

# **RE-1 Valley School District**

## **Educator Effectiveness**

***Linking Teacher Evaluation and Student Learning***



**Handbook 2022-2023**

***“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 entirety of this document is based on RE-1 Valley School District's policy GCO-R- Evaluation of Licensed Personnel.

## **Basic requirements**

1. All licensed personnel, including full-time and part-time teachers, shall be evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable the evaluator to make fair, professional and credible evaluations of the licensed personnel whom the evaluator is responsible for evaluating.
2. The standards for effective performance of licensed personnel and the criteria to be used in determining whether performance meets these standards shall be available in writing to all licensed personnel. Such standards and criteria shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.
3. The system shall identify the various methods of evaluation, which shall include but not be limited to direct observations and a process of systematic data-gathering.

## **Information collection**

The evaluator shall directly observe the licensed staff member and gather other data in accordance with the district's evaluation system and state law. No evaluation information shall be gathered by electronic devices without the consent of the licensed staff member. Peer, parent or student input may be obtained from standardized surveys as part of a teacher's evaluation. Each principal's evaluation shall include input from teachers employed at the school and may include input from the students enrolled at the school and their parents.

## **Frequency and duration**

Probationary teachers shall receive at least two documented observations and one evaluation that results in a written evaluation report each academic year. Non Probationary teachers shall receive at least one documented observation and one evaluation that results in a written report each academic year. Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

Principals and specialized service professionals (SSPs) shall receive one evaluation that results in a written report each academic year. For purposes of this regulation, the term "specialized service professionals" shall be as defined by applicable rules of the State Board of Education.

Administrators in their first three years of service in the district will be evaluated twice during each year. All other administrators will be evaluated at least once. Each evaluation will result in a written report.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or licensed staff member, when the staff member is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.

Minor adjustments and variations in the evaluation process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected in accordance with the district's evaluation system.

Informal evaluations and observations may be made whenever deemed appropriate by the district.

### **Documentation**

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the licensed staff member's performance and which clearly sets forth recommendations for improvements. If the person evaluated is a teacher or a principal, the plan shall include recommendations for additional education and training during the teacher's or principal's license renewal process.
2. Specific information about the strengths and weaknesses in the licensed staff member's performance.
3. Documentation identifying when a direct observation was made.
4. Identification of data sources.

The evaluation report will be discussed with the licensed staff member evaluated. Both the evaluator and the licensed staff member will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the staff member disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

### **Ineffective performance**

A licensed staff member whose performance is deemed to be ineffective shall receive:

1. Written notice that his or her performance evaluation shows a rating of ineffective;
2. A copy of the documentation relied upon in measuring the staff member's performance; and
3. Identification of deficiencies.

### **Appeal**

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The licensed staff member evaluated may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

### **Appeal by a non probationary teacher**

A non probationary teacher may appeal his or her rating of ineffective or partially effective in accordance with the following:

1. The non probationary teacher shall file a written appeal with the superintendent within 15 calendar days of the teacher's receipt of the district's written notice informing the teacher of his or her performance rating of ineffective or partially effective.
2. A non probationary teacher's grounds for appealing an ineffective or partially effective rating shall be limited to the following:
  - a. The evaluator did not follow evaluation procedures that adhere to the requirements of applicable law and that failure had an impact on the teacher's performance rating; or
  - b. The data relied upon was inaccurately attributed to the teacher.
3. The non probationary teacher shall have the burden of demonstrating that a rating of effectiveness was appropriate.
4. The superintendent or designee shall review the non probationary teacher's appeal and provide the teacher with a written decision regarding the appeal within 30 calendar days of the superintendent's receipt of such appeal. The superintendent's decision shall be final.

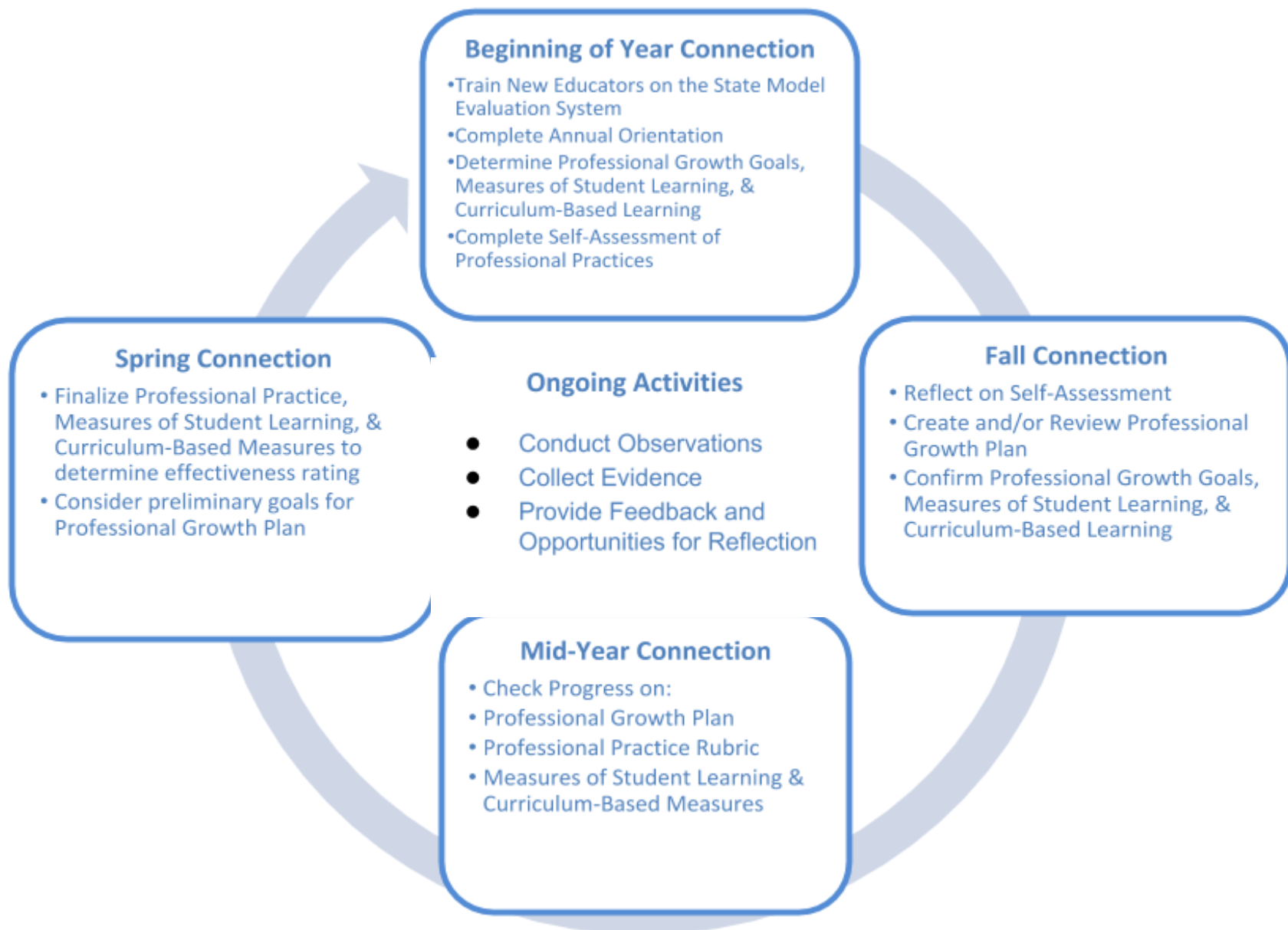
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The procedures necessary to administer and implement the policy accompanying this regulation and the district's licensed personnel evaluation system are as follows:

**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*



	<b>CDE Step</b>	<b>DESCRIPTIONS</b>	<b>Forms/Materials</b>
End of August	1. Training, Annual Orientation & Teacher Role Verification 2. Self-Assessment (Rubric)	<ul style="list-style-type: none"> <li>• Administrator and evaluation teacher-leaders review of &amp; training on evaluation system. All forms are up-dated; District Handbook is revised</li> <li>• All teachers receive overview and orientation on evaluation system in buildings.</li> <li>• Administrator and teacher agree upon the Measures of Student Learning portion of the system/identify teacher category, and verify teacher role for evaluation.</li> <li>• Principals submit spreadsheet with defined teacher roles for evaluation.</li> <li>• Teacher login and verify orientation &amp; training on evaluation system by checking boxes (activates the evaluation cycle steps)</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Process Tracking Form (RANDA)</li> <li>• Copies of sections of user's guide appropriate for person being evaluated</li> <li>• Revised forms</li> <li>• Rubric</li> </ul>
End of October	3. Growth Plan & Student Learning Goals	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• RANDA</li> <li>• Completed Self-Assessment</li> <li>• Growth Plan</li> <li>• Measures of Student Learning/Outcomes targets and scales</li> </ul>
End of January	4. Mid-Year Review	<ul style="list-style-type: none"> <li>• Administrator-Teacher Review Meetings take place typically in person</li> </ul>	<ul style="list-style-type: none"> <li>• RANDA</li> <li>• Mid-Year Review form</li> <li>• Complete Self-Assessment</li> <li>• Evidence of Progress Toward Improving Measures of Student Learning/Outcomes</li> </ul>
Ongoing	5. Evaluator Assessment	<ul style="list-style-type: none"> <li>• Administrator Walk-throughs and observations take place</li> <li>• Evidence performance documented</li> </ul>	<ul style="list-style-type: none"> <li>• RANDA</li> <li>• Rubric</li> <li>• Evidence of performance related to Quality Standards</li> </ul>

At close of NWEA window	6. CBM Data	<ul style="list-style-type: none"> <li>Teacher evidence related to Student Learning Measures &amp; Curriculum-Based Measures/Assessments</li> <li>Growth data / NWEA data depending on testing schedule</li> </ul>	<ul style="list-style-type: none"> <li>RANDA</li> <li>Completed rubrics</li> <li>Evidence related to Measures of Student Learning/Outcomes</li> <li>Evaluation Worksheet</li> <li>Summary Evaluation Sheet</li> <li>Form to combine Measures of Student Learning/Outcomes and Professional practices to determine final effectiveness rating.</li> </ul>
Last two weeks of school year	7. End of Year Review	<ul style="list-style-type: none"> <li>Completed Evaluator Assessment Ratings (rubric)</li> <li>Additional evidence collected to determine final Teacher Performance</li> </ul>	
Last Day of School	8. Final Effectiveness Rating	<ul style="list-style-type: none"> <li>Summary evaluation documentation forms</li> <li>Combine Measures of Student Learning &amp; Professional Practices for final rating</li> <li><i>Note: Upon an individual request of a teacher, the administrator will provide the final effectiveness rating consistent with S.B. 191 timeline.</i></li> </ul>	
End of year	9. Goal Setting	<ul style="list-style-type: none"> <li>Teachers reflect on final effectiveness rating and consider goals for next year</li> </ul>	<ul style="list-style-type: none"> <li>RANDA</li> <li>Evaluation Process Tracking Form</li> <li>Evaluation Worksheet</li> </ul>



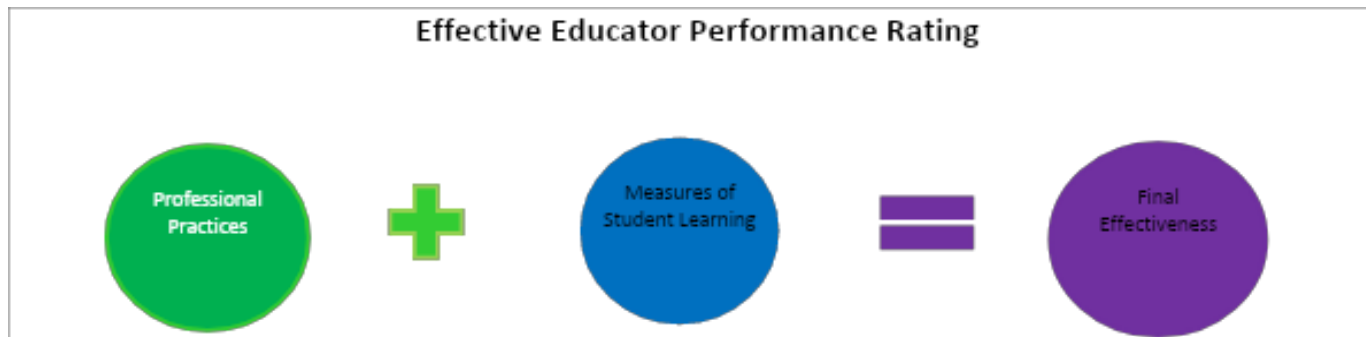
## Teacher Quality Standards:

Teachers will be rated on 4 Quality Standards that measure 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.



## **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.
- A teacher's growth plan is a shared document between the evaluator and teacher..
- The teacher initiates the growth plan based on their self-evaluation. Then, the administrator approves or revises the plan. 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 three action steps each.

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.

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.

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.

- Triangulated growth data is key.
- Administrators can provide input and/or determine the degree of growth levels for individual teachers.
- All teachers may not have the same growth level. Administrators will work with individual teachers to set realistic, tangible, and high-level Curriculum-Based Measures.

The purpose of the Professional Growth Plan is designed for educators to think critically about their instructional delivery to improve student achievement.

### **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.

### **Curriculum-Based Measures:**

A Curriculum-Based Measure 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 achievement.

- The CBM will be more than a pre-test and posttest, curriculum test, or standardized test. Teachers need to plan, and prepare for a curriculum-based measure showing application of student achievement and growth.
- The CBM is based on a key learning objective, along with associated teacher quality standards. This curriculum-based goal should allow for students to demonstrate a rigorous and deep understanding of the content standards.
- The CBM will be created individually and based on the previous evaluation cycle or student data. An administrator may set forth the expectations and CBM goal for an individual teacher.
- The CBM should require students to demonstrate their understanding using a product that requires integration and analysis.

### **Steps for Creating a Curriculum-Based Measure.**

**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 decision is made by the IEP/MTSS Team.
- 2<sup>nd</sup> 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, and NWEA 6-12 assesses students down to a 3<sup>rd</sup> grade level.

All grades will measure student growth fall to spring using the ASG Projection Summary Report. A reliable 3-week fall and spring District NWEA testing windows will be set by the District MTSS Committee.

- Teachers will actively monitor their students during the NWEA assessments.
- 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.

- Educator evaluations are based on student growth rather than status.

### **Attendance and Tardiness Threshold:**

1. Schools need to develop and maintain a highly consistent system for recording students' attendance, including a student's tardy count and any partial absences.
2. Infinite Campus is the system that will document student absences.
3. Teachers will only be held accountable for growth of students that are present for the clear majority of instruction.
4. The attendance threshold guidelines are:
  - Teachers will include growth data for all students who attend school/class consistently.
  - Teachers have the option to exclude growth data for any student who has missed 12 or more days (24 or more times tardy that impact academic content) 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 or block-scheduled building.
  - Building absences (excused absences for school events such as sports and clubs and out-of-school suspensions) do not qualify as an absence.
  - Students expelled or homebound are eliminated from individual data measures.

### **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. *Informal Walk-Through Observation:* 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. *Formal Observation:* Observe and capture evidence during a full lesson. A brief post-observation meeting will be scheduled.

Administrators will use a variety of techniques and opportunities to observe, capture evidence, and provide feedback to educators and complete the Evaluator Assessment Rubric. Professional interaction opportunities can include:

- Student achievement growth and data discussions
- Informal conversations
- Staff meetings
- Team meetings

- Induction
- MTSS Meetings
- IEP Meetings
- District committee meetings
- Planning sessions
- Professional In-Service Days
- 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. Teachers will be assigned their accountability content area for evaluation by grade level and subject taught. The three main categories are:

1. CORE CONTENT AREA TEACHERS: Grades 3-10 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 – grade 12 teacher who teaches a subject or grade level that is not a part of the statewide summative assessments
3. SPECIALISTS AND CONTRIBUTING PROVIDERS: 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, Educlimber, College Board, CMAS) 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 - the Colorado State Model Performance Management System: Online Performance Management System:**

RE-1 Valley utilizes RANDA as the online platform to document teacher growth and development. Administrators and teachers use RANDA to document all components of the evaluation cycle.

**Specialized Service Professionals:** will meet the SB-191 requirements. They include: school psychologists, social workers, occupational therapists, speech language pathologists, district nurses and health assistants, physical therapists, academic advisors, athletic directors, and social emotional learning specialists.

**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
- 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, writing academic goal, and/or a behavioral goal.
  - If a student is staffed in after the last day in September or staffed out prior to the first day in May, the teacher has the option to exclude his/her growth data.
- Behavioral growth goals should be used as a basis for teacher evaluation.
- Students with an IEP have specific learning needs that impact academic growth and achievement. Growth for these students will be addressed through Curriculum-Based Measures and their individual IEP goals.
- A general education teacher and the special education teacher work cooperatively to help students with an IEP achieve their goals. These goals apply to general education teachers as well.

**Final Evaluation Assessment:** After the evaluator has completed the evaluator assessment ratings rubric, educators can submit additional artifacts to support or defend the ratings given by the evaluator. If the final effectiveness rating is Partially Ineffective or Ineffective, the educator and evaluator will work together to create a remediation plan prior to the last day of school and to be implemented immediately.

## Measures of Student Learning Pre-K – 5

	District Performance Framework	School Performance Framework	State Assessment ELA Growth	State Assessment Math Growth	NWEA Reading Growth	NWEA Math Growth	PALS K-3	GOLD	Curriculum Based Measure (CBM)
<b>Preschool</b>			10 (Grade 3)					20	20
<b>K</b>			10 (Grade 3)	10			50		30
<b>1</b>			10 (Grade 3)	10	10	20	10		40
<b>2</b>			10 (Grade 3)	10	10	20	10		40
<b>3</b>			10 (Grade 3)	10	20	20			40
<b>4</b>			10 (Grade 4)	10	20	20			40
<b>5</b>			10 (Grade 5)	10	20	20			40
<b>Music</b>	20	20	10 (Grade 5)	10					40
<b>P.E.</b>	20	20	10 (Grade 5)	10					40
<b>Interv./ESL</b>			10 (Grade 3)	10	20		20		40
<b>SPED</b>			10 (Grade 3)	10	10	20	10		40
<b>Special Service Providers</b>			10 (Grade 5)	10	20		20		40



## Measures of Student Learning 6 - 12

	District Performance Framework	School Performance Framework	State Assessment Rdg, Wtg, Math Growth	State Assessment Math Growth	State Assessment Science Growth	NWEA Reading Growth	NWEA Math Growth	Curriculum- Based Measure
Music		20	20	20				40
P.E.		20	20	20				40
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
Special Service Providers	30	30						40

<b>Measures of Student Learning</b>	<i>Much lower than expected</i> 1	<i>Lower than expected</i> 2	<i>Expected</i> 3	<i>Above expected</i> 4
<b>District Performance Framework</b> 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
<b>School Performance Framework</b> 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
<b>State Assessment - Growth</b> 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.
<b>State Assessment- Growth</b> 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.
<b>NWEA Student Growth</b> 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.
<b>NWEA Student Growth</b> 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.
<b>PALS</b> 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.
<b>Curriculum-Based Assessment(s)</b>	<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>

## **Educator Evaluation FAQs:**

### ***Who determines how I am evaluated?***

- Building administration determines role and content area verification.

### ***Am I required to be assessed on the math and literacy elements on the rubrics?***

- Every teacher is a reading and math teacher. These are embedded into all instructions 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. Each step is not finalized until it has been submitted.

### ***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 discuss observations, mid-year reviews, and end-of-year reviews?***

- Administrators will document observations via the online management system. An administrator or educator may request a meeting to discuss what has been observed. Typically, face-to-face meetings are held to discuss mid- and end-of-year reviews; however, it is up to the discretion of 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.
  - If there are extenuating circumstances such as prolonged/frequent trips to the health office, use of the restroom, etc, teachers can document that as in-building absences through the contact log in IC.

### ***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 an absence?***

- A tardy is missing 0-10 minutes of class time. More than 10 minutes is an absence.

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

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

***When do I count a student's growth data?***

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

***Could 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.
  - State assessment data, NWEA, PALS, and CMB data may be counted more than one time
  - 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.
  - 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/homeschool for 2-3 months; then returns for the spring testing window. Do I count his/her growth data?***

- No, the attendance threshold applies.

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

- Teachers can upload a variety of evidence and artifacts to demonstrate proficiency including PDF reports, video clips, web links, and files. However, they are not required to upload evidence and artifacts.

***What if I disagree with my evaluator?***

- The licensed staff member evaluated may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.
- Teachers may show a variety of data-based evidence (hard copy, upload, video, etc.) to demonstrate proficiency or growth; however, in Colorado, the evaluator's judgment is the final answer.
- Teachers need to have a voice in 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.

***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 your 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.

***Can peer observers provide observation and documentation?***

- Yes, peer observations are allowed in the RE-1 Valley system.
  - They must be agreed upon during a conversation between the administrator and teacher.
  - Teachers cannot use peer observation as evidence to override an evaluator's ratings.
  - They must be planned prior to and as an ongoing part of a teacher's evaluation.
  - Consultants to the District can provide input but their observations cannot be used to rate a teacher.

## **\*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 (Interim) Assessment:** Assessments typically administered every few months to fulfill one or more of the following functions: instructional, evaluative, and predictive.

**RANDA:** RANDA is an online platform for professional growth designed to evaluate educator effectiveness standards.

**Collective Attribution:** Refers to measures of student learning attributed to two or more licensed educators. Collective attribution also refers to licensed educators who jointly contribute to the School Performance Framework.

**Colorado Academic Standards:** The Colorado Academic Standards are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. All Colorado districts are required to adopt local standards that meet or exceed the Colorado Academic Standards. The Colorado Academic Standards are also the basis of the annual state assessment.

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

**Core Content Area Teachers:** Grades 3-10 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:** A student's expected/predicted performance on an end-of-the unit, mid-year assessment, or end-of-year assessment.

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

**Individual attribution:** Refers to Measures of Student Learning attributed to licensed educators. 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.

- Attribution will be counted to all individual licensed educators who had direct instructional influence on student learning outcomes. Therefore, two or more licensed educators could have direct contact and influence on student learning.

**Interim (Benchmark) Assessments:** Assessments typically administered every few months to fulfill one or more of the following functions: instructional, evaluative, and predictive.

**Multiple Measures of Student Learning:** Multiple growth measures allow students to demonstrate learning in a variety of ways. These may include curriculum-based assessments, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios, or other projects.

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

**Observations:** A formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Observations are often used to provide teachers with feedback aimed at improving their classroom management and instructional techniques.

**Professional Practice:** Teacher Quality Standards I-IV address the professional practice standards for educators in Colorado.

**Quality Standards:** Detailed descriptions of knowledge and skills that contribute to effective teaching and leadership.

**Self-Assessment:** A process in which an educator assesses his or her performance relative to the Teacher Quality Standards.

**Special Service Providers:** A licensed professional who contributes to measures of student learning within a building or entire district including psychologists, district nurses, occupational therapists, social workers, speech language pathologists, health assistants, social emotional learning specialists, academic advisors, .

**State Model Evaluation System:** To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a Colorado Model Evaluation System as an option for districts to use for teacher, principal and specialized service professionals evaluations. The Colorado Model Evaluation System uses a meaningful process for educator evaluation. The year-long process includes regular conversations between the evaluator and evaluatee and is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated.

**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 calculation to determine the change in a student's achievement over two or more moments in time.