

Yuma School District-1

Effective Educator Standards



Evaluation Handbook

“Preparing Each Student Today for Tomorrow”

Introduction:

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

Yuma School District-1 recognizes that the components of a successful evaluation system must be informed by the ideas and experiences of our practitioners. It also needs to be comprised of multiple measures in order to provide a more complete, fair and accurate picture of a teacher's performance. Therefore, the Yuma-1 Effective Teacher Evaluation System is being designed from the ground up with input from our teachers, school leaders, and administrators.

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

The Yuma School District-1 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

From the CDE Educator Effectiveness Implementation Guide:

Purposes of the Evaluation

According to the rules for administration of a state system to evaluate the effectiveness of licensed personnel, the basic purposes of this system are:

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous and valid methods, 50 percent of which is determined by the academic growth of their students.
- To ensure that all licensed personnel receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- To ensure that all licensed personnel are provided the means to share effective practices with other educators throughout the state.

Key Priorities for the Colorado State Model Educator Evaluation System

Key priorities inform every aspect of the Colorado State Model Educator Evaluation System.

Successful implementation of the system is dependent upon attending to the priorities, which should be treated as guiding principles for the evaluation system.

PRIORITY ONE: Data should inform decisions, but human judgment will always be an essential component of evaluations.

While the technical nature of this user's guide may give the impression that evaluation is a scientific process that relies solely on objective data, evaluations ultimately rely on the perception and professional judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and bias. The most technically impressive evaluation system will fail if the human aspects of the system are neglected. The processes and accompanying materials included in this guide are directed towards techniques to improve individual judgment and minimize error and bias. For example, it is essential that evaluators have adequate training to exercise judgment in a way that is fair and unbiased. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods, so they can make appropriate decisions about their implications. The implementation of the evaluation system is designed to provide as much information as possible about ways to make fair, reliable and credible judgments.

PRIORITY TWO: The implementation and assessment of the evaluation system must embody continuous improvement.

The Colorado State Model Educator Evaluation System is being launched over a four-year period. Development and beta-testing activities began in the 2011-12 school year.

The pilot and rollout period (2011-15) is intended to capture what works and what doesn't (and why) and provide multiple opportunities to share lessons learned. In that spirit, the state will monitor and act on the following:

- How well the model system addresses the purposes as articulated in S.B. 10-191
- What school districts do that works or does not work
- What other states do that works
- Changes in assessment practice and tools expected over the next few years, especially with respect to measures of student learning
- Research and best practice findings with respect to educator evaluations

The system represents the best possible approach based on current understandings for measuring professional performance against the Colorado Quality Standards for educators, however it will be adjusted or adapted as new knowledge is made available.

PRIORITY THREE: The purpose of the system is to provide meaningful and credible feedback that improves performance.

The goal of the Colorado State Model Educator Evaluation System is to provide honest and fair assessments about educator performance and meaningful opportunities to improve.

The collection of information about educator effectiveness and feedback to educators will take place on an ongoing basis and not be restricted to the dates and processes set for formal evaluations. Evaluators and the educators being evaluated should discuss improvements to professional practice both formally and informally throughout the year.

PRIORITY FOUR: The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.

Change is always difficult and communication is vital. Every stakeholder from students, families, teachers, related service providers, administrators, school board

members and others need to be operating with the same information and with a clear picture of what the new system is, how it will be implemented and how it will impact them. The new evaluation system and its goal of continuous learning provide opportunities to engage parents and guardians of students and the students themselves in a collaborative process to assure that every student has his or her best chance of graduating from high school and being prepared for academia or a career.

PRIORITY FIVE: Educator evaluations must take place within a larger system that is aligned and supportive.

Improving the ways educators are evaluated will lead to improvement in their effectiveness and to improved outcomes for students. For this to occur, evaluation must be part of a larger system that is also effective. Educator evaluation systems that are aligned across all levels and components of the system (including student standards, curriculum, student assessments and school improvement planning) and among all positions being evaluated, are most likely to be supportive of educators and lead to improvements in performance. School districts that use the Colorado State Model Evaluation System are committed to the process of ensuring that the education system operates in a way that is coherent and supportive of both educator effectiveness and student outcomes.

Evaluation System Components

The implementation of the Colorado State Model Educator Evaluation System should be understood as a process rather than a single event. While it is true that the evaluation process will result in annual ratings for every teacher, principal, assistant principal and specialized service professional in Colorado, gathering evidence about performance and providing feedback to enable educators to improve should occur on an ongoing basis and be integrated into the daily business of teaching and learning.

Educating children is a complex activity requiring multiple skills and aptitudes. A significant and indispensable part of the definition of effective educators is the ability to obtain growth in student academic performance. Colorado expects that effective educators will not only ensure student academic growth but they will also ensure that:

- All students are learning in ways that will prepare them for college or a career by the time they graduate from high school
- All students are prepared for future civic responsibilities
- Families of their students are engaged in school activities and support their children

Colorado educators will be evaluated on measures of student learning/outcomes as well as their demonstrated performance against the Quality Standards, including their ability to attain positive outcomes for the students they teach. The use of professional growth plans will guide their professional planning, goal-setting and professional development.

The Colorado State Model Educator Evaluation System includes the following components:

1. The Statewide Definition of Effectiveness

All districts and Boards of Cooperative Educational Services (BOCES) are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting. These definitions are included in the sections of the user's guide for individual groups.

2. Colorado Educator Quality Standards and Their Related Elements

The principal/assistant principal, teacher and specialized service professionals Quality Standards outline the knowledge and skills required of an effective educator and will be used to evaluate all licensed educators in Colorado.

All school districts and BOCES will base their evaluation of licensed educators on the full set of Quality Standards and associated elements, or they should adopt their own locally developed standards that meet or exceed the state's Quality Standards. School districts that adopt their own locally developed standards must crosswalk those standards to the state's Quality Standards and elements, so the school district or BOCES is able to report the data required.

3. Measures Used to Determine Final Effectiveness Rating

- Overall professional practices rating (50 percent)
- Ratings on measures of student learning/outcomes (50 percent)
- Combining overall professional practices rating and measures of student learning/outcomes rating to determine the final effectiveness rating

The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Fifty percent of the final effectiveness rating is based on professional practices and 50 percent is based on measures of student learning/outcomes. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined at the local level, provided they ensure that data are regularly collected, associated feedback and improvement opportunities are regularly provided and educators receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Standards (Final Effectiveness Rating Levels)

The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. These standards are also commonly referred to as the final effectiveness rating level.

6. Appeals Process

Teachers and specialized service professionals who receive a second consecutive rating of Ineffective or Partially Effective and who are not employed on an at-will basis may appeal their rating using the structure set forth in State Board of Education rules for teachers. Rules regarding the state-approved appeals process may be found by clicking [here](#).

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Requirements for the Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is built upon the state's definitions of effective educators as well as on the standards for each group of professionals for whom evaluation materials have been developed. This guide describes the components, processes and materials needed to adequately implement the system as well as examples of completed evaluation forms for a teacher. It should be noted that the evaluation components and process are the same for all of Colorado's licensed educators. In addition, the materials are aligned in terms of format, tone and language to the extent possible. This approach was adopted by CDE to make the evaluator's job easier.

The evaluation process (Exhibits 3 and 4) consists of nine steps, beginning with training and ending with the development of professional growth goals and an individual professional growth plan for the subsequent year. This process (Exhibit 5) should take about one school year. Both the evaluator and the person being evaluated have responsibilities (Exhibit 6) before, during and after each step in the process.

EXHIBIT 3: The Colorado State Model Educator Evaluation System Evaluation Process



**The Final Effectiveness Rating is a composite of the Overall Professional Practices Rating (50 percent) and Measures of Student Learning/Outcomes (50 percent)*

EXHIBIT 4: The Colorado State Model Educator Evaluation Process Steps

1

Training

Prior to using the state model system, educators should be trained on the system's processes, tools and materials to ensure that everyone has the foundational knowledge needed to implement the system. Well-trained and knowledgeable users help ensure the reliability and accuracy of the final ratings.

2

Annual Orientation

During the first two weeks of school each school year, schools and districts should provide an orientation on the evaluation system. This orientation should include measures to which educators will be held accountable, new system features and process changes. This will ensure that staff members understand system changes.

3

Self-Assessment

By the end of the first month of the school year, each educator should complete a self-assessment. This provides an opportunity for educators being evaluated to reflect on their ability to face the challenges ahead during the coming school year, including the measures to which they will be held accountable, student needs and their professional growth plan. The educator may choose to share the self-assessment with the evaluator or not.

4

Review of Annual Goals & Performance Plan

Within the first month of school, the evaluator and educator being evaluated should review annual school goals to ensure the goals stated in the educator's professional growth plan are aligned. This allows the educator to consider the context for that year with respect to school culture, student body, community issues and changes in district initiatives, and to adjust professional growth goals in consideration of the context.

5

Mid-Year Review

Prior to the beginning of the second semester, the educator being evaluated and the evaluator should review progress toward achieving professional goals and measures of student learning/outcomes. They discuss barriers to completing goals and refine existing goals as needed. As a result of this review, every educator should have a clear understanding of what needs to be accomplished in order to achieve performance goals by the end of the year.

6

Evaluator Assessment

Throughout the school year, evaluators should monitor educator performance and record ratings on the rubric. The evaluator should determine ratings for all standards and elements and performance on measures of student learning/outcomes prior to the end-of-year review when those ratings will be discussed with the educator being evaluated.

7

End-of-Year Review

No later than three weeks prior to the end of the evaluation cycle, the evaluator and educator being evaluated should discuss professional practice ratings and measures of student learning/outcomes, artifacts and any other evidence needed to confirm the accuracy of ratings. If the educator and evaluator agree on the final effectiveness rating, Step 8 may be completed at this time. In addition, a natural outgrowth of this conversation would be agreement on the professional growth plan for the subsequent year (Step 9).

8

Final Effectiveness Rating

No later than two weeks prior to the end of the evaluation cycle, if the evaluator and educator being evaluated did not agree on the final effectiveness rating during the Step 7, they should jointly review additional evidence to help each other understand their respective positions on rating levels. The purpose of this meeting is to come to agreement. If agreement is not reached, the supervisor of the educator is responsible for determining final ratings on professional practices, measures of student learning/outcomes and overall effectiveness.

9

Goal-Setting & Performance Planning

Before the next evaluation cycle begins, the educator being evaluated should develop a professional growth plan designed to address any areas in which growth and development are needed, professional development or training required, and other resources needed to fully implement the professional growth plan. This step should be a natural outgrowth of the discussions conducted during steps 7 and 8 and may be approved before the end of the current school year. Any necessary updates to the plan may be made at the beginning of the next school year.

EXHIBIT 6: Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
	School District Supt. or Executive Director of BOCES	Determine who will evaluate each educator and notify educators being evaluated and their evaluators of their assignments.		
1. Training	Evaluator	Review and be thoroughly familiar with user's guide and all other required evaluation documents.	Actively participate in all training activities to ensure a thorough understanding of what is expected and when it is to be completed.	Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.
	Person Being Evaluated			
2. Orientation	Evaluator	Request information about changes to system since previous year.	Discuss changes to evaluation system since previous year, articulate all measures to which educators will be held accountable and agree on how to address any new requirements necessary to meet expectations.	Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.
	Person Being Evaluated			
3. Self-Assessment	Evaluator	Encourage a thoughtful, comprehensive and honest approach to self-assessment.		
	Person Being Evaluated	Review rubric and other evaluation materials.	Thoughtfully reflect on past performance and identification of strengths, weaknesses and ability to meet state standards during current school year. Beginning with a new rubric each year, honestly and fairly rate personal performance against all standards, elements and professional practices.	Review self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed. If desired, share self-assessment with evaluator and/or other members of the evaluation team such as peer evaluators. The person being evaluated determines whether the self-assessment is shared and with whom.

Continued Next Page

EXHIBIT 6 (continued): Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
4. Review of Annual Goals & Performance Plan	Evaluator	Hold a beginning of year conference with person being evaluated to determine what sources of evidence/artifacts will be used to measure performance against their Quality Standards.	Discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses in professional practice. Finalize goals and professional growth plan. Set targets and scales on measures of student learning/outcomes with educator	Monitor progress toward achieving goals and addressing all items in performance plan throughout the year.
	Person Being Evaluated	Send Professional Growth Plan to evaluator so he/she has time to review it.		Review Professional Growth Plan periodically throughout the year to ensure that adequate progress is being made toward completing all action steps and achieving goals.
5. Mid-Year Review	Evaluator	Schedule review. Review Professional Growth Plan and any available evidence regarding progress to date, barriers to achieving goals and ideas for revising plan for the second half of the year if such a revision is necessary.	Discuss progress toward achieving annual school and professional performance goals. Examine progress toward meeting goals. Adjust Professional Growth Plan if necessary to reflect unanticipated barriers to success as well as successes to date. Agree on action steps to be completed in order to achieve annual performance goals. Identify artifacts that may be used to demonstrate success.	Provide ongoing feedback based on multiple school visits, data, targeted development activities and other information. Schedule additional face-to-face discussions as needed.
	Person Being Evaluated	Provide Professional Growth Plan along with comments about progress to date and barriers to completion by year end to evaluator in time to allow for review prior to discussion.		Request discussions with evaluator to share progress and adjust Professional Growth Plan if necessary.
6. Evaluator Assessment	Evaluator	Become familiar with all materials collected during the year for the purpose of determining levels of performance.	Beginning with a new rubric each year, assign rating level to each standard and element based on performance associated with each professional practice.	Provide a copy of the rubric and other materials used to determine rating levels to the teacher being evaluated.
	Person Being Evaluated	Provide all information requested by evaluator.		Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/evidence if necessary.

EVALUATION PROCESS STEP	TO BE DONE BY:	TO BE DONE:		
		Before	During	After
7. End-of-Year Review	Evaluator	Schedule appointment at the location of the person being evaluated to assure that additional artifacts/ evidence will be conveniently located should it be necessary to review them.	Reflect on the extent to which professional and school goals have been met and determine growth areas to target during the coming year. Necessary revisions to the professional growth plan may be made at this time if agreement on final effectiveness rating is in place. If not, it may be completed during Step 9.	Provide written comments to the person being evaluated summarizing discussion and noting any follow-up necessary.
	Person Being Evaluated	If necessary, provide additional artifacts/evidence to support rating levels under consideration.		Prepare additional evidence if called for during end-of-year review.
8. Final Effectiveness Rating	Evaluator	If needed, schedule appointment to conduct final performance discussion.	Assign a rating for each element and standard to determine professional practices rating for the year. Using the processes contained in CDEs' guidance for determining the final effectiveness rating , combine the professional practices and measures of student learning/outcomes ratings to determine the final effectiveness rating.	Process all necessary paperwork and notify human resources department of overall professional practices rating, measures of student learning/outcomes rating and final effectiveness rating for person being evaluated.
	Person Being Evaluated	If needed, provide evaluator with additional evidence/artifacts prior to appointment.	Openly and honestly discuss year's performance and work with evaluator to determine final professional practices ratings for the year.	Sign off on final professional practices ratings. If there is disagreement between evaluator and person being evaluated regarding rating level, person being evaluated should be notified of the district appeal process.
9. Goal-Setting and Performance Planning	Evaluator	Review all evaluation materials with person being evaluated.	Openly and honestly discuss areas of strength as well as those needing attention. Identify potential goals, action steps and resource needs in order to improve performance or maintain high quality performance.	Review goal-setting plan, offer suggestions for improvement if any are needed and approve the plan for the subsequent year.
	Person Being Evaluated	Review all evaluation materials available including information on progress toward meeting targets set for measures of student learning/outcomes.		Prepare professional growth plan for subsequent school year and discuss with evaluator and/or supervisor (if different).

Evaluation Cycle:

<u>DATE</u>	<u>ACTIVITY</u>
August	<ul style="list-style-type: none"> Administrator and evaluation teacher-leaders review of & training on evaluation system (CDE Step 1) State Assessment Data available
September	<ul style="list-style-type: none"> All teachers receive training on evaluation system in buildings (CDE Step 2)
September 1 – 30	<ul style="list-style-type: none"> Verification of Teacher Role/Content area for evaluation begins Teachers begin to define Measures of Student Learning (SLO) and/or Curriculum Based Measures (CBM) to be used in evaluation Fall Assessment Window
By October 13 th	<ul style="list-style-type: none"> Teacher Self-Assessment completed (CDE Step 3)
By October 31 st	<ul style="list-style-type: none"> Initial Verification of Teacher Role & Content Area for evaluation due Initial Student Learning Outcomes / Curriculum Based Measures by teachers due
Oct. 16 – Oct. 29	<ul style="list-style-type: none"> Review Verification of Teacher Role & Content Area, <i>if needed</i>, by school leadership team
Nov. 9 th	<ul style="list-style-type: none"> Final Verification of Teacher Role & Content Area for evaluation Final Measures of Student Learning / Curriculum Based Measures by teachers due
Oct. – May	<ul style="list-style-type: none"> Teachers progress monitor student growth including CBMs for evaluation Teachers may edit/revise/modify CMS <i>only with</i> administrator's written approval
December – February	<ul style="list-style-type: none"> Administrator-Teacher Review Meetings take place (CDE Step 5) Winter Assessment Window
Ongoing Sept. – May	<ul style="list-style-type: none"> Administrator Ratings on Assessment Rubric recorded (CDE Step 6)
By May 4 th	<ul style="list-style-type: none"> Teacher Performance Ratings due (CDE Step 7)
By May 11 th	<ul style="list-style-type: none"> Additional evidence collected to determine final Teacher Performance Rating, <i>if needed</i> (CDE Step 8) Teacher Growth Plan due (CDE Step 9)

Teacher Quality Standards

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

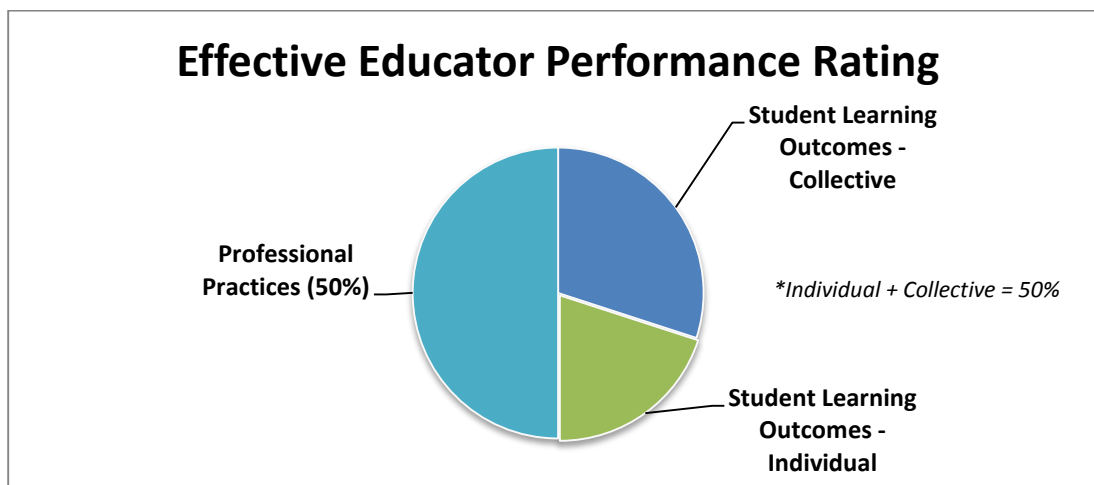
Professional Practice: Half of the evaluation will be based on the five Quality Standards that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership. The Quality Standards are measured using the state-developed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

The Professionalism rubric focuses on four expectations:

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

The sixth Quality Standard, student growth, will account for the other half of the evaluation.

Measures of Student Learning: Student Outcomes comprise the other half of the overall teacher performance rating. The standard will be based on multiple measures of student growth or student learning over time, not a single assessment. Yuma-1 has a table that defines what assessments will be used to measure Measures of Student Learning. The table also defines whether student assessment data will as a collective attribution or individual attribution student growth score. If a teacher teaches a subject that takes the statewide summative exam, it will be used as one of the multiple measures.



Educator Roles & Content Area Verification:

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

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

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

Classroom Observation:

Teachers are consistently observed throughout the year from administrators and consultants who provide evidence-based feedback in a timely manner so they can better demonstrate continual growth. Reflective feedback conversation should discuss the evidence captured to identify areas of strength, areas for growth and next steps for development. This conversation serves as the cornerstone for deepening of a teacher's understanding of the teaching and learning process and is critical for growth and progress.

There are three types of observations that a teacher may receive throughout the school year. Here is what to expect from each type.

1. *Full Observations*: Observe and capture evidence during a full lesson (generally 45-60 minutes). Often, the administrator will follow up with an in-person meeting to discuss the observation.
2. *Partial Observations*: Observe and capture evidence during 20-30 minutes of a lesson. Administrators will deliver feedback via RANDA, email or in-person.
3. *Walk-Throughs*: Observe 10 minutes of a lesson. Although not required, it is suggested that administrators deliver feedback via RANDA, email or in-person.

Measures of Student Learning & Growth:

When taken into account with other measures of teacher performance, Student Outcomes provide a full picture of the learning that results from teacher actions over the course of a year. The Student Outcomes component of the teacher evaluation will comprise 50% of a teacher's performance rating, in accordance with SB 10-191. After the 15-16 development year, we will be using multiple measures of student performance rather than a single data source in as many instances as possible. Measures of Student Learning consist of a variety of measures, including:

- State Measures, which include growth on PARCC Reading, Writing, and Math.
- School Measures, which include SPF growth.
- Student Learning Objectives (SLOs), which will encompass teacher- created assessments for many teachers.

Different assessments will apply to different teachers depending on the content and grade levels they teach. (See Role and Content Verification section)

Roster Verification

The Roster Verification process provides teachers with the opportunity to monitor class rosters in PowerSchool and assessment data bases (NWEA, Alpine Achievement, etc.) to confirm they are accurately tied to the students they teach and/or support on each of their rosters.

- Students expelled or homebound are eliminated from individual data measures (aligns with School Performance Framework)

Teacher Evaluation Tool - RANDA:

Yuma-1 will utilize RANDA as an online platform to document teacher growth and development. Specifically, teachers will use RANDA to document these four components to complete an evaluation cycle:

1. Self- Assessment using the Colorado Teacher Evaluation Rubric in the fall of each academic year.
 - a. When completing the self- assessment, teachers should begin at the basic level. Teachers should rate themselves on each observable practice that is present for the majority of the students they teach. Keep in mind, a teacher must have **demonstrated** all practices at one level (basic) before moving to the next level (partially proficient).
2. Mid-Year Review
3. Measures of Student Learning (student growth data) Evidence
 - a. RANDA has a platform for teachers to use to enter the results of their individual and collective growth for the year.
 - b. An evaluation cycle begins in August with the results of the state assessment (collective).
 - c. Teachers will document their rating for the growth of the students that they teach. A teacher may earn a rating of a 1, 2, 3, or 4 based on student growth. They indicate their rating by clicking on the corresponding box. Teachers are also required to document a short statement of rationale for their rating. This can be done directly in the box for the rating or in the comments section. For example: "I am a 3 because 5th grade met or exceeded the state CMAS average in reading and math." Measures of student learning will not be complete without the rationale.
 - d. The comments section can also document individual situations that a teacher feels have had a direct impact on student growth.
4. An Individual Growth Plan

The following MSL's will be used:

Individual for Content Teachers (Math; English, Science) Elementary Teachers will work with their building principal to determine which content area they will focus on (should be tied to the Unified Improvement Plan or individual teacher grown plan). Additionally Content Teachers should have one curriculum based measure. Non Math, English, Science teachers will complete 2 Curriculum based measures.

<i>Measures of Student Learning ></i>	<i>Much lower than expected</i> DOES NOT MEET <u>1</u>	<i>Lower than expected</i> APPROACHING <u>2</u>	<i>Expected</i> MEETS <u>3</u>	<i>Above expected</i> EXCEEDS <u>4</u>
NWEA Growth Targets (Can be for entire group or subgroup)	Less than 49% of students met their Annual Student Growth target	50% - 74% of students met their Annual Student Growth target	75% - 85% of students met their Annual Student Growth target	86% - 100% of students met their Annual Student Growth target

For All Other Content Areas: Individual Curriculum Based Measures should be used. Establish the proficiency target. Determine how many students met that proficiency target to meet expected teacher outcome (3) and so on. An example is such:

<i>Measures of Student Learning ></i>	<i>Much lower than expected</i> DOES NOT MEET <u>1</u>	<i>Lower than expected</i> APPROACHING <u>2</u>	<i>Expected</i> MEETS <u>3</u>	<i>Above expected</i> EXCEEDS <u>4</u>
Unit of Study (P.E., Music, Social Studies, Unified Arts, etc.)	Less than 49% of students met or exceeded the proficiency standard or performance target	50% - 74% of students met or exceeded the proficiency standard or performance target	75%-85% of students met or exceeded the proficiency standard or performance target	86%-100% of students met or exceeded the proficiency standard or performance target

Examples of Curriculum Based Measures: Depth of Knowledge Charts should always be a consideration for measurement of student achievement:

If a rubric is used, standards should be listed as well as evidence outcomes. Teachers/Departments should work as part of the curriculum frameworks to define what it looks like to meet each of the corresponding evidence outcomes. And example skeleton for HS PE for Standard 1: Movement is below.

Standard 1: Movement Competence and Understanding; Participate at a competent level in a variety of lifelong physical activities	Does Not Meet	Approaching (DOK 1- 2)	Meets (DOK 2-3)	Exceeds (DOK 3-4)
Evidence Outcome: A Combine and apply movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games (DOK 1-3)				
Evidence Outcome B Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games (DOK 1-3)				
Evidence Outcome C: Explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games (DOK 1-3)				
Evidence Outcome D: Explain and demonstrate training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities (DOK 1-3)				
			12 Points Overall= Proficiency Target	
Curriculum Based Measure of Student Learning	Less than 39% of students met or exceeded the proficiency target	40% - 74% of students met or exceeded the proficiency target	75%-85% of students met or exceeded the proficiency target	86%-100% of students met or exceeded the proficiency target

NWEA Growth:

- K-3 will measure student growth fall to spring.
- Grades 4-12 will measure student growth fall to spring.
 - NWEA will determine growth goals for a fall to spring assessment window.
- NWEA proctors will actively keep rosters current and up-to-date.
- NWEA cut points are exact. There is NOT a 1-3 point cushion or push.
- A student must be present during both assessment windows to be used in documentation of student growth.

Collective Measures:

WIDA Growth will be used for all levels-method of measurement TBD

ACT data from the previous year will be used at the High School level. Proficiency standard would be the based on the percent of students who met the state target composite score. For example if target is 20.0, calculation would be based on percent of students who had a 20 or better composite score.

<i>Measures of Student Learning ></i>	<i>Much lower than expected DOES NOT MEET <u>1</u></i>	<i>Lower than expected APPROACHING <u>2</u></i>	<i>Expected MEETS <u>3</u></i>	<i>Above expected EXCEEDS <u>4</u></i>
ACT: Proficiency standard would be the based on the percent of students who met the state target composite score	Less than 49% of students met or exceeded the proficiency standard or performance target	50% - 74% of students met or exceeded the proficiency standard or performance target	75%-85% of students met or exceeded the proficiency standard or performance target	86%-100% of students met or exceeded the proficiency standard or performance target

Collective Measures should be connected to the UIP and associated action plans. Collective measures could be grade level NWEA scores for ELL students or other disaggregated groups in a specified content area as directed by the building leader, it could be DIBELS scores by grade levels

GLOSSARY OF TERMS

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

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

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

Benchmark Assessment: See Interim Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summative of Assessment: This assessment of learning typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of student, school, or program success. - ASCD, 2008 Summative use of assessment is an evaluation process designed to determine what students know and can do based on known

criteria that were previously communicated to students, usually occurring at the end of instruction after an opportunity to practice, focusing primarily on individual student performance. A summative evaluated product may also be evaluated formatively, providing feedback to students about their learning and informing adjustments to future instruction. Summative use of assessment is not the assessment tool itself, but using the assessment tool deliberately to document what has been learned at a point in time.

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

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

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

APPENDIX B: Definition of Postsecondary and Workforce Readiness

Adopted June 30, 2009 By the State Board of Education and the Colorado Commission on Higher Education

“Postsecondary and workforce readiness” describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging and coherent academic work and experiences and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness.

I. Content Knowledge

Literacy

- Read fiction and non-fiction, understanding conclusions reached and points of view expressed.
- Write clearly and coherently for a variety of purposes and audiences.
- Use logic and rhetoric to analyze and critique ideas.
- Access and use primary and secondary sources to explain questions being researched.
- Employ standard English language properly and fluently in reading, writing, listening and speaking.

Mathematical Sciences

- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate.
- Understand and apply algebraic and geometric concepts and techniques.
- Use concepts and techniques of probability and statistics.

- Apply knowledge of mathematics to problem solve, analyze issues and make critical decisions that arise in everyday life.

Science

- Think scientifically and apply the scientific method to complex systems and phenomena.
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions.
- Recognize that scientific conclusions are subject to interpretation and can be challenged.
- Understand the core scientific concepts, principles, laws and vocabulary and how scientific knowledge is extended, refined and revised over ti

Social Studies and Social Sciences

- Identify and describe historical, social, cultural, political, geographical and economic concepts.
- Interpret sources and evaluate evidence and competing ideas.
- Build conceptual frameworks based on an understanding of themes and the overall flow of events.
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility.
- Interpret information from a global and multicultural perspective.

The Arts and Humanities

- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound and visual representation) contribute to and shape culture and our understanding of culture.
- Understand how the arts and literature are used as instruments of social and political thought.
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms.

II. Learning and Behavior Skills

Critical Thinking and Problem

Solving

- Apply logical reasoning and analytical skills.
- Conduct research using acceptable research methods.
- Understand different research approaches.
- Collect and analyze quantitative and qualitative data and research.
- Evaluate the credibility and relevance of information, ideas and arguments.
- Discern bias, pose questions, marshal evidence and present solutions.
- Find and use information/information technology.
- Select, integrate and apply appropriate technology to access and evaluate new information.
- Understand the ethical uses of information.
- Provide citations for resources.

Creativity and Innovation

- Demonstrate intellectual curiosity.
- Generate, evaluate and implement new ideas and novel approaches.
- Develop new connections where none previously existed.

Global and Cultural Awareness

- Appreciate the arts, culture and humanities.
- Interact effectively with and respect the diversity of different individuals, groups and cultures.
- Recognize the interdependent nature of our world.
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal and social opportunities.

Civic Responsibility

- Recognize the value of civic engagement and its role in a healthy democracy and civil society.
- Be involved in the community and participate in its political life.
- Balance personal freedom with the interests of a community.

Work Ethic

- Plan and prioritize goals.
- Manage time effectively.
- Take initiative and follow through.
- Learn from instruction and criticism.
- Take responsibility for completion of work.
- Act with maturity, civility and politeness.
- Demonstrate flexibility and adaptability.

Personal Responsibility

- Balance self-advocacy with the consideration of others.
- Possess financial literacy and awareness of consumer economics.
- Behave honestly and ethically.
- Take responsibility for actions.
- Understand the relevance of learning to postsecondary and workforce readiness.
- Demonstrate awareness of and evaluate career options.
- Attend to personal health and wellness.

Communication

- Read, write, listen and speak effectively.
- Construct clear, coherent and persuasive arguments.
- Communicate and interact effectively with people who have different primary languages.

Collaboration

- Work effectively with others.
- Acknowledge authority and take direction.
- Cooperate for a common purpose.
- Use teamwork and leadership skills effectively.