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53RD LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2017

INTRODUCED BY

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AN ACT

RELATING TO EDUCATION; PROVIDING REQUIREMENTS FOR THE UNIFORM STATEWIDE STANDARDS OF EVALUATION FOR THE ANNUAL PERFORMANCE EVALUATION OF LICENSED SCHOOL EMPLOYEES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-10A-19 NMSA 1978 (being Laws 2003, Chapter 153, Section 50, as amended) is amended to read:

"22-10A-19. TEACHERS AND SCHOOL PRINCIPALS-ACCOUNTABILITY--EVALUATIONS--PROFESSIONAL DEVELOPMENT--PEER
INTERVENTION--MENTORING.--

A. The department shall adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees.

The adopted criteria and minimum highly objective uniform statewide standards shall constitute the foundation of the

teacher evaluation system; provide a balance between structure and flexibility; define common purposes and expectations to guide effective instructional practice; provide flexibility and encourage creativity and individual teacher initiative; and support the continuous growth and development of each teacher by monitoring, analyzing and applying pertinent data compiled within a system of meaningful feedback. The adopted criteria and evaluation standards shall not use student test scores or value-added methodology as a component of annual performance evaluation; include licensed school employees' utilization of sick, personal, annual, professional, bereavement, family medical or other earned or allotted leave as part of an evaluation; or include or require a numerical teacher effectiveness rating as a component of a final evaluation report.

 $\underline{\mathtt{B.}}$ The professional development plan for teachers shall include documentation on how a teacher who receives professional development that has been required or offered by the state or a school district or charter school incorporates the results of that professional development in the classroom.

[B.] C. The local superintendent shall adopt policies, guidelines and procedures for the performance evaluation process. Evaluation by other school employees shall be one component of the evaluation tool for school administrators.

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[C.] D. As part of the highly objective uniform statewide [standard] standards of evaluation for teachers, the school principal shall observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies.

 $[\underline{\mathbf{D}_{\bullet}}]$ $\underline{\mathbf{E}_{\bullet}}$ At the beginning of each school year, teachers and school principals shall devise professional development plans for the coming year, and performance evaluations shall be based in part on how well the professional development plan was carried out.

[E.] F. If a level two or three-A teacher's performance evaluation indicates less than satisfactory performance and competency, the school principal may require the teacher to undergo peer intervention, including mentoring, for a period the school principal deems necessary. If the teacher is unable to demonstrate satisfactory performance and competency by the end of the period, the peer interveners may recommend termination of the teacher.

[F.] G. At least every two years, school principals shall attend a training program approved by the department to improve their evaluation, administrative and instructional leadership skills."

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