

RE-1 Valley School District

Educator Effectiveness

Linking Teacher Evaluation and Student Learning



Handbook 2017-2018

“Preparing Each Student Today for Tomorrow”

Introduction:

RE-1 Valley School District is committed to the successful implementation of the Great Teachers and Leaders Legislation, SB 10-191. Classroom teaching and school leadership are the strongest school-based factors impacting student achievement. Therefore, RE-1 Valley has created an evaluation system based on the Colorado State Model Evaluation System for evaluating the performance and supporting the growth of our teachers. It is comprised of multiple measures, tools that capture a comprehensive view of a teacher's practice to best support growth and in turn ensure higher achievement for our students.

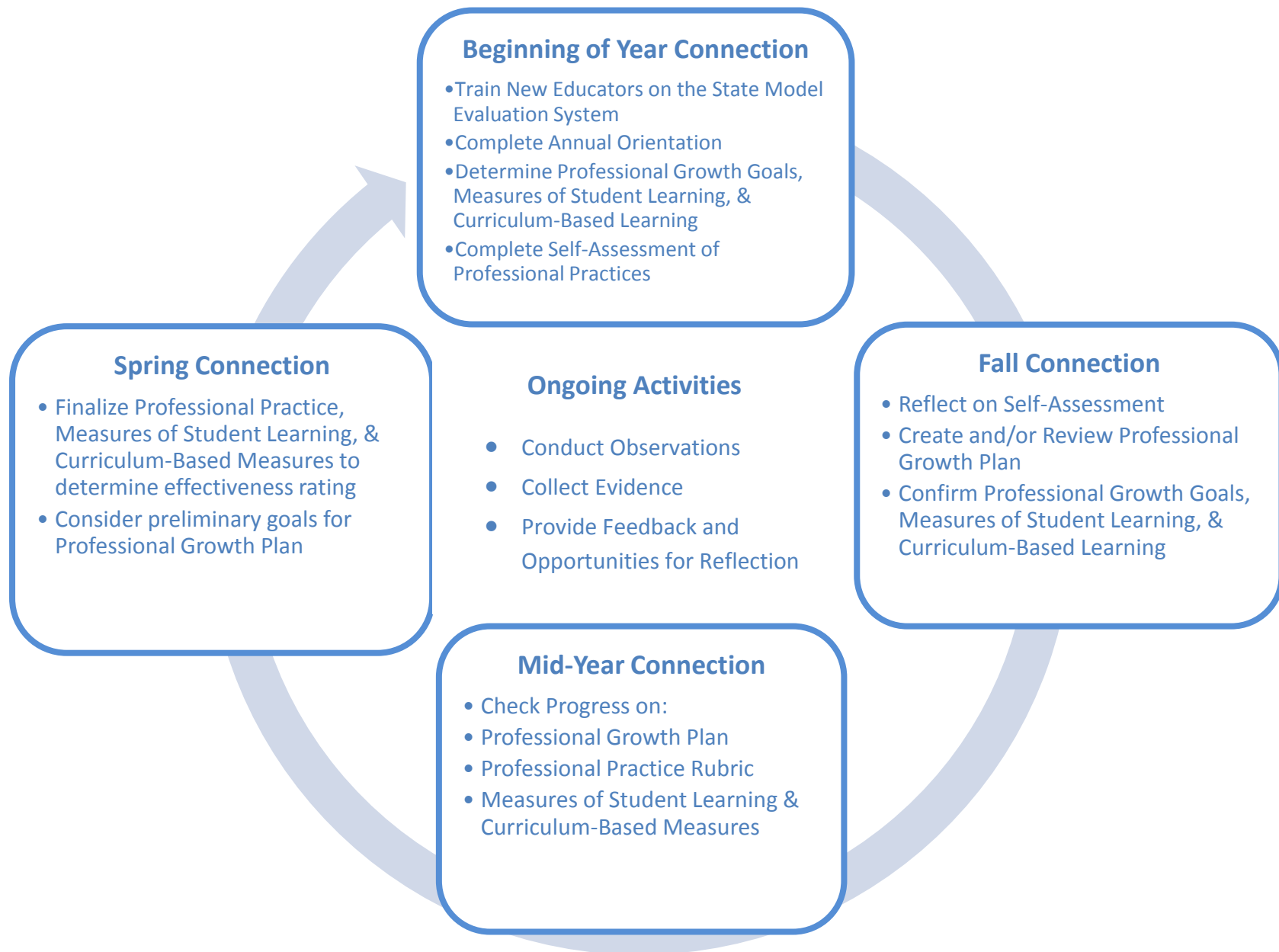
From the beginning, RE-1 Valley recognized that the components of a successful evaluation system must be informed by the ideas and experiences of our practitioners. It also needed to be comprised of multiple measures in order to provide a more complete, fair and accurate picture of a teacher's performance. Therefore, the RE-1 Valley Effective Teacher Evaluation System was designed from the ground up with input from our teachers, school leaders, and administrators.

This handbook is designed to provide general information as well as some of the tools that teachers, school leaders and peer observers will use to implement the system. Additional information is available and continually updated on the school website.

The RE-1 Valley School District Effective Teacher Evaluation System is a process that

- Is a collaborative, equitable process based upon trust and mutual respect
- Intentionally integrates rigorous academic standards
- Aligns and supports school and district Unified Improvement Plans
- Has a common understanding among all participants of what quality performance is evidenced by
- Shares the goal of maximizing individual student, teacher, and administrator growth and potential
- Is based upon a valid reliable, qualitative (e.g., self, supervisor, peer observation; student and parent feedback) and quantitative body of evidence that draws upon a variety of sources for data (e.g., formative and summative assessments, portfolios, videos, lesson plans, etc.)
- Includes observation, self-reflection, and goal setting

Because...every child in every classroom deserves to have excellent teachers and excellent building leaders who are supported in their ongoing professional growth. – Colorado Department of Education



<u>Timeline</u>	<u>2017-18</u>	<u>CDE Step</u>	<u>DESCRIPTIONS</u>
By Second Monday in Aug.	Aug. 2 nd	1. Training	<ul style="list-style-type: none"> Administrator and evaluation teacher-leaders review of & training on evaluation system. All forms are up-dated; District Handbook is revised
Beginning of School Professional Development Days	By the end of Aug. 16 th	2. Orientation & Teacher Role Verification	<ul style="list-style-type: none"> All teachers receive overview and orientation on evaluation system in buildings. Administrator and teacher agree upon the Measures of Student Learning portion of the system/identify teacher category, and verify teacher role for evaluation. Principals submit spreadsheet with defined teacher roles for evaluation.
Teacher Workday Monday	Aug. 21 st	3. Self-Assessment (Rubric)	<ul style="list-style-type: none"> Teacher login and verify orientation & training on evaluation system by checking boxes (activates the evaluation cycle steps) Educators will complete a self-assessment within RANDA, to reflect on professional performance within the professional practice standards and determine areas of focus for a professional growth plan (PGP).
Teacher Workday Monday	Sept. 18 th	4. Growth Plan & Student Learning Goals	<ul style="list-style-type: none"> Educators draft a Professional Growth Plan (PGP) and submit to principal including rigorous curriculum-based measures (CBMs) that will be part of their overall Measures of Student Learning. Administrators approve CBMs.
Teacher Workday Monday	Jan. 15 th	5. Mid-Year Review	<ul style="list-style-type: none"> Administrator-Teacher Review Meetings take place typically in person
Year-long process	Ongoing	6. Evaluator Assessment	<ul style="list-style-type: none"> Administrator Walk-throughs and observations take place Evidence performance documented
Teacher Workday Monday	Apr. 16 th	7. CBM Data	<ul style="list-style-type: none"> Teacher evidence related to Student Learning Measures & Curriculum-Based Measures/Assessments
Final Two Weeks of School	May 8 th – 24 th	8. End of Year Review	<ul style="list-style-type: none"> Completed Evaluator Assessment Ratings (rubric) Additional evidence collected to determine final Teacher Performance
Last Day of School	May 24 th	9. Final Effectiveness Rating	<ul style="list-style-type: none"> Summary evaluation documentation forms Combine Measures of Student Learning & Professional Practices for final rating <i>Note: Upon an individual request of a teacher, the administrator will provide the final effectiveness rating consistent with S.B. 191 timeline.</i>
Last two weeks	End of year	10. Goal Setting	<ul style="list-style-type: none"> Teachers reflect on final effectiveness rating and consider goals for next year

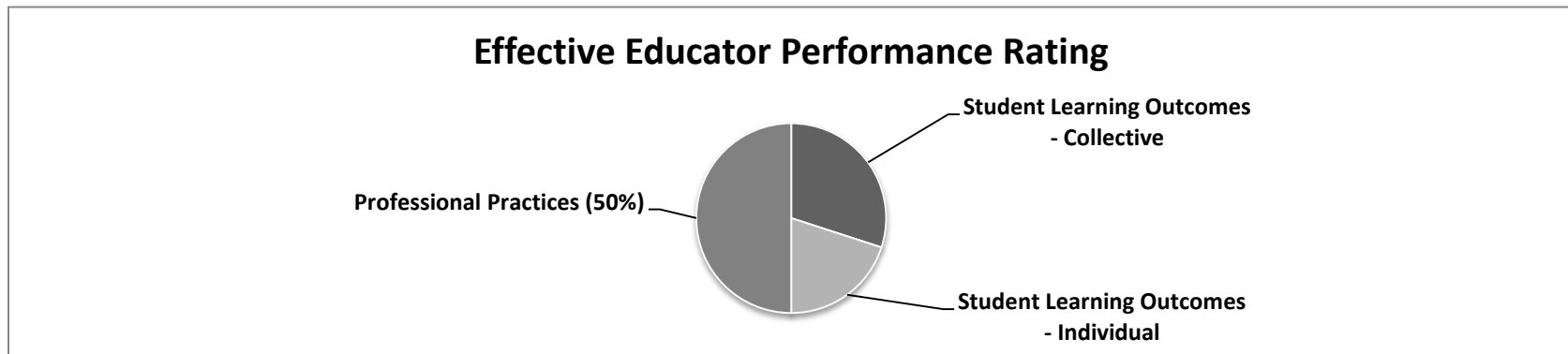
Teacher Quality Standards

Teachers will be rated on Quality Standards that measure professional practice and student learning over time. Teachers will be evaluated on six Quality Standards.

Professional Practice: Half of the evaluation will be based on the five Quality Standards that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership. The Quality Standards are measured using the state-developed rubric that identifies the practices necessary to achieve the standards. Teachers will complete a self-assessment using this rubric. Administrators will also rate teachers on the same rubric based on formal and informal observations, along with collected artifacts. A teacher's professional practice score is based on both rubrics. The Professionalism rubric focuses on four expectations:

- *Essential Knowledge of Students and Use of Data* – how teachers apply knowledge of students' development, academic and social/emotional needs, interests and culture to promote equity, and also use the data to plan and differentiate instruction.
- *Effective Collaboration and Engagement* – how teachers collaborate with each other to positively impact students' outcomes, and also advocate for and engage students, families and the community to best support students' achievement.
- *Thoughtful Reflection, Learning and Development* – how teachers demonstrate self-awareness, reflect on their practice individually and with others, and act on feedback, as well as how they pursue opportunities for professional growth and contribute to a culture of inquiry.
- *Masterful Teacher Leadership* – how teachers, serving in specific teacher leadership roles, build capacity among colleagues and demonstrate service to their students, as well as the school, district and the profession.

The sixth Quality Standard, student growth (Curriculum-Based Measures), will account for the other half of the evaluation.



Training/Orientation

All educators will receive training on the components of RE-1 Valley's Teacher Evaluation System. A review and orientation to the system will occur at the beginning of the school year, occurring at the building level. Trainings may also include how to navigate and utilize RANDA. Orientation for using the RANDA system is available on CDE's site. <https://vimeo.com/album/3011044>

Administrators will have a firm understanding of Curriculum-Based Measures and guide teachers in setting rigorous goals based on the expectations of the individual teacher, along school expectations and norms. In the fall of each school year, administrators and the building leadership team will guide the professional development to support teachers in creating rigorous and realistic Curriculum-Based Measures.

Self- Assessment

The Self-Assessment, Professional Growth Plan, and Curriculum-Based Measures are intricately tied together. Teachers should work to tie each step of the process to the next step in order to form a cohesive plan for professional growth.

Self-assessment provides educators an opportunity to reflect on their practice. Using the professional practices on the Colorado Evaluation Rubrics, educators assess their performance by assigning ratings and identifying areas of strength and areas for refinement.

When completing the self- assessment, teachers should begin at the basic level. Teachers should rate themselves on each observable practice that is present for the majority of the students they teach. Keep in mind, a teacher must have ***demonstrated*** all practices at one level (basic) before moving to the next level (partially proficient).

- As a teacher is self-evaluating, if there is a point where an element of the rubric is difficult to understand, or the teacher is unsure of how to self-score, he/she should review the Practical Guides (What it looks like...) which show each element from different perspectives, such as classroom teacher, physical education teacher, music teacher, etc.
- If a teacher has a specific question or needs clarification, he/she can scroll down to the bottom to have an informal 'chat' with their evaluator. This is NOT part of the official observation.
- Teachers are required to 'share & submit' their self-evaluations with their administrator and/or evaluator. Typically, meetings to discuss the self-evaluation ratings are not scheduled. The self-evaluation will be one piece of the conversation during the mid-year review.
- Teachers 'own' their self-evaluation. This is their place to be reflective and communicate to their administrator about what areas they feel they need to work on. They cannot be asked to change, revise, or edit their self-evaluation.

- On the rubrics, there has been much discussion about the ‘Students demonstrate _____’ elements for each standard. Please consider this tool as a perception instrument to guide your growth as an educator. It is not ‘the majority of the students’... it is evident when it is present and demonstrated by students on a consistent, ongoing basis. If a teacher is unsure, they should look at the Deeper
- Resources on the CDE website, which provide examples of what each element looks like in practice, the research that surrounds the element, and data to support the element. It also shows what it looks like for each level of proficiency.

Professional Growth Plan

Educator goal setting is an important component of the teacher evaluation cycle. It is designed to focus educators on developing and mastering skills and strategies that will impact their overall performance, and ultimately student achievement. The opportunity to set professional goals through a growth plan allows educators to focus on their practice and elevate their craft. An educator’s Professional Growth Plan includes three goals – no more, no less.

- The goals should be specific and clear. The action steps required to address each growth goal are also included. Each goal should have a *minimum of 3 action steps*.
- All growth plans will be completed on RANDA. Teachers, administrators, or evaluators should not use previous templates or other resources for the growth plan except for planning purposes.
- A teacher’s growth plan is ‘co-owned’ meaning it is a shared document between the evaluator and teacher, which establishes shared accountability.
- The teacher initiates the growth plan based on their self-evaluation. Then, the administrator approves or revises the plan, as needed. The administrator does have the final authority to set growth goals for teachers.
- A growth plan is not complete without all three goals being documented with action steps.

Goal #1 Building Goal: This goal is based on a schoolwide focus from the school Unified Improvement Plan. It will be set collaboratively with the staff, administrator and/or school leadership team. All teachers contribute to and address the school’s Unified Improvement Plan and supporting data.

Goal #2 Professional Practices or Instructional Strategy Goal: This goal is an area of growth that emerged from the professional practices rubrics. A professional practice goal should be based on a teacher’s self-assessment or an administrator’s rating from the previous year’s evaluation cycle. It is aimed at improving an area of professional practice or an instructional strategy of the teacher. Another option is an administrator-directed goal. This

goal is set by the administrator, requiring a teacher to work towards a specific goal. A teacher may choose to write an additional data-based growth goal in a different subject area or class if desired. (See the CBM section for writing a second student growth goal.)

Goal #3 Curriculum-Based Measure (CBM): A curriculum-based assessment is a measure of an educator's impact on student learning. Teachers develop a measurable, long-term goal informed by available data at the beginning of the school year for all students they teach in a single class or for subgroups of students. Ongoing formative, interim, informal, and benchmark assessments are used by the educator to measure students' growth toward this goal. At the end of the school year, the educator will determine his/her impact on the students' learning by reporting the growth achieved using a curriculum-based measure.

- Multiple measures of growth are the key. Teachers should not use one single assessment to show student growth.
- Administrators can provide input and/or determine degree of growth levels for individual teachers.
- All teachers will not have the same growth level. Administrators will work with individual teachers to set realistic, tangible, and high-level Curriculum-Based Measures.

While the purpose of the Professional Growth Plan is designed for educators to think critically about their practice, teachers should take into account the importance of improving their instructional skills and strategies to ultimately improve student achievement. Therefore, the third goal in a teacher's growth plan will be a teacher's Curriculum-Based Measure for student growth. Please refer to the *Curriculum-Based Measure* section for the process to complete this goal.

Measures of Student Learning

Every educator's evaluation is determined by equally weighting their professional practice (rubric) and measures of student learning. When taken into account with other measures of teacher performance, *Measures of Student Learning* provide a full picture of the learning that results from teacher actions over the course of a year. The sixth Quality Standard, student growth, focuses on multiple measures of student growth over time, including:

- State Measures, which include growth on state assessments in reading, writing, and math.
- School Measures, which include School Performance Framework (SPF) growth.
- Measures of Student Learning (MSLs), which encompass curriculum-based assessments.

**The total combined weight of all the measures above must total 50%, no more and no less.*

RE-1 Valley's Effective Educator Committee has defined which assessments will be used as measures of student learning for the various categories of professionals in the district. The tables located at the end of this document summarize each category. Different assessments will apply to different teachers depending on the content and grade levels they teach. They also define whether student assessment data will be used as a collective or individual attribution student growth score. If a teacher teaches a subject that takes the statewide summative exam, it will be used as one of the multiple measures.

Curriculum-Based Measures:

All educators, in consultation with their evaluator, must define at least one Curriculum-Based Measure (CBM) as part of his or her growth calculation. (The Curriculum-Based Measure will be listed as Goal #3 on an educator's Professional Growth Plan.) This measure is an individual attribution which means it is only based on the data from students that the teacher directly has impact on their growth. Some students will be counted on two individual teachers' CBM, such as an English teacher and intervention teacher who both work with the same students. Curriculum-Based Measure should align with the school's goal of increasing student achievement/growth and be comprised of reliable, valid assessments. The weight for these measures must total the percent listed in the table for their educator role/content area.

A Curriculum-Based Measure is a measurable, long-term goal developed by individual teachers (collaboratively with their administrator's input) at the beginning of the school year, for all students in a class or for subgroups of students. It defines and describes what students will be able to do at the end of the instructional period based on course, or grade-level content standards. Each educator will write a Curriculum-Based Measure which includes these components: goal; measure; assessments; levels of outcome (rubric, scores, etc.). More information can be obtained from the building administrator or the Teacher Evaluation Committee representative from their building.

- The curriculum-based measure will be more than a pre-test and posttest, curriculum test, or standardized test. Teachers need to spend time thinking, planning, and preparing for a curriculum-based measure that shows application of student learning and growth.
- The CBM should describe a key learning objective, along with associated standards. This curriculum-based goal should allow for students to demonstrate a rigorous and deep understanding of the content standards.
- For the majority of the teachers, the Curriculum-Based Measure will be a created individually and based on the previous evaluation cycle or student data. However, for some teachers, it can be an Educator Effectiveness rating reflected by an administrator's evaluation from the previous evaluation cycle. An administrator can set forth the expectations and CBM goal for an individual teacher.
- It should be rigorous - addressing Depth of Knowledge 3 or 4, requiring students to demonstrate their understanding using a product that requires integration and analysis. (No multiple choice tests.)
- Teachers may choose to diversify their CBM to include multiple measures of student learning.

- Administrators will have a firm understanding of Curriculum-Based Measures, and guide teachers in setting rigorous goals based on the expectations of the individual teacher along school expectations and norms. In the fall of each school year, administrators and the building leadership team will guide the professional development to support teachers in creating CBMs.

How to: Steps for Creating a Curriculum-Based Measure:

Development of the Curriculum-Based Measure as part of a teacher's growth plan will initiate a discussion between the building principal and the teacher regarding the conceptual understandings of curriculum-based assessments as they relate to the teacher's professional learning plan. Discussion should address type of assessment; alignment to growth goals; manner of scoring; projected growth outcome; etc.

Step 1 – Create the Learning Goal: Determining the learning goal is the foundation upon which an CBM is built. It is impossible to measure student performance or growth without knowing what is being assessed, why it is important to assess, who is being assessed, and when the assessment will occur. Adequately defining a learning goal requires that a teacher consider the following indicators:

- ❖ Determine the essential content and standards addressed
- ❖ Provide a rationale for why the essential content and standards were chosen
- ❖ Identify the student population included
- ❖ Define the instructional period

Teachers should set ambitious and achievable CBMs with the approval of their principal/supervisor. If you are unsure, consult with your evaluator to determine what type of CBM is appropriate for your teaching assignment. Continue setting your goal by completing steps 1-3 as all three steps comprise the creation of a curriculum-based measure. Some teachers will find it helpful to use the paper/pencil form (located in the Resource Section of this handbook) to guide their thinking as they work on their CBM. This form is located at the end of this document.

Step 2 - Define Assessments and Scoring: Choose a quality assessment aligned to content standards and learning targets. The assessment must align clearly and completely with the learning goal without extraneous content or skills being measured.

- ❖ Educators are encouraged to select the assessment(s) that are most appropriate for measuring student achievement and growth aligned to the learning goal. If an assessment requiring teacher judgment as part of the scoring process is selected or created, a rubric must be developed and evaluated for effectiveness.
- ❖ Determine what assessments you have in place for your students now, and if they are appropriate for the purposes of MSLs. Check them for rigor, depth of knowledge 3 or 4, and standards alignment.

- ❖ The assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills specified in the learning goal of the CBM. This does not necessarily mean a paper-and-pencil test, as other methods of assessment such as performance tasks or portfolios may be more appropriate depending upon the scope and content of the learning goal. Additionally, the assessments should be accompanied by clear scoring criteria or rubrics to consistently evaluate student learning. Rubrics should be used defining the expectation and percent of students who achieved each level. Assessments should provide students multiple opportunities to demonstrate proficiency.

Step 3 – Establish Learning Targets: Make a decision about what sources of information you can use to judge your students’ starting points – your baseline data. Decide whether you need to use a pre-assessment or is there a universal assessment that will provide baseline data that aligns with your learning outcome/goal. Consider your rationale for establishing the learning targets in your CBM.

Ensuring that the assessments used for CBMs are well constructed and aligned to the learning goal helps ensure that teachers can get an accurate picture of what students know, understand, and can do at the end of an instructional period. In order to gauge the effectiveness of instruction, however, performance targets must be established prior to instruction (in the fall) to determine what level of achievement or growth should be expected based on students’ levels of achievement in the fall.

- ❖ Baseline assessments should be agreed upon and completed as early as possible in the school year to allow for maximum student growth. Although this step isn’t due until the end of September, it benefits teachers to complete this as soon as possible at the beginning of the year.
- ❖ Baseline data is the starting point. Then, a specific growth/achievement target for the overall student population or subpopulations is developed indicating the teacher’s goal for what students will know and be able to do by then of the instructional cycle (end of school year). These targets should include specific indicators of achievement, such as the percentages of students meeting a proficiency level, growth in percentage of points earned, or another appropriate metric based on the assessment(s) used.
- ❖ Curriculum-Based Measures cannot be changed after they have been set at the beginning of the year. The measure is the student evidence outcome – a teacher cannot change the measure. However, ‘how’ a teacher gets there can be adjusted.

Step 4 – Track Progress & Refine Instruction: The educator frequently monitors students’ growth toward the CBM targets throughout the year using interim, benchmark, and formative assessments to measure progress toward the goal, and modify instruction as needed. Teachers may choose the format to record and document student growth. This data is to be readily available throughout the year, in order to be reviewed and discussed with the administrator.

Step 5 – Determine Student Growth Score: At the end of the year, assessment(s) are administered or outcome measures are identified to provide data about students' attainment of the CBM. Teachers report out their level of growth on Curriculum-Based Measures in RANDA. Consult with your administrator/principal/supervisor to review your results and score.

NWEA Growth: NWEA will be used for reading and math only. No teachers in RE-1 Valley should use the language or science assessments.

Which NWEA Assessment? Students will be assessed using the assessment aligned to their grade level. The only exceptions are:

- Students with an IEP can take another level of NWEA, however this needs to be a decision made/verified with the grade level MTSS Team (for validity and reliability)
- 2nd Grade: Teachers should reflectively consider what is best for their students. The decision about which assessment to give is made with the grade level team. Note: NWEA 2-5: assesses students down to the primer level & NWEA 6-12: assess students down to 3rd grade level

All grades will measure student growth fall to spring. In order to have a reliable 3-week District NWEA window, the Educator Effectiveness District Committee will determine the District NWEA Spring Testing window. It will be scheduled at the beginning of the Spring Assessment Window set by NWEA and prior to the state assessment window.

- Testing window dates are firm! NO students will be tested outside of these testing windows. Schools/teachers will need to plan accordingly to get all students assessed within the window, allowing a cushion for make-ups. Grades 3-10 will have some overlapping of NWEA and the state assessment. Plan wisely and accordingly. Tentative Assessment dates for 2016-2017 are:
 - District NWEA - Fall: 3 weeks from beginning of year when all building rosters are set
 - District NWEA - Spring:
 - PARCC:
- Teachers will actively monitor and test their students during the NWEA assessments. Whenever possible, teachers should not send the students to the lab to be tested by another professional.
- Teachers should actively keep rosters current and up-to-date so they are using data from students that they currently teach or have taught.
- NWEA cut points are exact. There is NOT a 1- to 3-point cushion or push.
- A student must be present during both assessment windows to be used in documentation of student growth. If they enrolled after the fall window or moved prior to the spring window, teachers do not count the student's growth.

Attendance & Tardiness Threshold:

Schools need to develop and maintain a highly consistent system for recording students' attendance, including a student's tardy count and any partial absences, for example when a student is gone on an early release day or when a student leaves for a portion of the day, even if they return.

Teachers will only be held accountable for growth of students that are present for the clear majority of instruction. Infinite Campus is the system that will document student absences. Exceptions are only allowed for students with habitual in-building absences such as visits to the school nurse. In these instances, teachers will need to document the absences, and visit with their administrator to determine whether a student's growth will be used. The attendance threshold guidelines are:

- Teachers will include growth data for all students who attend school/class consistently based on current adopted calendar.
- Teachers have the option to exclude growth data for any student who has missed 16 or more days in a class/subject in the current academic year. This also applies to students who have missed 8 or more days in a semester class at the secondary level.
- Building absences (excused absences for school events such as sports and clubs) do not qualify as an absence. Students and teachers must work together to complete missing assignments.
- Students expelled or homebound are eliminated from individual data measures (aligns with School Performance Framework)

Classroom Observation:

Teachers and specialized service professionals should anticipate that their administrators and school leaders will provide them with feedback, so that they can improve and refine their craft.

1. Teachers are regularly observed throughout the year by administrators who provide evidence-based feedback, in a timely manner. This allows teachers to better demonstrate continual growth. Reflective feedback conversations should be in place to discuss the evidence captured and to identify areas of strength, areas for growth and next steps for development. These conversations serve as the cornerstone for deepening a teacher's understanding of the teaching and learning process and are critical for growth and progress. Administrators deliver feedback during either an in-person meeting or via the online management system. Note: Teachers are not required to complete supplemental or previous versions of pre- and post-observation forms.

There are three types of direct observations. Here is what to expect from each type.

2. *Walk-Throughs*: Observe 10-15 minutes of a lesson. This is the most effective way to observe teachers, and is strongly encouraged. Administrators can observe a wide range of teaching practices as they conduct walk-through observations at various times. *Full*

Observations: Observe and capture evidence during a full lesson (generally 45-60 minutes). The post-observation meeting should last no longer than approximately 20 minutes.

3. *Partial Observations:* Observe and capture evidence during 20-30 minutes of a lesson.

In addition, administrators will use a variety of indirect observations to observe, capture evidence, and provide feedback to educators and complete the Evaluator Assessment Ratings (rubric). Here is a sample list of professional interaction opportunities:

- Data study
- Informal conversations
- Staff meetings
- Planning sessions / times
- District committees
- Department / team/ grade level meetings
- Professional In-Service Days
- Vertical alignment meetings
- Staff development with visiting consultants
- Book studies

Educator Roles & Content Area Verification:

Knowing what school leaders, teachers and peer observers are responsible for will help ensure that the evaluation can be effectively implemented. We all play a role in assuring that our teachers receive the feedback and professional development they need to continue fostering student learning and growth.

Teacher role determination and content area verification is the process of identifying the instructional category/role/content area that the educator is currently teaching and will be evaluated in. It is important to conduct this verification to ensure teachers are tied to the students' growth in the content area they teach. Content area verification only takes place at the beginning of each school year. *Overall, RE-1 Valley will categorize teachers and assign their declared accountability content area for evaluation by grade level and subject taught.* There are three main categories:

1. **CORE CONTENT AREA TEACHERS:** 3rd – 10th reading, writing, math, science, and social studies teachers
 - a. Teachers who have statewide summative assessment data available
 - b. Teachers who have Colorado Growth Model data
2. **NONCONTENT AREA TEACHERS & INTERVENTIONISTS:** Any Preschool – 12th grade teacher who teaches a subject or grade level that is not a part of the statewide summative assessments
3. **SPECIALISTS AND CONTRIBUTING PROFESSIONALS:** Any licensed professional who contributes to measures of student learning.

Roster Verification

The Roster Verification process provides teachers with the opportunity to monitor class rosters in Infinite Campus and assessment data bases (PALS, NWEA, Alpine Achievement, etc.) to confirm they are accurately tied to the students they teach and/or support on each of their rosters. Teachers should actively monitor their rosters, and work with office personnel to clear up any errors.

RANDA: Online Performance Management System: *System works best in Google Chrome. Don't use Microsoft. It is tablet / iPad friendly.*

RE-1 Valley will utilize RANDA as the online platform to document teacher growth and development. Administrators and teachers will use RANDA to document all components of the evaluation cycle. For more support, please view the HELP section or teaching videos on the RANDA website; or talk to the District Committee Representative from your building.

- Every 'click' in RANDA saves a person's work. This prevents loss of data entered due to power outage, emergency, etc.
- RE-1 Valley School District 'owns' the data and information for teacher evaluations. Some elements are uploaded to the state as required by law.

Specialized Service Professionals: RE-1 Valley School District will meet the SB-191 requirements with regard to specialized service professionals in the following manner:

- 1) Conduct annual evaluations of SSP using the work of Charlotte Danielson.
- 2) Measures of Curriculum-Based Assessments as determined by RE-1 Evaluation Handbook Rubric.

Specialized service professionals are: school counselors, psychologists, occupational therapists, orientation and mobility specialists, school social workers, speech language pathologists, school nurses, physical therapists, and audiologists.

Special Education Teachers: RE-1 Valley School District will meet the SB-19 requirements with regard to educators of students with an IEP in the following manner:

- Special Education teachers count all students on their caseload when figuring CBM growth including those that they are providing direct services to and/or those that are being serviced in the general education classroom.
- A Special Education teacher's caseload is defined as any student who has an individualized learning plan (IEP) in the fall and the spring with a math, reading or writing academic goal and/or a behavioral goal.
 - If a student has a behavior only goal, the student is considered part of the caseload. See note about behavior interrupting learning.

- If a student is staffed in after the last day in September, the teacher doesn't have to count his/her growth.
- If a student is staffed out prior to the first day in May, the teacher doesn't have to count his/her growth.
- If a student's services are changed from Speech to SLD or SLD to Speech or SLD to 504, the teacher doesn't have to count his/her growth.
- When a student's emotional or behavioral needs interrupt his/her learning, the Special Education teacher will address these needs first. A teacher who spends the majority of instructional time supporting a student in this way does not have to count the student's growth. The teacher collaboratively makes this decision with the administrator. Behavioral goals come before academic goals for students with an IEP.
- Students with an IEP have been identified as having specific learning needs. Therefore, growth for these students will be addressed in a tiered system. A student's growth is looked at in the following path:
 - Did the student achieve growth for the Curriculum-Based Measure? If not, then consider:
 - Did the student achieve growth for _____? If not, then consider:
 - Did the student achieve growth on his/her IEP goals?
- A general education teacher will work collaboratively with the special education teacher to help students with an IEP achieve growth. (The same guidelines for special education teachers apply to general education teachers servicing a student with an IEP in the classroom.)

Educator Evaluation FAQs:

Should teachers / administrators print out hard copies of rubrics, evaluations, observations, etc.?

- It is suggested that individual refrain from printing. RE-1 Valley is an online system which will maintain all components of the current year as well as the previous years' evaluation data.

I am not a reading or math teacher. Am I required to complete / be assessed on the math and literacy elements on the rubrics?

- Every teacher is a reading and math teacher. These are embedded into all instruction in every course. However, you will check the box (yes/no) before scoring each element which limits these elements in determining your final rating.

Can I ‘share’ before completing a step?

- Yes, individuals may choose to share their progress throughout the evaluation cycle. However, each step is not finalized until it has been ‘submitted’. (The submit button will prompt the teacher to share.)

Are teachers required to ‘share’ the components of the teacher evaluation system?

- Yes, teachers are required to share all components of the teacher evaluation cycle.

Are teachers and administrators required to hold person-to-person meetings for observations; mid-year review; and end-of-year review?

- Administrators will communicate observations via the online management system. At times, an administrator will request a meeting with a teacher to discuss what has been observed. Typically, face-to-face meetings are held to discuss mid- and end-of-year reviews. This is up to the discretion of individual administrators.

How do I verify and document a student who consistently is absent from my class?

- Infinite Campus is the system used for recording and tracking student absences. Teachers should look up the number of student absences and/or tardies for their class.
 - There are a few extenuating circumstances that will not show up on Infinite Campus such as prolonged trips to nurses’ office, use of the restroom, etc. Teachers can document in-building absences. Teachers can also request documentation from the school nurse.

One of my student’s has been absent 16 or more times but he/she made their growth, can I count it?

- Yes, teachers can count growth of a student even if he/she was excessively absent. It the teacher’s choice to include or exclude a student’s growth when he/she has been absent more than 16 times. A teacher can choose to count growth in one subject or class and not another.

Do I have to count a student’s growth if he/she was placed in my class by mistake or by lack of background on the student?

- No, you do not have to count a student’s growth if a student’s placement in your class/group was an error. In addition, teachers are not required to count growth of a student who had a change to his/her schedule due to an administrative decision. The key is to document and have a conversation with your administrator.

What are the requirements of documentation, evidence, and artifacts?

- Teacher are able to upload a variety of evidence and artifacts to demonstrate proficiency including PDF reports; video clips (use a platform such as vimeo or you tube); web links; and files. However, they are not required to upload evidence and artifacts.
 - Keep in mind that artifacts uploaded can be directly mapped (linked) to the elements so you don't have to hunt for them.

What if I disagree with my administrator/evaluator?

- Teachers may show a variety of data-based evidence (hard copy; upload; video; etc.) to demonstrate proficiency or growth. In Colorado, the evaluator's judgment is the final answer.
- Teachers need to have and use their voice as part of the evaluation process. The evaluation process is built around ongoing professional conversations between administrators and teachers that occur consistently throughout the year. If you want your administrator to see something, schedule an observation of your teaching. Communicate with your administrator and work together to improve your professional practices.

If I disagree with my administrator's rating of one or more element(s) on my evaluation can I submit evidence to my administrator/evaluator to document and/or prove my professional teaching practice?

- Yes, teachers may submit evidence and documentation to support their professional teaching practices. It is the responsibility of the teacher to document evidence and artifacts that demonstrate their proficiency.
 - Artifacts and evidence must be ongoing and consistent over time.
 - Although a teacher may submit additional documentation and evidence, it does not automatically override an administrator's rating. The administrator has the final say when there is a discrepancy.

Does my administrator have to observe every standard and element to give me a rating?

- No, your administrator will use a variety of evidence available to mark the rubric. Direct observation by an administrator is not required for evaluation.
 - If you administrator didn't directly observe an element, and you feel there is a discrepancy, it is up to you to request a meeting to discuss the discrepancy. Teachers carry the burden of providing documentation and evidence to support their practices.
 - Informal conversations, student data, informal meetings, lesson plans, e-mails, observations, walk-throughs, etc. are all evidence to be used by an administrator when rating a teacher.

Am I required to sign my evaluation – even if I disagree?

- Yes, teachers are required to sign their evaluation at the end of the year. By signing the evaluation, you are acknowledging that you have been evaluated and have seen your final evaluation. This signature doesn't mean you agree. At every step, teachers are given the opportunity to submit evidence to support their practice. In addition, there are text boxes available throughout the process to document extenuating circumstances; additional comments; etc.

Can peer observers provide observation and documentation?

- Yes, peer observations are allowed in the RE-1 Valley system provided that the peer observations are:
 - Agreed upon during a conversation between the administrator and teacher;
 - Not reactionary to a rating or observation by an administrator. Teachers cannot use peer observation as evidence to override discrepancy between the teacher and administrator's ratings.
 - Planned prior to and as an ongoing part of a teacher's evaluation. A peer observation cannot be used if it wasn't pre-decided / pre-approved by your administrator.
 - Consultants to the District can provide input but their observations cannot be used to rate a teacher.

How are teachers with unique roles such as Teachers on Special Assignment (TOSAs) evaluated?

- If a teacher has a unique role in the school or district, evaluate them on their job description. Determine during the first month of school how every staff member will be evaluated. (Contract workers don't use the state system.)
- Additionally, there are unique role guidance documents available on the CDE website.

Hints & Tidbits:

- Keep in mind that the evaluation cycle links will not turn blue until the teacher checks that he/she has had the orientation. This step turns the system on.
- Teachers who have a student teacher are ultimately responsible for the growth of their students. Active mentoring is essential.
- Interventionists often 'share' students with other teachers. They contribute to a student's overall growth. For individual measures of growth, interventionists should include any student they teach within the evaluation cycle.
- Collective data is for a grade level not a class/course.
- Any change to the district scoring tool must be approved by the administrator and documented in the comments section of the Measures of Student Learning platform. Be specific.

Measures of Student Learning Rubric Pre-K – 5 *6th Caliche is same as 5th

	District Performance Framework	School Performance Framework	State Assessment Reading Status	State Assessment Writing Status	State Assessment Math Status	NWEA Reading Growth	NWEA Math Growth	PALS	GOLD	Curriculum-Based Measure (CBM)	Aleks Reading Plus Life Centered
Preschool			5 (Grade 3 State Assessment)					25		20	
K			5 (Grade 3 State Assessment)					25		20	
1			10 (Grade 3)			10	10			20	
2			10 (Grade 3)			10	10				
3			10 (Grade 3)			10	10				
4			10 (Grade 4)			10	10				
5			10 (Grade 5)			10	10				
Music	10	10	10 (Grade 5)							20	
P.E.	10	10	10 (Grade 5)								
Interv./ESL	10	10				10				20	
PALS Tchr.	5	5				10		10		20	
SPED	5	5				10	10			20	
Other Specialists	15	15								20	

Measures of Student Learning Rubric 6 - 12

	District Performance Framework	School Performance Framework	State Assm. Rdg., Wrtg. Math Status	State Assessment Content Area Status	NWEA Reading Growth	NWEA Math Growth	Curriculum-Based Measure (CBM)	End of Semester Assessments AP Classes <i>if applicable</i>	Other: Reading Plus, Life Centered		
Music		10	20				20				
P.E.											
Art											
Foreign Language											
Career & Tech											
Technology											
Health											
Social Studies											
Science					5	15				20	
Math				10				10		15	
Language Arts		10	10								
Interventionist		5	5	5			20				
ESL		5	10								
SPED		5	5	5							
Other Specialists	15	15						20			

<u>Measures of Student Learning</u>	<i>Much lower than expected</i> DOES NOT MEET - <u>1</u>	<i>Lower than expected</i> APPROACHING - <u>2</u>	<i>Expected</i> MEET - <u>3</u>	<i>Above expected</i> EXCEEDS - <u>4</u>
School Performance Framework (Total Framework Points - Cut Point: The school earned () of the total Framework points eligible.)	37% & below	38% - 46%	47-58%	59% or higher
District Performance Framework (Total Framework Points - Cut Point: The District earned () of the total points eligible.)	At or Above 34% & Below 44% of Accreditation Points	At or Above 44% & Below 56% of Accreditation Points	At or Above 56% & Below 74% of Accreditation Points	At or Above 74% of Accreditation Points
State Assm. Writing Growth (School Performance Framework – Growth in Writing: <i>Rating</i>)	Does Not Meet	Approaching	Meets	Exceeds
State Assessment – Status <i>*Previous Academic Year</i> Reading, Writing, & Math	Did not meet or exceed the state average in reading, writing, and math	Met state average in only 1 – reading, writing, math	Met or exceeded state average in 2 of 3 in reading, writing, math	Met or exceeded state average in reading, writing, and math
State Assessment Content <i>*Previous Academic Year</i>	16 or more % points less than state average	6 – 15 % points less than state average	Within 5% points of state average	Exceeds state average by 6+ % points
NWEA Student Growth % of students meeting their growth goal	49% of my students met their fall to spring growth goal	50 – 59% of students met their fall to spring growth goal	60 – 74% of students met their fall to spring growth goal	75% or more of students met their fall to spring growth goal
PALS Summed Score (PreK – 5 th)	59% or less of students increased fall to mid-year summed score by 5+ points	60 - 69% of students increased fall to mid-year summed score by 5 or more points	70% - 80% of students increased fall to mid-year summed score by 5 or more points	81% or more of students increased fall to mid-year summed score by 5 or more points
Curriculum-Based Measure (Rigorous measure of student growth)	<i>To Be Determined by individual teacher</i>	<i>To Be Determined by individual teacher</i>	<i>To Be Determined by individual teacher</i>	<i>To Be Determined by individual teacher</i>

GLOSSARY OF TERMS

Achievement: Mastery of knowledge (what students know) and/or skills (what students can do) measured against Colorado Academic Standards.

Artifacts: The documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of teachers. To effectively address the requirements of the evaluation system, it is not necessary for teachers to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator’s assessment of the teacher’s performance.

Assessment: The process of collecting information about individual and collective student achievement. The uses of assessment form a continuum from formative to summative.

Benchmark Assessment: See Interim Assessments

RANDA: RANDA is a multifunctional and provides an easy-to-use, online platform for professional growth designed to meet educator effectiveness mandates including measures of student learning and self-assessments.

Collective Attribution: (sometimes referred to as shared attribution) Refers to Curriculum-Based Measures on a measure that are attributed to two or more licensed persons (e.g. 10th grade math TCAP growth– all secondary math teachers in school). Collective attribution also refers licensed persons who jointly contribute to the learning outcomes specified in the UIP for the school.

Colorado Academic Standards: The standards adopted by the State Board pursuant to section 22-7-1005, C.R.S., that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, and include English language proficiency standards. Section 22-7-1013, C.R.S., requires each local education provider to ensure that it’s preschool through elementary and secondary education standards meet or exceed the Colorado Academic Standards.

Colorado Model Evaluation System: The fair, equitable, and valid educator evaluation system provided by the Colorado Department of Education to Colorado’s school districts to enable them to meet the requirements of S.B. 10-191.

Core Content Area Teachers: 3rd – 10th reading, writing, math, science, and social studies teachers who have statewide summative assessment data available. These teachers also have Colorado Growth Model data available.

Diagnostic Assessment: A standardized assessment that identifies specific skill deficits where the results can provide information that is to be utilized for precise instructional plans and prescriptive teaching.

Exemplar: A sample of student work that illustrates a proficient level of performance, supported by rubrics with descriptions of expected characteristics.

Expected Growth: Is a student’s expected/predicted performance on an end of the unit or mid-year assessment. Expected growth addresses the question, “Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?”

Feedback: Non-verbal, verbal, and/or written information provided to an individual or group for the purpose of improving performance; feedback is most effective when it is timely, specific, and complete. Feedback should identify what has been done well and what still needs improvement and give guidance on how to make that improvement (Black et al, 2004).

Individual attribution refers to Measures of Student Learning on a measure that is attributed to an individual licensed person (e.g. Reading measures of student learning for a 1st grade teacher’s students). Individual attribution also takes into account fluid grouping structures – flexible and continuous instructional groups in which students can move from one group to another based on current learning data

- Therefore, two or more licensed persons could have direct contact and influence in students’ learning.
- Within these structures, attribution will be counted to all individual licensed teachers who had direct instructional influence on student’s learning outcome.
- Interventionists / Specialists: If a student is in your group/class for any length of time, count the student’s data.

Interim Assessments: Assessments typically administered every few months to fulfill one or more of the following functions: instructional (e.g., to supply teachers with student diagnostic data); evaluative; and predictive.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios, or other projects. Multiple measures allow students to demonstrate learning in a variety of ways.

Non-content Area Teachers & Interventionists: Any Preschool – 12th Grade teacher who teaches a subject or grade level that is not a part of the statewide summative assessments.

Observations: Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between Teachers and students. Classroom observations can measure broad, overarching aspects of teaching and subject-specific or context-specific aspects of instructional practices.

Professional Practice: The behaviors, skills, knowledge and dispositions that Educators should exhibit. Teacher Quality Standards I-V address the Professional Practice standards for Educators in Colorado.

Quality Standards: the detailed descriptions of knowledge and skills that contribute to effective teaching and leading, and which corresponds to a particular Teacher Quality Standard or Teacher Quality Standard.

Self-Assessment: A process in which a student or teacher assesses (gathers evidence about) his or her own performance relative to a curriculum or professional standard, respectively.

Specialists and Contributing Professionals: Any licensed professional who contributes to measures of student learning within a building or entire district including but not limited to: audiologists; psychologists; nurses; physical therapists; occupational therapists; counselors; social workers; speech language pathologists; and mobility specialists.

The CDE website provides sample student outcome measures for school specialists. The purpose of the guidance documents is to highlight possible approaches for teachers to consider when constructing their approach to select measures of student outcomes for use in specialized service professional evaluations. In addition to the guidance document, sample outcome measures have been provided for each SSP category. These sample outcomes measures were provided by work group members who are practicing professionals in the field and are meant to serve as a support to districts when making selections. Guidance will be revised annually with refined versions released each summer in order to reflect increased understanding and emerging best practices.

<http://www.cde.state.co.us/educatoreffectiveness/mslguidanceforssp>

Summative of Assessment: This assessment of learning typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of student, school, or program success. - ASCD, 2008 Summative use of assessment is an evaluation process designed to determine what students know and can do based on known criteria that were previously communicated to students, usually occurring at the end of instruction after an opportunity to practice, focusing primarily on individual student performance. A summative evaluated product may also be evaluated formatively, providing feedback to students about their learning and informing adjustments to future instruction. Summative use of assessment is not the assessment tool itself, but using the assessment tool deliberately to document what has been learned at a point in time.

State Model System: The personnel evaluation system and supporting resources developed by the Department, which meets all of the requirements for local personnel evaluation systems that are outlined in statute and rule.

Statewide Summative Assessments: The assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, C.R.S., or as part of the system of assessments adopted by the State Board pursuant to section 22-7-1006, C.R.S.

Student Academic Growth: The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of Statewide Summative Assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student Academic Growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards Student Academic Growth Objectives.

Teacher Support Resources (to follow):

Teacher:		School Year:		
Subject/Grade/Course:		Student Population Description:		
Instructional Period:				
Curriculum-Based Measure (CBM)	Standard(s) Assessed:			
	Performance Target / Essential Content:			
Baseline Assessments & Data	Baseline Data:			
Progress Monitoring	Ongoing Assessment to Monitor Student Progress:			
Summative Assessment, Scoring, & Data <i>(Percentages must be defined for all 4 performance levels.)</i>	Summative Assessment:			
	Scoring:			
	Performance Goal / Curriculum-Based Measure:			
	<u>GROWTH TARGETS & FINAL RESULTS</u>			
	DOES NOT MEET – 1	APPROACHING – 2	MEETS – 3	EXCEEDS – 4
	<i>Less than ____% of my students met the outcome</i>	<i>_____ % of my students met the learning outcome</i>	<i>_____ % of my students met the learning outcome</i>	<i>_____ % of my students met the learning outcome</i>
Teacher Rating <i>Based on Percentage of Students Meeting Outcome</i>				