

RE-1 Valley School District

Educator Effectiveness

Linking Teacher Evaluation and Student Learning



Handbook 2019-2020

“Preparing Each Student Today for Tomorrow”

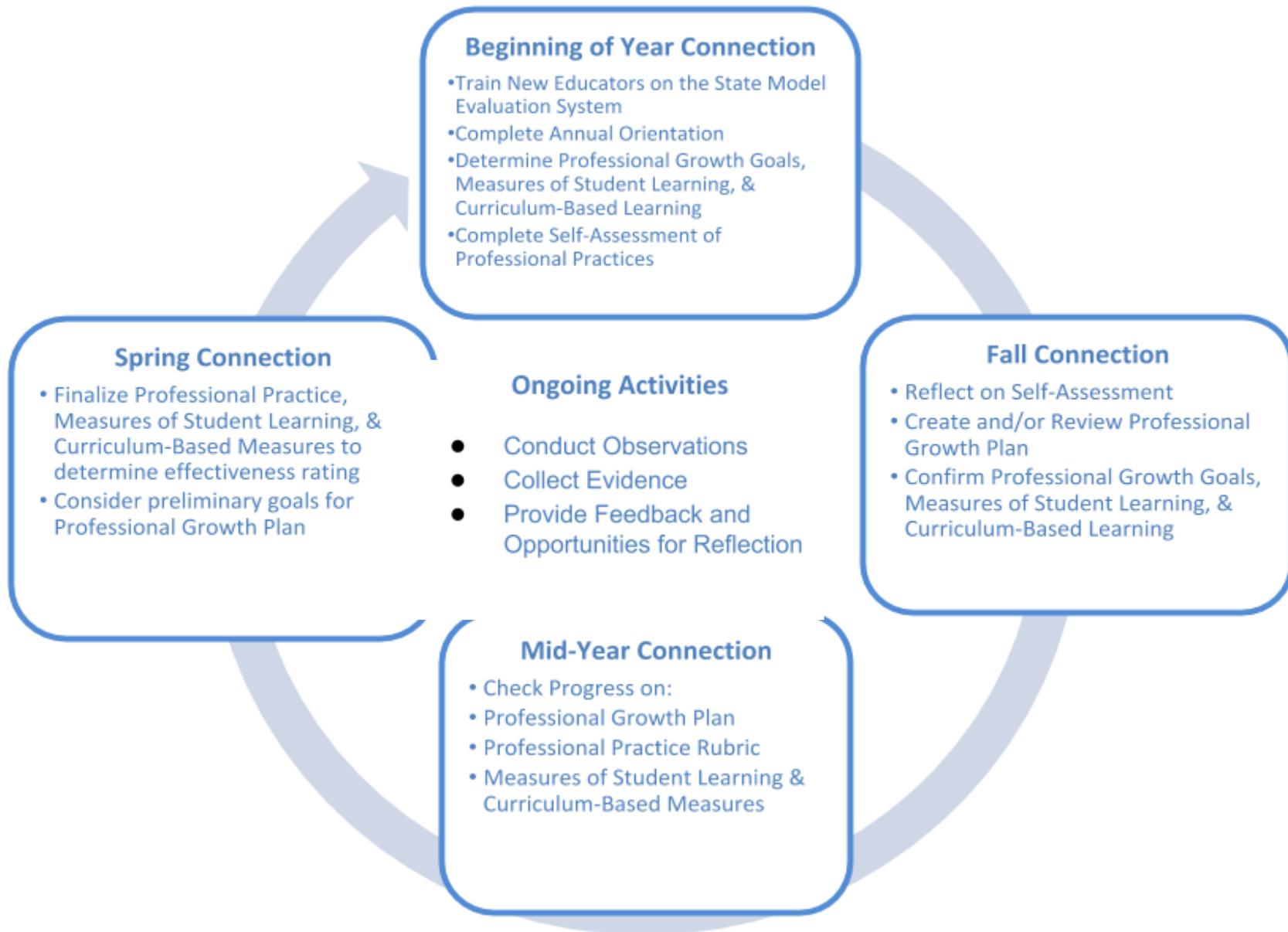
Introduction:

This Handbook is a living document subject to fine tuning based on direction from the District Educator Effectiveness and/or Multi-Tiered System of Support (MTSS) Committees.

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



2019-20	CDE Step	DESCRIPTIONS	Forms/Materials
End of August	1. Training, Annual Orientation & Teacher Role Verification 2. Self-Assessment (Rubric)	<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 • 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 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). 	<ul style="list-style-type: none"> • Evaluation Process Tracking Form (RANDA) • Copies of sections of user's guide appropriate for person being evaluated • Revised forms • Rubric
End of October	3. 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. 	<ul style="list-style-type: none"> • RANDA • Completed Self-Assessment • Growth Plan • Measures of Student Learning/Outcomes targets and scales
End of January	4. Mid-Year Review	<ul style="list-style-type: none"> • Administrator-Teacher Review Meetings take place typically in person 	<ul style="list-style-type: none"> • RANDA • Mid-Year Review form • Complete Self-Assessment • Evidence of Progress Toward Improving Measures of Student Learning/Outcomes
Ongoing	5. Evaluator Assessment	<ul style="list-style-type: none"> • Administrator Walk-throughs and observations take place • Evidence performance documented 	<ul style="list-style-type: none"> • RANDA • Rubric • Evidence of performance related to Quality Standards
At close of NWEA window	6. CBM Data	<ul style="list-style-type: none"> • Teacher evidence related to Student Learning Measures & Curriculum-Based Measures/Assessments • Growth data / NWEA data depending on testing schedule 	<ul style="list-style-type: none"> • RANDA • Completed rubrics • Evidence related to Measures of Student Learning/Outcomes

			<ul style="list-style-type: none"> • Evaluation Worksheet • Summary Evaluation Sheet • Form to combine Measures of Student Learning/Outcomes and Professional practices to determine final effectiveness rating.
Last two weeks of school year	7. 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	8. 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> 	
End of year	9. Goal Setting	<ul style="list-style-type: none"> • Teachers reflect on final effectiveness rating and consider goals for next year 	<ul style="list-style-type: none"> • RANDA • Evaluation Process Tracking Form • Evaluation Worksheet

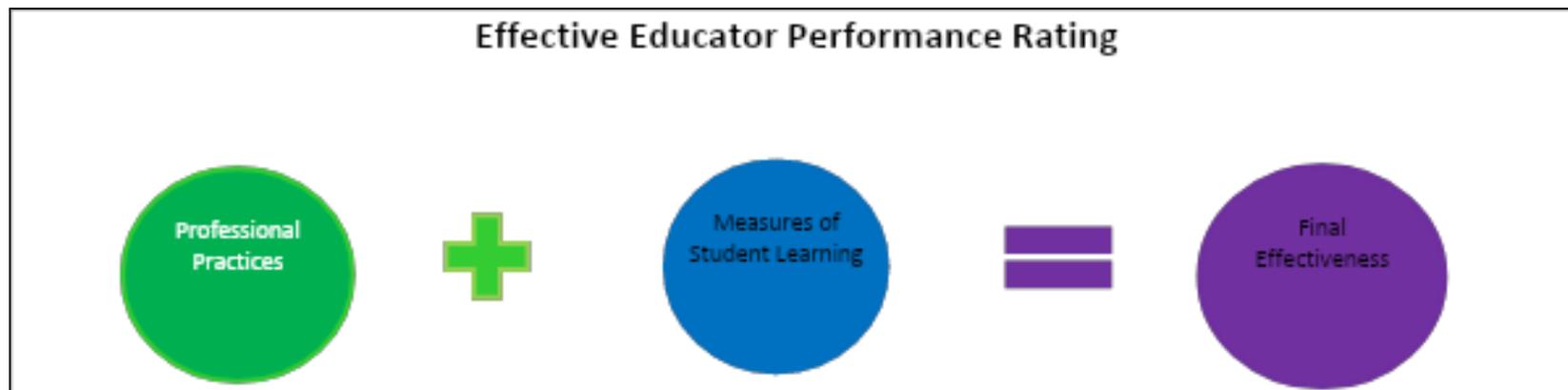
Teacher Quality Standards:

Teachers will be rated on 5 Quality Standards that measuring professional practice and student learning over time. The Final Effectiveness Rating is a composite of the Overall Professional Practices Rating (50 percent) and Measures of Student learning/Outcomes (50 percent).

Professional Practice: Half of the evaluation will be based on the 4 Quality Standards that measure Professional Practice. These 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. Evaluators will also rate teachers on the same rubric based on formal and informal observations along with multiple sources of performance evidence.

- *Quality Standard I* – Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches such as science, social studies, and arts. The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area.
- *Quality Standard II* – Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.
- *Quality Standard III*– Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- *Quality Standard IV* – Teachers demonstrate high standards for professional conduct.

Measures of Student Learning/Outcomes: Measures of student learning/outcome targets and scales through rigorous curriculum-based measures (CBMs)



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>

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 with Level 1 Practices. Teachers should rate themselves on each observable practice that is present for the majority of the students they teach.

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.

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 improve student achievement. Therefore, the third goal in a teacher's growth plan will be a teacher's Curriculum-Based Measure for student achievement/growth. Please refer to the *Curriculum-Based Measure section* for the process to complete this goal.

Measures of Student Learning

Evaluation is determined by equally weighting their professional practice (rubric) and measures of student learning.

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

▪ *See CBM Rubrics*

Curriculum-Based Measures:

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.

Steps for Creating a Curriculum-Based Measure

- See STAFF on school website for How To document.

NWEA Growth 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.

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 2019-2020 are:

- District NWEA - Fall: 3 weeks from beginning of year when all building rosters are set
- District NWEA - Spring: April 28 – May 15
- CMAS, PSAT, SAT: **CMAS** – April 6 – April 24 **PSAT:** 9th Grade – April 16, 10th Grade – April 15th **SAT:** April 14
- 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 and 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 14 or more days (28 or more times tardy) in a class/subject in the current academic year. This also applies to students who have missed 7 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)
- Block schedule buildings will determine attendance requirements.

Classroom Observation:

Teachers and specialized service professionals should anticipate that their administrators and school leaders will provide them with feedback.

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

1. *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.

2. *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 and Content Area Verification:

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.

Concurrent Enrollment Classes (9-12): If you are a teacher of a concurrent enrollment course and *only* if you have a significant number of concurrent enrollment students, please visit with your principal to switch to the ‘Passing Grade Rubric’.

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 education 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 academic 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:

Am I able to determine what role I want to be evaluated in?

- Role determination and content area verification takes place at the beginning of the year by building administrators. Teachers with unique roles may give input to their principal (PALS Teachers, Interventionists, Instructional Coaches, Multiple Learning Disabilities, etc.)

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

- It is suggested that individuals 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. It is important that the District Nurse train all health para-professionals in documenting student time in the nurse's office. Teachers should also document time gone from class in their lesson plans. If there is a discrepancy, please contact the District Nurse.

Does Infinite Campus track minutes tardy towards absences?

- Yes, Infinite Campus does count minutes missed from class towards absences.

What is considered 'tardy' and what is considered 'absence'?

- A tardy is missing 0-10 minutes of class time. More than 10 minutes is an absence. It is critical that building administrators train all office staff (including subs) on attendance procedures. Teachers should monitor documentation on Infinite Campus. If there is a discrepancy, please contact your principal.

One of my students has been absent 12 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 12 times (24 tardies). A teacher can choose to count growth in one subject or class and not another.

Does the attendance threshold (12 absences or 24 tardies) apply to my CBM?

- Yes, the attendance threshold applies to all growth data.

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.

How many days does a student have to be in my class for me to count his/her growth data to be included? (new student, transfer, etc.)

- A student must be enrolled during both the fall and spring testing windows to be able to count their growth data.

Can a student's growth data be counted by more than one teacher?

- Yes, there are several situations in which student data is counted more than one time.
 - Collective student data such as state assessment data
 - Student moves during the year from one class/group to another (12 or more days in both groups)
 - Student has an intervention class/group. Both teachers would count the content area data. (It is up to the interventionist/specialist to get the growth data on the students they serve.)
 - Any teacher who has the student for 12 or more days will count the growth data. Student data sheets should include a list of every single student the teacher has taught during the year/semester.

A student is present during the fall testing window; moves to another school/homeschools for 2-3 months; then returns for the spring testing window. Do I count his/her growth data?

- The attendance threshold applies. If a student is not present for instruction 12 or more days, you do not have to count his/her growth data.

I am a Special Education teacher. Do I count only the students I teach or my entire caseload?

- You count any student who is on your caseload.

I am a Special Education teacher. Two students were on my caseload in the fall but were dismissed during the school year. Do I count them?

- Yes, you count any student that you have had on your caseload for 12 or more days during the school year unless they move out of the district or into the district.

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

- Teacher can 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*. The end of the year conference between a teacher and administrator is not for the teacher to bring evidence or prove anything. An administrator's evaluation will consider all that is observed, known, discussed, etc. throughout the school year.
 - 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.)

Current 2/9/2020

- Special consideration should be given to the role of interventionists, instructional coaches, PALS teachers, etc.
- 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 Pre-K – 6

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

Measures of Student Learning 6 - 12

	District Performance Framework	School Performance Framework	State Assm. Rdg., Wrtg. Math Status	State Assessment Math Status	State Assessment Science Status	NWEA Reading Growth	NWEA Math Growth	Curriculum-Based Measure
Music		20						80
P.E.		20						80
Art		20	20	20				40
World Languages		20	20	20				40
Career & Tech		20	20	20				40
Health		20	20	20				40
Social Studies		20	20	20				40
Science		10	10	10	30			40
Math		10	10	10			30	40
Language Arts		10	20	10		20		40
Interventionist		20	10	10		10	10	40
ELL		10	20	10		20		40
SPED		20	10	10		10	10	40
Counselors/ Advisors	30	30						40

Measures of Student Learning	<i>Much lower than expected</i> 1	<i>Lower than expected</i> 2	<i>Expected</i> 3	<i>Above expected</i> 4
District Performance Framework Total points the school earned of the Framework points	44% and below total District Accreditation points	45% - 56% of total District Accreditation points	57% - 74% of total District Accreditation points	75% and above total District Accreditation points
School Performance Framework Total points the school earned of the Framework points	Below 37% of total Framework Accreditation points	38% - 46% of total Framework Accreditation points	47%-58% of total Framework Accreditation points	59% and above total Framework Accreditation points
State Assessment - Status Reading, Writing, and Communicating	Did not meet state average in Reading, Writing, and Communicating.	Within 5 points of state average in Reading, Writing, and Communicating.	Met state average in Reading, Writing, and Communicating.	Exceed state average in Reading, Writing, and Communicating.
State Assessment- Status Math	Did not meet state average in Math.	Within 5 points of state average in Math.	Met state average in Math.	Exceed state average in Math.
NWEA Student Growth Percent of students achieving Reading Growth Goal	49% or fewer students met fall to spring Reading Growth.	50% – 59% of students met fall to spring Reading Growth.	60% – 74% of students met fall to spring Reading Growth.	75% or more of students met fall to spring Reading Growth.
NWEA Student Growth Percent of students achieving Math Growth Goal	49% or fewer students met fall to spring Math Growth.	50% – 59% of students met fall to spring Math Growth.	60% – 74% of students met fall to spring Math Growth.	75% or more of students met fall to spring Math Growth.
PALS Percent of students increasing fall to spring Summed Scores	59% or fewer students increased fall to spring summed score by 8 or more points.	60% - 69% of students increased fall to spring summed score by 8 or more points.	70% - 80% of students increased fall to spring summed score by 8 or more points.	81% or more of students increased fall to spring summed score by 8 or more points.
Curriculum-Based Assessment(s)	<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.

Evaluation Process Tracking Form: Refers to RANDA.

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.

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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.