

Montezuma-Cortez RE-1 Teacher Evaluation Handbook 2019-20



Table of Contents

- **RE-1 district mission & commitment to growing effective educators**
- **Definition of teacher effectiveness**
- **Colorado Senate Bill 10-191 Overview & History**
- **Evaluation Framework**
- **Professional Practices**
- **Measures of Student Learning (MSL)**
- **Final Rating & Probationary or Non-Probationary Status**
- **RE-1 Process for determining teacher MSLs**
 - **How does HB 15-1323 affect 2019-20 evaluations**
- **What the Evaluation Process Looks like in RE-1**
 - **How many evaluations will you have**
 - **Who will be conducting evaluations**
 - **Evaluation appeals & portability**
 - **Colorado Performance Management System (COPMS)**
- **CDE Educator's Cycle of Evaluation**
- **Cycle of Evaluation Timeline**
- **Resources**

Montezuma-Cortez RE-1 Mission Statement

We are committed to providing an excellent education to
Every Student. Every Day.

Together we are committed to advancing our mission through living our district core values:

- Growing our team of effective and committed educators
- Creating a culture of high expectations
- Respecting our diversity
- Inspiring community trust and support
- Building pathways to successful futures

Our district mission, vision, and values support our team in achieving the goals in our strategic plan. These goals outline our commitments to our teachers, students, families, and community. Please review the District [strategic plan](#) as it informs all of our work in the district.

Our Commitment to Growing Effective and Committed Educators

Our goal is to be the #1 rural district in Colorado where teachers want to work because they are valued and developed, are part of a dynamic team, have opportunities for leadership, and are making a difference every day in their students' ability to reach their potential

We are striving to meet this goal by:

- *Providing new teacher support through peer mentors;*
- *Providing coaching through our new teacher success coach;*
- *Establishing lab classrooms that highlight best practices;*
- *Providing teachers with multiple opportunities for teacher voice and leadership in their school and in the district;*
 - *Providing intentional support for “aspiring leaders”*

Definition of Teacher Effectiveness



Effective teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers facilitate mastery of content and skill development, and employ and

adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.



Colorado Senate Bill 10-191- “CONCERNING ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS”

What is Senate Bill 10-191?

In May 2010, the Colorado Legislature passed and Gov. Bill Ritter signed S.B. 10-191, which changes the way principals, teachers and specialized service professionals are supported and evaluated in Colorado. Among other requirements, the bill requires that at least 50 percent of a teacher's evaluation be based on the academic growth of their students, at least 50 percent of a principal's evaluation be determined by the academic growth of the students in the principal's school and at least 50 percent of a specialized service professional's evaluation be based on measures of student outcomes. Additionally, the new requirements include opportunities for reflection, review, professional development and growth. As a result, annual evaluations will now be required for all teachers, principals and specialized service professionals. Also, statewide Quality Standards defining what it means to be an effective educator have been developed and must be implemented. For teachers, non-probationary status will now be earned after three consecutive years of demonstrated effectiveness and non-probationary status will be lost after two consecutive years of ineffective ratings.

Colorado Senate Bill 10-191

“CONCERNING ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS”

Senate Bill 10-191 changes the way all educators (principals/assistant principals, teachers and specialized service providers) will be evaluated in Colorado with the ultimate goal of continuously supporting educators' professional growth and, in turn, accelerating student results.

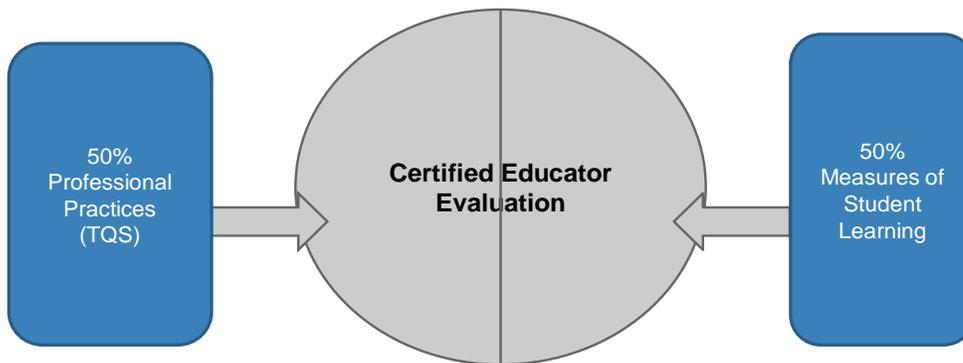
The new evaluation requirements include opportunities for reflection, review, professional development and growth. S.B. 10-191 requirements include:

- Annual evaluations for all principals/assistant principals, teachers and specialized service providers
- Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation
- The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time
- Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness
- Non-probationary status is lost after two consecutive years of ineffective ratings

To meet the requirements of SB 191 Montezuma-Cortez RE-1 school district has adopted the Colorado State Model Evaluation System for teachers and principals. This is a model designed by the Colorado Department of Education (CDE) and much of the following information can also be found in the **COLORADO STATE MODEL EDUCATOR EVALUATION SYSTEM: 2015-16 User's Guide**.

Teacher Evaluations are based on two areas of equal value:

- 1. Professional Practices**
- 2. Measures of Student Learning (MSL)**



Professional Practices/ Teacher Quality Standards-

The day-to-day, largely observable activities conducted by teachers as they go about their daily work. Professional practices are included in the rubric.

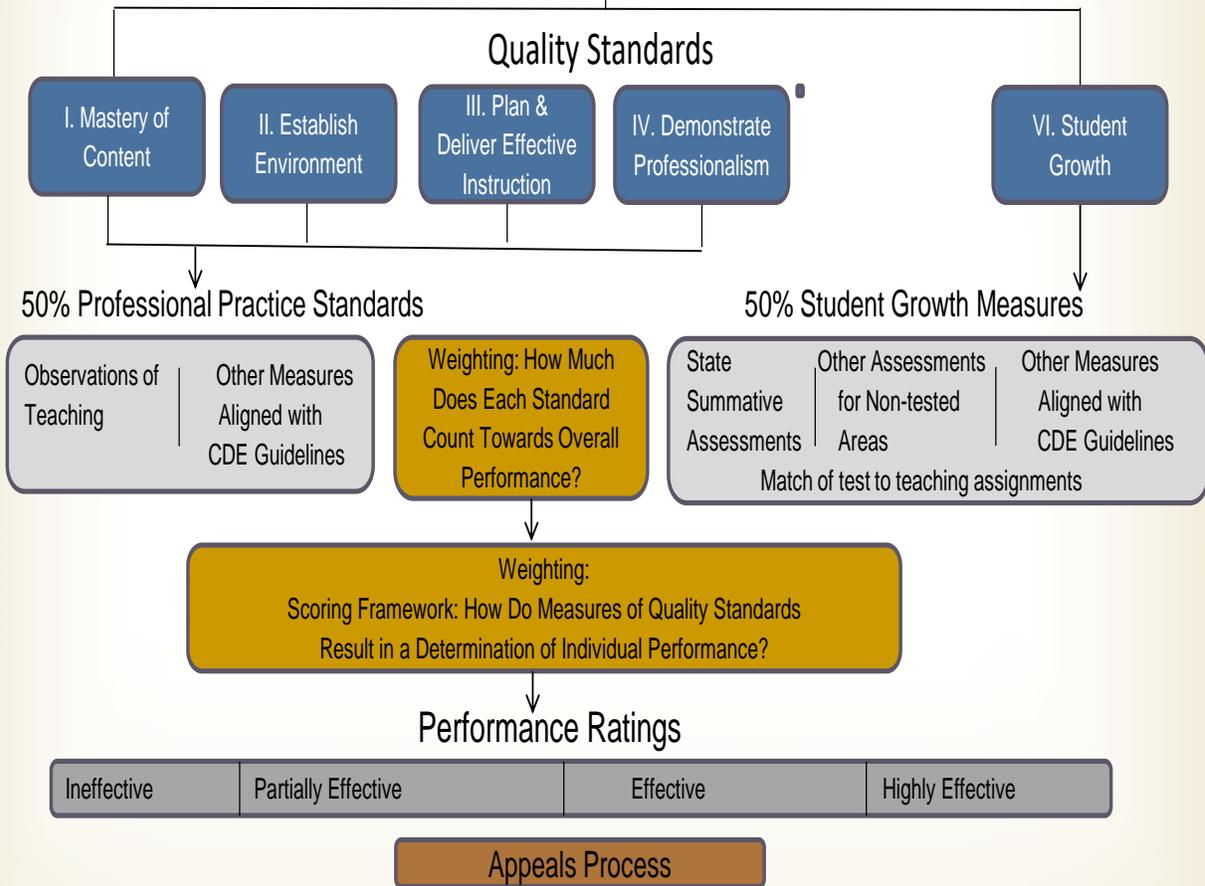
Measures of Student Learning- Measures of Student Learning are instruments that districts use to measure student growth!

EVALUATION FRAMEWORK

STATE COUNCIL FOR EDUCATOR EFFECTIVENESS

Framework for System to Evaluate

Definition of Teacher Effectiveness



COLORADO
DEPARTMENT of EDUCATION **cde**

Rubric for Evaluating Colorado's Teachers

The centerpiece of the Colorado's Model Evaluation System for Teachers is the rubric. This standards-based instrument provides descriptions of professional practices for each performance rating level. Evaluators rate the teachers on

each element of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating will account for up to fifty percent (50%) of the teacher effectiveness rating.

What are Teacher Quality Standards/ Professional Practices?

To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness recommended quality standards for teachers to be used by all districts in evaluating teachers. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now an official part of the Colorado State Board of Education's official rules. These revised standards reflect the professional practices and focus on student growth needed to achieve effectiveness as a teacher. Standards I-V relate to professional knowledge and practices that contribute to effective teaching, while Standard VI establishes student growth as a requirement for effectiveness as a teacher. S.B. 10-191 requires that these standards serve as the foundation for all teacher evaluation systems in Colorado.

TQS:

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). **3 Elements**

QUALITY STANDARD II

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

QUALITY STANDARD III

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

QUALITY STANDARD IV

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

QUALITY STANDARD V

Student Performance Data.

Performance Rating Levels describe the teacher's performance on *Professional Practices* with respect to Colorado's teacher quality standards and further illustrate the focus of each of the following rating levels:

- **Level 1 Practices:** Educator's performance on professional practices is significantly below the state Quality Standard.
- **Level 2 Practices:** Educator's performance on professional practices is below the state Quality Standard.
- **Level 3 Practices (Meets state standards):** Educator's performance on professional practices meets state Quality Standard.
- **Level 4 Practices:** Educator's performance on professional practices exceeds state Quality Standard.
- **Level 5 Practices:** Educator's performance on professional practices significantly exceeds state Quality Standard.

Measures of Student Learning (MSL)

These vary from district to district but the state has set minimum requirements as to what can be used as a measure:

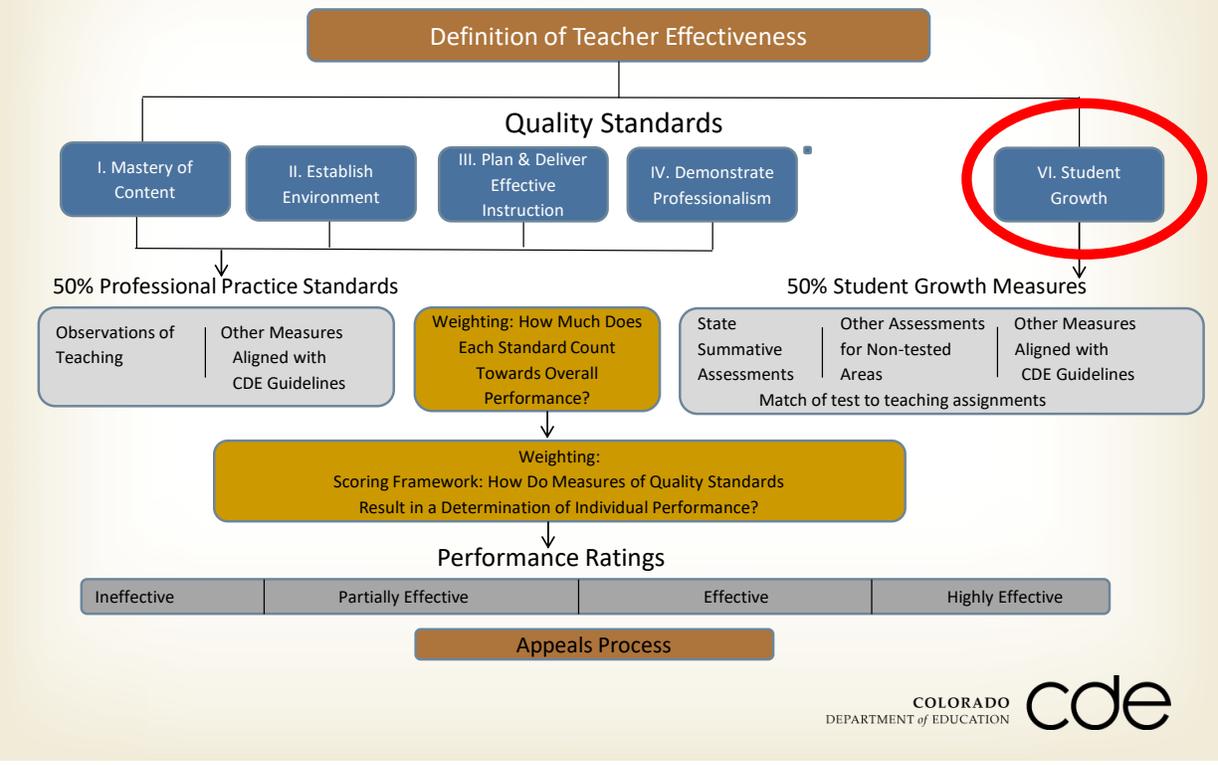
Requirement 1: Individual Attribution

Requirement 2: Collective Attribution

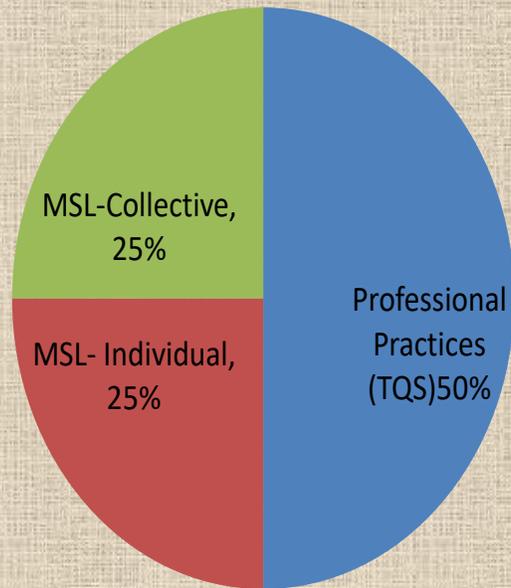
Requirement 3: Statewide Summative Assessment Results, when available

Requirement 4: Results from Colorado Growth Model (CGM), when available

Framework for System to Evaluate Teachers



What this looks like in RE-1 :



Overall Evaluation breakdown

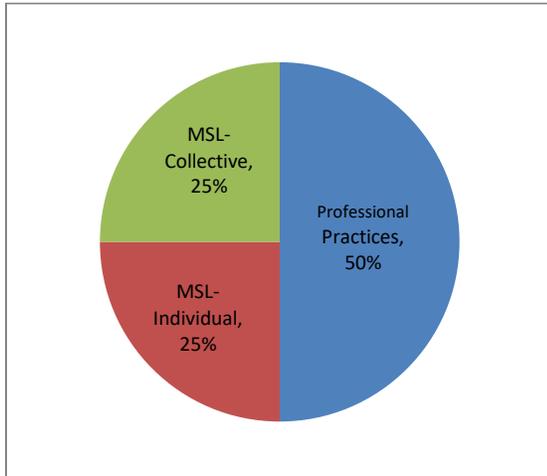
MSL Collective attribution- The collective attribution of the educator evaluation will be determined at the district level. This measure may be based on current overall school performance as determined by state level performance data and data related to district initiatives.

MSL Individual attribution- The individual attribution of the educator evaluation will be determined by each educator in collaboration with their principal and/or assistant principal.

RE-1 Teacher Led MSL Building Process- Individual Attribution

25% will be collectively used measures

25% will be individually used measures



Meaningful & Manageable Evaluation

Note- The “Teacher Led” MSL building process serves multiple purposes:

- 1) It serves as a selection process for teacher MSL’s
- 2) It is based on collaborative/collegial conversations between principals and teachers regarding what works best for the teacher, students and the school
- 3) Teachers guiding the process builds ownership of the evaluation and evaluation process

The Montezuma-Cortez RE-1 “Teacher Led” MSL selection process focuses on the selection of *Measures of Student Learning* that complete the 25% “Individual Attribution”.

Choosing MSL’s is based upon a collegial conversation or “coaching” between a teacher and evaluator that promotes self-reflection of one’s practice. This reflection produces authentic examples of student data while promoting teacher ownership in the evaluation process. Each step in the process provides an opportunity for “coaching” and reflective conversation.

The process involves multiple steps to choose 2 measures (items/assessment results used as data points)

Step #1- Selecting Measures- Individual teacher, grade level team, and principal work collaboratively to select measures appropriate for teacher evaluation- measure(s) may be linked to school UIP, 90-day plan, interim assessments, individual teacher PGP or other school-based initiative.

Step#2- Setting Expected Criteria or Targets- Individual teacher builds criteria or targets for each selected measure. As with selecting measures this can be completed as an individual or as a team including school principal.

Step #3- Build Scales- For each measure selected a coordinated scale must also be created to determine if the teacher saw the expected growth on the measure. This process also involves a

collaborative process as described above. A typical likert scale would be – significantly less than expected, less than expected, met expected growth, or more than expected growth.

Step #4- Monitor and track data- Throughout the school year the teacher will need to monitor and track data from the chosen measurements. This leads to the final culmination of data and where each measures result are compared to the created scales and a score of 0-3 is determined.

Evaluator/ principal will subsequently input MSL final results for tabulation and combination of Professional Practice scores for a teacher’s final evaluation rating.

Final Evaluation Effectiveness Ratings

Once the teacher evaluation process is complete for the year then a Final Effectiveness Rating will be assigned. The final rating is the result of the combined components of the Professional Practices rubric and Measures of Student Learning.

Final teacher Ratings:

- ***Ineffective,***
- ***Partially Effective,***
- ***Effective***
- ***Highly Effective***

-If an educator earns an ***Ineffective*** or ***Partially Effective*** rating in 2 consecutive years then they will be placed in ***Probationary*** status.

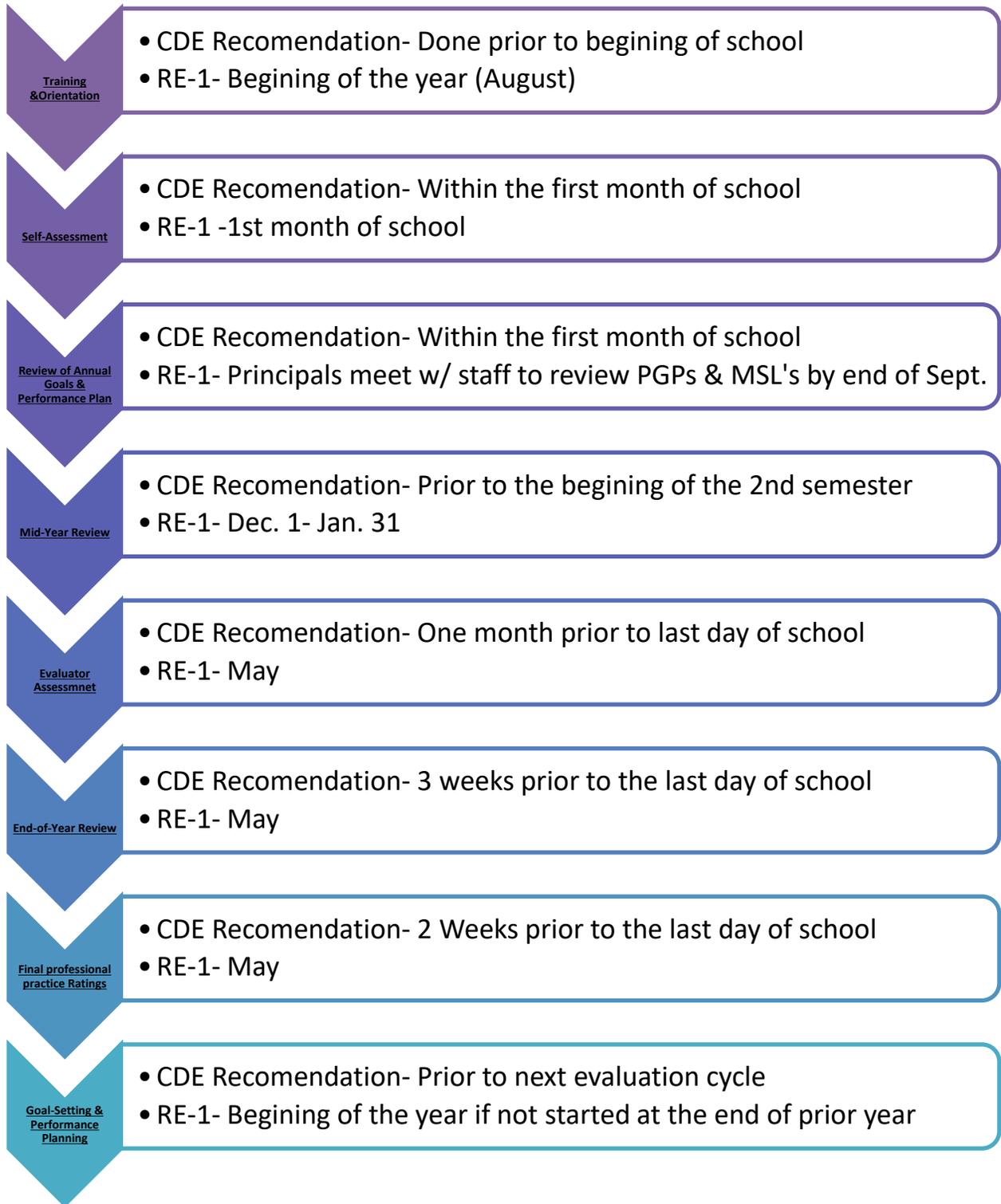
-If an educator earns an ***Effective*** or ***Highly Effective*** rating in 3 consecutive years they will be placed in ***Non-Probationary*** status.

CDE Educator's Annual Cycle of Evaluation





Cycle of Evaluation Timeline



What Evaluation Looks like in RE-1

Classroom Observations

Number of formal observations-

New-to-service teachers- Teachers in the first year of service can expect a minimum of *2 formal evaluations and **multiple informal observations throughout the school year (district goal is to provide observations at least 2x a month to new teachers).

New-to-the-district teachers- Teachers in the first year of service can expect a minimum of *2 formal evaluation and **multiple informal observations throughout the school year (district goal is to provide observations at least 1x a month to new to district teachers).

Returning teachers w/ non-probationary status- Teachers returning for their 2nd year or beyond can expect a minimum of *1 formal observation and **multiple informal observations throughout the school year.

Returning teachers w/ probationary status- Teachers in the first year of service can expect a minimum of *2 formal evaluation and **multiple informal observations throughout the school year (district goal is to provide returning probationary teachers with observations at least 1x a month).

*Formal observations may exceed the minimum number stated here. Check with your building principal for further information.

** Check with your building principal for further information regarding the frequency of informal observations.

Who may be conducting observations & evaluations-

Classroom observations for the purpose of evaluation may be conducted by:

- ❖ Building Principals & Assistant Principals
- ❖ District Level Administrators & Directors

Appeals Process

Beginning with the 2015-16 academic school year, each School District shall ensure that a non-probationary Teacher who objects to a ***second consecutive*** Performance Evaluation Rating of ***ineffective*** or ***partially effective*** has an opportunity to appeal that rating.

In the state guidance, there are two grounds for appealing a rating under this process:

- 1. The evaluator did not adhere to the performance requirement of statute and that failure had a material impact on the final performance rating.***
- 2. The data relied on was inaccurately attributed to the teacher.***

The burden to demonstrate one or both of these grounds is the responsibility of the teacher.

The superintendent, or his or her designee, shall be the final decision-making authority in determining a Teacher's final Performance Evaluation Rating and whether a non-probationary Teacher shall lose his or her non-probationary status. The superintendent shall provide a written rationale for his or her final determination.

Appeals Process

- **Upon receiving a second consecutive overall evaluation rating of “partially effective” or “ineffective” or a consecutive combination of the two ratings a teacher has 15 days to file a written appeal to the superintendent.**
- **The superintendent will have 45 days, once an appeal is submitted, to issue a decision to either adjust a rating or take no action.**

What is the difference between an appeals process and a grievance?

An appeal and a grievance are different processes designed to address different concerns. A grievance is a complaint filed by an employee-regarding an adverse employment action. The grievance process follows the district's grievance policy. In the case of SB 10-191, an appeal is a specific request by a non-probationary teacher for a review of his/her evaluation rating when he/she has received a second consecutive rating of ineffective or partially effective and may lose his/her non-probationary status as a result.

The SB 10-191 appeal process is enacted only by a non-probationary teacher who has received a second consecutive rating of ineffective or partially ineffective and wishes to appeal that rating. SB 10-191 and the accompanying rules outline a process for appeals. Districts are required to adopt an appeals process that is aligned to the law. Additionally, if a collective bargaining unit exists, the district is required to collaborate with them on the appeals process, which could include designing a local process that meets the law or adopting the process outlined in the Rules.

Portability of Evaluation Final Rating

What is the portability of non-probationary status?

Senate Bill 10-191 includes a provision (22-63-203.5) of non-probationary portability. Beginning with the 2014-2015 school year, a non-probationary teacher who chooses to seek employment in another Colorado school district and has received effective or higher ratings in the two years prior shall be granted non-probationary status by a hiring school district if the teacher can provide the hiring district evidence of his/her effectiveness ratings through his/her measures of student learning and performance evaluations. This evidence should be provided at the time of hire. The portability provision in statute does not address portability for probationary teachers.

Please contact Human Resources if you have further questions regarding portability.

**Colorado Performance Management System (COPMS) by RANDA
Solutions, Inc.**

CDE has contracted with RANDA Solutions, Inc. (RANDA) to create an online performance management system to support districts in the implementation of the Colorado State Model Evaluation System. The system launched statewide in August 2014.

Montezuma-Cortez RE-1 school district has adopted the use of RANDA for evaluations beginning with the statewide launch in 2014.

What this means to you-

Each certified professional will be issued a user name and password to access RANDA.

***Within RANDA the following evaluation components will be completed annually by:**

Teachers/Certified Professionals-

- Self-assessments
- Professional Growth Plans (PGP)
 - Mid-Year review
- Formal & Informal Observations

Principals-

- Formal & Informal Observations
 - Mid- Year reviews
- Completion of Professional Practice rubric
 - Building Measures of Student Learning
 - Final Effectiveness Ratings

*** Consult with building principals and or The Cycle of Evaluation timeline for the completion due dates for evaluation components.**

If you have any questions or concerns regarding evaluation or any of the processes described in this handbook please contact your building principal!

Have a great year!

Resources

Contacts:

Office of Academic Services: 970-565-7522

- Jeanette Allen, Director of Curriculum and Instruction

Office of Human Resources: 970-565-7522

- Carol Mehesy, Director of HR and School Improvement
- Jeanne Daggs, HR Specialist

Forms- see employee handbook on district website HR page for employee forms related to professional development leave, filing grievances, and more.

Colorado Department of Education-Educator Effectiveness

cde.state.co.us

<http://www.cde.state.co.us/educatoreffectiveness/overviewofsb191#sthash.YhDlwbeW.dpuf>

<http://www.cde.state.co.us/educatoreffectiveness/faqs#What is Senate Bill 10-191>