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SECRETARY OF PUBLIC EDUCATION

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GOVERNOR

July 31, 2024

MEMORANDUM

TO: District Superintendents and Charter School Leaders

FROM: Amanda DeBell, Deputy Secretary of Teaching, Learning, and Innovation

RE: Elevate NM and Determining Successful Teacher Evaluations

As outlined in New Mexico School Personnel Act Chapter 22, Article 10A NMSA 1978, and 6.60.6 NMAC, Continuing Licensure for Licensed Educators in New Mexico, criteria for licensure advancement for New Mexico teachers include at least three years of successful evaluations. To aid districts and charter schools in acquiring teacher evaluation data, the New Mexico Public Education Department (PED) will release a new tool to give districts and charter schools the ability to pull data from the Elevate NM teacher evaluation system for all evaluations completed in Canvas.

The Educator Growth & Development Bureau and the Learning Management System team will provide a high-level overview of this new tool during office hours beginning August; formal training will occur in the fall. Training dates and times will be sent via announcements in Elevate NM and Excel NM courses.
Additionally, please see upcoming LEA Update emails for training dates and times. The tool will be accessible by staff members who have the appropriate permissions in their Elevate sub-account.

The PED has determined a description for what constitutes an effective teacher rating. An effective teacher is one who is rated *Innovating*, *Applying*, and/or *Developing* on at least 60% of the elements evaluated in Domains 2, 3, and 4 in the Danielson's Framework. A teacher who does not meet this criterion is considered to have an unsuccessful evaluation and is, therefore, determined to be an ineffective teacher. Teachers need to be evaluated on all 19 elements of the four domains in the Elevate NM teacher evaluation system to ensure a thorough assessment of their instructional effectiveness. This approach is crucial as it provides detailed feedback across all critical areas of teaching practice, supporting continuous professional

development and alignment with educational standards. Please note that all Level 1 teachers should receive two formal observations per school year, further ensuring ongoing feedback, accountability, and growth opportunities.

Example:

Evaluation Activity	Elements Rated *Innovating, Applying,* and/or *Developing* in Domains 2 and 3	Elements Rated *Not Demonstrating* in Domains 2 and 3	Elements Rated *Innovating, Applying,* and/or *Developing* in Domain 4	Elements Rated *Not Demonstrating* in Domain 4	Total Elements Evaluated and Scored
Formal Observation #1	**5**	4			9
Formal Observation #2	**8**	1			9
Professionalism			**2**	2	4
TOTAL	13	5	2	2	22

15 elements rated *Innovating, Applying,* and/or *Developing* out of 22 elements evaluated = 68% EFFECTIVE TEACHER

Furthermore, federal grants reporting requires the PED to publicly report its progress toward ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers, consistent with ESEA section 1111(g)(1)(B). This reporting will take place annually beginning the 2024–2025 school year. The public, along with districts and charter schools, will be notified of reporting updates via memorandum, the PED website, and state and local report cards.

cc: Arsenio Romero, Ph.D., Secretary of Public Education
        Department Candice Flint, Ed.D., Division Director of
        Educator Quality
        Birgit Maurer, Director of Educator Growth and Development