

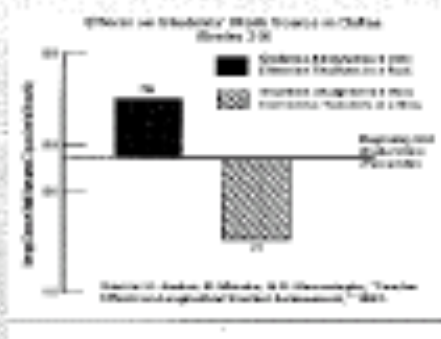
New Mexico's 3-Tiered Teacher Licensure Evaluation System

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

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QUALITY LEARNING REQUIRES QUALITY TEACHING



- Effective teachers lead to increased student learning

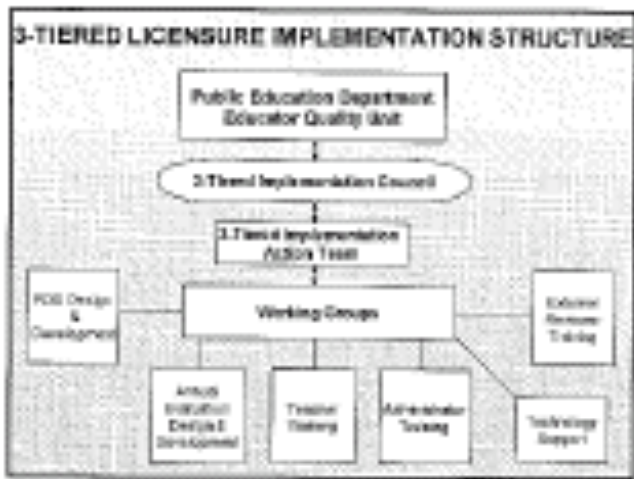
ANNUAL EVALUATION

The New Mexico 3-Tiered Licensure System created by the passage of HB212 and the Public Education Department Regulation 6.284 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.

PEO Regulation 6.284.4.0 states the format for this evaluation shall be established by the department and shall be uniform throughout the state in all public schools.

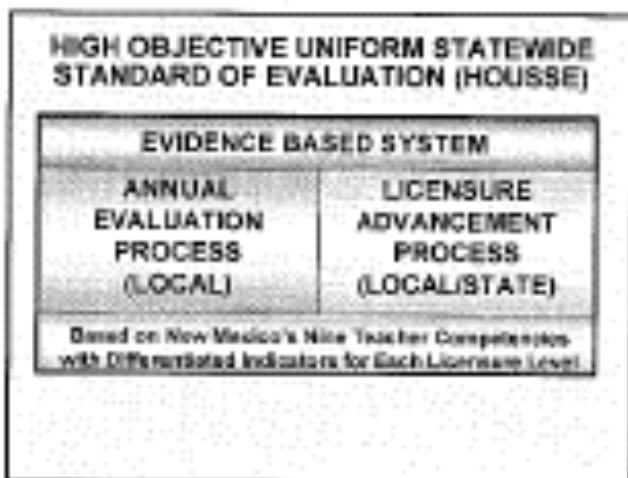
- HOUSSE – uniform, statewide
- Progressive career system
- Increased competencies



- Work groups comprised of higher education, district administrators, and classroom teachers worked together on a variety of committees to define and create the 3 Tiered Licensure System.



- Level I begins when all licensure requirements have been filled and a 3-year license has been issued.
- Three years as Level I should NOT be confused with years of service.



- Each district defines their own system of evaluation for rehire which integrates or aligns with the state evaluation system described here for licensure.

ANNUAL EVALUATION: 4 Processes

PROGRESSIVE DEVELOPMENT PLAN (PDP) -Complete annually by 40 th day of school -Flowed into 2000 -Meets requirements at location of licensure level -Includes evaluation -Must incorporate year if applicable -Accommodates "highly qualified" standards if required	REFLECTION ON PDP -End of year activity for every teacher as a standards form -Teacher reflects on his/her progress in implementing the PDP	SUMMER EVALUATION -District forms documents a teacher's performance for the PDP -Completed annually for each teacher -Completed every 3 years for Level I and by SA teachers
PROGRESSIVE DOCUMENTATION OF TEACHER PERFORMANCE -Evaluate district to monitor a teacher's continued professional growth over a 3-year period -Completed annually for Levels I and II and by SA teachers only		

- These four processes represent the four common forms to be used for evaluation across the state as a part of HOUSSE

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

SAMPLE:

I. The teacher accurately demonstrates knowledge of the content area & approved curriculum

Provisional Teacher Level I	Professional Teacher Level II	Master Teacher Level III
A. Develops a personal action plan B. Develops a personal action plan C. Demonstrates accuracy in the content area D. Shows understanding of the content area to students	A. Develops a personal action plan B. Develops a personal action plan C. Demonstrates accuracy in the content area D. Shows understanding of the content area to students	A. Demonstrates the attainment of district-level approved curriculum B. Demonstrates a personal action plan to attain the attainment of district-level approved curriculum C. Demonstrates accuracy in the content area & can create multiple paths to support students D. Can articulate to students the interconnectedness of the curriculum

- Differentiated Expectations: Higher expectations for higher levels of licensure.
- Level I = Learning
- Level II = Doing
- Level III = Creating/Refining

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 2000 standards competencies -Grade plan for certification	WHAT HAS CHANGED? -Changes formal throughout state: HOUSSE (PDP, Progressive Development, Summer Eval) -Differentiated expectations for professional growth -Differentiated competencies for each licensure level -Competencies + Evidence determine how teacher meets competencies for teacher licensure level -Annual evaluation follows teachers to new districts -Annual evaluation becomes component of licensure administration -Progressive evaluation for levels II and III -PDP adds link to previous year's PDP and evaluation -Role of Student Achievement -District PDP done by 40 th day of school/year -Testing requirements (administrators must complete testing evaluation every 3 years)
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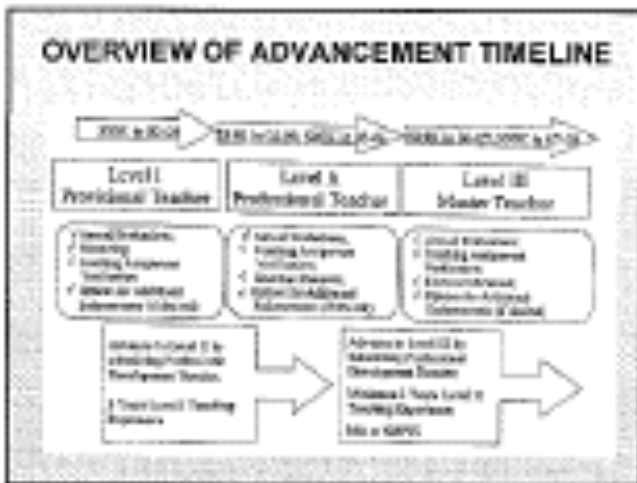
- HOUSSE constitutes minimal standards for evaluation.

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



- A Dossier will only be created at two points in a teacher's career, and that is for advancement purposes from I to II, and II to III.
- A teacher can stay at Level II and not advance to Level III.
- Licensure renewal does not require a dossier.

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 NEPTS.

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.

- Level I **MUST** advance.
- Level II **MAY** advance.
- Review windows for advancement and appropriate times for Level I to submit.
- Note that districts will wish to project advancement due to salary implications in budget preparation each year.

**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

- Do the math.
- Banking scores allows for resubmission at a lower cost.