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NEW MEXICO'S STRONG TEACHER EVALUATION SYSTEM GOES HAND-IN-HAND WITH IMPROVED TEACHER QUALITY

*RECENT EFFORTS TO IMPROVE TEACHER EVALUATIONS YIELD MULTIPLE BENEFITS,
INCLUDING RETAINING MORE EFFECTIVE TEACHERS*

Washington, D.C. -- Analysis from the National Council on Teacher Quality (NCTQ) finds tangible evidence that New Mexico's teacher evaluation system is coinciding with real and measurable benefits for students and teachers alike.

In [*Making a Difference: Six Places Where Teacher Evaluation Systems are Getting Results*](#), NCTQ examines evidence of the impact of teacher evaluation in six places (four districts and two states) that have stayed the course in developing and implementing improved teacher evaluation systems: **Dallas Independent School District, Denver Public Schools, District of Columbia Public Schools, Newark Public Schools, New Mexico, and Tennessee.**

"Our analysis suggests that moving forward with teacher evaluation systems presents students and teachers with a huge opportunity," commented Kate Walsh, President of the National Council on Teacher Quality.

Notable features and outcomes of New Mexico's teacher evaluation system include:

- New Mexico's teachers earn ratings that are widely-distributed across its evaluation rating categories, with nearly 30 percent of teachers earning ratings below effective in recent years. This enables New Mexico to differentiate the supports that are made available to teachers to improve their practice.
- New Mexico's teachers are provided with evaluation ratings as early as August, and these precise ratings are directly linked to professional development opportunities.
- New Mexico's students are demonstrating increased proficiency under implementation of its evaluation system, with 11,000 more students on grade level in math and 13,000 more students reading on grade level in 2018, as compared to 2015.

New Mexico's teacher evaluation system, like the other five systems featured in this study, has achieved a more meaningful and realistic measure of the distribution of teacher talent than such systems have done historically, when virtually all teachers received the same rating. "We are able to distinguish teachers at five levels with a greater understanding of how they're impacting student achievement," said Matthew Montañó, former Deputy Cabinet Secretary of Teaching and Learning at the New Mexico Public Education Department.

To achieve the level of differentiation that these six systems have, a number of factors appear necessary. Each of them annually evaluates *all* teachers using both objective and subjective measures, as opposed to exempting large numbers of teachers from yearly evaluation, only using subjective measures, or not giving significant weight to student learning. Each employs at least three rating categories, with some using as many as five to seven. Each also ties the professional development a teacher should pursue to her

evaluation results, as opposed to giving teachers open-ended choices not directly targeted toward their professional needs.

Perhaps most significantly, each of these six systems to some degree links a teacher's evaluation results to opportunities to earn additional compensation. In addition to attaching consequences to the results of an evaluation, each place has made a genuine commitment on the part of school system leadership to implement the new systems with fidelity, even as five of the featured locales in our study survived turnovers in leadership.

"The buy-in among school leadership was real and perhaps unique," continued Walsh. "And the commitment to continuous improvement among the districts and states highlighted here stands out. None of these systems were perfect out of the gate; system leaders recognized this and worked continuously to enhance system design, implementation, and use."

Ultimately, well-designed and well-implemented teacher evaluation systems help all teachers improve.

"New Mexico serves as a powerful testament that effective evaluation policies and practices are likely leading to improvements in the overall quality of a teacher workforce," concluded Walsh.

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Read the report at: <https://www.nctq.org/publications/Making-a-Difference>

To schedule an interview with NCTQ, please contact Nicole Gerber at (202) 393-0020 ext. 712.

About the National Council on Teacher Quality:

The National Council on Teacher Quality is a nonpartisan research and policy group committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. We recognize that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. More information about NCTQ can be found on our website, www.nctq.org.