

Educator Effectiveness Evaluation Handbook

August 2020

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Consistent with state law (SB 10-191), the purpose of the evaluation system shall be to ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous, and valid methods; ensure that all licensed personnel receive adequate opportunity to improve their effectiveness; provide a basis for the improvement of instruction, enhance implementation of programs of curriculum, provide for the documentation for unsatisfactory performance and serve as a measure of the professional growth and development of licensed personnel.

The Pueblo School District 60 Educator Effectiveness Evaluation Handbook provides educators and administrators timelines, processes, and resources to collaboratively take part in the teacher evaluation process required by SB10-191. The 1338 Evaluation Council shall electronically publish and update (as necessary) the handbook on a yearly basis. Updates shall be made no later than September 20 of each school year. Any changes made after September 20 shall not be enforced until the following school year.

Belief Statement

As Pueblo School District 60 evaluators and teachers we believe our evaluation system

- ❖ Promotes reflective practice and professional collaboration that make teachers more effective
- ❖ Strives for continuous learning for all teachers rather than perfection
- ❖ Is supportive, worthwhile, and has integrity
- ❖ Is timely and specific
- ❖ Has a shared understanding among all participants of what quality performance looks like
- ❖ Shares the goal of maximizing individual teacher growth and potential
- ❖ Is a collaborative, equitable process based upon trust and mutual respect
- ❖ Is based upon a valid reliable, qualitative and quantitative body of evidence that draws upon a variety of sources for data (e.g., formative and summative assessments, portfolios, lesson plans, classroom observations, etc.)
- ❖ Drives professional development

We believe all effective teachers and special service providers do not lose their rating of effectiveness over the summer and instead continue their professional growth and progress into the following school year.

Responsibilities

Teacher's Role

- Actively inform yourself of the expectations of the CDE Teacher Quality Standards
- Be aware of your evaluation timelines and expectations
- Identify and pursue opportunities and professional development to improve your practice
- Communicate with your evaluator when opportunities exist for demonstrating proficiency
- Request professional support in recognized areas of growth
- Engage in meaningful self-reflection
- Collect artifacts/evidence of your practice when appropriate
- Communicate with your evaluator when opportunities exist for demonstrating proficiency
- It is your responsibility to provide evidence for a rating of highly effective

Special Service Providers (SSPs) Role

- Actively inform yourself of the expectations of the CDE SSP Quality Standards
- Be aware of your evaluation timelines and expectations
- Identify and pursue opportunities and professional development to improve your practice
- Communicate with your evaluator when opportunities exist for demonstrating proficiency
- Request professional support in recognized areas of growth
- Engage in meaningful self-reflection
- Collect artifacts/evidence of your practice when appropriate
- Communicate with your evaluator when opportunities exist for demonstrating proficiency
- It is your responsibility to provide evidence for a rating of highly effective

Instructional Coach/Specialist Role

- Coaches work to support teacher growth, but maintain confidentiality on performance
- Coaches are always non-evaluative so that true coaching can happen

- True coaching depends on trust, supported risk taking, targeted feedback, and reflective discussions
- Administrators can provide coaches with areas for growth for teachers, but coaches do not provide administrators with feedback in those areas of growth
- Coaches can share what they worked on and encourage administrators to assess progress, so the learning cycle continues

Evaluator's Role

- Successfully evaluate all teachers using the CDE Teacher/SSP Quality Standards
- Adhere to the evaluation timelines and expectations as an evaluator
- Engage with teachers in meaningful dialogues about effective practices
- Initiate the collaborative development of a Professional Growth Plan
- Observe practice and provide ongoing, specific and actionable feedback through both formal and/or informal classroom observations and walkthroughs
- Clarify deficiencies in performance and provide clear expectations for improvement
- Actively participate in Educator Effectiveness professional development for evaluators
- Provide evidence for a rating of partially effective or below

Human Resources' Role

- Provide structures, tools and supports for evaluators and teachers
- Provide training for evaluators and staff
- Communicate changes and updates regarding Educator Effectiveness
- Continue to solicit feedback to improve Educator Effectiveness through HB1338 Committee
- Answer questions that arise around Educator Effectiveness

Employment Status

A licensed employee is deemed to have non-probationary status if he or she meets one of the following conditions:

1. Has three (3) consecutive years of effective years of effective or highly effective ratings as determined through his or her summative performance evaluations and continuous employment with Pueblo District 60.

A licensed employee is deemed to have probationary status if he or she meets one of the following conditions:

1. Does not have three (3) consecutive years of effective or highly effective ratings and continuous employment in Pueblo District 60.
2. Is a non-probationary teacher who has been rated as ineffective or partially effective for two (2) consecutive years.

Additional Information

- Teachers at two (2) or more buildings - Evaluators will work together to determine who will evaluate the teacher.
- Leave of Absence - No teacher will be required to complete any evaluation task while on an approved leave of absence.
 - Teachers will complete the required evaluation steps of the evaluation process before and/or after a leave of absence on an adjusted timeline arranged with their evaluator with input from Human Resources.



Five Components of an Effective Evaluation

First Conference or Meeting (may be conducted in a group setting)

- ★ Explain process and dates
- ★ Important to establish safe learning-focused discussion

Observation(s) with Feedback

- ★ Authentic
- ★ Respectful
- ★ Formal and informal

Mid-Year Check In

- ★ Refocusing
- ★ Engagement
- ★ Teacher understand status

Scoring the Rubric

- ★ Teacher input and reflection

Signing the Document

- ★ Strive for clarity
- ★ Incorporate teacher input
- ★ Learning-focus for next year

Teacher Evaluation System

Probationary Teachers

Probationary teachers receive at least two (2) documented observations and one evaluation that results in an online written evaluation report each academic school year. Probationary teachers shall receive the written evaluation report including Professional Practices Standards and available data through the Measures of Student Learning (MSLs) and available data through MSLs by the established due date of the Final MSL/MSO Worksheet and Final Effectiveness Rating.

Non-Probationary Teachers

Non-probationary teachers receive at least one documented observation each school year and one evaluation that results in an online written evaluation report each academic school year. Non-probationary teachers shall receive the written evaluation report including Professional Practice Standards and data used from the Measures of Student Learning (MSLs) and available data through MSLs by the established due date of the Final MSL/MSO Worksheet and Final Effectiveness Rating.

Feedback

Feedback is data-driven information that is regularly provided to help guide the teaching and learning process. The evaluator and the teacher shall engage in timely, on-going, and specific conversations to provide opportunities to improve professional practice and student learning. Observations, feedback, and conversations will be documented by the evaluator and shared in writing or made available in the online evaluation system.

Professional Growth Plan

A written Professional Growth Plan, as part of the online evaluation system, is a means of documenting areas for further refinement and improvement of professional skills. Through the process of collaborative performance conversations, the objective is for the teacher and evaluator to discuss and document areas of growth and improvement to be included as part of the next performance cycle.

Evaluation Timelines

Dates are established by the district to comply with the requirements of SB10-191 with the understanding that if unusual or unique circumstances arise, dates will be adjusted accordingly.

Probationary/Partially Effective Educator Timelines

Probationary/Partially Effective Teacher Evaluation Timeline 2020- 21

Teacher Self-Assessment Rubric of Professional Practices

- Yearly orientation for Teachers due no later than September 30, 2020 (powerpoint)
- Completed by teacher PRIOR to developing professional goals due no later than September 30, 2020
- Teachers should be given time during the work day to complete this document.



Setting Professional Growth Goals & Measures of Student Learning/Outcomes (MSL/MSO Worksheet)

- Professional Growth Plan Meeting and Confirm Measures of Student Learning/Student Outcomes with Evaluator due no later than October 29, 2020- **MSL/MSOs are paused for 2020-21 (NO MSLs/MSOs)**
- Evaluators to force close MSLs in RANDA no later than October 29, 2020 for each individual educator



Mid-Year Review Conference with Teachers

- Status of Professional Growth Goals, Status of Evaluator Assessment Rubric - Update on MSL/MSO Worksheet SHOULD be included in this discussion due no later than February 4, 2021 **MSL/MSOs are paused for 2020-21 (NO MSLs/MSOs)**



Probationary Teacher Evaluator Observations

- 1st Observation/Post-Observation Conference due no later than November 5, 2020
- 2nd Observation/Post-Observation Conference due no later than February 25, 2021



Evaluator Assessment Rubric/End of Year Review

Completed no later than March 4, 2021



Final MSL/MSO Worksheet and final effectiveness rating

Completed no later than March 19, 2021

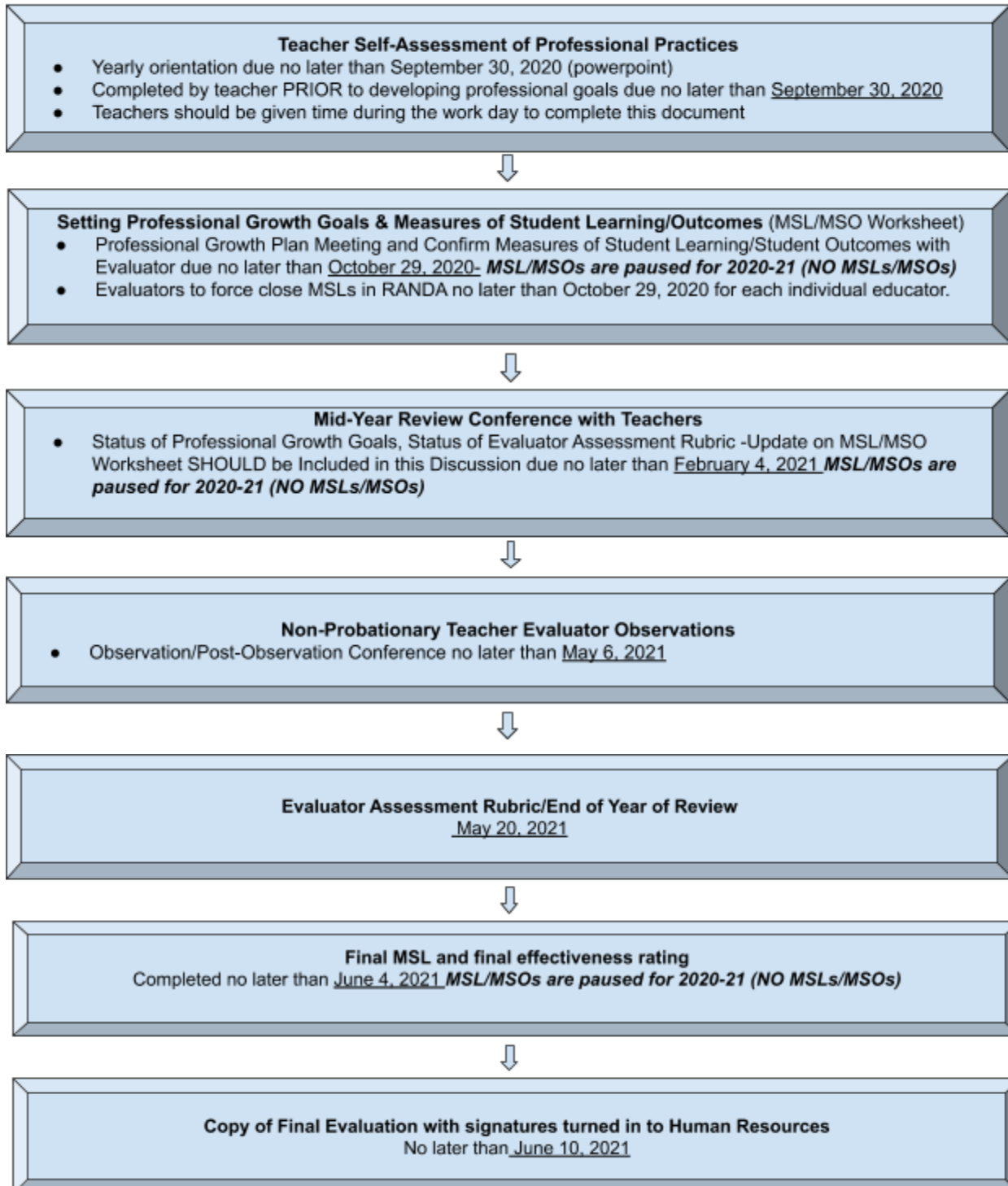


Copy of Final Evaluation with signatures turned in to Human Resources

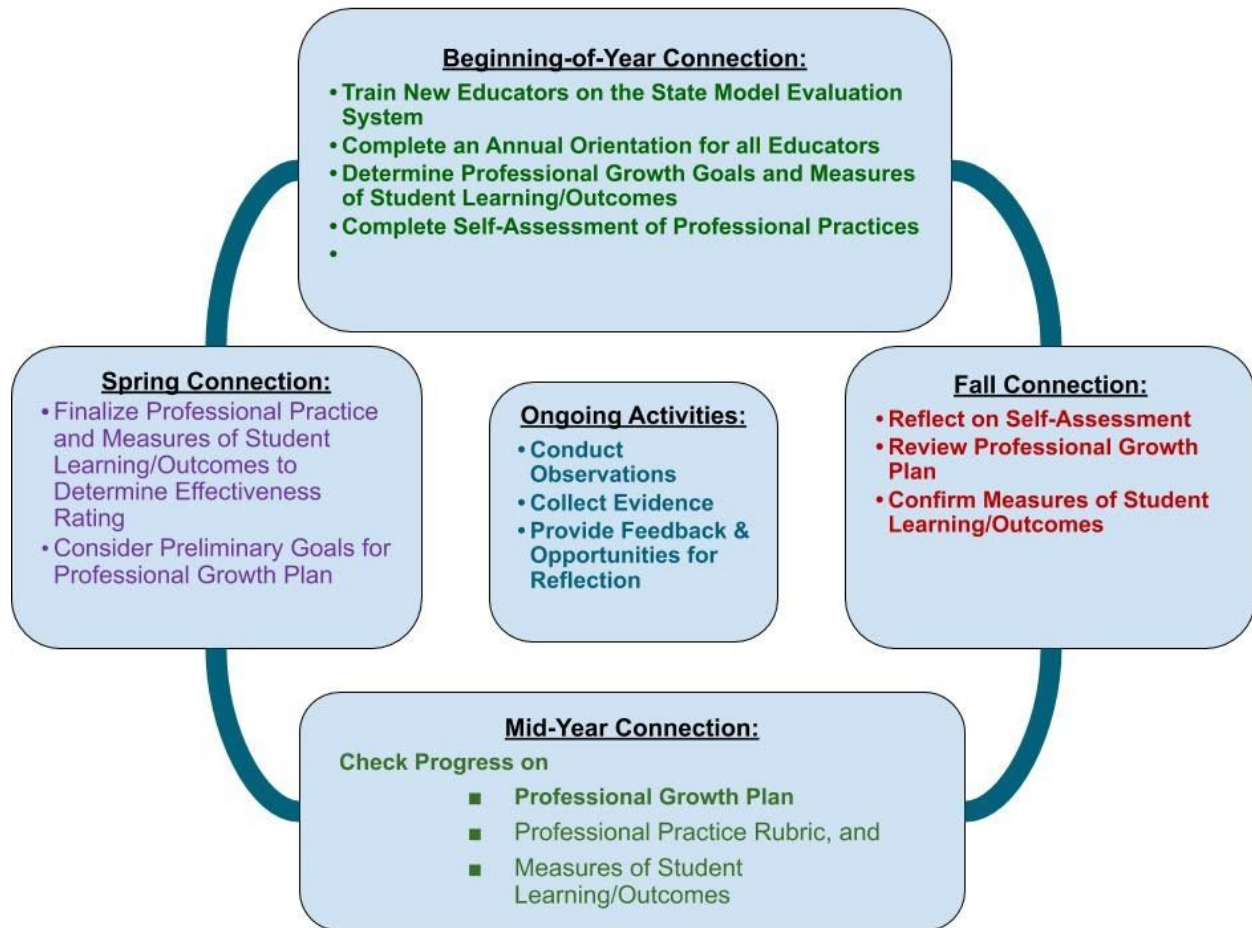
Completed no later than March 31, 2021

Non-Probationary Timeline

Non-Probationary Teacher Timeline 2020-21



Steps for Educator Effectiveness



MSL (Measures of Student Learning)

MSL Data

Measures of Student Learning (MSLs) data will include: a measure of individually attributed student academic growth; a measure of collectively attributed student academic growth; when available, statewide summative assessment results; and where applicable, Colorado Growth Model data shall be used. This data shall be gathered, reviewed, and shared with the teacher as such information is collected through the school year.

Note for 2020-2021:

The Colorado Department of Education notified districts in August 2020 that they will not be collecting the MSL/MSO portion of licensed evaluations for 2020-21. All evaluations in 2020-2201 will be based solely on the professional practices criteria.

All State testing was paused for the 2019-20 school year. Therefore, no new School Performance Frameworks (SPF) for schools or districts (DPF) will be issued this school year.

Probationary

MSLs should reflect student outcomes and **progress at mid-year**. These measures of student learning (MSLs) can reflect growth or achievement.

Non-Probationary

MSLs should reflect student outcomes and **progress at the end of the year**. These measures of student learning (MSLs) can reflect growth or achievement.

Definition of Artifacts

Artifacts are data sources that may include the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of any teacher. To effectively address the requirements of the evaluation system, it is not necessary, nor required, to collect artifacts for every standard/professional practice of the Teacher Quality Standards. Artifacts are helpful to support discussions between the evaluator and the teacher being evaluated. However, teachers and their evaluators may choose to limit or not to use any artifacts so long as they agree on rating levels. Artifacts should be used if either the teacher being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the teacher’s self assessment as compared to the evaluator’s assessment of the teacher’s performance.

General Guidelines for Evidence & Artifacts

There should be collaboration between the teacher and supervisor regarding the types, quality, quantity and specific nature of the artifacts that are uploaded into the electronic evaluation system.

Methods of Collecting/Types of Data

The examples below are items that may be used to provide evidence of effectiveness on any given Teacher Quality Standard or Element. The teacher may use additional items to address specific issues that need further explanation or illustration during the end-of-year performance discussion.

Methods of Collecting/Types of Data	Teacher Quality Standards			
	I	II	III	IV
Student Achievement Data	◆	◆	◆	◆
Student Feedback	◆	◆	◆	
Parent Feedback	◆	◆	◆	
Lesson/Unit Plans	◆	◆	◆	◆
Feedback from Classroom Observations	◆	◆	◆	
Instructional Activities Schedules	◆	◆	◆	

Student Journals/Learning Logs	◆	◆	◆	
Student Work	◆	◆	◆	
Anecdotal Records			◆	
Formative and Summative Assessment of Student Work			◆	
Self-Reflection of Students and Teacher			◆	◆
Assessment Plans				◆
Data Analysis Record				◆
Responses to Feedback				◆
Student Portfolios				◆
Documentation of Service on Teams, Task Forces, Committees	◆	◆	◆	◆
Notes From Parent and Community Meetings	◆	◆	◆	◆
Records of Advocacy Activities	◆	◆	◆	◆

Final Evaluation and Conference

The final evaluation shall be written using the Pueblo District 60 electronic evaluation form. A final evaluation conference between the teacher and their evaluator will be held to discuss the final evaluation.

The final evaluation may include:

- Feedback on performance areas
- Performance data related to student academic growth and professional practices
- Documentation of observation dates
- Documentation of data used in measuring performance
- Identification of goal areas that indicate what improvements in performance, if any, are needed and possible recommendations of improvement

Teacher Opportunity to Offer Input

The teacher has the opportunity to offer input into the final draft of the final evaluation (See [Probationary/Non-Probationary Teacher Timelines - Evaluator Assessment Rubric/End of Year Review for specific date](#))

Evaluator Responsible for Determining Final Rating

The evaluator is responsible for determining the teacher's level of effectiveness in each performance area and overall rating. Performance ratings on sub-dimensions should validate the ratings in the performance areas and the overall evaluation rating.

Performance Levels

Performance levels will be rated as one of the following using observation data and scoring it with the Colorado Quality Teaching Standards Rubric:

- Highly Effective
- Effective
- Partially Effective
- Ineffective

Overall Performance Rating is Effective or Highly Effective

If a teacher's overall performance rating is effective or highly effective, the evaluator and teacher shall agree upon goal areas for the following school year based on sub-dimension ratings in the final evaluation. The goal areas will be developed into a Professional Growth Plan by the teacher the following school year.

1st Year Partially Effective or Ineffective Rating

If a teacher's overall performance rating is partially effective or ineffective, they will receive written notice of the performance evaluation rating. The Professional Growth Plan for the following year will be based on sub-dimension rating in the final evaluation of the year one partially effective or ineffective rating.

2nd Year Partially Effective or Ineffective Rating

If the Performance Evaluation Rating shows a teacher is not performing effectively for a second consecutive year, the teacher shall receive written notice that their final evaluation shows a rating of partially effective or ineffective.

A teacher who is rated as partially effective or ineffective for a second consecutive year shall lose non-probationary status.

A non-probationary teacher who objects to a second consecutive final rating of partially effective or ineffective may appeal the rating following a formal appeals process.

Appeal Process

Per SB 10-191, districts are required to provide a voluntary appeal process for teachers having received a second consecutive less than effective final evaluation rating. This appeal process provides those non-probationary teachers who receive a second consecutive year of a partially effective or ineffective Performance Evaluation Rating an opportunity to present any artifacts that would support their claims in the appeal to a panel of district administrators and teachers. The appeal process shall be voluntary for the teacher and initiated only if the teacher chooses to file an appeal. The appeal process shall allow the non-probationary teacher to appeal the rating of ineffectiveness to the Superintendent or designee and shall place the burden upon the non-probationary teacher to demonstrate that a rating of “Effective” was appropriate.

The appeal process shall allow for final determination of the appealing teacher’s performance evaluation rating and final determination of whether that teacher retains non-probationary status; it shall not serve the purpose of determining employment and/or termination.

Grounds for Appeal

The grounds for an appeal shall be limited to the following:

1. The evaluator did not follow evaluation procedures that adhere to the requirements of statute and rule and that failure had a material impact on the Performance Evaluation Rating that was assigned (e.g., an observation was never completed or feedback was never shared with the teacher) and/or:
2. The data (MSL) relied upon was inaccurately attributed to the teacher (e.g, data included in the evaluation was from students from whom the teacher was not responsible; student data used to establish MSL ratings was incorrect; or Pueblo District 60 student assessment data was incorrect).

Required Document to File Appeal

A teacher filing a notice of appeal shall include all grounds for the appeal within a single written document. Any grounds not raised at the time of the written notice of appeal is filed shall be deemed waived. The notice of the appeal shall be electronically delivered to the Executive Director of Human Resources and will be communicated to the Superintendent upon receipt.

Appeal Timeline

The appeal process shall begin on the date that a non-probationary teacher receives their second consecutive Performance Evaluation Rating of partially effective or ineffective and shall conclude no more than thirty-four (34) work days after receiving the Performance Evaluation Rating. The teacher shall file an appeal within ten (10) work days after receiving their Performance Evaluation Rating. This limit may be waived or changed by mutual agreement of the teacher and the District.

Appeal Panel

A panel of four (4) individuals shall convene to review the teacher's appeal. The panel should consist of two (2) teachers chosen by the Association and two (2) administrators chosen by the Superintendent. These individuals shall not be related to the appealing teacher or their evaluator, nor have knowledge of the appealing teacher's evaluation. All members of the panel shall be selected in a manner designed to ensure their credibility and expertise regarding the evaluation and appeal process. Should the panel convene during contracted hours, the District shall provide a substitute for the teacher filing the appeal and the teacher panelists.

Responsibility of the Panel

The appeal panel shall serve in an advisory capacity to the Superintendent. The panel shall provide the Superintendent with a recommendation based on the panel's findings at the conclusion of the appeal process.

The panel may invite the teacher or teacher's evaluator to present in person or in writing where clarification is necessary; however, the teacher and principal shall have the right to refuse such an invitation without prejudice. The appealing teacher shall present a variety of documentation to the panel to appeal their evaluation rating. The panel shall consider any such documentation in reaching a recommendation.

In order to overturn a rating of partially effective or ineffective, the panel must unanimously find that the rating of partially effective or ineffective was inaccurate due to one or the other of the grounds stated above.

If a unanimous recommendation cannot be made by the panel, the panel shall submit the opposing opinions to the Superintendent.

Superintendent's Responsibility

The Superintendent shall be the final decision-making authority in determining the teacher's Performance Evaluation Rating and whether a non-probationary teacher shall lose their non-probationary status. The Superintendent shall provide written rationale for the final determination.

If the Superintendent determines that a rating of ineffective or partially effective was not accurate, but there is still not sufficient information to assign a rating of effective, the teacher shall receive a "no score" and shall not lose their non-probationary status. However, if in the following school year that same teacher receives a Performance Evaluation Rating of partially effective or ineffective, this rating shall have the consequence of a second consecutive ineffective rating and the teacher shall be subject to loss of non-probationary status.

Other Considerations

- Any documents and/or proceedings related to the appeal process shall be confidential.
- The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. There is no appeal of the final decision.

Improvement Plan

Teacher Improvement Plan (TIP)

Upon receiving an overall rating of Ineffective or Partially Effective Rating on the Teacher Quality Standards Rubric, a non-probationary teacher may be provided with a Teacher Improvement Plan (TIP). The Teacher Improvement Plan (TIP) will be provided as soon as practicable. Additionally, TIPs can be implemented anytime during the school year as deemed necessary by the evaluator.

- The goal of the Teacher Improvement Plan is to support the improvement of teaching practices.
- The Teacher Improvement Plan (TIP) shall be developed in collaboration with the teacher, and Association representation shall be afforded at the teacher's request.
- The Teacher Improvement Plan (TIP) shall clearly specify:
 - The standards/elements in need of improvement
 - How improvement will be monitored
 - Increased observations (scheduled and unscheduled)
 - Access to professional development
 - Strategies and activities to achieve an effective rating
 - Periodic review of progress
 - A timeline for TIP completion

Outcomes of the Teacher Improvement Plan

- If at the conclusion of the TIP, the teacher is performing effectively, no further action shall be taken concerning the original TIP. Successful completion of the TIP shall be documented in the final evaluation and they shall return to the standard evaluation process.
- If at the conclusion of the TIP the teacher is not performing effectively, the TIP may be extended for a specific time period to address the continued performance concerns. The extension of the TIP shall be completed prior to the end of the school year and shall be documented in the final evaluation.

Index of Terms

Artifacts are 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.

Assessment Inventories: Assessment inventory templates for use in a traditional elementary, middle school and high school models. The inventories allow teachers to determine what assessments they currently have in place and to identify areas where there may be gaps.

Assessment Tools: Instruments or processes that yield evidence about student learning for formative and summative uses. Tools can be both quantitative and qualitative, including tests and quizzes, student writing, oral examinations, group problem-solving, performances and demonstrations, portfolios, peer and/or teacher observations, teacher questioning, student self-evaluations, classroom discussions, reports, projects, exhibits, artifacts, presentations, essays, and others.

Capstone Project: A project planned and carried out by the student as a culminating educational experience, sometimes at the end of a transitional year. These projects require higher-level thinking skills, problem-solving, creative thinking, synthesis of learning, and demonstration of Colorado State Standards or other measures of learning (ie. IB requirements). At the high school level, the capstone project can serve as the required

“demonstration of competency” in English Language Arts and/or Math and may be completed as part of a required, credited course.

Classroom 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, subject-specific or context-specific aspects of practice, and elements of lesson planning. Classroom observations can be formal or informal and should be accompanied by feedback to the teacher.

Classroom/building walkthroughs: The purpose of classroom/building walkthroughs are to conduct brief visits to a series of classrooms, typically to identify school trends in performance, including implementation of recent professional development or building focus area. Depending upon purpose of walkthrough, these may or may not include school-wide, group, and/or individual feedback. Walkthroughs may be conducted to assist observers with calibrating best practices, should not disrupt the instructional environment, and may be conducted by individuals or in small groups (generally of no more than 6 observers). Classroom/building walkthroughs shall not be used as an observable data for evaluation purposes.

Colorado Academic Standards means 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 its 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. The Colorado Department of Education is contracted with RANDA Solutions (RANDA) to provide districts with an online performance management system to support the implementation of the Colorado State Model Evaluation System. Some educators may refer to the management system as just RANDA.

Colorado Standards are the Colorado Academic Standards, the Colorado English Language Proficiency standards, and the Extended Evidence Outcomes for students with significant cognitive disabilities. (Colorado has adopted the “Common Core State Standards” in both English Language Arts and Math.)

Common Assessment: An assessment typically created collaboratively by a team of teachers responsible for the same grade level, course, or content area. To be considered “common” the assessment must be the same and evaluated with a common rubric/scoring guide for the same attributes.

Cornerstone Task: A real-world oriented task reflective of the key challenges and accomplishments in one or more disciplines, requiring transfer and application of discipline specific knowledge and skills to a novel situation.

Criteria: Statements about the important components of the desired knowledge or skill that the student should learn and be able to demonstrate. For example, for oral communication, one criterion could be maintaining eye contact with the audience.

Data Meeting: A professional learning opportunity for teams of teachers and administrators to come together to examine current student work in relation to an identified Colorado State Standard. Process typically includes: identification of the knowledge and skills required by the standard, identification of the gap in performance between an exemplar and actual student work collected, identification of a high-leverage instructional next step, the development of a plan for reteach and a brief time to practice the reteach for team feedback.

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.

Elements of the Quality Standards are 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.

Equity Pedagogy refers to a commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students’ individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.

Evaluatee: Person being evaluated.

Evaluation: A value judgment about evidence collected on student learning through assessment. Evaluation of student learning requires that the teacher compare data collected on student performance to a curriculum standard in order to determine what the student has learned and how well.

Evidence Provided by Artifacts describes the unique information that each artifact used in the evaluation provides above and beyond that provided by performance ratings. The evidence is used to support adjustments to ratings during the end-of-year discussion between the teacher and evaluator to determine final ratings for the teacher.

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 a current year test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating 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?" This corresponds to the Median Growth Percentile (MGP) score in state-tested content areas and grade levels.

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.

Formal Observations: Probationary teachers receive at least two formal observations each academic year. Non-probationary teachers receive at least one formal observation each academic year. Evaluators may conduct additional formal observations as needed to provide feedback and to monitor progress. Conclusions and findings from the formal observations are used as data sources in the written summative evaluation report. The results of all formal observations are reviewed with the educator during the post-observation conference.

Formative Use of Assessment: A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. A student product or evidence of understanding may be evaluated formatively and feedback provided to students. The same product may be evaluated again summatively after students have had an opportunity to improve performance.

Formative use of assessment is not:

- the assessment tool itself, but using the assessment tool deliberately to provide feedback to students to inform instruction and provide differentiated instruction
- just simply a category in the grade book

Individual attribution refers to student learning outcomes on a measure that are attributed to an individual licensed person (e.g. Reading student learning outcomes for a 1st grade teacher's students).

Informal Observations: Informal observations occur during day-to-day interactions within the educational setting. Such observations are an acceptable professional practice and acknowledge performance beyond that seen in the formal observation. Examples include, but are not limited to, walk-through supervision, casual visits and on-going observation of the educator's interaction with students, parents and other staff. Informal observations may be of any duration and conducted as often as the evaluator considers appropriate.

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 (e.g., to appraise ongoing educational programs; predictive (e.g., to identify student performance on a later high-stakes test). (Colorado Department of Education, 2011) Examples of what the Colorado Department of Education considers to be interim assessments are Acuity, Galileo, NWEA MAPS, and Quarterly District Assessments. (More on [Colorado's Assessment System](#))

Licensed Personnel: means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state that holds a valid license or authorization pursuant to C.R.S. 22-60.5.

Literacy Skills include but are not limited to phonological awareness, phonics, reading fluency, vocabulary, comprehension, writing, speaking, and listening.

Measures of Student Academic Growth mean the methods used by School Districts and BOCES for measuring Student Academic Growth in order to evaluate Licensed Personnel.

Mid-year review conference: As required by Senate Bill 10-191, the teacher and evaluator will meet to review progress toward achieving school and District goals, as well as progress on the Professional Growth Plan. A mid-year review form will be completed by the evaluator to document the teacher's progress toward achieving the individual goals established in the Professional Growth Plan.

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.

These are referred to as MSL/MSO (Measures of Student Learning/Outcomes) in the RANDA system

Multiple Measures of Teacher/Principal/Assistant Principal Performance: The various types of assessments of Teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or feedback from other staff members, families and significant adults, students, or community members.

Non-tested Grades and Subjects: The grades and subjects that are not required to be tested under the Federal Elementary and Secondary Education Act.

Norm-referenced: A type of test or assessment that yields an estimate of the tested individual's performance evaluation relative to a predefined population, with respect to the trait being measured. This type of test determines whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose.

Norm Referenced Test: Standardized test that reports student performance in relation to the scores of other students.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Performance-based Assessment: Evidence of student achievement of the knowledge and skills collected from students in the form of a performance or product.

Portfolio: A systematic and organized collection of a student's work that exhibits to the student and others the direct evidence of achievements and progress over a period of time. Portfolios may include a variety of demonstrations of learning in the form of papers, projects, videos, web pages, digital products, journals, reflections, etc.

Professional Growth Plan: A Professional Growth Plan is a required component of the Educative Effectiveness system for all educators. The development of a Professional Growth Plan is a mutual effort between the educator and evaluator. The purpose is to improve instruction as evidenced through increased student achievement and to improve professional teaching practices.

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

Rubric: A set of criteria used for assessing a given type of work or performance. A rubric usually includes levels of potential achievement for each criterion and is often used in conjunction with exemplars and anchors.

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

Self-Evaluation: A process in which a student or teacher evaluates evidence regarding his or her own performance relative to a curriculum or professional standard, respectively.

Senate Bill 10-191: Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) Bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues.

Shared Attribution or Measures of Collective Performance: The use of measures required by the current provisions of the Elementary and Secondary Education Act and/or other standardized assessments used to measure the performance of groups of Teachers. Measures of collective performance may assess the performance of the school, grade level, instructional department, teams or other groups of Teachers. These measures can take a variety of forms including school wide student growth measures, team-based collaborative achievement projects, and shared value-added scores for co-teaching situations.

Special Service Providers (SSPs): There are nine categories of SSPs including school audiologists, school counselors, school nurses, school occupational therapists, school orientation and mobility specialists, school physical therapists, school psychologists, school social workers, and school speech language pathologists. These nine groups share a common set of SSP Quality Standards and Elements; however, each group has a unique set of professional practices based on the services they provide to students.

Stakeholders: Teachers, families and significant adults, students, community members, business persons, and others who have an interest in the well-being of the school.

Standardized Test: An externally produced and scored test that has been given in a consistent or “standard” manner to a large population. Standardized tests are designed to have consistent questions, administration, and scoring. Examples include SAT, ACT, PARCC, AP, IB, GRE, MCAT, CELA.

Summative of Assessment: Summative assessment, sometimes referred to as 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. - 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 summatively 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.
- just simply a category in the grade book.
- necessarily a final demonstration of mastery.

State Model System means 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 mean 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 means 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 also may include gains in progress towards postsecondary and workforce readiness, which, for Teachers, may include performance outcomes for successive student cohorts. 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.

Student Academic Growth Objectives mean a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measurable gain in student performance during the course of instruction.

Student Learning Objectives (SLOs) are defined by S.B. 10-191 as “a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measurable gains in student performance during the course of instruction.”

Teacher means a person who holds an alternative, initial, or professional Teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a School District, BOCES or a charter school in the state to instruct, direct, or supervise an education program.

Teacher Feedback: SB. 10-191 requires that all educator evaluation systems include opportunities to provide feedback on the performance of teachers. The Colorado Model Educator Evaluation System provides this opportunity through the use of required artifacts described for each standard. There are a number of possibilities for artifacts that may be used to satisfy this requirement.

Teacher Professional Performance Plan means the plan required by section 22-9-105.5 (3), C.R.S., and is a written agreement developed by a Teacher and School District administration or local school board that outlines the steps to be taken to improve the Teacher’s effectiveness. The Teacher Professional Performance Plan shall include professional development opportunities.

Teacher Quality Standard means the Professional Practice or focus on Student Academic Growth needed to achieve effectiveness as a Teacher.

Unified Improvement Plan: A school and district improvement plan that addresses all state and federal planning and reporting requirements. This plan required pursuant to section 22-11-210, C.R.S.

- USIP - school unified improvement plan
- UDIP - district unified improvement plan

Resources

- [Pueblo School District 60 Educator Effectiveness website](#)
- [RANDA login and FAQs](#)
- [Measures of Student Learning \(MSLs\) Samples](#)
- [Practical Ideas for Evaluating Teachers of the Arts-Visual Arts](#)
- [Practical Ideas for Evaluating Teachers of the Arts-Music](#)
- [Practical Ideas for Evaluating Teachers of the Arts-Drama & Theatre Arts](#)
- [Practical Ideas for Evaluating Teachers of the Arts-Dance](#)

- [Practical Ideas for Evaluating Comprehensive Health Education Teachers](#)
- [Practical Ideas for Evaluating Culturally and Linguistically Diverse Education Specialists](#)
- [Practical Ideas for Evaluating Early Childhood Educators](#)
- [Practical Ideas for Evaluating General Education Teachers of Bilingual Learners](#)
- [Practical Ideas for Evaluating Physical Education Teachers](#)
- [Practical Ideas for Evaluating Special Education Teachers](#)
- [Practical Ideas for Evaluating Teacher Librarians](#)
- [Practical Ideas for Evaluating Teachers of World Languages](#)

**COVID-19 Evaluation Information Addendum
2020-2021**

Final 2020-2021 information for teachers (after CDE August modifications)

The following requirements associated with Educator Effectiveness remain in place for the 2020-21 school year:

Teachers:

- Educators and evaluators will resume the evaluation process at the start of 2020-2021.
 - Evaluations from 2019-2020 and 2020 will be combined. This turns the 1 year evaluation into 2 years. Educators will not need to create new professional practice goals unless the information is no longer relevant or applicable.
 - Complete educator observations, feedback and evidence collection in support of professional practices throughout the school year.
 - End of year conferences for each educator, with final professional practices ratings, will take place at least two-weeks prior to the end of the school year.

- There will be no MSL/O for the 2020-21 school year ONLY – no data will be collected related to MSL/O.
 - Data for educators’ final effectiveness ratings from the 2020-21 school year will be based on professional practices only.
- Teachers will be evaluated by the same person that they were evaluated by in (2019-2020), if possible. If this is not possible due to changes in personnel, principals will work individually with educators to assign a new evaluator.
 - In the event an educator has moved to a new school, they will start a completely new evaluation with their new administration.
- Improvement/Remediation plans from 2019-2020 will resume in 2020-2021.
- All requirements as outlined by S.B.10-191 and found in state evaluation statute and rule are still in place. For example, the statutory requirements on how an educator’s final effectiveness rating impacts the earning or loss of non-probationary status is not adjusted with this relief from not reporting MSL/O.