



What is NMTEACH?

A LOOK AT NEW MEXICO'S TEACHER
EVALUATION SYSTEM



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Overview

The NMTEACH Educator Effectiveness System is designed to measure performance and professional growth for all public school teachers across the state. Each evaluation has five individual components:¹

- Student achievement
- Classroom observations
- Planning, preparation and professionalism
- Parent/student surveys
- Teacher attendance

Scores for each component are totaled to create a summative score which is provided alongside a detailed report to teachers in the fall of the following academic year. The summative reports are intended to help guide schools' discussions during the planning stages of the following school year and are given to teachers with the full breakdown of their scores.² The weight and point allotment of each of the five components is determined based on availability of student achievement data over the previous three years, as seen below.³

Together, the five components are designed to measure how teachers support a student's opportunity to learn, their impact on student achievement, the quality of classroom instruction and the level of professionalism brought to their work. For "classroom observations" and "planning, preparation and professionalism", an observational rubric is used to evaluate and score each teacher, while "student achievement", "parent/student surveys" and "teacher attendance" are scored using the relevant data for each of those categories.⁴

	STUDENT ACHIEVEMENT	CLASSROOM OBSERVATIONS	PLANNING, PREPARATION AND PROFESSIONALISM	PARENT/STUDENT SURVEYS	TEACHER ATTENDANCE
STEP 1: TEACHERS WHO DO NOT HAVE STUDENT ACHIEVEMENT DATA IN THE LAST 3 YEARS	0%	50% (100 points)	40% (80 points)	5% (10 points)	5% (10 points)
STEP 2: TEACHERS WITH 1-3 YEARS OF STUDENT ACHIEVEMENT DATA	35% (70 points)	40% (80 points)	15% (30 points)	5% (10 points)	5% (10 points)

Each of the components is scored as follows:

1. **Classroom observations** are the highest-weighted measure of NMTEACH and are based on the teacher’s learning environment and demonstrated classroom instruction. A minimum of two observations per teacher are generally required and, in most cases, principals are responsible for conducting the evaluations. Teachers can receive one of five ratings—“Ineffective”, “Minimally Effective”, “Effective”, “Highly Effective” or “Exemplary”—in each individual element being observed.^{5,6} The elements observed to score teachers’ classroom learning environment include the perceived culture for learning, procedures and student management while the score for teaching strategies includes observations of student engagement, questioning and discussion techniques and use of assessments in instruction. A full observation rubric can be found on the NMTEACH website.
2. **Student achievement** is based on student growth on standardized assessments. Rather than being tied to proficiency, or how a student scored in a given year, the student achievement component compares a student’s current performance to their performance over the previous two years.⁷ The assessment used to determine student achievement is based on which test(s) students are required to take in their grade: Istation for kindergarten through second grade; PARCC for third through eleventh grade; the SBA (Standards-Based Assessment in science) for fourth, seventh and eleventh grades; and end-of-course exams (EOCs) as applicable.
3. **Planning, preparation and professionalism** is determined based on teacher-submitted artifacts and aims to evaluate each teacher’s knowledge of the following: their content and pedagogy, professional collaboration and growth, knowledge of their students and communication with families. Teachers upload their documents and artifacts, which include lesson plans and student materials, to an online website where they are scored by a certified observer.
4. **Surveys** are completed by students with the exception of younger grades (K–2), where they are completed by parents. Parent/student surveys consist of ten questions in total and aim to gauge insight into students’ experiences in class, as well as their interactions with, and perceptions of, their teacher.
5. **Teacher attendance** is calculated as reported to the New Mexico Public Education Department (NMPED) by each district and does not include absences due to Family and Medical Leave Act (FMLA), bereavement, jury duty, military leave, religious leave, professional development or coaching.

How We Compare

Across the nation, states are making strides to develop teacher evaluation systems that are comprehensive and assess teacher effectiveness based on more than student test scores alone. Each state weighs student test scores differently and while some states may use student test scores as the largest component of their teacher evaluations, other states are shifting to other metrics to determine teacher effectiveness.

The National Council on Teacher Quality’s State Teacher Policy Yearbook ranks and grades states on a variety of policies related to teacher effectiveness. In its 2017 report, New Mexico’s score on teacher and principal evaluations earned it a grade of “B”⁸, placing it in the top ten of all states and the District of Columbia.

Additional Resources

- *National Council on Teacher Quality, NMTEACH Rubric*
[https://www.nctq.org/dmsView/NMTEACH_Rubric_\(1\)__\(1\)](https://www.nctq.org/dmsView/NMTEACH_Rubric_(1)__(1))
- *National Council on Teacher Quality, State Analyses: New Mexico*
<https://www.nctq.org/yearbook/home#tab2>
- *New Mexico Public Education Department (NMPED), NMTEACH Toolbox*
<https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/nmteach-toolbox/>
- *Teach Reach New Mexico, Resources*
<http://teachreachnm.us/resources/>

1 *New Mexico Public Education Department (NMPED), “NMTEACH Frequently Asked Questions”*. Accessed May 4, 2018. <https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/frequently-asked-questions/>.

2 *Teach Reach New Mexico, “New Mexico Educator Effectiveness System: Technical Guide Business Rules and Calculations, 2016-2017 School Year Teacher Summative Report”*. August 2017. Accessed April 30, 2018. <http://teachreachnm.us/wp-content/uploads/2018/01/NMTEACH-Technical-Guide-2016-2017.pdf>

3 *NMPED, “NMTEACH Steps Chart 2.0”*. Accessed April 30, 2018. <https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/NMTEACH-Steps-Chart-2.0.pdf>.

4 The NMTEACH Observation Rubric includes four domains. Domain 1—Planning and Preparation—and Domain 4—Professionalism—are based on teacher-submitted artifacts and combined to calculate each teacher’s “planning, preparation, and professionalism” score. Domain 2—Creating an Environment for Learning—and Domain 3—Teaching for Learning—are based on teacher

observations and are combined to calculate each teacher’s “classroom observations” score. A full rubric is available on Teach Reach New Mexico’s website.

5 *Teach Reach New Mexico, “NM TEACH Observation Rubric”*. Accessed April 30, 2018. <http://teachreachnm.us/wp-content/uploads/2017/07/NMTEACH-Full-Rubric-updated-summer-2015-with-Cover-ivv-Alford.pdf>.

6 *National Council on Teacher Quality, “NMTEACH Observation Rubric”*. Accessed May 4, 2018. https://www.nctq.org/docs/NMTEACH_Rubric.pdf.

7 *Teach Reach New Mexico, “Understanding the Growth Model”*. Accessed April 30, 2018. <http://teachreachnm.us/wp-content/uploads/2018/02/Understanding-the-Growth-Model.pdf>.

8 *National Council on Teacher Quality, “2017 State Teacher Policy Yearbook”*. Accessed May 7, 2018. https://www.nctq.org/dmsView/NCTQ_2017_State_Teacher_Policy_Yearbook.