

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE
PART 3 PERFORMANCE EVALUATION REQUIREMENTS FOR ADMINISTRATORS

6.69.3.1 ISSUING AGENCY: Public Education Department (PED)
[6.69.3.1 NMAC - Rp, 6.69.3.1 NMAC, 07-01-08]

6.69.3.2 SCOPE: Chapter 69, Part 3, governs performance evaluation requirements for administrators other than principals or assistant principals in a public school district or charter school.
[6.69.3.2 NMAC - Rp, 6.69.3.2 NMAC, 07-01-08]

6.69.3.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-19, NMSA 1978.
[6.69.3.3 NMAC - Rp, 6.69.3.3 NMAC, 07-01-08]

6.69.3.4 DURATION: Permanent.
[6.69.3.4 NMAC - Rp, 6.69.3.4 NMAC, 07-01-08]

6.69.3.5 EFFECTIVE DATE: July 1, 2008, unless a later date is cited at the end of a section.
[6.69.3.5 NMAC - Rp, 6.69.3.5 NMAC, 07-01-08]

6.69.3.6 OBJECTIVE: This rule governs the requirements for the performance evaluation system for administrators other than principals, grades Pre K-12. This rule identifies the specific evaluation/supervision competencies and indicators for administrators other than principals.
[6.69.3.6 NMAC - Rp, 6.69.3.6 NMAC, 07-01-08]

6.69.3.7 DEFINITIONS: [Reserved]

6.69.3.8 EVALUATIONS OF ADMINISTRATOR PERFORMANCE

- A. Beginning July 1, 2008 each school district shall implement a system of administrator performance evaluation which meets the requirements of this rule.
- B. Prior to implementing the system of administrator performance evaluation, each school district shall involve all administrators in the development of evaluation criteria and data collection procedures.
- C. Each school district shall include the following competencies and indicators as part of the evaluation criteria.
- (1) The administrator demonstrates foresight, examines issues, and takes initiatives to improve the quality of education in the community:
 - (a) enables staff, students, parents, and community to build a common vision;
 - (b) articulates a vision and is able to make that vision concrete to others;
 - (c) provides a learning environment and climate where creativity, risk taking, and experimentation are shared by all stakeholders;
 - (d) understands, facilitates, and manages change in self, others, and the organization.
 - (2) The administrator embraces and encourages the acceptance of diversity:
 - (a) models respect, understanding, and appreciation for all people;
 - (b) addresses the special needs of groups and individuals;
 - (c) addresses the needs of multicultural, multilingual, multiracial, and economically diverse populations;
 - (d) promotes and supports recruitment and assignment of diverse staff;
 - (e) demonstrates sensitivity to alternative educational philosophies and methodologies.
 - (3) The administrator uses effective people skills to communicate:
 - (a) addresses the needs of staff, students, parents, and community;
 - (b) facilitates communication and the use of problem solving processes to promote teamwork, consensus, and inquiry;
 - (c) assists with the resolution of conflicts and stress;
 - (d) implements the staff evaluation process effectively;
 - (e) writes and speaks appropriately;
 - (f) keeps staff and community informed of pertinent information in a timely manner;

- (g) utilizes appropriate listening skills.
 - (4) The administrator provides and maintains an environment where optimal student growth can take place:
 - (a) understands and supports the goals and purposes of the organization;
 - (b) promotes learning as the primary purpose of the organization;
 - (c) collaborates and networks with community service agencies, other educational organizations and businesses, as appropriate;
 - (d) provides and maintains a safe and healthy environment that promotes positive student behavior;
 - (e) understands and encourages the application of human growth and development principles;
 - (f) assesses and evaluates program and staff effectively.
 - (5) The administrator demonstrates instructional leadership:
 - (a) seeks out and provides staff with information on methodology, research, and current educational trends;
 - (b) identifies, accesses, and uses appropriate resources;
 - (c) makes reasonable decisions and accepts responsibility for those decisions;
 - (d) promotes collaboration and mutual sharing among teachers and staff;
 - (e) encourages and allows other to lead as appropriate;
 - (f) comprehends effective learning and teaching processes.
 - (6) The administrator demonstrates an understanding of the dynamics of the educational organization:
 - (a) develops positive school/community relations;
 - (b) demonstrates an understanding of the politics of school governance and operations;
 - (c) informs staff, parents, and community of relevant facts to aid in reaching informed decisions;
 - (d) exhibits skills in comprehending, interpreting, and supporting positions of the organization;
 - (e) exhibits skills in lobbying, negotiating, collective bargaining, policy development, and policy maintenance;
 - (7) The administrator effectively manages the resources for which the position is responsible including personnel, finances, facilities, programs, and time:
 - (a) implements district policies, state standards, and federal regulations and laws;
 - (b) organizes, coordinates, and supervises staff assignments and needs;
 - (c) carries out appropriate fiscal procedures;
 - (d) utilizes and maintains facilities;
 - (e) demonstrates efficient time management by establishing schedules and reasonable timelines for completing tasks;
 - (f) utilizes available technology to meet administrative objectives;
 - (g) utilizes participatory management techniques.
 - (8) The administrator uses supervision, staff development, and performance evaluation to improve the educational program:
 - (a) implements a collaborative process in staff development;
 - (b) identifies and acknowledges effective performance in objective terms;
 - (c) assists individual professional development planning;
 - (d) develops, implements and evaluates the staff development program, collaboratively utilizing a variety of resources;
 - (e) follows procedures and participates in training consistent with the state and local teacher performance evaluation plan;
 - (f) provides regular feedback on performance.
 - (9) The administrator maintains a familiarity with current educational issues through a process of ongoing personal development:
 - (a) meets statutory requirements;
 - (b) participates in local, state and other training opportunities;
 - (c) reviews current professional literature;
 - (d) continues to expand knowledge and awareness of programs within the school district.
- D. Each school district shall select or develop additional competencies and indicators determined appropriate by the school district to complete the total system of administrator evaluation.

E. Each school district shall provide training in conference skills and growth planning to all administrators and supervisors of administrators.

F. The administrator performance evaluation system shall include at least the following components:

(1) collect data on the administrator's performance to determine the presence and extent of competencies demonstrated;

(2) confer with the administrator prior to each observation and as soon as possible after each data collection instance to ensure the adequacy, accuracy, and completeness of the information obtained;

(3) identify strengths and areas of the administrator's performance where growth can occur;

(4) collaborate with the administrator on the development of a written plan for improvement or growth; the plan should include follow-up data collection and conferences with the administrator to determine progress toward completion of the plan;

(5) provide assistance to the administrator through individual guidance, workshops, classes, or other such means for completing the growth plan.

[6.69.3.8 NMAC - Rp, 6.69.3.8 NMAC, 07-01-08]

HISTORY OF 6.69.3 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 89-6, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed August 17, 1989.

SBE Regulation No. 93-21, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed November 16, 1993.

History of Repealed Material:

6.69.3 NMAC, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists and Counselors, filed 06-01-01- Repealed, 07-01-08.