



EDUCATOR EFFECTIVENESS *handbook*



REVISED - SEPTEMBER 2021

Believe.Achieve.Succeed

This manual serves as a companion document to the Colorado
Department of Education's publication,
[User's Guide: Colorado State Educator Evaluation System.](#)

www.cde.state.co.us/educatoreffectiveness/statemodelvaluationsystem

Table of Contents

Mission and Purpose Statement	2
Timeline and Requirements	3
Professional Practice Standards	4
Observation Minimum Requirements	5
Observation Feedback Cycle Model	6
Walk Through Observation Process for Licensed Educators	7
Addition Evidence / Artifacts	8
Measures of Student Learning	10
Route 1 and Route 2 Flow Chart	12
Process for Assessment Approval Flow Chart	13
Peer Review of Assessment Process	14
Content Area Measures	15

Weld Re-3J believes that, through an effective Educator Evaluation Cycle, teachers and administrators can work collaboratively to provide high quality education to each student who attends a Weld Re-3J School. The Education Evaluation process will:

- Provide meaningful and actionable feedback to educators that translates into effective professional growth
- Encourage a collaborative approach for growth and development of licensed personnel
- Focus on instructional practices that will directly improve the learning for all students
- Maintain a focus on using data to help improve learning
- Uphold a system that is uniform, consistent, fair and achievable
- Serve as the mechanism for making administrative recommendations regarding the retention of quality staff who meet the expectations set by the District and its educators
- Meet the requirements set forth by the State of Colorado and the Colorado Department of Education

EVALUATION COMPONENT	TIMELINE	REQUIREMENTS
Training	August Inservice Day	<ul style="list-style-type: none"> ● Foundational Training for all Staff (District Administration)
Orientation	Due by September 10 Annually	<ul style="list-style-type: none"> ● Notification of Evaluator (Principal) ● Orientation to the evaluation process (Principal)
Self-Assessment	Due Prior to the Goal Setting Meeting	<ul style="list-style-type: none"> ● Self-Assessment Rubric (Teacher)
Review of Annual Goals & Performance Plan	October 15 Annually October 22 Annually (Principal Evaluation only)	<ul style="list-style-type: none"> ● Review Prior Year Final Rating ● Completed Self-Assessment (Teacher) ● Professional Growth Plan with PPS Goals (Teacher) ● MSL Goals (Principal & Teacher) ● Formal Conference (Principal & Teacher)
Mid-Year Review	Due by January 31 Annually Due by February 7 Annually (Principal Evaluation Only)	<ul style="list-style-type: none"> ● Mid-Year Review Form (Principal) ● PPS Rubric to Date (Principal) ● Formal Mid-Year Review Conference to review Rubric, PPS & MSL Goals (Principal & Teacher)
Evaluator Assessment	Due by March 30 Annually (Rubric Ratings submitted to teacher) Due by April 7 Annually (Principal Evaluation Only)	<ul style="list-style-type: none"> ● Rubric Ratings (Principal)
End-of-the Year Review	Due by April 15 Annually Due by April 22 Annually (Principal Evaluation Only)	<ul style="list-style-type: none"> ● Self-Assessment Rubric (Teacher) ● Evaluator Assessment Rubric Worksheet (Principal) ● Professional Growth Plan for current and subsequent year (Teacher) ● End of Year Review Meeting (Principal & Teacher)
PPS Final Ratings	Due by May 1 Annually (Final Rating Submitted by Principal)	<ul style="list-style-type: none"> ● Final PPS Rating Submitted (Principal) (Basic, Partially Proficient, Proficient, Accomplish, Exemplary) ● Preliminary Written Evaluation Report ● PPS Evaluation Worksheet (Principal) *no meetings required
Goal-Setting & Performance Planning	Due by Last Day of School Annually	<ul style="list-style-type: none"> ● Professional Growth Plan (projected PPS Goals) *no meetings required
Final Summative Rating	Due by June 1 Annually	<ul style="list-style-type: none"> ● Final MSL Composite Score & Score Sheets (Principal) (Much Lower than Expected, Lower than Expected, Expected, Higher than Expected) ● Final Combined Summative Rating submitted to Human Resources (Principal) (Ineffective, Partially Effective, Effective, Highly Effective) ● Final Combined Summative Rating uploaded to On-line management system

Quality Standard 1:

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Quality Standard 2:

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Quality Standard 3:

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Quality Standard 4:

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.



Weighting of the Standards

Professional Practice Standards		
Standards Weighting		
Standard	# Practices	Standard %
1	31	18%
2	43	26%
3	57	34%
4	36	22%
		100%

Observation Minimum Requirements

Observations			
<i>Status</i>	<i>Observation Feedback Cycles</i>	<i>Timeline</i>	<i>Walk-Through</i>
Probationary	8	First due by Oct. 15	4
Nonprobationary	4	2 prior to Mid-Year Review	2

Observation Feedback Cycle Requirements

- A cycle is paired with at least one other cycle with at least one observation being announced
- Evaluator participation in teacher/team planning or written information provided by teacher prior to a cycle or pair of cycles.
- Observation
 - 10-15 minutes in length
- Reflection conference within 3 days
- Cycle logged in electronic management system

Walk-Through Observation Requirements (unannounced)

- Less than 10 minutes in duration
- May include observing or viewing remote/virtual instruction
- Document Dates (administrator)
- Feedback provided if deemed appropriate by administrator

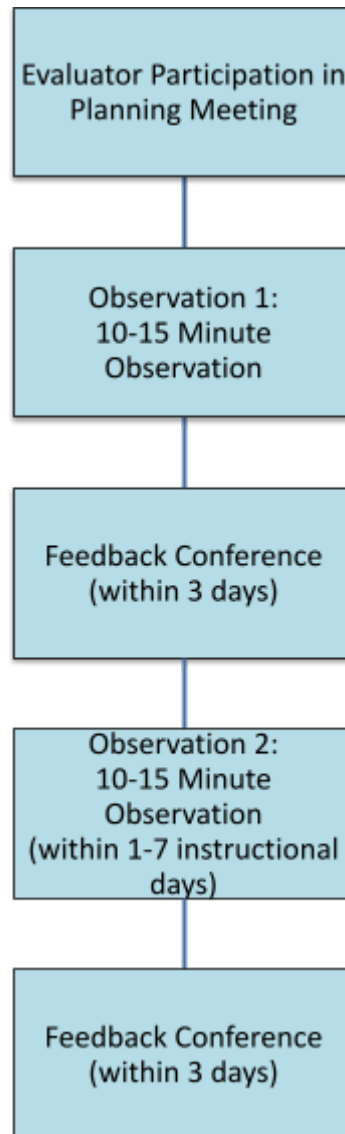
Professional Growth Plan

- Use CDE Model Plan template in electronic management system
- 2 Goals minimum aligned to teacher's needs and rubric

Mid-Year Performance Discussion

- Use CDE Model Plan template in electronic management system
- Rubric updated based on data collected through all observations to date

Observation Feedback Cycle Model

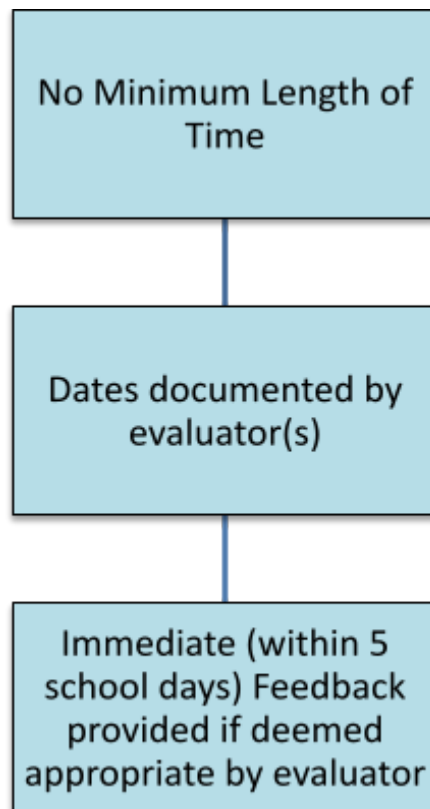


Elements of an Effective Feedback Model

1. Praise
2. Probe
3. Identify a single opportunity and concrete action step
4. Practice
5. Plan ahead
6. Set timeline for follow-up

Walk Through Observation Process for Licensed Educators

The purpose of the walkthrough observation is to support evidence in the quality standards rubric for the cumulative evaluation and to increase the presence of evaluators in the classrooms.



Additional Evidence / Artifacts

Artifacts are the documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts so long as they agree on their rating levels. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance. Artifacts other than those included as examples may also be used. A single artifact may be used to provide evidence for multiple standards.

It should be noted that while artifacts are not a requirement in every standard, there are some measures that teachers must have somewhere in their body of evidence. Teachers must discuss with their evaluator at least one of the following measures: student feedback, peer feedback, lesson plans or student work, or parent feedback. These required artifacts are listed in the CDE User's Guide.

Many educators will be tempted to create a portfolio at the beginning of the school year in order to ensure that they have all possible artifacts available during the final evaluation conference. This process is not recommended because it creates unnecessary work on the part of the person being evaluated and the artifacts or items included in the portfolio may not be needed during the final evaluation conference when the evaluator and person being evaluated have a face-to-face discussion about professional performance and progress toward meeting the state's quality standards. If, during that discussion, the evaluator and person being evaluated agree that the evaluator's ratings are fair, they may conclude their discussion, sign off on the year's evaluation activities, and proceed to developing goals and a professional development plan to be used during the subsequent year. The only need to review artifacts is if they have differing opinions about final ratings.

Additional Evidence / Artifacts

EXHIBIT: *(Teacher Examples from CDE User's Guide)*

Artifacts listed below are examples of items that may be used to provide evidence of proficiency on any given standard. The list of artifacts is not exhaustive, rather it is suggestive to teachers and principals regarding the types of artifacts that may be useful for discussion in the evaluation process. Identifying these artifacts is not required by either the evaluator or the teacher nor does collection of these artifacts signify mastery of a standard. The teacher being evaluated may use these or additional artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion.

Additional Evidence/Artifacts:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- | | |
|---|---|
| <ul style="list-style-type: none">• Anecdotal Records• Assessment Plans• Data Analysis Record• Documentation of service on teams, task forces and committees• Feedback from Walkthroughs• Formative and Summative Assessment of Student Work• Instructional Activities Schedules• Lesson Plans/Units of Study• Notes from parent and community meetings | <ul style="list-style-type: none">• Parent Feedback• Records of Advocacy Activities Responses to Feedback• Self-Reflection Templates• Student Achievement Data• Student Feedback• Student Journals/Learning Logs• Student Portfolios• Student Work |
|---|---|

SPF ALL Teachers

10% based on School Performance Framework (SPF) or for 2021-22 school year District Benchmark Collective Measure (Reading OR Math) determined at school level

If SPF, Scores of 1-4

Turnaround: 2.5%

Priority Improvement: 5%

Improvement: 7.5%

Performance: 10%

Qualifying Student Data: Which students will be included?

- Student must be in the class for at least 2 Benchmark data points.

Qualifying Assessments:

- 12 Weeks Minimum Instruction (could be smaller instructional units to equal 12 weeks)



Route 1 per state assessed *content* area

Meet or Exceed state average based on previous year data (State Summative Assessment)

- Grade 3 Reading, Math
- Social Studies if assessed
- Grade 5, 8, & HS Science

70% of students met adequate growth targets on previous year data (State Summative Assessment)

- Where available

High School Only

1. 70% of students met adequate growth targets on previous year data (State Summative Assessment)
 - $n \geq 40$
2. 70% of students met college readiness benchmark targets on previous year ACT content assessment
 - $n \geq 40$

Route 2 per content area

Elementary Core

Pre-K: 15% Literacy Growth (District Benchmark Assessment)
 15% Math Growth (District Benchmark Assessment)
 10% Other Growth (District Benchmark Assessment)
 10% SPF or District Benchmark Collective Measure

Grades K-5: 20% Reading Growth (District Benchmark Assessment)
 20% Math Growth (District Benchmark Assessment)
 10% SPF or District Benchmark Collective Measure

Other Content: 40% Content (Curriculum Based Assessments)
 10% SPF or District Benchmark Collective Measure

ELL: 25% ACCESS Median Growth
 15% Reading (District Benchmark Assessment for caseload served & monitored)
 10% SPF or District Benchmark Collective Measure

SpEd: 40% Reading/Writing/Math (District Benchmark Assessment based on caseload goals)
 10% SPF or District Benchmark Collective Measure

Title: 40% Reading (District Benchmark Assessment for caseload served & monitored)
 10% SPF or District Benchmark Collective Measure

Secondary (Grades 6-12)

ELA Core:	20% Reading Growth (District Benchmark Assessment) 20% Reading Growth (Curriculum Based Assessments) 10% SPF or District Benchmark Collective Measure
Math Core:	24% Math Growth (MAP Benchmark Growth / Proficiency) 16% Math Growth (Curriculum Based Assessments) 10% SPF or District Benchmark Collective Measure
Social Studies:	40% Social Studies (Curriculum Based Assessments) 10% SPF or District Benchmark Collective Measure
Science:	40% Science (Curriculum Based Assessments / District Benchmark) 10% SPF or District Benchmark Collective Measure
Other Content:	40% Content (Curriculum Based Assessments) 10% SPF or District Benchmark Collective Measure
ELL:	20% ACCESS Median Growth 20% Reading (District Benchmark Assessment for caseload served & monitored) 10% SPF or District Benchmark Collective Measure
SpEd:	40% Reading/Writing/Math (based on caseload goals) 10% SPF or District Benchmark Collective Measure

Measures of Student Learning

Route 1 and Route 2

Route 1: Previous Year Data

If data is
NOT
available
by June 1
Final
Rating
deadline

- **Per state assessed content area**
- **Above Expected if:**
 - Meet or Exceed state average based on previous year data (CMAS)
 - Grade 3 Reading, Math
 - Social Studies if assessed
 - Grade 5, 8, and HS Science
 - 70% of students achieved adequate growth targets on previous year data (PARCC/CMAS)
 - Grades 4-10 Reading, Writing, Math
 - SAT/ACT 70% Met College Benchmark

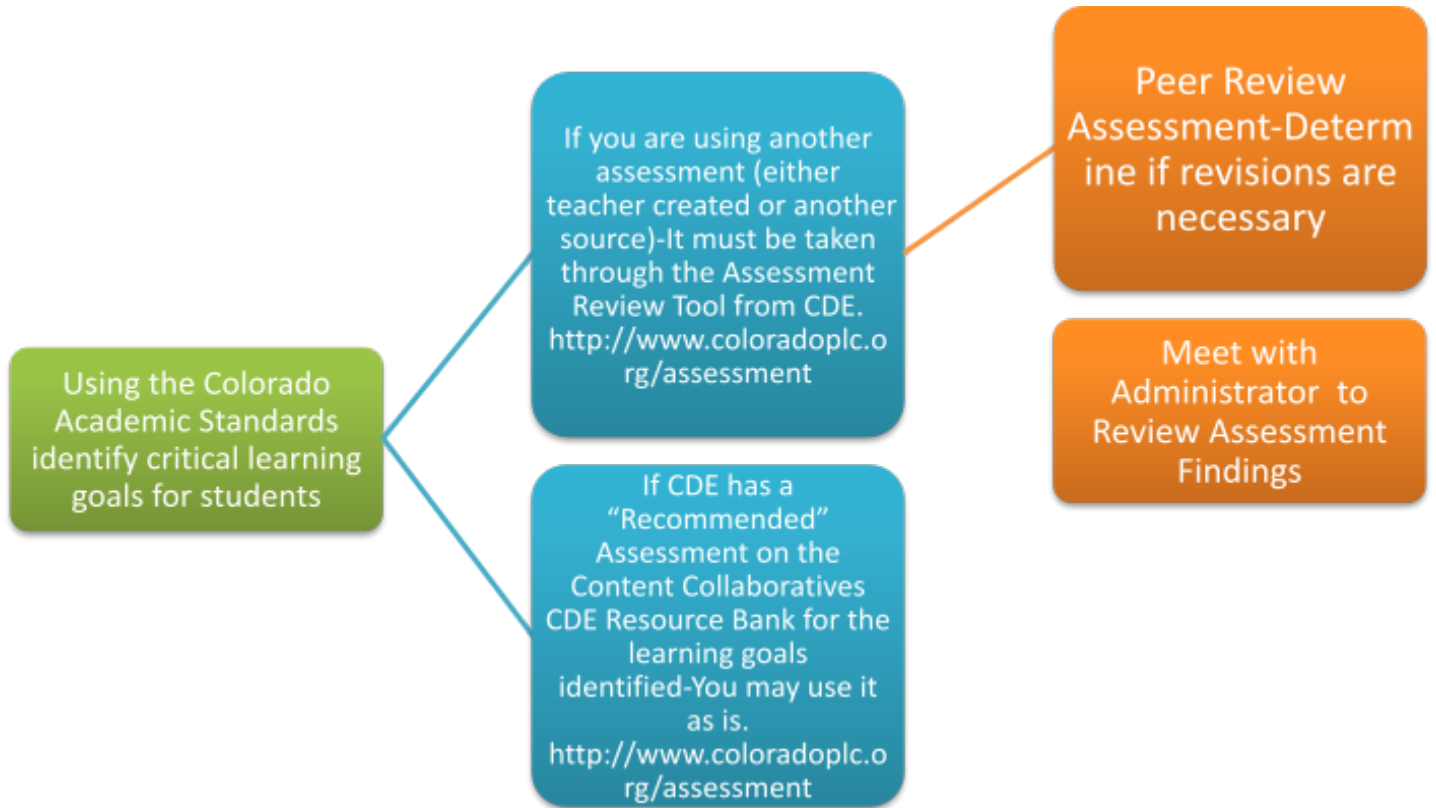
If Above
Not True

Route 2:

Using
Current
Year Data
If data is
available
by June 1
Final
Rating
deadline

- ***Per content area***
- Please refer to your content specific PIE

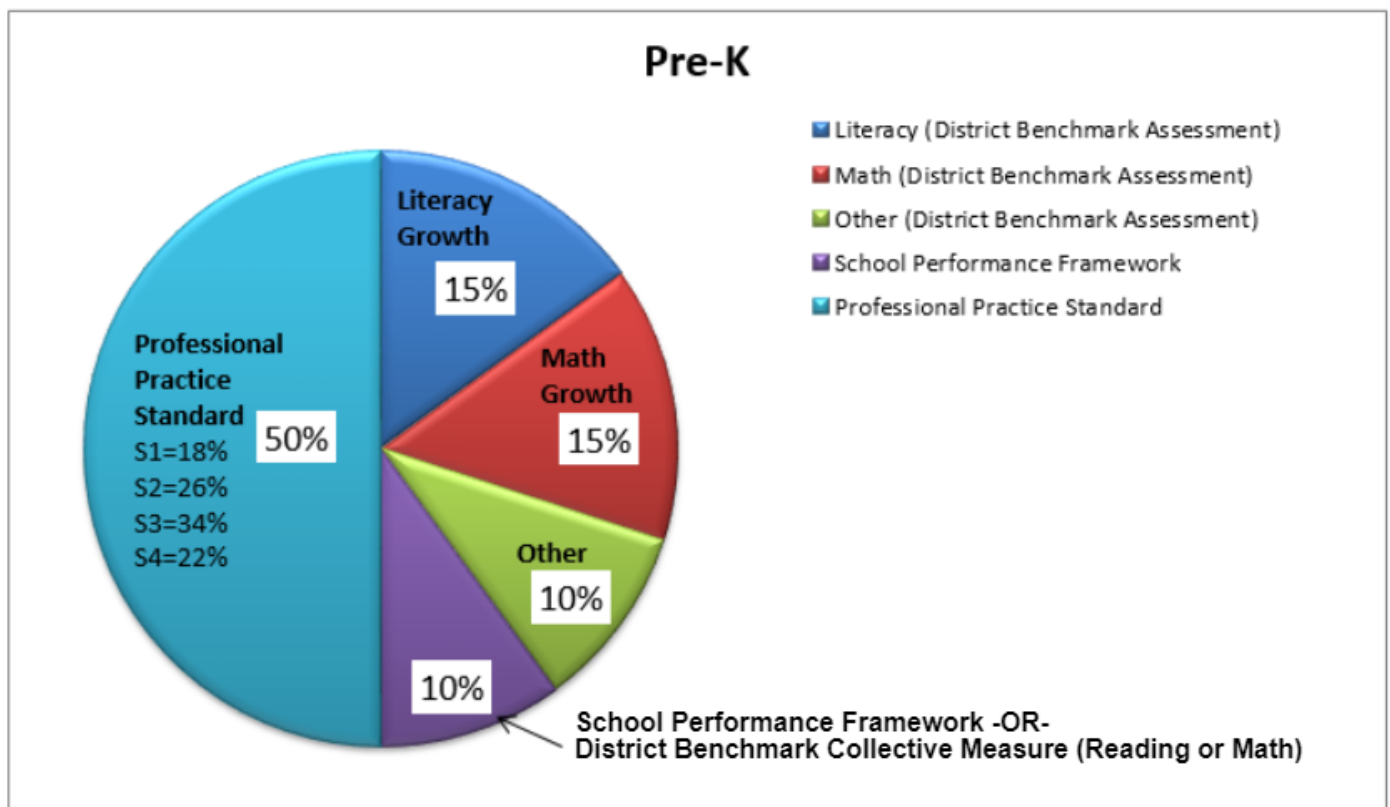
Process for Assessment Approval



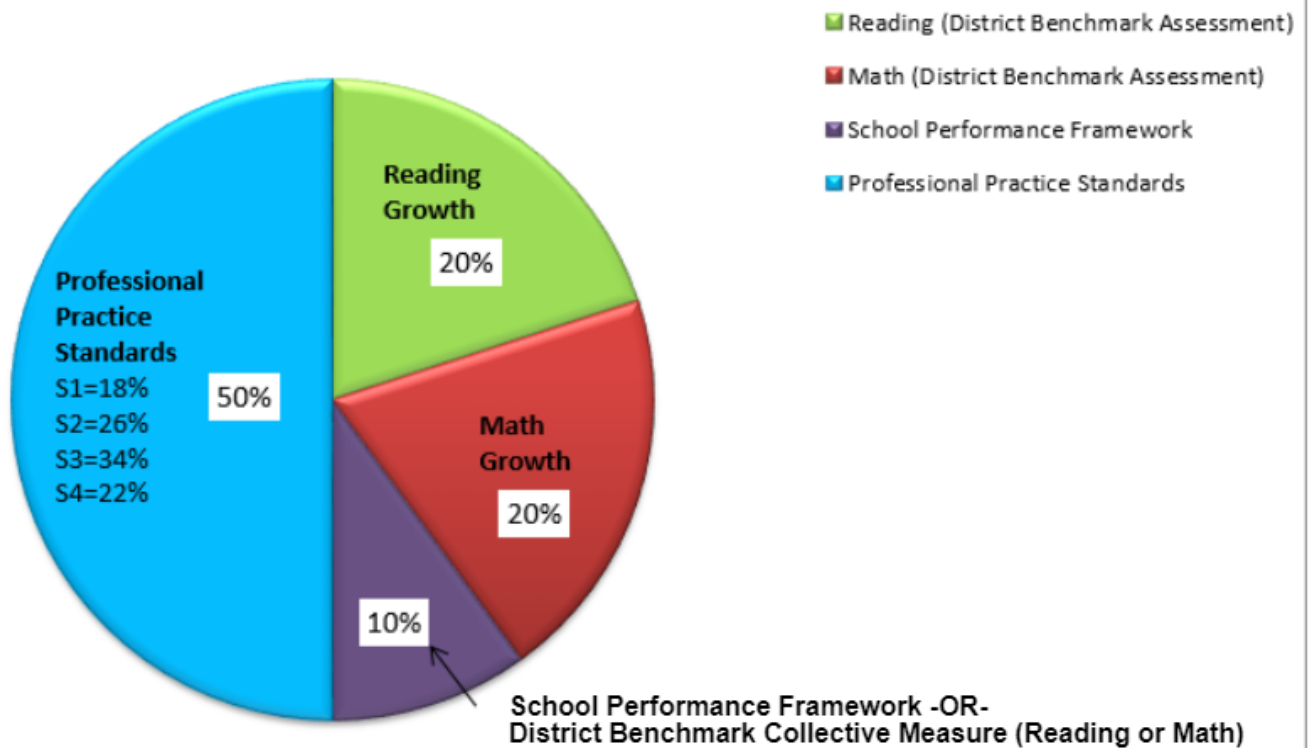
PEER REVIEW OF ASSESSMENT PROCESS

1. First Review using the assessment tool may be done as a team or individually. You may locate the review tool at this link <http://www.cde.state.co.us/educatoreffectiveness/implementationguidance>
2. Revision/Additions are made if necessary
3. If the first review is done individually, the teacher will find a second teacher to review the assessment either together or second reviewer separately
4. Revisions/Additions are made if necessary
5. Teacher brings assessments to building administration for approval

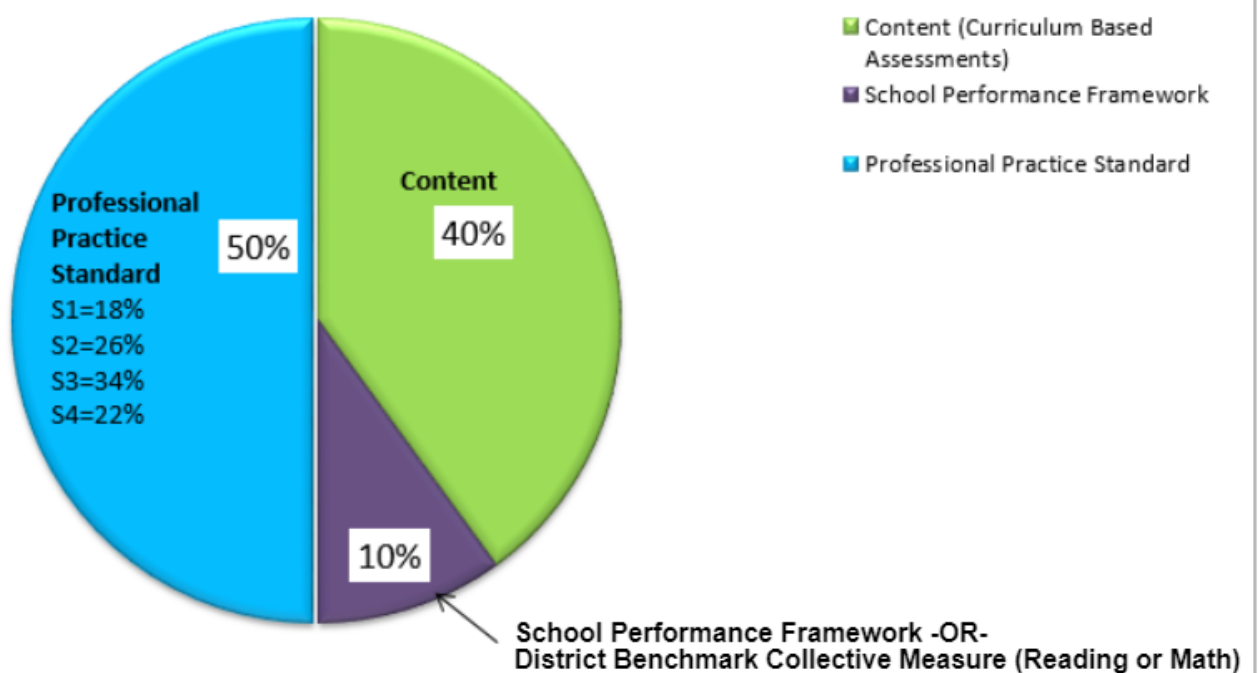
Content Area Measures



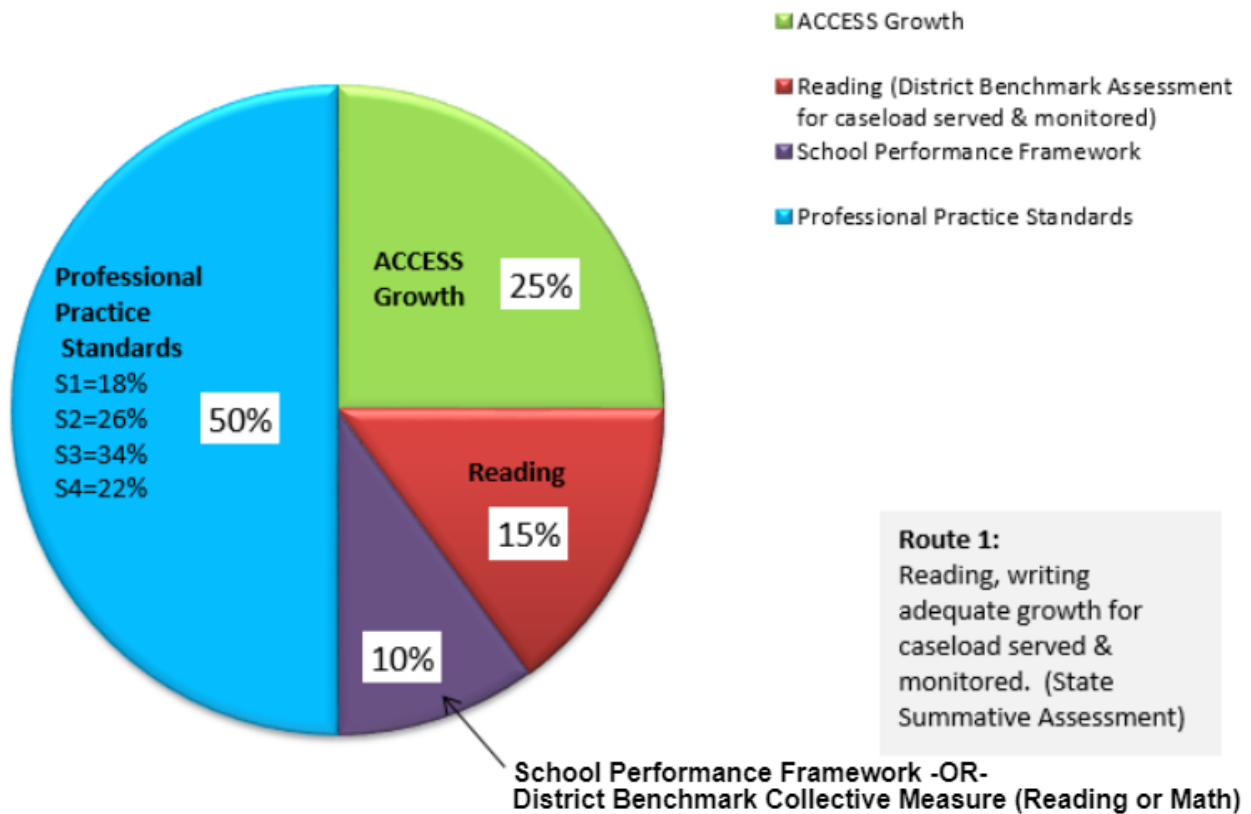
Grades K-5 Core



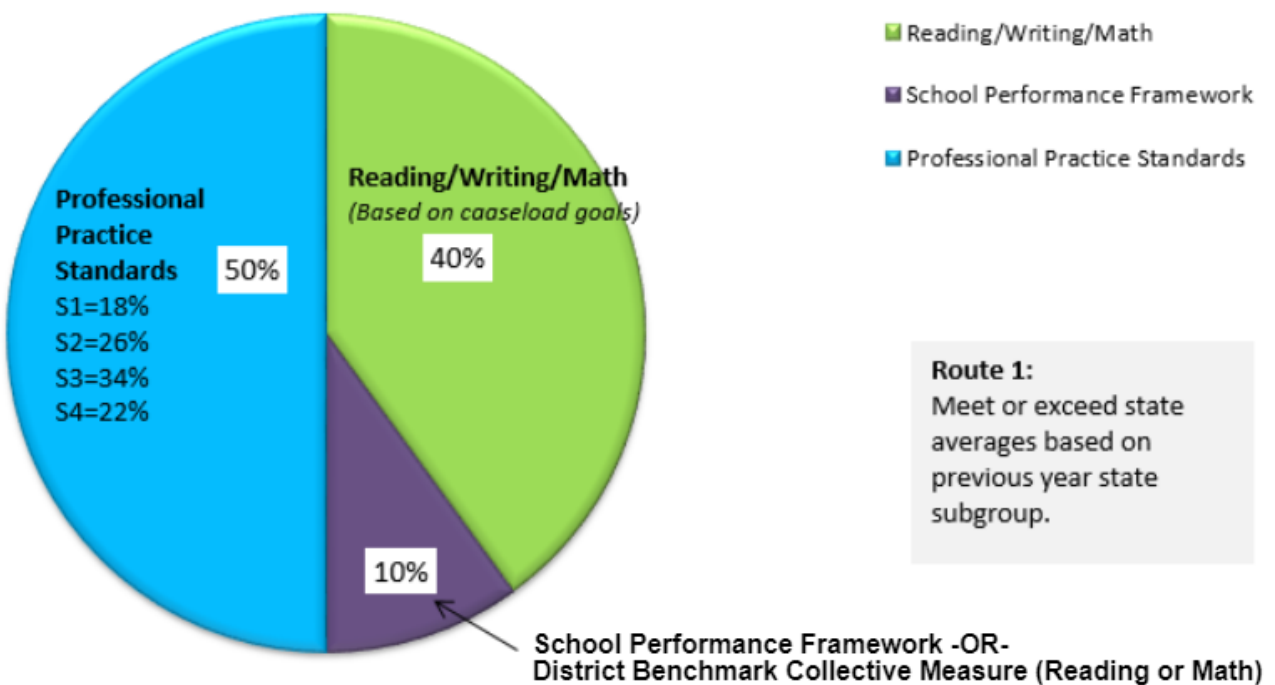
Elementary Other Content



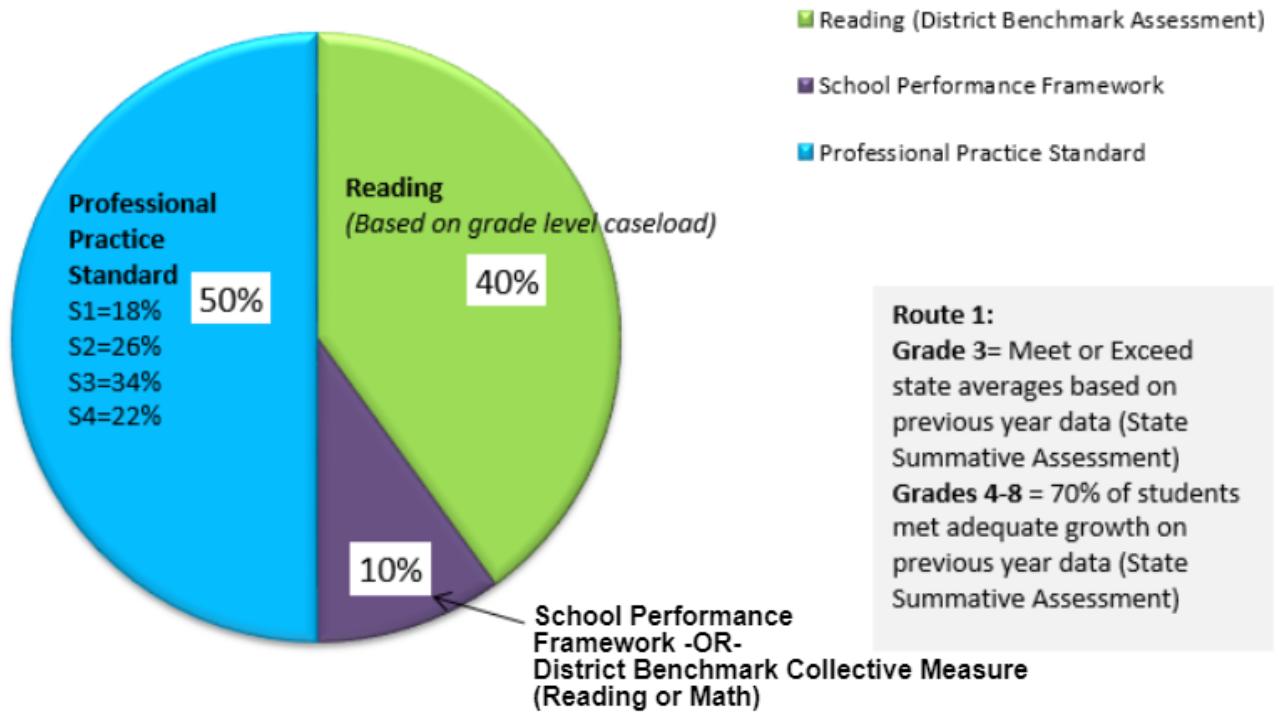
Elementary English Language Learners



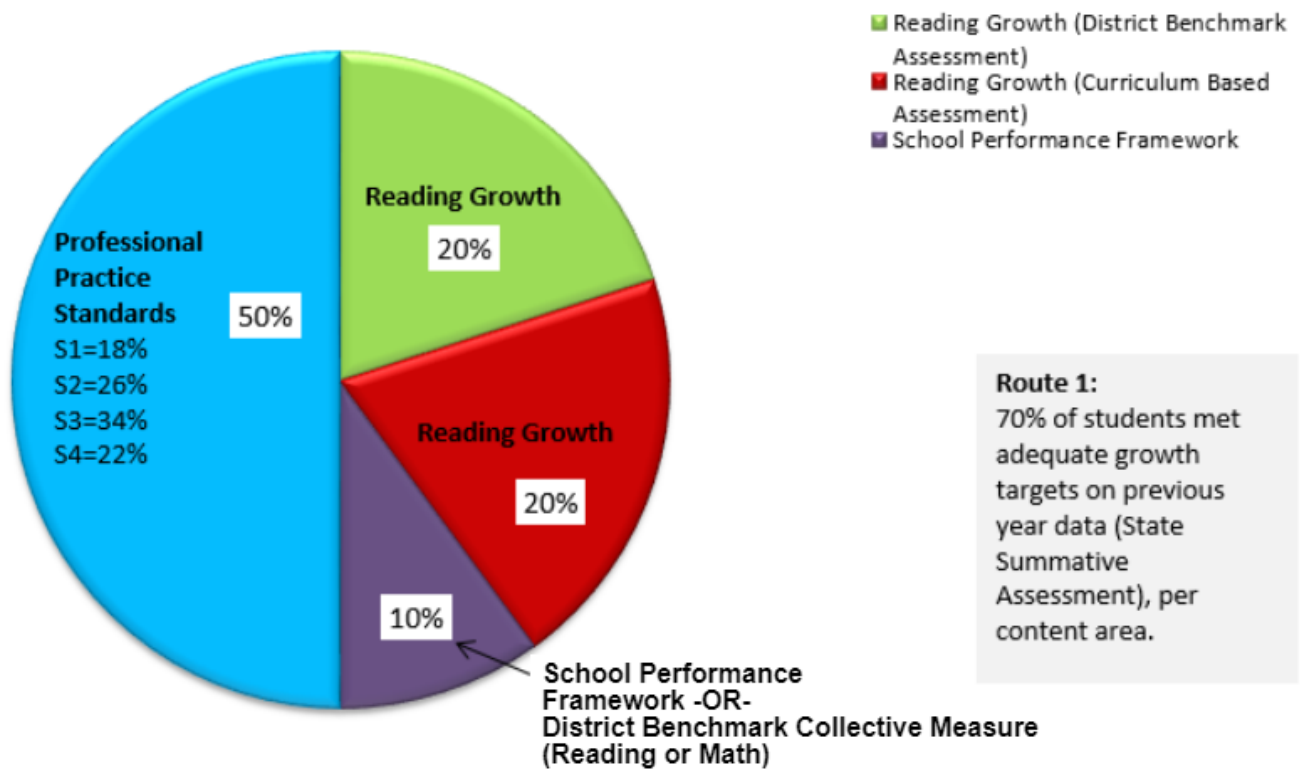
Elementary SpEd



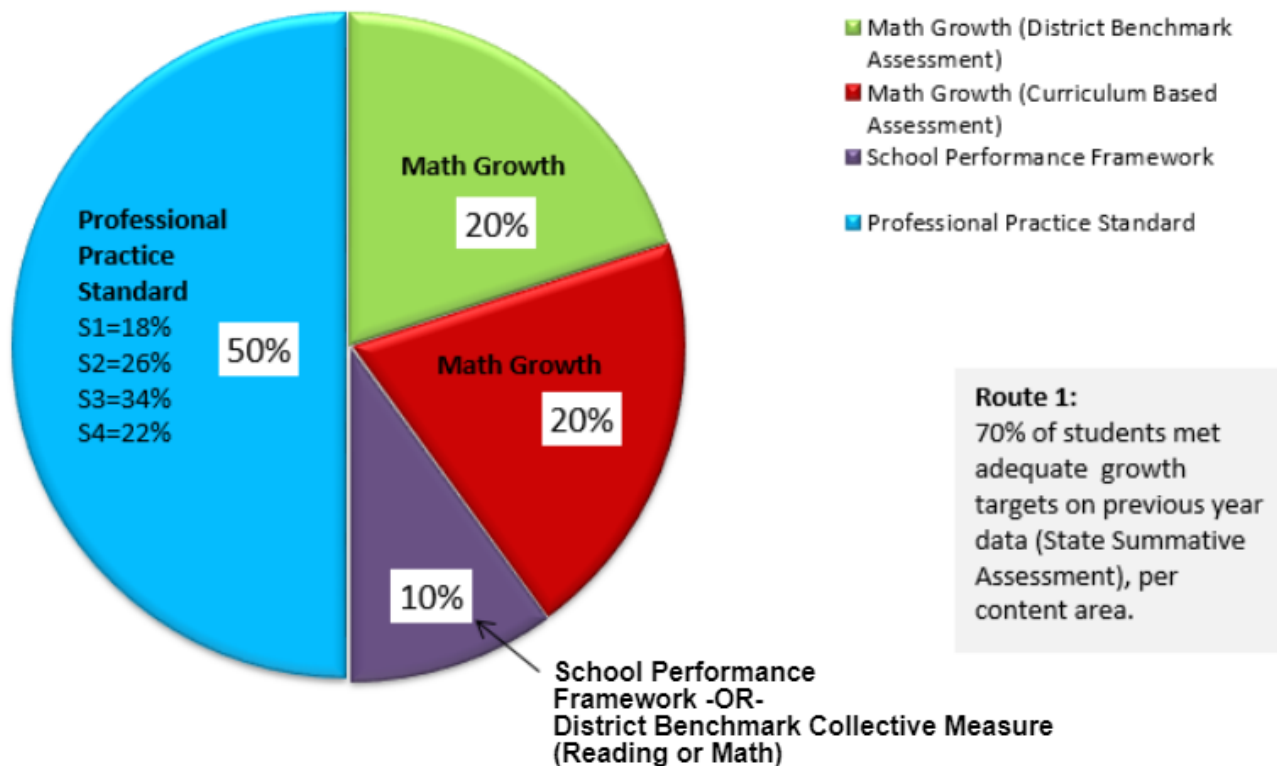
Title



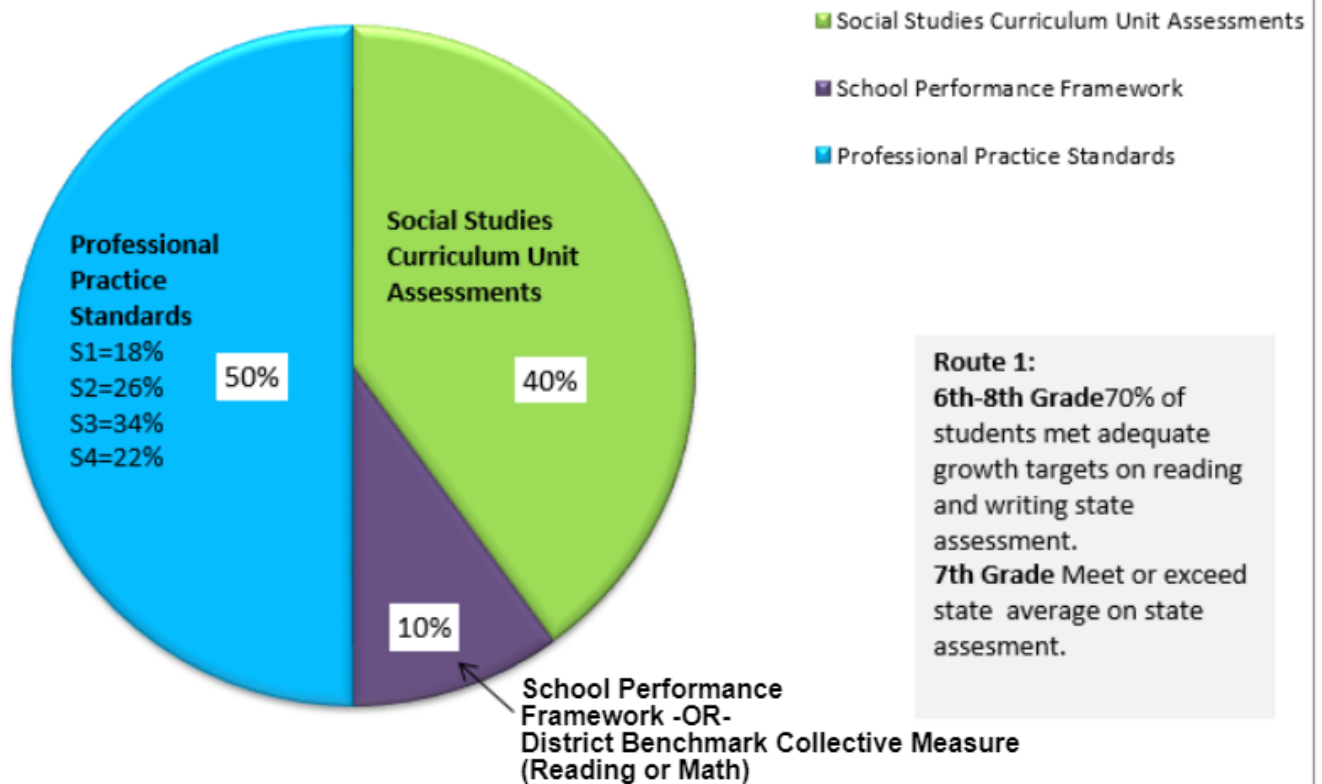
Secondary English Language Arts



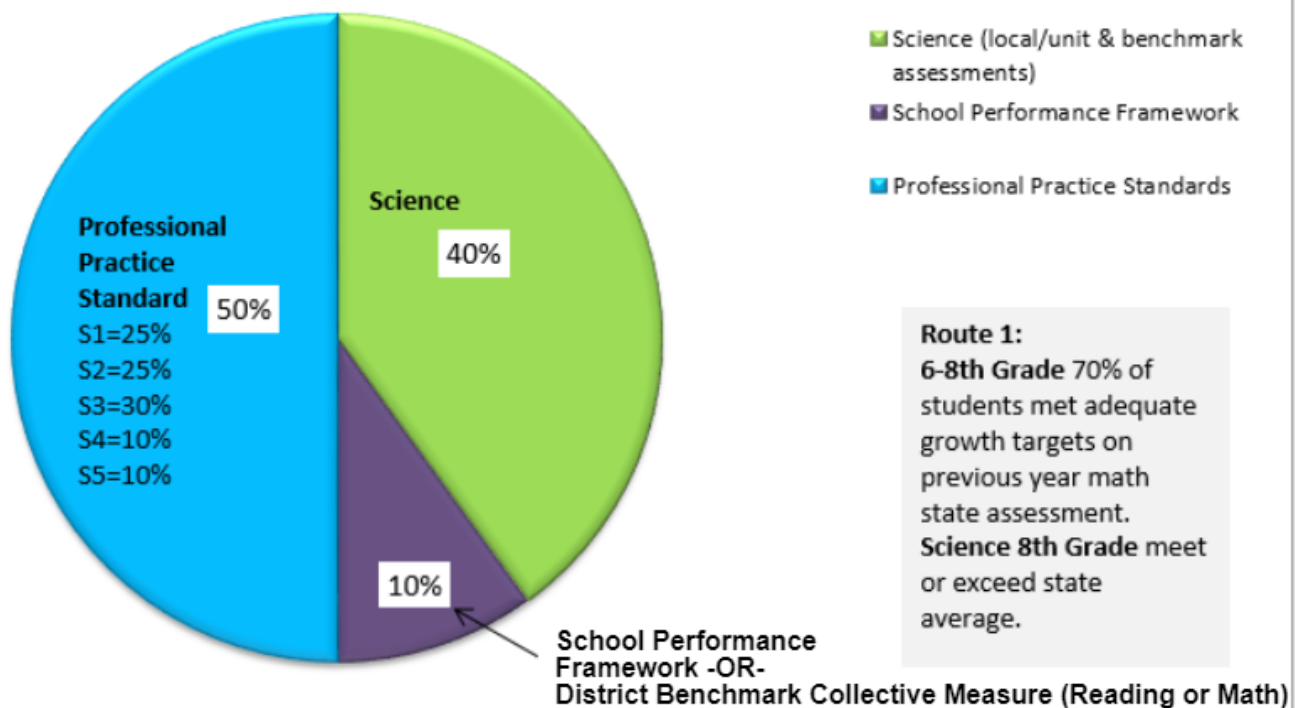
Secondary Math



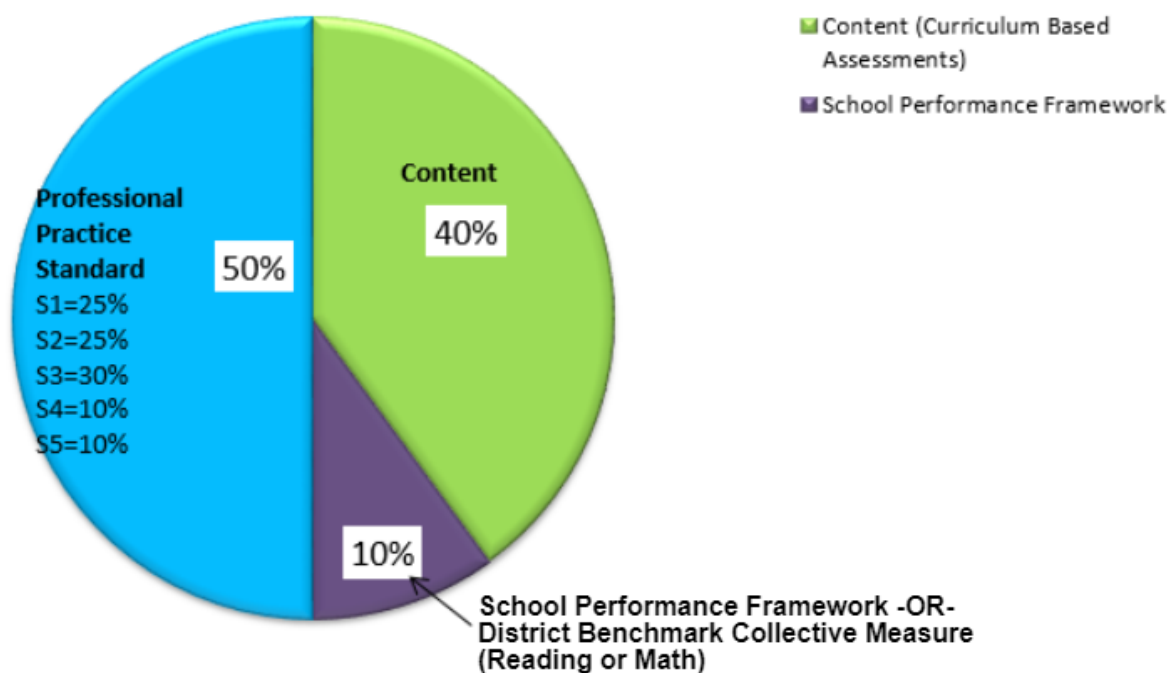
Secondary Social Studies



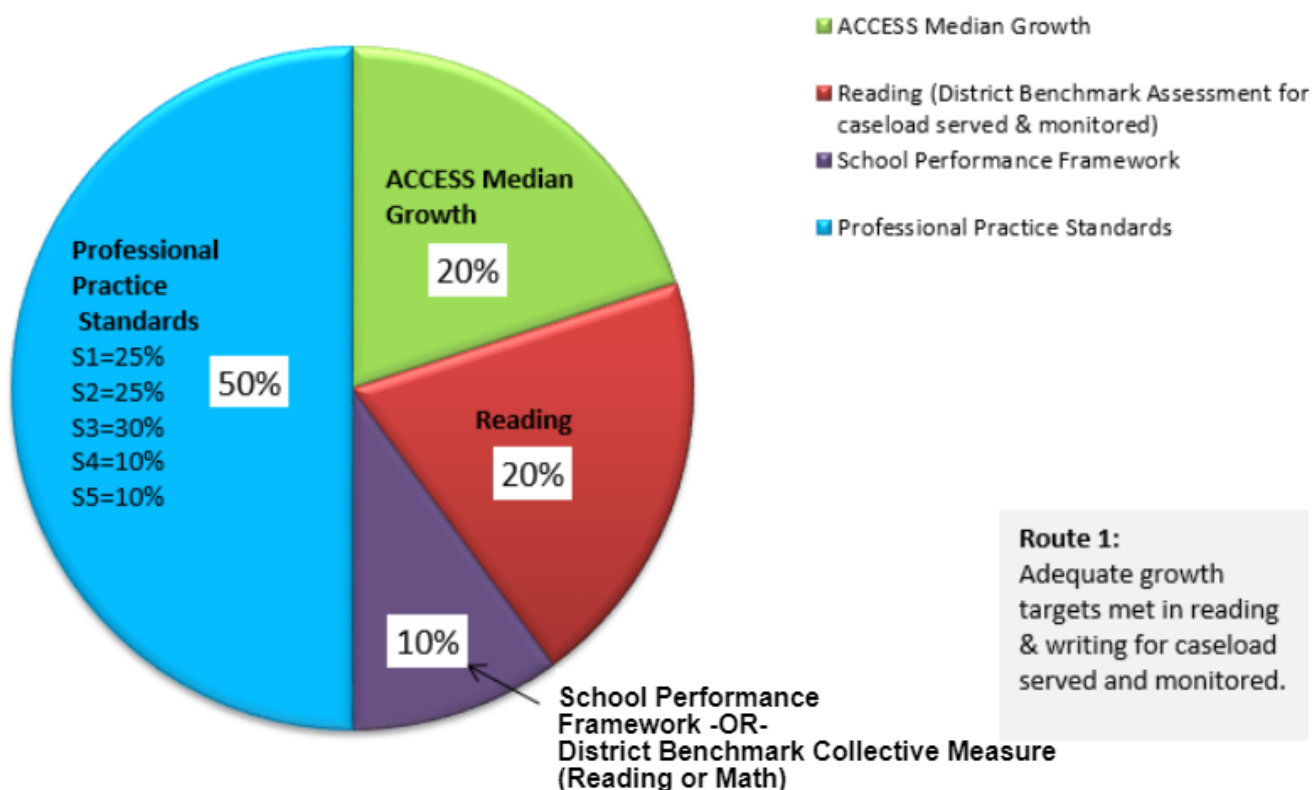
Secondary School Science



Secondary Other Content



Secondary English Language Learners



Secondary SpEd

