Licensure System created by the passage of HB212 and the Public Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers sets forth specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure.
- New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels.
- PED Regulation 6.69.4.8.D states the format for this evaluation shall be established by the department and shall be uniform throughout the state in all public schools.

# 3-TIERED LICENSURE IMPLEMENTATION STRUCTURE







# HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION (HOUSSE)

## EVIDENCE BASED SYSTEM

**ANNUAL  
EVALUATION  
PROCESS  
(LOCAL)**

**LICENSURE  
ADVANCEMENT  
PROCESS  
(LOCAL/STATE)**

**Based on New Mexico's Nine Teacher Competencies  
with Differentiated Indicators for Each Licensure Level**

# ANNUAL EVALUATION: 4 Processes

## PROFESSIONAL DEVELOPMENT PLAN (PDP):

- Establish annually by 40<sup>th</sup> day of school
- Based on 9 state teaching competencies at indicators for licensure level
- Includes evaluation issues from previous year (if applicable)
- Assure teacher is “highly qualified” under NCLB (if applicable)

## REFLECTION ON PDP:

- End of year activity for every teacher on a statewide form
- Teacher reflects on his/her progress in implementing the PDP

## SUMMATIVE EVALUATION:

- Statewide form to document a teacher’s performance on the PDP.
- Completed annually for Level I teachers
- Completed every 3 years for Level II and Level III-A teachers.

## PROGRESSIVE DOCUMENTATION OF TEACHER PERFORMANCE:

- Statewide form to document a teacher’s continuous professional growth over a 3-year period.
- Completed annually for Level II and III-A teacher *only*.

# NEW MEXICO TEACHER COMPETENCIES FOR LICENSURE LEVELS I, II, & III

**SAMPLE:**

<b>I. The teacher accurately demonstrates knowledge of the content area &amp; approved curriculum</b>		
<b>Provisional Teacher Level I</b>	<b>Professional Teacher Level II</b>	<b>Master Teacher Level III</b>
<p>A. Utilizes &amp; enhances approved curriculum.</p> <p>B. Gives clear explanations relating to lesson content &amp; procedures.</p> <p>C. Communicates accurately in the content area.</p> <p>D. Shows interrelatedness of one content area to another.</p>	<p>A. Enhances &amp; extends approved curriculum.</p> <p>B. Gives clear explanations relating to lesson content &amp; procedures.</p> <p>C. Communicates accurately in the content area</p> <p>D. Integrates other subjects into the content curriculum.</p>	<p>A. Contributes to the refinement &amp; development of approved curriculum.</p> <p>B. Provides clear explanations relating to lesson content &amp; procedures in multiple ways &amp; is aware of knowledge &amp; preconceptions that students can bring to the subject.</p> <p>C. Communicates accurately in content area &amp; can create multiple paths to subject matter.</p> <p>D. Can articulate to students the interrelatedness of the disciplines.</p>



# SIMILARITIES & DIFFERENCES

## WHAT HAS *NOT* CHANGED?

- Annual assessment of competencies
- Classroom observations
- Professional Development Plans
- Local options to add criteria for evaluation
- Local determination of whether a teacher does not meet or meets competencies
- Growth plan for deficiencies

## WHAT *HAS* CHANGED?

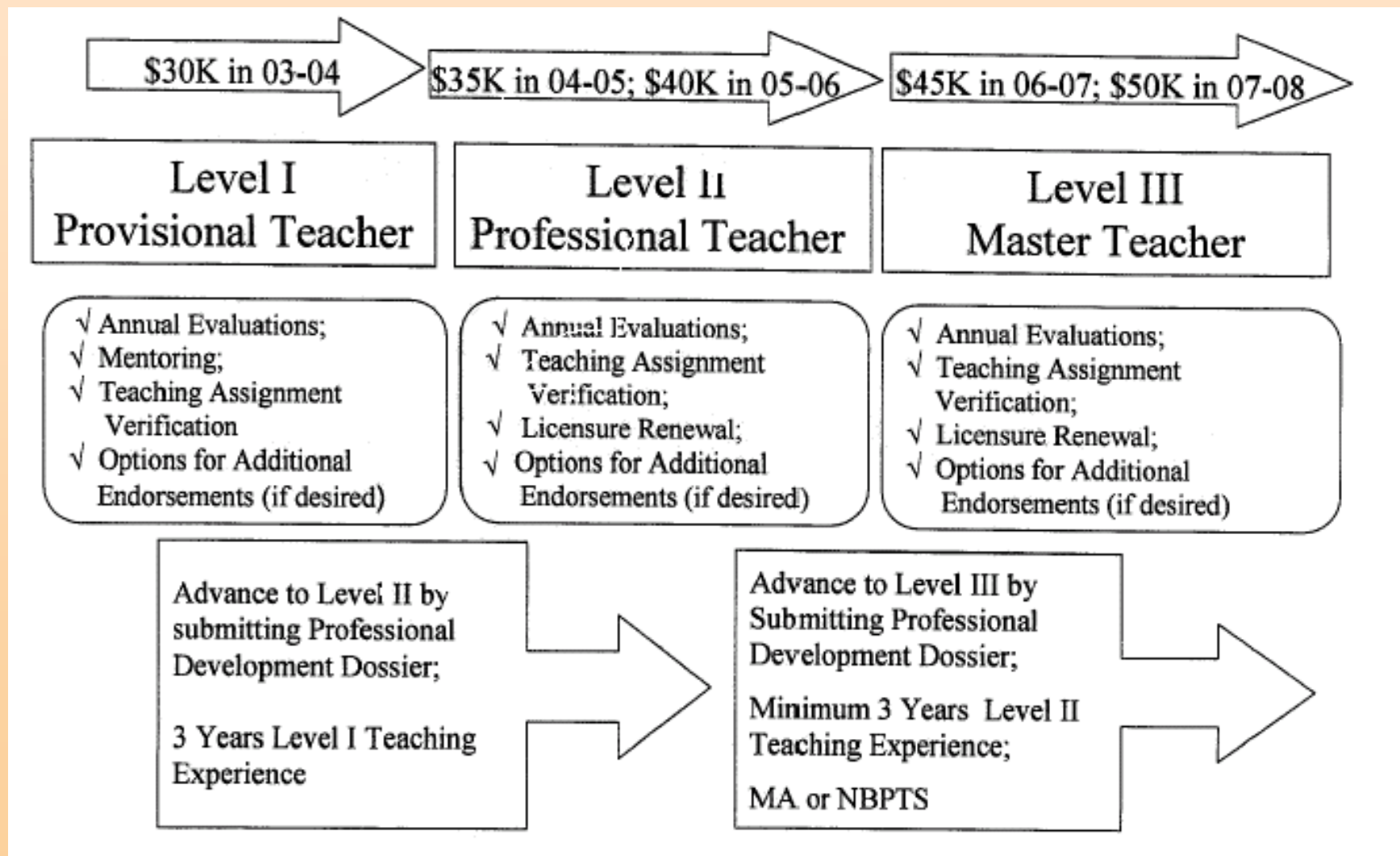
- Uniform format throughout state: HOUSSE (PDP, Progressive Documentation, Summative)
- Increased expectations for professional growth: Differentiated competencies for each licensure level
- Observation + Evidence determine how teacher meets competencies for his/her licensure level
- Annual evaluations follow teachers to new districts
- Annual evaluations become component of licensure advancement
- Progressive evaluation for levels II and III-A
- PDP refers back to previous year's PDP and evaluation
- Role of Student Achievement
- Timeline (PDP done by 40<sup>th</sup> day of school year)
- Training requirements (administrators must complete training on evaluation every 2 years)

# PREPARATORY STEPS FOR IMPLEMENTATION

An annual staff training in the form of an Evaluation Orientation must address:

- the Teacher Competencies and Indicators for each level of licensure,
- the purpose of and criteria for performance evaluation,
- the role of the Professional Development Plan in the Performance Evaluation System,
- an overview of the process whereby observations will be made and performance data collected,
- the forms to be used, and
- the timeline for completion.

# OVERVIEW OF ADVANCEMENT TIMELINE



# THE PROFESSIONAL DEVELOPMENT DOSSIER FOR LICENSURE ADVANCEMENT

Level I teachers **MUST** submit Dossier in order to advance to Level II, after successfully completing 3 years at Level I.

Level II teacher **MAY** submit Dossier in order to advance to Level III-A, after successfully completing a minimum of 3 years at Level II and MA or NBPTS.

Dossier includes 5 strands;  
3 strands (A,B, &C) are evaluated by independent reviewers (state level);  
2 strands (D&E) are evaluated at district level.

# PROFESSIONAL DEVELOPMENT DOSSIER FOR ASSESSMENT OF TEACHER COMPETENCY

Instruction Strand A

Student Learning Strand B

Professional Development Strand C

Application Cost: \$175.00

Strands A, B, and C will be represented by data from the teacher's classroom, and explained and organized by the teacher to show how s/he meets the competencies.