

<b>Indicator (a)(3)</b>	<b>Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.</b>
-------------------------	--

**Information in narrative below current as of February, 2010.**

**NMSA 22-10A-4. Teachers and school administrators; professional status; licensure levels; salary alignment.**

Subsection A references ‘teaching and school administration professions are to educate the children of this state . . .’ and Subsection C states that a “level two license is given to a teacher who is a fully qualified professional who is primarily responsible for ensuring that students meet and exceed department-adopted academic content and performance standards; . . .” Teachers may choose to remain at level two for the remainder of their career, however, the responsibility for ensuring student achievement does not change.

Student outcomes measured either by summative or formative assessments are included in the state-wide teacher evaluation system linked to the licensure system and that is coupled with professional development. **NMSA 22-10A-19.1. Professional development; systemic framework; requirements; department duties** references the professional development framework that ‘ensures quality teachers, school principals and instructional support providers . . . that improves **and enhances student achievement..**’

In the state-wide teacher evaluation, the supporting indicator for competency #5 requires that teachers’ documentation information on student outcomes includes state standards achievement and the results of state testing when appropriate. The system is up-to-date and easily understood by students, parents/caregivers, administrators, and other school personnel. There is evidence that students are able to maintain and track their individual progress. These teachers initiate communication with families/caregivers and students on a frequent basis on both positive and negative aspects of student progress. Students and families/caregivers are comfortable in approaching the teacher with concerns.

The Professional Development Dossier (PDD) is another place that documentation of student performance outcomes is compiled by the teacher seeking licensure advancement, who must utilize formative and summative assessments. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher. Teachers’ advancement to the next level is contingent on evidence that student learned as a result of instruction. Verification and recommendation by the district superintendent is required.