

Educator Effectiveness

Evaluation Handbook: Licensed Teachers

Littleton Public Schools

ABSTRACT

This evaluation guide is the leading document for Littleton Public Schools as we scale up implementation efforts to meet the expectations of Senate Bill 10-191 and the recommendations of the Littleton Council for Educator Effectiveness. It has been developed in partnership with the LPS Leadership, the Littleton Education Association and the Littleton Council for Educator Effectiveness.



Table of Contents (new format under construction)

Draft



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UNDER CONSTRUCTION



Vision Statement

Littleton Public Schools: Extraordinary learning, exceptional community, expanded opportunity and success for all students

Mission Statement

To educate all students for the future by challenging every individual to continuously learn, achieve, and act with purpose and compassion.

Littleton Public School's Board of Education, administration, teachers and parents have always been committed to continuous improvement in academic achievement and to the realization of individual potential. The District believes that high quality instruction results from consistent implementation of a complex set of teaching skills and practices. Effective evaluation of those skills and practices has at its core continued professional growth toward instructional excellence in order to achieve the District's Mission and Vision.

Evaluation History

In the early-mid 1980s, a committee of licensed staff and administrators developed an evaluation process for educators that reflected the effective appraisal research of the time and the District's values. The original committee consisted of seventeen (17) active members, with five (5) Ex-Officio members. In the early 1990's a revision committee of twelve (12), composed of teachers, administrators, and parents, examined the existing evaluation process in light of House Bill 1159. Based on Colorado statute changes and feedback from teachers and administrators, the process was revised with improvements made. In 1999-2000, another revision committee of teachers, administrators, parents and Littleton Education Association (LEA) representation – nineteen (19) members in all – reviewed and revised the existing evaluation system. Over nearly three (3) decades, LPS has utilized the evaluation process, which was determined through the work of that revision committee.

In May 2010, the Colorado Legislature passed and Gov. Bill Ritter signed Senate Bill 10-191, which changed the way both principals and teachers are evaluated and supported in Colorado. Similar to the past evaluation process in LPS, the revised educator evaluation system has as its ultimate goal that of continuously supporting educators' professional growth and, in turn, improving student results. Among other requirements, the bill requires that at least 50 percent of a teacher's evaluation now be based on the academic growth of his/her students and at least 50 percent of a principal's evaluation be determined by the academic growth of the students in the principal's school. Additionally, the new requirements include opportunities for reflection, review, professional development and growth. Annual evaluations are now required for all teachers and principals. Also, statewide Quality Standards define what it means to be an effective teacher or principal. A significant change to the new process is in the area of a teacher's status. Non-probationary status (formerly known as "tenure") is now earned after three (3) consecutive years of demonstrated effectiveness and non-probationary status will be lost after two (2) consecutive years of ineffective ratings.



In February of 2011, the district leadership, in partnership with the Littleton Education Association, once again convened a team of teachers, administrators, parents, community members and students to guide the district's implementation of Senate Bill 10-191. This team, now recognized as the Littleton Council for Educator Effectiveness (LCEE) is the leading voice as we move forward. In the spring of 2012, the LCEE reviewed numerous evaluation models and collectively determined that LPS would adopt the Colorado State model for Educator Effectiveness. The processes, practices and procedures outlined in this new LPS Evaluation Handbook are the product of the original council's agreements and recommendations.

Project Manager:

Annette Fante

The original 2012-13 membership included:

Parents/Community Members

Carrie Warren-Gully, Parent with student attending LPS
Jack Reutzler, Parent with student(s) attending LPS
Mary McGlone, Community Member, formerly had students attending LPS

School Administration

Doug Andrews, Principal, Ralph Moody Elementary School
Gary Hein, Principal, Euclid Middle School
Kevin Kolasa, Assistant Principal, Arapahoe High School
Stacey Riendeau, Principal, Heritage High School

District Administration

Lori Kinney, Assistant Superintendent, Human Resources
Jean Martinez, Director, Elementary Education
Clay Abla, Director, Secondary Education

Licensed Staff

Mary Haney, President, Littleton Education Association	Jessica Andrews, Newton Middle School
Kelly Card, Franklin Elementary	Eric Sadler, Powell Middle School
Kendra Sustr, Hopkins Elementary	Marty Oliver, Goddard Middle School
Nicolette Vander Velde, East Elementary	Colleen Barrows, Goddard Middle School
Mary Page, Twain Elementary	Keely Hartung, Littleton High School
Laura Magruder, Sandburg Elementary	Maura Moritz, Arapahoe High School
Marc Finer, Newton Middle School	Jill Hawthorne, Arapahoe High School

Students

Riley Banks, Arapahoe High School
Adam Buttermann, Littleton High School

For membership in succeeding years and to learn more about the Littleton Council for Educator Effectiveness, please reference the following link on the Littleton Public Schools website:

<http://www.littletonpublicschools.net/Default.aspx?tabid=11294>



SECTION ONE

Colorado Evaluation Model

Basic Purposes of the Statewide System to Evaluate the Effectiveness of Licensed Personnel

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, fifty percent (50%) of which evaluation 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; and
- To ensure that all licensed personnel are provided the means to share effective practices with other educators throughout the state.

Key Priorities for Colorado's Educator Performance Evaluation System

Priority One: Data Should Inform Decisions, and Human Judgment Will Always Be an Essential Component of Evaluations

Priority Two: The Implementation and Assessment of the Evaluation System Must Embody Continuous Improvement

Priority Three: The Purpose of the System is to Provide Meaningful and Credible Feedback That Improves Performance

Priority Four: The Development and Implementation of Educator Evaluation Systems Must Continue To Involve All Stakeholders in a Collaborative Process

Priority Five: Educator Evaluations Must Take Place within a Larger System That Is Aligned and Supportive

The Statewide Definition of Effective Teaching

All districts are required to use the following definition of an effective teacher, whether they adopt the Colorado Model Evaluation System for Teachers or develop their own system.

Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as skills needed for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways 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 EVALUATION FRAMEWORK

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. **Exhibit 1** illustrates the framework to evaluate teachers. Explanations of the components are defined as follows:

Teacher Quality Standards: 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.

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:

Basic: Educator's performance on professional practices is significantly below the state Quality Standard.

Partially Proficient: Educator's performance on professional practices is below the state Quality Standard.

Proficient: Educator's performance on professional practices meets state Quality Standard.

Accomplished: Educator's performance on professional practices exceeds state Quality Standard.

Exemplary: Educator's performance on professional practices significantly exceeds state Quality Standard.

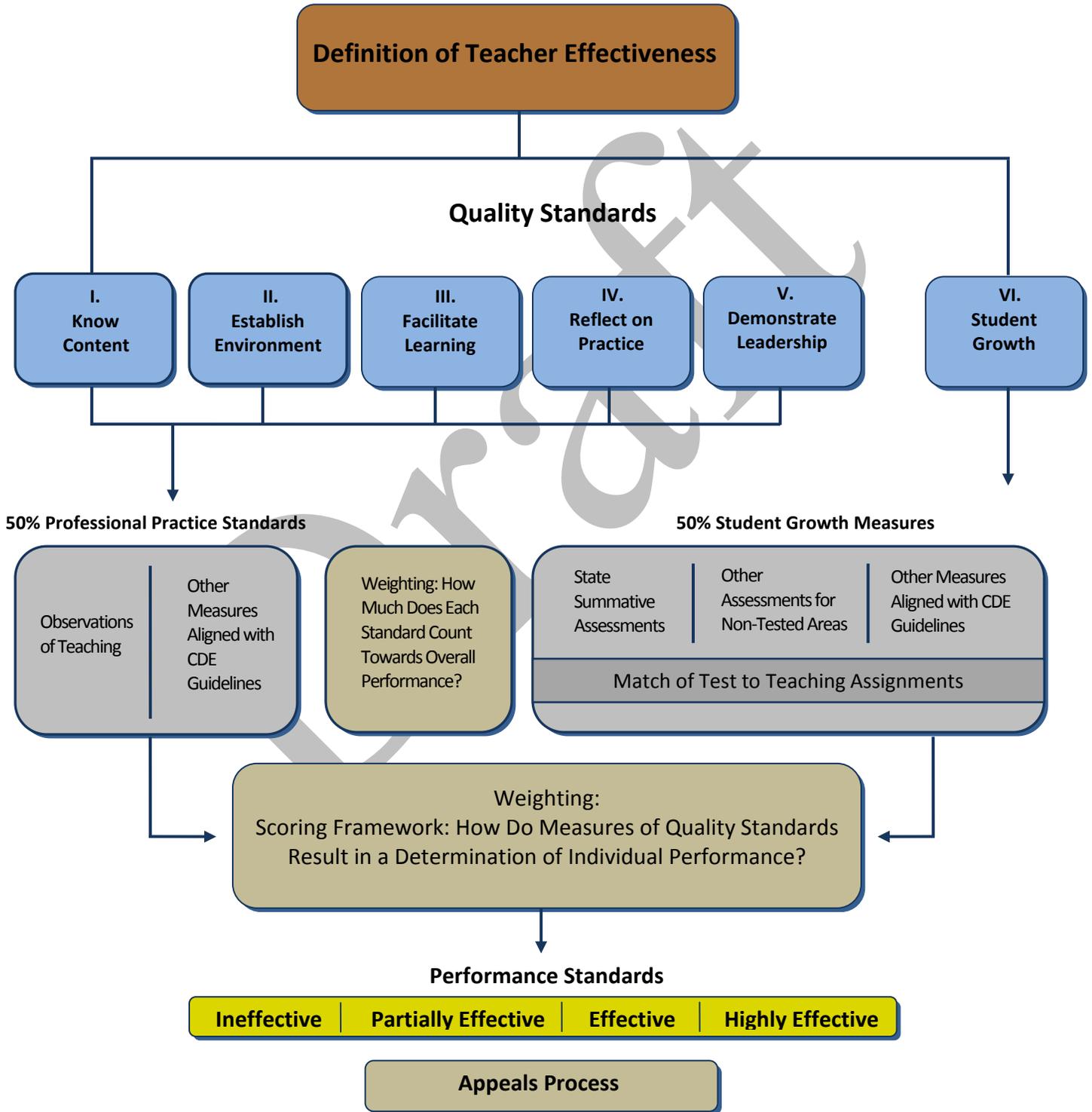
Elements of the Standard are the mandatory items that each Colorado district must address in its teacher evaluation system.

Professional Practices are the day-to-day activities conducted by teachers as they go about their daily work. Professional practices included in the rubric are those one would expect teachers to demonstrate at each level of the rating scale.



Exhibit 1: Framework to Evaluate Teachers

Framework to Evaluate Teachers





CATEGORIES OF QUALITY STANDARDS

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).

Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.

Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.

Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

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

Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Element c: Teachers engage students as individuals with unique interests and strengths.

Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.



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

Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.

Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.

Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

Quality Standard IV: Teachers reflect on their practice.

Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element b: Teachers link professional growth to their professional goals.

Element c: Teachers are able to respond to a complex, dynamic environment.

Quality Standard V: Teachers demonstrate leadership.

Element a: Teachers demonstrate leadership in their schools.

Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.

Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

Element d: Teachers demonstrate high ethical standards.



SECTION TWO: Littleton Public Schools Vision and Expectations

Evaluation Goals: Littleton Council for Educator Effectiveness

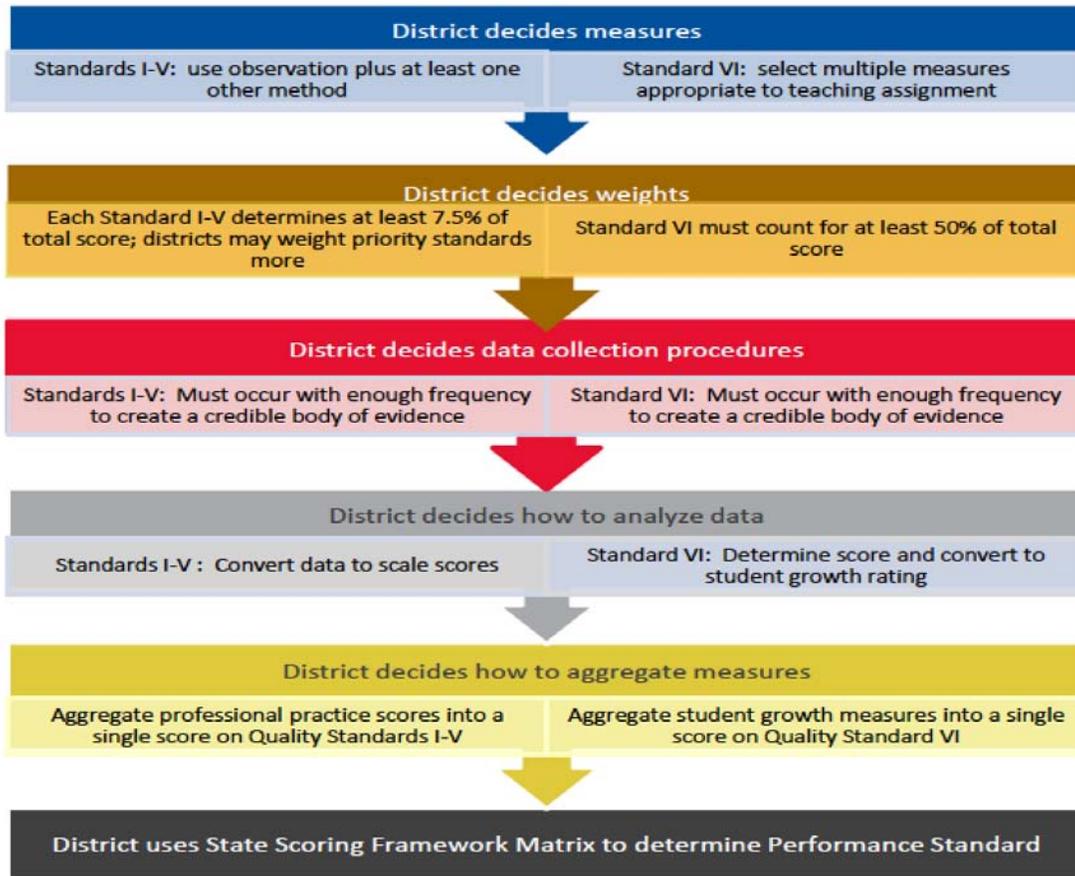


By August 2015, LPS will implement a manageable and collaborative educator effectiveness evaluation system to improve student learning and professional effectiveness. The evaluation system will be individualized and will encourage individual professional growth.

By August 2015, LPS will implement a fair, transparent, and equitable evaluation system for evaluators and teachers, which embodies continuous improvement.

By August 2015, LPS will implement an evaluation system that provides specific, individualized feedback and professional development strategies for teachers and evaluators.

COLORADO STATE RECOMMENDED DECISION MAKING FLOWCHART





Section 2A

LPS Transitional Timelines and Expectations 2013-2016

Littleton Public Schools recognizes that the implementation of the Educator Effectiveness Model is a multiple year process. The development, vetting, implementation, and refinement of the model for licensed staff requires a transitional approach.

All licensed probationary and non-probationary teachers will be evaluated in accordance with the **five** Colorado State Standards & Elements representing the essential professional practices. These include: Content Knowledge, Learning Environment, Facilitation of Learning, Reflection and Leadership.

Special Service Professionals: Audiologists, Counselors, Occupational, Physical and Speech Therapists, Psychologists and Social Workers are exempt from the new evaluation system this year.

Focus groups, grade level/content teachers and content specific professional learning communities will engage with the District Learning Support Services team to develop and test, student growth frameworks which may be utilized in determining effectiveness regarding Colorado State Standard Six Student Growth/Student Learning in 2014-2015. Given the focus of development and testing, these measures will not be utilized in 2013-2014 when determining teacher status.

2013-2014

Teachers – Hold Harmless on Standards I-V, Standard VI in development

Special Service Providers – Per CDE, SSP Rubrics in development

Administrators – Hold Harmless on Standards I-VI, Standard VII in development

“Because it’s a first year (2013-2014), a final rating of partially effective or ineffective WILL NOT COUNT towards the loss of non-probationary status. Therefore, this year is a hold harmless year.”

Colorado Department of Education



2014-2015

Teachers – Evaluated in accordance with the **six** Colorado State Standards & Elements

Special Service Providers – Hold Harmless on State Rubrics

Administrators – Evaluated in accordance with the **seven** Colorado State Standards & Elements

All licensed probationary and non-probationary teachers will be evaluated in accordance with the **six** Colorado State Standards & Elements. These include: Content Knowledge, Learning Environment, Facilitation of Learning, Reflection, Leadership and Student Growth/Student Learning.

“Because 2014-2015 will be LPS’s first year using Student Growth data as part of the evaluation process, final ratings of partially effective or ineffective WILL NOT COUNT towards the loss of non-probationary status.”

Littleton School District Board of Education

“Because 2014-2015 will be LPS’s first year for Specialized Service Professionals, final ratings of partially effective or ineffective WILL NOT COUNT towards the loss of non-probationary status. Therefore, this is a second hold harmless year.”

Colorado Department of Education

2015-2016

All Specialized Service Professionals: Audiologists, Counselors, Occupational, Physical and Speech Therapists, Psychologists and Social Workers will be engaged with the Colorado State Evaluation Model specifically designed for these licensed employees.



SECTION 2A: EVALUATION CYCLE
EXHIBIT 2





Transition Evaluation Cycle Explanation

Step 1

Training and Orientation

Staff training module 3 will be delivered at each school site beginning in January 2013 and will be completed by April 1, 2013. In addition, the district will sponsor development activities during planning time, staff meetings, and throughout the summer and fall of 2013 to build staff knowledge and understanding of the new evaluation model. Each school will host an onsite orientation session no later than May 3, 2013 regarding the required evaluation process, timelines and outcomes in collaboration with leadership of the LEA. (*The spring 2013 presentation is available INSIDE LPS/Educator Effectiveness*)

Step 2

Self-Assessment and Goal Setting

All licensed staff with the exception of “specialized service professionals” will complete a self-assessment on the five professional practice standards and elements. Licensed staff may begin this self-assessment process at their earliest readiness level beginning in April 2013. The self-assessment is to be completed **no later than September 6, 2013**. Once the self-assessment is completed, all licensed staff should complete the goal setting worksheet provided through the technology platform. **All licensed teachers will begin with ONE professional practice goal.** As with the self-assessment, licensed staff may complete this process at their earliest readiness level beginning in April 2013. The goal setting worksheet is to be completed no later than **September 6, 2013**.

Step 3

Initial Conference & Finalization of Goal

Evaluators are to schedule and meet face-to-face with each licensed staff member being evaluated **no later than November 1, 2013**. The purpose of this initial conference is to review the licensed staff member’s self-assessment and to finalize a goal for the year. In addition, the evaluator and teacher should address the essential artifacts necessary to support a desired performance rating aligned to any professional growth goal. **Probationary teachers** are to have at least two (2) formal observations and four (4) Instructional Walk Through observations. **Non-Probationary teachers** may work in collaboration with their evaluator to choose either Option A: four (4) Instructional Walk Through observations and zero (0) formal observations or Option B- two (2) Instructional Walk Through observations and one (1) formal observation. If these have not yet been scheduled, this would be an appropriate time to establish agreed upon dates, times and linkages to the growth plan.

Step 4

Data Gathering

Evaluators may begin gathering performance data from the first contracted day of the school year through observations, (informal, instructional walk-through, formal) stakeholder feedback, student work samples, and lesson plans. For further clarification, refer to **Section Five: Evaluation Cycle and Data Gathering** within this handbook.



Step 5 Mid Year Review and Conference

All probationary teachers will receive a Mid-Year Review. If the evaluator determines that performance concerns exist, a non-probationary teacher will receive a mid-year review. As a result of this review, the teacher should have a clear understanding of their performance based on evidence available to date. During the Mid-Year Review meeting, it is advisable for both the teacher and the evaluator to review progress toward the professional goal (s) and to determine continued priorities. It is possible that a goal previously established may be modified or tabled to address concerns. If necessary, a new goal may be developed in order to focus on areas of concern. During the Review meeting, discussion should include review of the professional goal(s), focus on specific professional practices, and the data gathering essential to demonstrate proficiency. Additional observations (formal, instructional walk-throughs and informal) will be necessary as well as ongoing, individualized feedback to support the teacher. If concerns exist for a non-probationary teacher, a move from Option A to Option B data gathering may occur. This change adds a formal observation to the cycle. The documentation of the Mid-Year Review is required. **Should no concerns exist, the evaluator will record notes from the Mid-Year Review in Meeting Notes in the technology platform.** Where performance concerns exist, the evaluator will use the Performance Review document. The teacher always receives a copy of the meeting review documentation. It is the responsibility of the teacher to access the supports and resources noted on the Performance Review document. It is the responsibility of the evaluator to continue to provide individualized feedback to the teacher.

Step 6 Data Gathering-Second Semester

Evaluators will continue gathering performance data during the second semester of the school year through observations, (informal, instructional walk-through, formal) stakeholder feedback, student work samples, and lesson plans. For further clarification, refer to **Section Five: Evaluation Cycle and Data Gathering** within this handbook.

Step 7 End of Year Rating & Conference

It is the responsibility of the evaluator to complete the end of year rating for each licensed probationary and non-probationary teacher **no later than May 9, 2014**. This end of year rating can be shared through the technology platform as soon as the evaluator is ready to do so. The end of year rating shall be followed by a face-to-face conference. The purpose of the conference is to ensure the teacher understands the final ratings and the overall performance rating on each of the five professional practice standards. **The teacher may wish to produce additional artifacts prior to the last contracted day in areas of disagreement and the evaluator may adjust performance ratings if agreement is reached.**

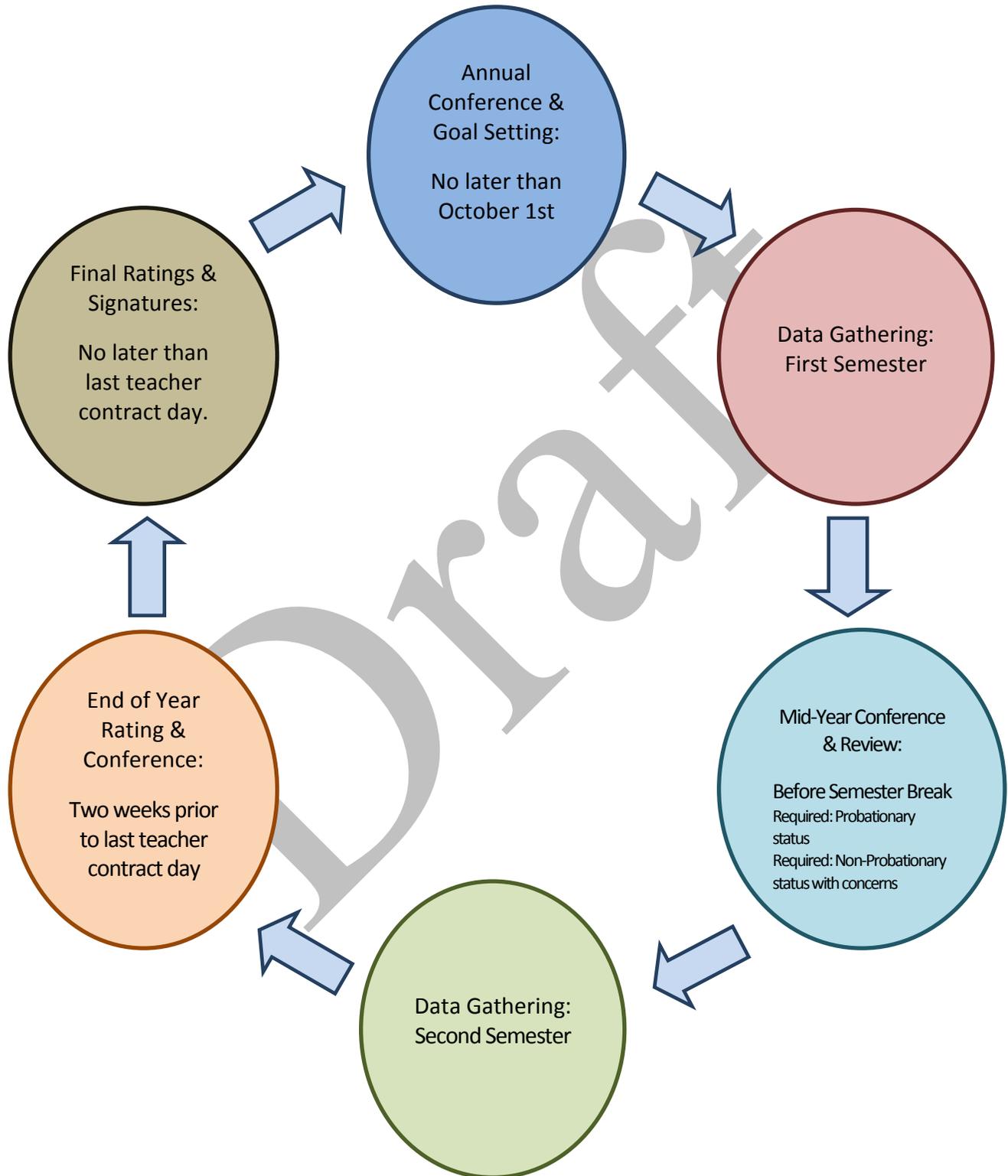
Step 8 Final Rating and Staff Signature

The final rating and official evaluation document is to be signed by the teacher **no later than May 23, 2014**. A teacher signature does not indicate agreement with the evaluation but serves as evidence of receipt of the final evaluation and performance rating.

(This transition section will be archived upon completion of timeline.)



EVALUATION CYCLE EXHIBIT 3





Evaluation Cycle Explanation

Teachers new to the district will complete the self-assessment and initial goal as a part of their orientation to the district.

Step 1

Initial Conference & Finalization of Goal

Evaluators are to schedule and meet face-to-face with each licensed staff member being evaluated **by October 1st**. The purpose of this initial conference is to review the licensed staff member's self-assessment and to finalize a goal for the year. In addition, the evaluator and teacher should address the essential artifacts necessary to support a desired performance rating aligned to any professional growth goal. **Probationary teachers** are to have at least two (2) formal observations and four (4) Instructional Walk Through observations. **Non-Probationary teachers** may work in collaboration with their evaluator to choose either Option A: four (4) Instructional Walk Through observations and zero (0) formal observations or Option B- two (2) Instructional Walk Through observations and one (1) formal observation. If these have not yet been scheduled, this would be an appropriate time to establish agreed upon dates, times and linkages to the growth plan.

Step 2

Data Gathering

Evaluators may begin gathering performance data from the first contracted day of the school year through observations, (informal, instructional walk-through, formal) stakeholder feedback, student work samples, and lesson plans. For further clarification, refer to **Section Five: Evaluation Cycle and Data Gathering** within this handbook.

Step 3

Mid-Year Review and Conference

All probationary teachers will receive a Mid-Year Review. If the evaluator determines that performance concerns exist, a non-probationary teacher will receive a mid-year review. As a result of this review, the teacher should have a clear understanding of their performance based on evidence available to date. During the Mid-Year Review meeting, it is advisable for both the teacher and the evaluator to review progress toward the professional goal (s) and to determine continued priorities. It is possible that a goal previously established may be modified or tabled to address concerns. If necessary, a new goal may be developed in order to focus on areas of concern. During the Review meeting, discussion should include review of the professional goal(s), focus on specific professional practices, and the data gathering essential to demonstrate proficiency. Additional observations (formal, instructional walk-throughs and informal) will be necessary as well as ongoing, individualized feedback to support the teacher. If concerns exist for a non-probationary teacher, a move from Option A to Option B data gathering may occur. This change adds a formal observation to the cycle. The documentation of the Mid-Year Review is required. **Should no concerns exist, the evaluator will record notes from the Mid-Year Review in Meeting Notes in the technology platform.** Where performance concerns exist, the evaluator will use the Performance Review document. The teacher always receives a copy of the meeting review documentation. It is the responsibility of the teacher to access the supports and resources noted on the Performance Review document. It is the responsibility of the evaluator to continue to provide individualized feedback to the teacher.



Step 4

Data Gathering-Second Semester

Evaluators will continue gathering performance data during the second semester of the school year through observations, (informal, instructional walk-through, formal) stakeholder feedback, student work samples, and lesson plans. For further clarification, refer to **Section Five: Evaluation Cycle and Data Gathering** within this handbook.

Step 5

End of Year Rating & Conference

It is the responsibility of the evaluator to complete the end of year rating for each licensed probationary and non-probationary teacher **no later than two weeks prior to last teacher contract day**. This end of year rating can be shared through the technology platform as soon as the evaluator is ready to do so. The end of year rating shall be followed by a face-to-face conference. The purpose of the conference is to ensure the teacher understands the final ratings and the overall performance rating on each of the five professional practice standards. **The teacher may wish to produce additional artifacts prior to the last contracted day in areas of disagreement and the evaluator may adjust performance ratings if agreement is reached.**

Step 6

Final Rating and Staff Signature

The final rating and official evaluation document is to be signed by the teacher **no later than two weeks prior to last teacher contract day**. A teacher signature does not indicate agreement with the evaluation but serves as evidence of receipt of the final evaluation and performance rating.



SECTION FOUR-A

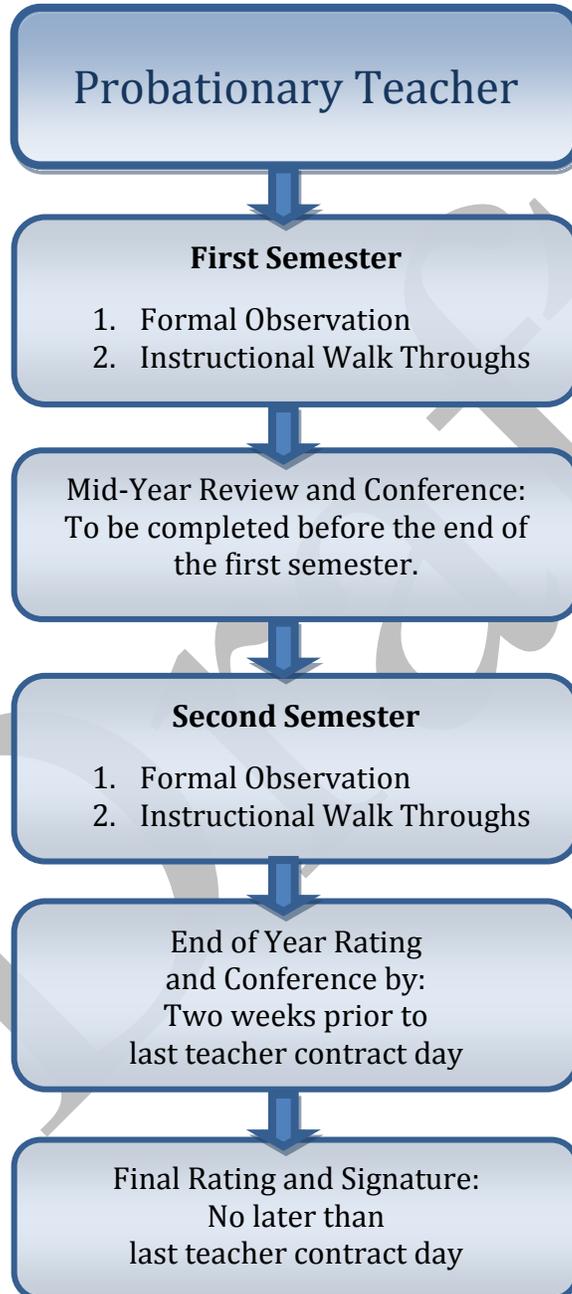
Evaluation Process Probationary Teachers

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Data Gathering: Probationary Teacher

EXHIBIT 4





Required Classroom Observation: Probationary Teachers

Observation Process Probationary Teacher

A probationary teacher will receive two (2) formal observations annually and four (4) instructional walk-throughs. One (1) formal observation and two (2) walk-throughs will occur each semester of the school year. During the annual goal setting conference, the probationary teacher and evaluator will discuss the observation process as a whole, its alignment with quality standards, and the opportunities for additional observations.

Formal Classroom Observations

The formal classroom observation process consists of a pre-observation conference, the classroom observation, and a post-observation conference. The actual classroom observation consists of observing an entire class lesson or an observation of 30-90 minutes resulting in a written observation record. During the observation, the evaluator observes the teacher according to the Colorado Evaluation Model Standards, Elements and Professional Practices. It is recognized that every lesson taught may not contain demonstrations of every Element and Professional Practice. The observer will give feedback only on the Elements and Professional Practices that are observed during the lesson. **If an Element and Professional Practice was not observed because it was not a part of the lesson, it will be noted and feedback will be provided.**

The evaluator completes the observation in the Employee Evaluation System and shares this electronic record with the teacher during the post-conference meeting.

Pre-Observation Conference

The purpose of the Pre-Observation Conference is for the evaluator to become familiar with the lesson to be observed, including:

- Lesson objectives
- Alignment with state/national curriculum standards
- Assessments
- Instructional strategies that the teacher is planning to implement during the lesson
- Connections with past and/or future lessons
- Other

The Pre-Observation Conference also provides the following benefits:

- Provides the teacher an opportunity to demonstrate Standard 4: Reflections on Practice.
- Gives the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input related to professional goal(s).
- Drives rigor into the planning, delivery, and assessment of curricula, which leads to improved student achievement.



The evaluator will provide a minimum of a five (5) work days notice for formal observations.

The teacher will complete and submit the *Pre-Observation Form* (see *Appendix 1*) at the pre-conference meeting. The pre-observation conference will take place face-to-face. Documentation of a pre-observation conference must be included in the probationary teacher's evaluation record.

Post-Observation Conference

The post-observation conference meeting is an important part of the process because it provides a dialogue opportunity for the teacher to reflect on his/her lesson, share his/her own observation of how the lesson went, and for the evaluator to share feedback. After the classroom observation takes place, the teacher has the option of completing and submitting the *Post-Observation Form* (see *Appendix 2*) to the evaluator. The evaluator meets face-to-face with the teacher to discuss feedback. **The post-observation conferences will be held within five (5) work days of the formal observation.** Post-observation conference data will be included in the probationary teacher's evaluation record.

The agenda of the post-observation conference should include the following:

- Lesson strengths,
- Suggestions for improvement, e.g., different teaching approaches and strategies, or professional development,
- Progress toward professional goal,
- Other

The evaluator shares his or her significant impressions about the observed lesson during the post-observation conference. After this conference is completed, the evaluator reviews conference notes adding to the probationary teacher's evaluation record.



Instructional Walk-Through

Probationary Teacher

INSTRUCTIONAL WALK-THROUGH

The walk-through can be defined as a brief, structured classroom observation by the evaluator which lasts a minimum of ten (10) minutes. It is followed by written feedback. An instructional walk-through is designed to collect information about a teacher's performance within Standard 1: Content Knowledge and/or Standard 2: Learning Environment, and/or Standard 3: Facilitation of Learning. During the instructional walk-through, the evaluator observes the teacher according to the Elements and Professional Practices as described in the Colorado Evaluation Model. The evaluator's written feedback is added to the probationary teacher's evaluation record.

Probationary teachers will receive a minimum of four (4) instructional walk-throughs.

Positive feedback, addressed in terms of observed elements of professional practices met, is encouraged. Used well, the walk-through can provide both evaluator and teacher with valuable information about the teacher's progress towards the teacher's professional goal. A conversation may occur between the evaluator and the teacher about what was observed. Ideally, this feedback would be shared as soon after the walk-through as possible. Face-to-face conversation may occur about the walk-through but it is not required. Electronic conferencing is an acceptable form of follow up.

Informal Observation

Probationary Teacher

This day-to-day observation can be of any length. Its purposes are to validate and support effective instruction and to monitor overall professional performance. Informal observations may occur in almost any setting from the classroom to the athletic field of play. They may occur during the official school day or outside of the school day. Examples may include: parent/student/teacher conferences, co-curricular performances, school sponsored field excursions or overnight trips. With the goal of individual, continuous improvement in mind, evaluators are encouraged but not required to share feedback gathered from informal observations.



Classroom Observation Records and Forms
Probationary Teacher

Name of Form	Purpose	Completed by?	How is it shared?
Pre-Observation Conference Form (Required)	The form provides the teacher and the evaluator information the lesson to be observed.	Teacher	The teacher shares form with evaluator at the Pre-Observation Conference.
Classroom Observation Record in Technology Platform (Required)	Evaluator records observation and tags to elements.	Evaluator	The record is shared via the technology platform.
Post-Observation Conference Form (Optional)	The form provides the teacher an opportunity to reflect on how the lesson went.	Teacher	The teacher shares form with evaluator at the Post-Observation Conference.
Instructional Walk-Through Record in Technology Platform (Required)	Evaluator records observation and tags to elements.	Evaluator	The record is shared via the technology platform.
Informal Observation (Optional)	Evaluator records observation and tags to elements as appropriate.	Evaluator	If observation is tagged the record is shared via the technology platform.



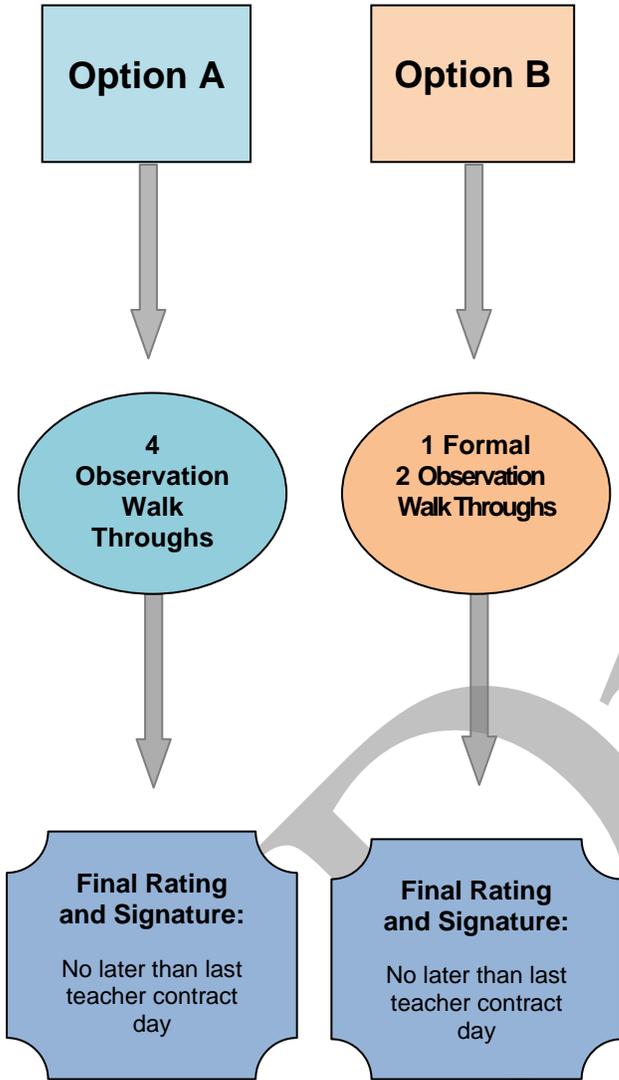
SECTION FOUR-B

**Evaluation Process
Non-Probationary
Teachers**

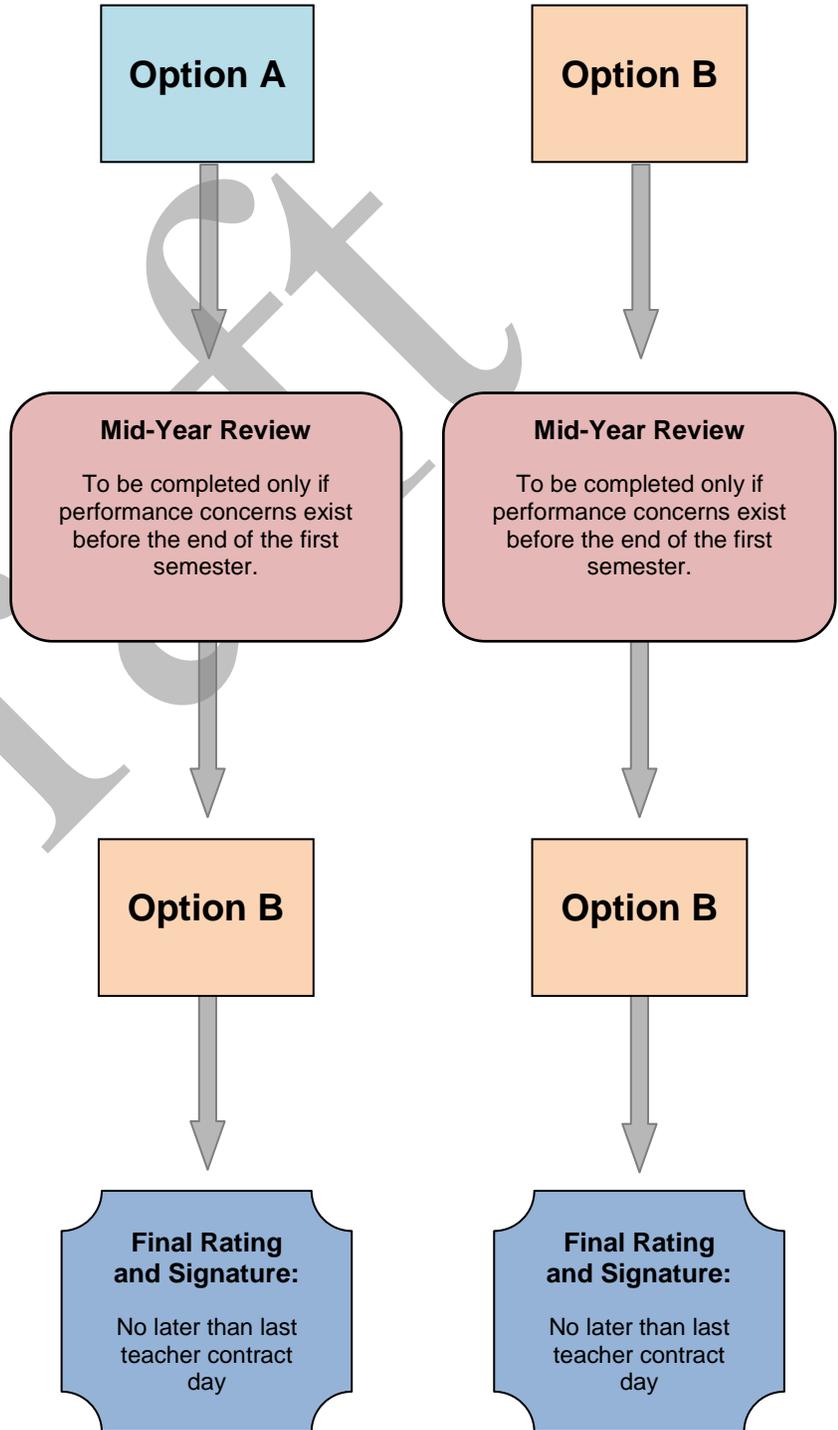


Evaluation Observations and Reviews: Non-Probationary Teacher

No CONCERNS



CONCERNS EXIST





Required Classroom Observation: Non-Probationary Teachers

Formal Observation Process Non-Probationary Teacher

The formal classroom observation process consists of a pre-observation conference, the classroom observation, and a post-observation conference.

During the initial conference and finalization of the professional growth goal, the teacher and evaluator will determine the appropriate observation option.

Formal Classroom Observations

The actual classroom observation consists of observing an entire class lesson or an observation of 30-90 minutes resulting in a written observation record. During the observation, the evaluator observes the teacher according to the Colorado Evaluation Model Standards, Elements and Professional Practices. It is recognized that every lesson taught may not contain demonstrations of every Element and Professional Practice. The observer will give feedback only on the Elements and Professional Practices that are observed during the lesson. **If an Element and Professional Practice was not observed because it was not a part of the lesson, it will be noted and feedback will be provided.**

The evaluator completes the observation in the Employee Evaluation System and shares this electronic record with the teacher during the post-conference meeting.

Pre-Observation Conference

The purpose of the Pre-Observation Conference is for the observer to become familiar with the lesson to be observed, including:

- Lesson objectives
- Alignment with state/national curriculum standards
- Assessments
- Instructional strategies that the teacher is planning to implement during the lesson
- Connections with past and/or future lessons
- Other

The Pre-Observation Conference also provides the following benefits:

- Provides the teacher an opportunity to demonstrate Standard 4: Reflections on Practice.
- Gives the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input related to professional goal(s).
- Drives rigor into the planning, delivery, and assessment of curricula, which leads to improved student achievement.

The evaluator will provide a minimum of a five (5) work days notice for formal observations.

The teacher will complete and submit the *Pre-Observation Form* (*see Appendix ...*) at the pre-conference meeting. The pre-observation conference will take place face-to-face.

Documentation of a pre-observation conference must be included in the probationary teacher's evaluation record.



Post-Observation Conference

The post-observation conference meeting is an important part of the process because it provides a dialogue opportunity for the teacher to reflect on his/her lesson, share his/her own observation of how the lesson went, and for the evaluator to share feedback. After the classroom observation takes place, the teacher has the option of completing and submitting the *Post-Observation Form* (*see Appendix ...*) to the evaluator. The evaluator meets face-to-face with the teacher to discuss feedback. **The post-observation conferences will be held within five (5) work days of the formal observation.** Post-observation conference data will be included in the probationary teacher's evaluation record.

The agenda of the post-observation conference should include the following:

- Lesson strengths,
- Suggestions for improvement, e.g., different teaching approaches and strategies, or professional development,
- Progress toward professional goal,
- Other

The evaluator shares his or her significant impressions about the observed lesson during the post-observation conference. After this conference is completed, the evaluator reviews conference notes adding to the probationary teacher's evaluation record.

Instructional Walk-Through Non-Probationary Teacher

INSTRUCTIONAL WALK-THROUGH

The walk-through can be defined as a brief, structured classroom observation by the evaluator which lasts a minimum of ten (10) minutes. It is followed by written feedback. An instructional walk-through is designed to collect information about a teacher's performance within Standard 1: Content Knowledge and/or Standard 2: Learning Environment, and/or Standard 3: Facilitation of Learning. During the instructional walk-through, the evaluator observes the teacher according to the Elements and Professional Practices as described in the Colorado Evaluation Model. The evaluator's written feedback is added to the probationary teacher's evaluation record.

Non-Probationary teachers will receive a minimum of four (4) instructional walk-throughs unless there has been an agreement to replace two (2) instructional walk-throughs with one (1) formal observation.

Positive feedback, addressed in terms of observed elements of professional practices met, is encouraged. Used well, the walk-through can provide both evaluator and teacher with valuable information about the teacher's progress towards the teacher's professional goal. A conversation may occur between the evaluator and the teacher about what was observed. Ideally, this feedback would be shared as soon after the walk-through as possible. Face-to-face conversation may occur about the walk-through but it is not required. Electronic conferencing is an acceptable form of follow up.



Informal Observation
Non-Probationary Teacher

This day-to-day observation can be of any length. Its purposes are to validate and support effective instruction and to monitor overall professional performance. Informal observations may occur in almost any setting from the classroom to the athletic field of play. They may occur during the official school day or outside of the school day. Examples may include: parent/student/teacher conferences, co-curricular performances, school sponsored field excursions or overnight trips. With the goal of individual, continuous improvement in mind, evaluators are encouraged but not required to share feedback gathered from informal observations.

Classroom Observation Forms
EXHIBIT 6: Non-Probationary Teacher

Name of Form	Purpose	Completed by?	How is it shared?
Pre-Observation Conference Form (Required)	The form provides the teacher and the evaluator information the lesson to be observed.	Teacher	The teacher shares form with evaluator at the Pre-Observation Conference.
Classroom Observation Record in Technology Platform (Required)	Evaluator records observation and tags to elements.	Evaluator	The record is shared via the technology platform.
Post-Observation Conference Form (Optional)	The form provides the teacher an opportunity to reflect on how the lesson went.	Teacher	The teacher shares form with evaluator at the Post-Observation Conference.
Instructional Walk-Through Record in Technology Platform (Required)	Evaluator records observation and tags to elements.	Evaluator	The record is shared via the technology platform.
Informal Observation (Optional)	Evaluator records observation and tags to elements as appropriate.	Evaluator	If observation is tagged the record is shared via the technology platform.



SECTION FIVE: SELF-ASSESSMENT, GOAL SETTING & ARTIFACTS

Self-Assessment

This step in the process provides the teacher with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers, and school for the current year. Teachers are asked to reflect thoughtfully on past performance and identification of strengths and weaknesses. Teachers should review the self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed. Finally, teachers are encouraged to view their practices in a more holistic fashion in light of their overall assignment.

It is understood that every teacher faces challenges within their teaching assignment. Therefore, teachers are encouraged to reflect on their practices as a general rule and not an absolute rule.

Professional Goal Setting

It is essential that the new evaluation system be success oriented and in large part, driven by the individual teacher's strengths and opportunities for improvement. To this end, licensed teachers will be asked to develop SMART professional goals.

The individual teacher should review the results of his/her past evaluation, his/her self-assessment and the school unified improvement plan prior to the development of a professional goal within the Employee Evaluation System platform.

The Professional SMART Goal (PSG) is a critically important stimulus for a teacher's professional development and performance improvement. It also structures data collection regarding the teacher's demonstration of proficiency on the professional practice standards. Its development and maintenance by the teacher is a task that requires time and thoughtful reflection. The evaluator and educator will work together in identifying and completing the stated professional SMART goal. During the Initial Conference and Goal Setting Meeting the Professional SMART Goal will be finalized and approved in final form by the evaluator.

If there is disagreement between the evaluator and the teacher regarding the focus of the SMART goal, multiple SMART goals should be considered.



DATA GATHERING & THE USE OF ARTIFACTS (EVIDENCE)

Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of teachers.

It is not necessary for educators 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 evaluator agree on their rating levels. Artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to substantiate the accuracy of the self-assessment as compared to the evaluator's assessment of the teacher's performance during the Mid-Year and/or end of year reviews. Artifacts may be used to provide evidence for multiple standards.

Artifacts listed in the Appendix (?) are examples of items that may be used to provide evidence of proficiency on any given standard. The evaluator and the teacher being evaluated may use additional artifacts to address specific issue that need further explanation or illustration during the end-of-year performance discussion.



STAKEHOLDER FEEDBACK

Student, Parent, and Colleague Surveys/Input Ongoing Data Collection and Analysis

School Districts shall collect and analyze data on multiple occasions, in order to provide actionable feedback and support to educators on a regular basis in an effort to make evaluation an ongoing process rather than an event and to facilitate continuous improvement.

“Districts are strongly encouraged to gather student perceptions of their learning experience in order to provide teachers with feedback on their performance. Where appropriate, Districts are encouraged to use student perception data as part of the multiple measures used to evaluate Teacher Professional Practice.” Colorado Senate Bill 10-191

Student Perception Data

LPS will provide a student perception survey for use as appropriate at each level. (Elementary, Middle and High School) Learning Support Services, LEA and the Littleton Council for Educator Effectiveness have vetted the survey developed through the Measuring Teacher Effectiveness (MET) Project conducted with over 3000 teachers in several school districts across the country. The MET project student perception survey focuses on seven (7) characteristics of an effective teacher. This student perception survey has now been redesigned by the Colorado Legacy Foundation and made into a 30 question, shorter survey which LPS is utilizing.

It is recommended that the licensed teachers within a school discuss the use of this student perception survey with full understanding that results from the survey will be the sole property of the teacher. It is solely the decision of the licensed teacher as to whether he/she wishes to share results with an evaluator or colleague. Finally, it is provided as an additional opportunity for feedback but teachers are not required to participate in the administration of a student perception survey.



SECTION SIX

Scoring the Professional Practices

Completing and Scoring the Rubric

The process for completing and scoring the rubric is the same for all educators, regardless of their position in the education system. The steps, listed below, are described in detail in this section of the user's guide.

1. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance
2. Rating the elements
3. Using element ratings to determine ratings for standards
4. Using standard ratings to determine the overall professional practices rating

The person completing the rubric should mark all items that describe the performance of the educator during the year-long evaluation cycle. Evidence of proficiency on non-observable professional practices will be determined by an examination and discussion of the practice and any necessary artifacts provided by both the evaluator and the person being evaluated. In the example below (**Exhibit 11**), the person completing the rubric has indicated that there is adequate evidence that the educator being evaluated has demonstrated performance on all of the items in the Basic, Partially Proficient, Proficient and Exemplary columns since all of those items have been checked. Only a single item in the Accomplished column is left unchecked. As the discussion of scoring the rubric will indicate, such a pattern of evidence results in a rating of Proficient for the element.

EXHIBIT 11: Identifying Performance Level on Professional Practices

QUALITY STANDARD 1				
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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER uses lesson plans that reflect: <ul style="list-style-type: none"> ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum. 	... and THE TEACHER implements lesson plans based on: <ul style="list-style-type: none"> ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives. 	... and THE TEACHER: <ul style="list-style-type: none"> ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. 	... and STUDENTS: <ul style="list-style-type: none"> ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations. 	... and STUDENTS: <ul style="list-style-type: none"> ✓ Discuss strengths and next steps regarding their learning with their teacher(s).



Rating the Elements and Standards

The rater, whether the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating.

For example, Quality Standard I has six elements:

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).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.



The rater should begin with the Basic column of the rubric and work across the columns to Exemplary, marking each professional practice that describes the performance of the educator for the period for which he or she is being evaluated. (See Exhibit 12) To determine the rating for each element, the rater:

1. Begins with the professional practices listed under the Basic column and marks every practice for which there is adequate evidence that the educator being evaluated has demonstrated that practice. The evaluator continues marking professional practices across the columns until all practices for that element have been checked or the evaluator has determined that there is inadequate evidence of performance on the practice. (See Exhibit 12) All professional practices that describe the educator's performance should be marked.
2. Scores each element by determining the appropriate rating. The rating for each element is the highest rating for which *all* professional practices are marked and *all* practices below that level are marked.

The teacher whose performance is illustrated in Exhibit 12 would be rated as Proficient on Element A, even though at least one professional practice under Accomplished and the single practice under Exemplary were marked. Proficient is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. Therefore, this educator would be rated Proficient on Element A.

EXHIBIT 12: The Rubric Scoring Process (Teacher Example)

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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
<p>THE TEACHER uses lesson plans that reflect:</p> <ul style="list-style-type: none"> ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum. 	<p>... and</p> <p>THE TEACHER implements lesson plans based on:</p> <ul style="list-style-type: none"> ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Discuss strengths and next steps regarding their learning with their teacher(s).



Exhibit 13 provides an example of how professional practices for an entire standard would be marked while Exhibit 14 illustrates how those markings would be translated to scores on elements and standards.

EXHIBIT 13: Example of Rating All Elements for a Standard

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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
<p>THE TEACHER uses lesson plans that reflect:</p> <ul style="list-style-type: none"> ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum. 	<p>... and</p> <p>THE TEACHER implements lesson plans based on:</p> <ul style="list-style-type: none"> ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Discuss strengths and next steps regarding their learning with their teacher(s).
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Demonstrates an understanding of literacy content and skills. ✓ Emphasizes literacy connections while teaching content. 	<p>... and</p> <p>THE TEACHER makes complex reading accessible to students by:</p> <ul style="list-style-type: none"> ✓ Adjusting content to students' skill levels. ✓ Integrating literacy skills and knowledge into lessons. ✓ Providing relevant content that addresses students' interests. 	<p>... and</p> <p>THE TEACHER provides instruction that enhances students':</p> <ul style="list-style-type: none"> ✓ Critical thinking and reasoning. ✓ Information literacy. ✓ Literacy skill development. 	<p>... and</p> <p>STUDENTS meet or exceed expectations for:</p> <ul style="list-style-type: none"> ✓ Oral communication. ✓ Written communication. ✓ Critical thinking. ✓ Problem solving skills. ✓ Literacy skills. 	<p>... and</p> <p>STUDENTS apply literacy skills:</p> <ul style="list-style-type: none"> ✓ Across academic content areas. ○ To understand complex materials.
<p>○ Professional Practice is Observable during a classroom observation.</p> <p>□ Professional Practice is Not Observable during a classroom observation.</p>				



QUALITY STANDARD 1				
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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
<i>This section describes professional practices that should be demonstrated by</i>				
ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Emphasizes literacy connections while teaching content other than reading, English, or language arts. 	<p>... and</p> <p>THE TEACHER integrates literacy skills into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> ✓ Phonological awareness. ✓ Phonics. ✓ Vocabulary. ✓ Comprehension. ✓ Fluency. ✓ Writing. ✓ Speaking. ✓ Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> ✓ Purposeful. ✓ Explicit. ✓ Systematic. 	<p>... and</p> <p>THE TEACHER provides literacy instruction that is:</p> <ul style="list-style-type: none"> ✓ Needs-based. ✓ Intensive. ✓ Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> ✓ Across academic content areas. ✓ To new/unfamiliar material. ✓ To understand complex materials. ○ While communicating during unstructured time. ✓ Outside the classroom. 	<p>... and</p> <p>STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability levels in:</p> <ul style="list-style-type: none"> ✓ Reading. ○ Writing. ✓ Speaking. ✓ Listening.
<i>This section describes professional practices that should be demonstrated by</i>				
SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Teaches and provides opportunities for students to apply literacy skills. 	<p>... and</p> <p>THE TEACHER integrates literacy skills into lessons, including:</p> <ul style="list-style-type: none"> ○ Vocabulary. ○ Comprehension. ○ Fluency. ○ Writing. ○ Speaking. ○ Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> ○ Purposeful. ○ Explicit. ○ Systematic. 	<p>... and</p> <p>THE TEACHER provides instruction that is:</p> <ul style="list-style-type: none"> ○ Needs-based. ○ Intensive. ○ Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> ○ Across academic content areas. ○ To new/unfamiliar material. ○ To understand complex materials. ○ While communicating during the school day. □ Outside the classroom. 	<p>... and</p> <p>STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> ○ Reading. ○ Writing. ○ Speaking. ○ Listening.
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				



QUALITY STANDARD 1				
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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Includes relevant math concepts in discussions that do not have math as the primary focus. ✓ Promotes and encourages students to make explicit math connections across content. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Emphasizes to students why they need to learn math content and skills. ✓ Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Emphasizes interdisciplinary connections to math. ○ Models mathematical thinking. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Share ideas and solutions to challenging problems. ○ Use the language of math to talk about what they are doing. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Interpret mathematical information in ways that make it relevant to their learning.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.				
<p>THE TEACHER focuses math instruction beyond:</p> <ul style="list-style-type: none"> ✓ Recall of facts. ✓ Development of computational skills. ✓ Math as a series of rote procedures. <p>Models:</p> <ul style="list-style-type: none"> ✓ Appropriate mathematical communication. ✓ A variety of mathematical practices. 	<p>... and</p> <p>THE TEACHER presents concepts:</p> <ul style="list-style-type: none"> ✓ In sequence. ✓ In a manner appropriate to students' age and grade. ✓ Helps students understand mathematics as a discipline. ✓ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. 	<p>... and</p> <p>THE TEACHER establishes an effective mathematics environment by:</p> <ul style="list-style-type: none"> ✓ Challenging students to think deeply about the problems. ○ Requiring students to explain their solutions. ○ Posing questions that stimulate students' curiosity and encourage them to investigate further. ✓ Actively engaging students in doing math. ✓ Using real-world examples for problems whenever possible. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Solve problems in a variety of ways. ✓ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Recognize when they make procedural errors and take steps to correct them. ✓ Expand their learning by using mathematical concepts in subjects other than math.
<p>○ Professional Practice is Observable during a classroom observation.</p> <p>□ Professional Practice is Not Observable during a classroom observation.</p>				



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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ✓ Uses instructional materials that are accurate and appropriate for the lesson being taught. ✓ Employs a variety of instructional strategies to address student needs. 	<p>... and</p> <p>THE TEACHER provides explanations of content that are:</p> <ul style="list-style-type: none"> ✓ Accurate. ✓ Clear. ✓ Concise. ✓ Comprehensive. 	<p>... and</p> <p>THE TEACHER engages students in:</p> <ul style="list-style-type: none"> ✓ A variety of explanations and multiple representations of concepts and ideas. ✓ A variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. ○ Problem solve. 	<p>... and</p> <p>STUDENTS routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them.
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Emphasizes key concepts and connects them to other powerful ideas within the content area. ✓ Connects lessons to other disciplines and/or content areas. 	<p>... and</p> <p>THE TEACHER implements instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> ✓ Articulates content and interdisciplinary connections. ✓ Integrates literacy skills across content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Clarifies and elaborates on interdisciplinary connections for students. ✓ Employs instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>STUDENTS make connections between:</p> <ul style="list-style-type: none"> ✓ Prior learning and the current lesson. ✓ Other disciplines and/or content areas and the current lesson. ✓ Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				



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).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

	... and	... and	... and	... and
<p>THE TEACHER selects instructional materials and strategies based on their:</p> <ul style="list-style-type: none"> ✓ Relevance. ✓ Central contexts. ✓ Foundational evidence base. ✓ Links lessons to students' prior knowledge. ✓ Encourages and provides opportunities for students to make connections to prior learning. 	<p>THE TEACHER delivers lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> ✓ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. ✓ Provide supports that facilitate engagement. 	<p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. ✓ Provides opportunities for students to self-select tasks that accelerate their learning. 	<p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Interact with materials that are relevant to them. ✓ Ask questions and solve problems that are relevant to them. ○ Make connections to prior learning to understand current content. 	<p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.

○ Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments:
 Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.

Comments of person being evaluated:
 Please indicate the element for which the comment applies if not for the standard as a whole.

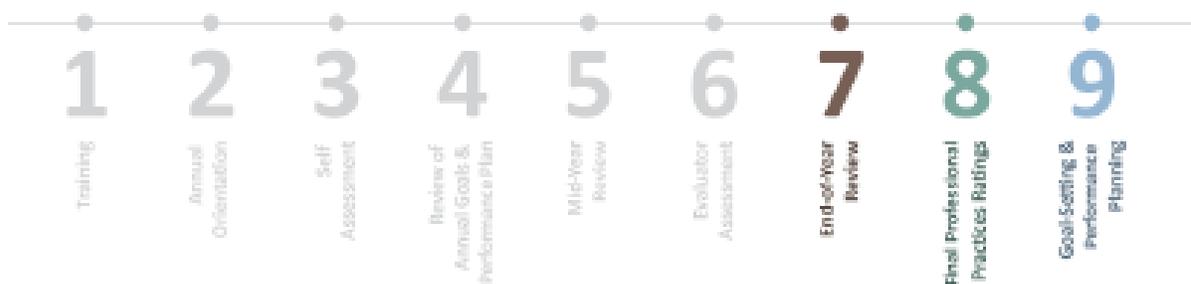


The rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, a rating of Basic receives zero points and a rating of Exemplary receives four points. As Exhibit 14 illustrates, the points earned for elements associated with a standard are added together and the rating for the standard is determined based on the total number of points possible for that standard.

EXHIBIT 14: Determining the Rating for a Standard
(Example of Standards weighted equally, based on the secondary teacher rubric example)

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).						
Performance Rating Level: (Number of Points):	B (0)	PP (1)	P (2)	A (3)	E (4)	# Points For Each Rating
A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			✓			2
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				✓		3
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		✓				1
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			✓			2
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				✓		3
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			✓			2
TOTAL POINTS EARNED FOR STANDARD						13

Evaluation Process | Determining the Rating





Senate Bill 10-191, the Great Teachers and Leaders Act, requires that 50% of an educator’s evaluation be based on professional practices and 50% be based on multiple measures of student learning. Educators will earn a professional practice score based on their professional practices as measured by the rubric and a measures of student learning score based on multiple measures. The overall professional practices score and the measures of student learning score are combined to determine an overall rating of Ineffective, Partially Effective, Effective or Highly Effective.

The process starts with the final scores from professional practices and the measures of student learning. Once the professional practices scores and measures of student learning scores are determined, they are added together to create a single effectiveness, or index score. A final effectiveness rating is assigned to an educator based on the total number of points reported. Because of the requirement that each component contribute 50% to the final score, professional practices and measures of student learning scores are calculated so each is equal to a maximum of 540 points. This process ensures that professional practices and measures of student learning are equally represented in the determination of the final effectiveness rating.

Determining the Overall Professional Practices Rating

The overall rating for professional practices is determined by the individual scores for Standards I through V for teachers and specialized service professionals and Standards I through VI for principals. The ratings for the final standard for each group (Educators take responsibility for Student Academic Growth) are used to determine performance on measures of student learning. As Exhibits 15 illustrates, once the rating for each standard is determined, the standard ratings are used to determine the overall rating on professional practices. Exhibit 15 provides an example of calculating the overall professional practices rating when all standards are weighted equally.





Step-by-Step Process for Determining Overall Professional Practices Rating

A Determine the number of points earned for each element and calculate the sum of all of the elements associated with the standard using the following scale:

1. Each Basic element rating = 0 point.
2. Each Partially Proficient element rating = 1 points.
3. Each Proficient element rating = 2 points.
4. Each Accomplished element rating = 3 points.
5. Each Exemplary element rating = 4 points.

Add all of the element ratings to obtain the total number of points earned for the standard.

As Exhibit 15 illustrates, standard has six elements scored as follows:

- A. Proficient = 2 points
- B. Accomplished = 3 points
- C. Partially Proficient = 1 point
- D. Proficient = 2 points
- E. Accomplished = 3 points
- F. Proficient = 2 points

In this example, the total number of points earned for the standard is 13.

B Determine the number of points it is possible to earn for each standard:

The total number of points it is possible to earn for any standard is the number of elements associated with the standard multiplied by 4, the highest score possible for each element. In the case of Standard I for teachers, 6 elements multiplied by 4 equals 24, the highest number of points it is possible for teachers to earn on Standard I.

C Determine the rating level for the standard:

For standards that have six elements, such as Standard I for teachers, the scale for determining the rating level is as follows:

- 0 to 2 total points = Basic
- 3 to 8 total points = Partially Proficient
- 9 to 14 total points = Proficient
- 15 to 20 points = Accomplished
- 21 to 24 total points = Exemplary

Since the teacher in this example earned a total of 13 points for the standard in this example, the rating level for the standard is Proficient.

D Determine the amount of weight the district allocates to each standard:

In this example, standards are being weighted equally. Since there are five standards for teachers, each standard is given a weight of 20% for a total of 100% when all of the weights are added together.

E Calculate the contribution of the standard to the overall professional practices rating:

To ensure that the professional practices rating has the same weight as measures of student learning it is necessary to calculate the contributions of each standard to the final professional practices rating using a formula that takes into account the:

- standard's rating level
- weight the district allocates for the standard
- number of points it is possible to earn on the standard
- 540, the total number of points it is possible to earn for all standards combined

(Standard I weight (ex. 20%) = 20) X 540 X (Total Points Earned for Standard I) = Weighted Standard I Points
(Total number of points possible to earn on Standard I) For this example:

$$\frac{20 \times 540 \times 13}{24} = \frac{1404}{24} = 58.5 \text{ points, the contribution of Standard I to the overall professional practices rating}$$



EXHIBIT 15: Determining the Overall Professional Practices Rating
(Example of All Standards Weighted Equally)

Teacher Evaluation Worksheet

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			✓			2
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				✓		3
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		✓				1
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			✓			2
	E. Teachers develop lessons that reflect the interconnectedness of content areas/ disciplines.				✓		3
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			✓			2
	Total Points Earned for Standard I						13
Determine Rating for Standard I: 0 to 2 total points = Basic 3 to 8 total points = Partially Proficient 9 to 14 total points = Proficient 15 to 20 points = Accomplished 21 to 24 total points = Exemplary							
Rating for Standard I =					Proficient		
Determine Contribution of Standard I to the Final Professional Practices Rating: $\frac{\text{Standard I weight (ex. 20\% = 20)} \times \text{540} \times \text{(Total Points Earned for Standard I)}}{\text{Total number of points possible to earn for Standard I}} = \text{Weighted Standard I pts.}$ <p>24 (Total number of points possible to earn for Standard I)</p> <p>Calculation Work Space (Note: This space is provided for completing the simple formula above using actual scores. A table for calculating the contribution of each standard to the professional practices rating is also provided immediately following this worksheet. Users may choose either or both of these processes to determine the score. Users may also skip the hand calculation altogether and allow the online system to calculate it for them.)</p> $\frac{20 \times 540 \times 13}{24} = 58.5$ <p>(The weighted points calculated for the standard will be used in determining the overall professional practices contribution to the effectiveness rating.)</p>							



QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				✓		3
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				✓		3
	C. Teachers engage students as individuals with unique interests and strengths.				✓		3
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			✓			2
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			✓			2
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				✓		3
Total Points Earned for Standard II						16	
<p>Determine Rating for Standard II: 0 to 2 total points = Basic 3 to 8 total points = Partially Proficient 9 to 14 total points = Proficient 15 to 20 points = Accomplished 21 to 24 total points = Exemplary</p>							
Rating for Standard II =					Accomplished		
<p>Determine Contribution of Standard II to the Final Professional Practices Rating: $(\text{Standard II weight (ex. 20\% = .20)}) \times 540 \times (\text{Total Points Earned for Standard II}) = \text{Weighted Standard II pts.}$ $24 \text{ (Total number of points possible to earn for Standard II)}$</p> <p>Calculation Work Space (Note: This space is provided for completing the simple formula above using actual scores. A table for calculating the contribution of each standard to the professional practices rating is also provided immediately following this worksheet. Users may choose either or both of these processes to determine the score. Users may also skip the hand calculation altogether and allow the online system to calculate it for them.)</p> <p>$\frac{.20 \times 540 \times 16}{24} = 72.0$</p> <p>(The weighted points calculated for the standard will be used in determining the overall professional practices contribution to the effectiveness rating.)</p>							



QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.			✓			2
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				✓		3
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		✓				1
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			✓			2
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					✓	4
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					✓	4
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			✓			2
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.		✓				1
Total Points Earned for Standard III						19	
<p>Determine Rating for Standard III: 0 to 3 total points = Basic 4 to 11 total points = Partially Proficient 12 to 19 total points = Proficient 20 to 27 points = Accomplished 28 to 32 total points = Exemplary</p>							
Rating for Standard III =						Proficient	
<p>Determine Contribution of Standard III to the Final Professional Practices Rating: $\frac{\text{Standard III weight (ex. 20\% = .20)} \times 540 \times (\text{Total Points Earned for Standard III})}{24} = \text{Weighted Standard III pts.}$ 24 (Total number of points possible to earn for Standard III)</p> <p>Calculation Work Space (Note: This space is provided for completing the simple formula above using actual scores. A table for calculating the contribution of each standard to the professional practices rating is also provided immediately following this worksheet. Users may choose either or both of these processes to determine the score. Users may also skip the hand calculation altogether and allow the online system to calculate it for them.)</p> $\frac{.20 \times 540 \times 19}{32} = 64.1$ <p>(The weighted points calculated for the standard will be used in determining the overall professional practices contribution to the effectiveness rating.)</p>							



QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
IV. REFLECTIONS ON PRACTICE	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.		✓				1
	B. Teachers link professional growth to their professional goals.		✓				1
	C. Teachers are able to respond to a complex, dynamic environment.		✓				1
	Total Points Earned for Standard IV						3
<p>Determine Rating for Standard IV: 0 to 1 total points = Basic 2 to 4 total points = Partially Proficient 5 to 7 total points = Proficient 8 to 10 points = Accomplished 11 to 12 total points = Exemplary</p>							
<p>Rating for Standard IV = <i>Partially Proficient</i></p>							
<p>Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex. 20% = .20]) X 540 X (Total Points Earned for Standard IV) = Weighted Standard IV pts. 12 (Total number of points possible to earn for Standard IV)</p> <p>Calculation Work Space (Note: This space is provided for completing the simple formula above using actual scores. A table for calculating the contribution of each standard to the professional practices rating is also provided immediately following this worksheet. Users may choose either or both of these processes to determine the score. Users may also skip the hand calculation altogether and allow the online system to calculate it for them.)</p> <p><i>.20 x 540 x 3 = 27.0</i> 12</p> <p>(The weighted points calculated for the standard will be used in determining the overall professional practices contribution to the effectiveness rating.)</p>							



QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
V. LEADERSHIP	A. Teachers demonstrate leadership in their schools.		✓				1
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		✓				1
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				✓		3
	D. Teachers demonstrate high ethical standards.			✓			2
	Total Points Earned for Standard V						7
<p>Determine Rating for Standard V: 0 to 1 total points = Basic 2 to 5 total points = Partially Proficient 6 to 9 total points = Proficient 10 to 13 points = Accomplished 14 to 16 total points = Exemplary</p>							
Rating for Standard V =						Proficient	
<p>Determine Contribution of Standard V to the Final Professional Practices Rating: $(\text{Standard V weight [ex. } 20\% = .20] \times 540 \times (\text{Total Points Earned for Standard V})) = \text{Weighted Standard V pts.}$ 16 (Total number of points possible to earn for Standard V)</p> <p>Calculation Work Space (Note: This space is provided for completing the simple formula above using actual scores. A table for calculating the contribution of each standard to the professional practices rating is also provided immediately following this worksheet. Users may choose either or both of these processes to determine the score. Users may also skip the hand calculation altogether and allow the online system to calculate it for them.)</p> <p>$\frac{.20 \times 540 \times 7}{16} = 47.3$</p> <p>(The weighted points calculated for the standard will be used in determining the overall professional practices contribution to the effectiveness rating.)</p>							

Notes:

1. The sum of the weighted points for Standards I through V equals the total professional practices score.
2. Ratings boxes in the example above are shaded as follows:

- Proficient and Above: Educator's performance on professional practices meets or exceeds state standards.
- Partially Proficient: Educator's performance on professional practices is below state standards.
- Basic: Educator's performance on professional practices is significantly below state standards.



Determining the Overall Rating for Professional Practices

Scoring of the rubric is designed so that professional practices have the same weight as student outcomes when determining an educator's effectiveness score: Ineffective, Partially Effective, Effective, or Highly Effective. To do this, Quality Standards I through V for teachers and specialized service professionals and Standards I through VI for principals were given a collective value of 540 points, the same number of points possible to earn on measures of student learning. This is in keeping with requirements of S.B. 10-191 that professional practice and measures of student learning be equally weighted in determining the educator's effectiveness rating.

Calculating the Total Number of Points Earned For Professional Practices

QUALITY STANDARD	Weight determined by the school district	Multiply by	Total Number of Points Possible for All Standards Combined	Multiply by	Total Points Earned for Standard	Divide by	Total Points Possible for Standard	Equals	Points Earned for this Evaluation
I. Know Content	.20	X	540	X	13	÷	24	=	58.5
II. Establish Environment	.20	X	540	X	16	÷	24	=	72.0
III. Facilitate Learning	.20	X	540	X	19	÷	32	=	64.1
IV. Reflect on Practice	.20	X	540	X	3	÷	12	=	27.0
V. Demonstrate Leadership	.20	X	540	X	7	÷	16	=	47.3
Total Weight for All Standards	1.00	Total Points Earned for this Evaluation							268.9

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	269
109 to 216 points	Partially Proficient	
217 to 324 points	Proficient	Overall Professional Practices Rating =
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	
		Proficient



EXHIBIT 16: Example of How to Complete Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Score Sheet completed as illustrated in Exhibit 15, and the goal-setting form and agree on the professional practices ratings as well as the recommended actions for improvement, and resources needed to accomplish those actions, and a determination of how the teacher and evaluator will know improvements have been made.

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).					
	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction, and the individual needs of their students.			✓		
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				✓	
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		✓			
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			✓		
E. Teachers develop lessons that reflect the interconnectedness of content areas/ disciplines.				✓	
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			✓		
Overall Rating for Standard I					
✓					

<p>Comments: <i>Ms. Seidel's work this year has been proficient and above, except for mathematics. This was reflected in her instructional strategies exemplified by presentations of lower level skills and expectations for students. Classroom materials in mathematics were not of sufficient quality to engage students or to challenge their problem solving and critical thinking skills.</i></p> <p>Recommended actions for improvement: <i>During the upcoming school year, she should take intensive and significant steps to upgrade her mathematics skills.</i></p> <p>Resources needed to complete these actions: <i>As requested, Ms. Seidel will be allowed to leave school 30 minutes early every Tuesday and Thursday during first semester next year in order to attend an evening mathematics class. We will also discuss the possibility of her attending mathematics professional development offerings as they are offered by the school district.</i></p>	<p>Examples of artifacts that may be used as evidence to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Feedback from walkthrough observations <input type="checkbox"/> Instructional activities schedules <input type="checkbox"/> Student journals/learning logs <p>At least one of the following artifacts must be discussed during the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student feedback <input type="checkbox"/> Peer feedback <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student work <input type="checkbox"/> Parent Feedback
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Comments on teacher's performance summarized from performance conversations throughout the year and those agreed upon during end-of-year performance discussion

Actions for improvement agreed upon during End-of-Year performance discussion

Resources the school/district will provide to help the teacher improve

Ratings determined by an examination of professional practices documented as in evidence during the school year



QUALITY STANDARD II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.					
	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				✓	
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				✓	
C. Teachers engage students as individuals with unique interests and strengths.				✓	
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			✓		
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			✓		
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				✓	
Overall Rating for Standard II				✓	

<p>Comments: <i>Ms. Seidel did a remarkable job in this area during this school year. She demonstrated student-focused approaches to instruction and customized lessons to assure that all of her students' needs were met. Her students had no discipline issues this year in spite of the fact that they had in previous years.</i></p> <p>Recommended actions for improvement: <i>Maintain current levels of performance while working to improve communication and collaboration with families to assure that they are actively involved in helping their children and fully aware of the students' strengths and weaknesses.</i></p> <p>Resources needed to complete these actions: <i>No additional resources necessary.</i></p>	<p>Examples of artifacts that may be used as evidence to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Feedback from walkthrough observations <input type="checkbox"/> Instructional activities schedules <input type="checkbox"/> Student journals/learning logs <p>At least one of the following artifacts must be discussed during the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student feedback <input type="checkbox"/> Peer feedback <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student work <input type="checkbox"/> Parent feedback
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Evaluation Process | Teacher Evaluation Worksheet





QUALITY STANDARD III					
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.					
	B	PP	P	A	E
A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.			✓		
B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				✓	
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		✓			
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			✓		
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					✓
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					✓
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			✓		
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.		✓			
Overall Rating for Standard III			✓		

<p>Comments: <i>Ms. Seidel is nearing accomplished work in this area. Her biggest challenges are the integration of research-based strategies into her lessons and using appropriate assessment methods to determine students' strengths and weaknesses.</i></p> <p>Recommended actions for improvement:</p> <ol style="list-style-type: none"> <i>Routine (every month) review of professional journals from the school's or district's professional library related to research or evidence-based strategies.</i> <i>Concentrate on integrating research-based strategies into lesson plans for one subject area throughout the year.</i> <i>Solicit assistance from instructional coach as needed.</i> <p>Resources needed to complete these actions: <i>No new resources needed.</i></p>	<p>Examples of artifacts that may be used as evidence to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Feedback from walkthrough observations <input type="checkbox"/> Instructional activities schedules <input type="checkbox"/> Student journals/learning logs <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Formative and summative assessments of student work <p>At least one of the following artifacts must be discussed during the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student feedback <input type="checkbox"/> Peer feedback <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student work <input type="checkbox"/> Parent feedback
--	--



QUALITY STANDARD IV Teachers reflect on their practice.					
	B	PP	P	A	E
A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.		✓			
B. Teachers link professional growth to their professional goals.		✓			
C. Teachers are able to respond to a complex, dynamic environment.		✓			
Overall Rating for Standard IV		✓			

<p>Comments: <i>Ms. Seidel needs significant work in this area. The natural starting point for her is the linkage of professional growth and professional goals to her self-identified strengths and weaknesses.</i></p> <p>Recommended actions for improvement: <i>She should develop a professional growth plan that includes all of these elements and bring it to her final evaluation conference for discussion.</i></p> <p>Resources needed to complete these actions: <i>No new resources needed.</i></p>	<p>Examples of artifacts that may be used as evidence to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Self-reflection templates <input type="checkbox"/> Assessment plans <input type="checkbox"/> Data analysis record <input type="checkbox"/> Responses to feedback <input type="checkbox"/> Student portfolios <p>At least one of the following artifacts must be discussed during the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student feedback <input type="checkbox"/> Peer feedback <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student work <input type="checkbox"/> Parent feedback
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QUALITY STANDARD V Teachers demonstrate leadership.					
	B	PP	P	A	E
A. Teachers demonstrate leadership in their schools.		✓			
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		✓			
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				✓	
D. Teachers demonstrate high ethical standards.			✓		
Overall Rating for Standard V			✓		

<p>Comments: <i>While Ms. Seidel is extremely student-focused and does a great job of working with students, her leadership skills are not as well developed. She has not taken advantage of opportunities to assume leadership roles either within the school or the district.</i></p> <p>Recommended actions for improvement: <i>I am recommending Ms. Seidel for several committees during the coming year. She needs to accept the assignment for at least one committee and begin the process of assuming a leadership role on that committee. Long-term, she needs to be more proactive in identifying and taking on leadership roles.</i></p> <p>Resources needed to complete these actions: <i>No additional resources needed.</i></p>	<p>Examples of artifacts that may be used as evidence to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Documentation of service on teams, task forces, and committees <input type="checkbox"/> Notes from parent and community meetings <input type="checkbox"/> Records of advocacy activities <p>At least one of the following artifacts must be discussed during the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student feedback <input type="checkbox"/> Peer feedback <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student work <input type="checkbox"/> Parent feedback
---	--



Scoring the Rubric

Determining the Teacher's professional practices rating is a three-step process that involves determining the ratings for individual elements and standards and using those ratings to determine the overall rating on professional practices. The three-step process for determining ratings is outlined below.

1. Rating the Elements

The Teacher or evaluator should score each element within a standard to determine the level of performance for that element.

For example, 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), has six elements:

- **Element a:** Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students
- **Element b:** Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.
- **Element c:** Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.
- **Element d:** Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.
- **Element e:** Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
- **Element f:** Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

The rater, whether the Teacher is completing a self-assessment or the evaluator, should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating.



The example that follows illustrates this process in a step-by-step format.

The rater should begin with the left-hand column of the rubric and mark each professional practice that describes the performance of the Teacher for the period for which he or she is being evaluated. (See Exhibit 10)

To determine the rating for each element, the rater:

1. Examines rating level Basic to determine whether any of the professional practices describe the behaviors of the Teacher. If only the professional practice(s) described under rating level Basic and no professional practices under any of the other rating levels are marked, the rating level for the element under consideration is Basic. If, however, any of the professional practices under Partially Proficient, Proficient, Accomplished, or Distinguished are marked, then the lowest rating the Teacher will receive is Partially Proficient.
2. If the professional practices under rating level Basic are marked, the rater moves to rating levels Partially Proficient through Exemplary. For Standards I through V, all professional practices that describe the Teacher’s performance should be marked.
3. The rating for each element is the highest rating for which all professional practices are marked and all practices below that level are marked. As illustrated in Exhibit 10, the Teacher would be rated as Proficient on Element A. Even though at least one professional practice under each rating level was marked, the level Proficient is the highest rating for which all professional practices were marked and all professional practices below that rating were marked.

Exhibit 10: The Rubric Scoring Process

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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	... and THE TEACHER: Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District’s plan of instruction. ✓ Stated learning objectives.	... and THE TEACHER: ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	... and STUDENTS: ✓ Interact with the rigorous and challenging content. <input type="radio"/> Perform at a level consistent with or above expectations.	... and STUDENTS: ✓ Discuss strengths and next steps regarding their learning with their teachers.



Rating the Standards

The rating for the total number of points on each standard is determined by the accumulation of points scored on each element within the standard. For example, a rating level of Basic receives zero (0) points and a rating level of Exemplary receives four (4) points. As Exhibit 11 illustrates, the points for each standard are added together and the rating for the standard is determined based on the total number of points possible for that standard. In this case, the ratings for individual elements add to 13, which results in a rating of Proficient for the standard.

Exhibit 11 Determining a Rating for a Standard:

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).						
Performance Rating Level: (Number of Points):	B (0)	PP (1)	P (2)	A (3)	E (4)	# Points For Each Rating
A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			◆			2
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				◆		3
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		◆				1
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			◆			2
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				◆		3
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			◆			2
TOTAL POINTS EARNED FOR STANDARD						13



Determining the Overall Professional Practices Rating

The overall rating for professional practices is determined by the individual ratings for Standards I through V. The rating for each standard is determined by the individual element ratings, and the standard ratings are used to determine the overall rating on professional practices.

Methodology for determining ratings on Standard VI will be developed during the 2013-14 school year. Standard VI and use of student growth measures will be incorporated for the validity study beginning with the 2014-15 school year.

Determining the Overall Standard Rating:

(When standards are weighted equally)

0 to 21 points = Basic

22 to 43 points = Partially Proficient

44 to 65 points = Proficient

66 to 87 points = Accomplished

88 to 108 points = Exemplary

Exhibit 13 Calculating Overall Rating with Non-Weighted Standards

Once a rating has been determined on each of the five (5) professional practice standards, each performance rating is scored according to the following scale:

Partially Proficient=1 point

Proficient=2 points

Accomplished=3 points

Exemplary=4 points

The total number of points on the five (5) professional practice standards is added together. This summation of points determines the overall rating on the five (5) professional practice standards.



SECTION Seven MID-YEAR REVIEW

Mid-Year Review (Probationary and Non-Probationary with Performance Concerns)

All probationary teachers will receive a Mid-Year Review. If the evaluator determines that performance concerns exist, a non-probationary teacher will receive a Mid-Year Review. As a result of this review, the teacher should have a clear understanding of their performance based on evidence available to date.

During the Mid-Year Review meeting, it is advisable for both the teacher and the evaluator to review progress toward the professional goal (s) and to determine continued priorities. It is possible that a goal previously established may be modified or tabled to address concerns. If necessary, a new goal may be developed in order to focus on areas of concern.

During the Mid-Year Review meeting, discussion should include review of the professional goal(s), focus on specific professional practices, and the data gathering essential to demonstrate proficiency. Additional observations (formal, instructional walk-throughs and informal) will be necessary as well as ongoing, individualized feedback to support the teacher. If concerns exist for a non-probationary teacher, a move from Option A to Option B data gathering may occur. This change adds a formal observation to the cycle.

The documentation of the Mid-Year Review is required. **Should no concerns exist, the evaluator will record notes from the Mid-Year Review in Meeting Notes in the technology platform.**

Where performance concerns exist, the evaluator will use the Targeted Support Plan. The Targeted Support Plan addresses:

- Standard(s), Element(s)
- Professional Practice(s) where concerns exist
- Action Steps toward improvement
- Supports, Resources, Strategies to be accessed by the teacher
- Timeline for review
- Teacher and evaluator signatures and date

The teacher will have a minimum of sixty (60) days on the Targeted Support Plan document to record improvement prior to a final rating. Therefore, it is critical that performance concerns are identified and communicated at the Mid-Year Review meeting.

The teacher is to receive a copy of the meeting review documentation. It is the responsibility of the teacher to access the supports and resources noted on the Targeted Support Plan document. It is the responsibility of the evaluator to continue to provide individualized feedback to the teacher.



Targeted Support Plan

The teacher will have a minimum of sixty (60) days on the Targeted Support Plan to demonstrate improvement prior to a final rating.

Name: _____ Position: _____ School: _____

Evaluator: _____ Date of Review: [Click here to enter a date.](#)

Quality Standard: _____

Element: _____

Professional Practice for Improvement	Improvement Actions Steps:	Resources and Supports	Timeline for Review
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

The teacher's signature on this plan indicates the teacher is aware of the identified performance concern(s). There is agreement between teacher and evaluator regarding supports, resources, timeline, and progress review dates.



Start Here!

Section Eight: Sample Documents and Glossary

APPENDICES: Colorado Model

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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: <ul style="list-style-type: none"> ○ Daily review and revision. ○ Instructional objectives appropriate for students. ○ Explicit connections to specific learning objectives and approved curriculum. 	... and THE TEACHER: Implements lesson plans based on: <ul style="list-style-type: none"> ○ Student needs. ○ Colorado Academic Standards. ○ District's plan of instruction. ○ Stated learning objectives. 	... and THE TEACHER: Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	... and STUDENTS: <ul style="list-style-type: none"> ○ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations. 	... and STUDENTS: <ul style="list-style-type: none"> ○ Discuss strengths and next steps regarding their learning with their teachers.
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
THE TEACHER: <ul style="list-style-type: none"> ○ Demonstrates an understanding of literacy content and skills. ○ Emphasizes literacy connections while teaching content. 	... and THE TEACHER: Makes complex reading accessible to students by: <ul style="list-style-type: none"> ○ Adjusting content to students' skill levels. ○ Integrating literacy skills and knowledge into lessons. ○ Providing relevant content that addresses students' interests. 	... and THE TEACHER: Provides instruction that enhances students': <ul style="list-style-type: none"> ○ Critical thinking and reasoning. ○ Information literacy. ○ Literacy skill development. 	... and STUDENTS: Meet or exceed expectations for: <ul style="list-style-type: none"> ○ Oral communication. ○ Written communication. ○ Critical thinking. ○ Problem solving skills. ○ Literacy skills. 	... and STUDENTS: Apply literacy skills: <ul style="list-style-type: none"> ○ Across academic content areas. ○ To understand complex materials.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

↑
The focus of the Basic rating level is the educator whose performance does not meet state performance standards and who is not achieving at expected levels.

↑
The focus of Partially Proficient and Proficient levels is what educators do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels.

↑
The focus of Accomplished and Exemplary ratings shifts to the outcomes of the educator's practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under rating levels 2 and 3.



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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
<i>This section describes professional practices that should be demonstrated by</i> ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
THE TEACHER: <input type="checkbox"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts.	... and THE TEACHER: Integrates literacy skills into lessons and assignments across subject areas, including: <input type="checkbox"/> Phonological awareness. <input type="checkbox"/> Phonics. <input type="checkbox"/> Vocabulary. <input type="checkbox"/> Comprehension. <input type="checkbox"/> Fluency. <input type="checkbox"/> Writing. <input type="checkbox"/> Speaking. <input type="checkbox"/> Listening skills. Engages students in instruction that is: <input type="checkbox"/> Purposeful. <input type="checkbox"/> Explicit. <input type="checkbox"/> Systematic.	... and THE TEACHER: Provides literacy instruction that is: <input type="checkbox"/> Needs-based. <input type="checkbox"/> Intensive. <input type="checkbox"/> Of sufficient duration to accelerate learning.	... and STUDENTS: Apply literacy skills (reading, writing, speaking, and listening): <input type="checkbox"/> Across academic content areas. <input type="checkbox"/> To new/unfamiliar material. <input type="checkbox"/> To understand complex materials. <input type="checkbox"/> While communicating during unstructured time. <input type="checkbox"/> Outside the classroom.	... and STUDENTS: Exceed teacher's expectations for students of their age, grade, and/or ability levels in: <input type="checkbox"/> Reading. <input type="checkbox"/> Writing. <input type="checkbox"/> Speaking. <input type="checkbox"/> Listening.
<i>This section describes professional practices that should be demonstrated by</i> SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.				
THE TEACHER: <input type="checkbox"/> Teaches and provides opportunities for students to apply literacy skills.	... and THE TEACHER: Integrates literacy skills into lessons, including: <input type="checkbox"/> Vocabulary. <input type="checkbox"/> Comprehension. <input type="checkbox"/> Fluency. <input type="checkbox"/> Writing. <input type="checkbox"/> Speaking. <input type="checkbox"/> Listening skills. Engages students in instruction that is: <input type="checkbox"/> Purposeful. <input type="checkbox"/> Explicit. <input type="checkbox"/> Systematic.	... and THE TEACHER: Provides instruction that is: <input type="checkbox"/> Needs-based. <input type="checkbox"/> Intensive. <input type="checkbox"/> Of sufficient duration to accelerate learning.	... and STUDENTS: Apply literacy skills (reading, writing, speaking, and listening): <input type="checkbox"/> Across academic content areas. <input type="checkbox"/> To new/unfamiliar material. <input type="checkbox"/> To understand complex materials. <input type="checkbox"/> While communicating during the school day. <input type="checkbox"/> Outside the classroom.	... and STUDENTS: Exceed teacher's expectations for students of their age, grade, and/or ability level in: <input type="checkbox"/> Reading. <input type="checkbox"/> Writing. <input type="checkbox"/> Speaking. <input type="checkbox"/> Listening.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS , regardless of grade level or subject taught.				
THE TEACHER: <input type="radio"/> Includes relevant math concepts in discussions that do not have math as the primary focus. <input type="radio"/> Promotes and encourages students to make explicit math connections across content.	... and THE TEACHER: <input type="radio"/> Emphasizes to students why they need to learn math content and skills. <input type="radio"/> Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.	... and THE TEACHER: <input type="radio"/> Emphasizes interdisciplinary connections to math. <input type="radio"/> Models mathematical thinking.	... and STUDENTS: <input type="radio"/> Share ideas and solutions to challenging problems. <input type="radio"/> Use the language of math to talk about what they are doing.	... and STUDENTS: <input type="radio"/> Interpret mathematical information in ways that make it relevant to their learning.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.				
THE TEACHER: Focuses math instruction beyond: <input type="radio"/> Recall of facts. <input type="radio"/> Development of computational skills. <input type="radio"/> Math as a series of rote procedures. Models: <input type="radio"/> Appropriate mathematical communication. <input type="radio"/> A variety of mathematical practices.	... and THE TEACHER: Presents concepts: <input type="radio"/> In sequence. <input type="radio"/> In a manner appropriate to students' age and grade. <input type="radio"/> Helps students understand mathematics as a discipline. <input type="radio"/> Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.	... and THE TEACHER: Establishes an effective mathematics environment by: <input type="radio"/> Challenging students to think deeply about the problems. <input type="radio"/> Requiring students to explain their solutions. <input type="radio"/> Posing questions that stimulate students' curiosity and encourage them to investigate further. <input type="radio"/> Actively engaging students in doing math. <input type="radio"/> Using real-world examples for problems whenever possible.	... and STUDENTS: <input type="radio"/> Solve problems in a variety of ways. <input type="radio"/> Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.	... and STUDENTS: <input type="radio"/> Recognize when they make procedural errors and take steps to correct them. <input type="checkbox"/> Expand their learning by using mathematical concepts in subjects other than math.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. <input type="radio"/> Uses instructional materials that are accurate and appropriate for the lesson being taught. <input type="radio"/> Employs a variety of instructional strategies to address student needs. 	<p>... and</p> <p>THE TEACHER: Provides explanations of content that are:</p> <ul style="list-style-type: none"> <input type="radio"/> Accurate. <input type="radio"/> Clear. <input type="radio"/> Concise. <input type="radio"/> Comprehensive. 	<p>... and</p> <p>THE TEACHER: Engages students in:</p> <ul style="list-style-type: none"> <input type="radio"/> A variety of explanations and multiple representations of concepts and ideas. <input type="radio"/> A variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Develop a variety of explanations and multiple representations of concepts. <input type="radio"/> Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> <input type="radio"/> Learn content. <input type="radio"/> Understand central concepts. <input type="radio"/> Answer complex questions. <input type="radio"/> Problem solve. 	<p>... and</p> <p>STUDENTS: Routinely:</p> <ul style="list-style-type: none"> <input type="radio"/> Choose challenging tasks and instructional materials. <input type="radio"/> Apply newly learned content skills to unique situations and different disciplines. <input type="radio"/> Discuss ideas and content that are intellectually challenging to them.
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes key concepts and connects them to other powerful ideas within the content area. <input type="radio"/> Connects lessons to other disciplines and/or content areas. 	<p>... and</p> <p>THE TEACHER: Implements instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> <input type="radio"/> Articulates content and interdisciplinary connections. <input type="radio"/> Integrates literacy skills across content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Clarifies and elaborates on interdisciplinary connections for students. <input type="radio"/> Provides instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>STUDENTS: Make connections between:</p> <ul style="list-style-type: none"> <input type="radio"/> Prior learning and the current lesson. <input type="radio"/> Other disciplines and/or content areas and the current lesson. <input type="radio"/> Employs instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



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).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
THE TEACHER: Selects instructional materials and strategies based on their: <input type="checkbox"/> Relevance. <input type="checkbox"/> Central contexts. <input type="checkbox"/> Foundational evidence base. <input type="checkbox"/> Links lessons to students' prior knowledge. <input type="checkbox"/> Encourages and provides opportunities for students to make connections to prior learning.	... and THE TEACHER: Delivers lessons and units and uses instructional strategies that: <input type="checkbox"/> Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. <input type="checkbox"/> Provides supports that facilitate engagement.	... and THE TEACHER: <input type="checkbox"/> Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. <input type="checkbox"/> Provides opportunities for students to self-select tasks that accelerate their learning.	... and STUDENTS: <input type="checkbox"/> Interact with materials that are relevant to them. <input type="checkbox"/> Ask questions and solve problems that are relevant to them. <input type="checkbox"/> Make connections to prior learning to understand current content.	... and STUDENTS: <input type="checkbox"/> Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>			<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>	



QUALITY STANDARD II				
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER: <input type="radio"/> Creates a classroom environment conducive to learning.	... and THE TEACHER: Creates a classroom environment that features: <input type="radio"/> Mutual respect. <input type="radio"/> Positive relationships between and among students. <input type="radio"/> Empathy for each student.	... and THE TEACHER: <input type="radio"/> Creates a classroom environment which values diverse perspectives. <input type="radio"/> Establishes a nurturing and caring relationship with each student.	... and STUDENTS: <input type="radio"/> Respect their classmates and teacher(s).	... and STUDENTS: <input type="radio"/> Engage in respectful and open dialogue with each other and their teacher.
ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
THE TEACHER: Creates a classroom environment in which diversity is: <input type="radio"/> Respected. <input type="radio"/> Used to further student learning.	... and THE TEACHER: <input type="radio"/> Uses instructional approaches and materials that reflect students' backgrounds. <input type="radio"/> Acknowledges the value of each student's contributions to the quality of lessons. <input type="radio"/> Is welcoming to diverse family structures.	... and THE TEACHER: Establishes processes that result in: <input type="radio"/> A sense of community among students. <input type="radio"/> Effective interactions among students. <input type="radio"/> Respect for individual differences. <input type="radio"/> Positive social relationships. <input type="radio"/> Common goals for all students.	... and STUDENTS: <input type="radio"/> Respect the uniqueness of fellow students.	... and STUDENTS: <input type="radio"/> Actively seek a variety of perspectives to complete group assignments.
ELEMENT C: Teachers engage students as individuals with unique interests and strengths.				
THE TEACHER: <input type="radio"/> Implements lessons that reflect student interests.	... and THE TEACHER: <input type="radio"/> Uses results of student interest inventories to design lessons and materials. <input type="radio"/> Encourages students to expand and enhance their learning. <input type="radio"/> Acknowledges students for their accomplishments.	... and THE TEACHER: <input type="radio"/> Asks appropriately challenging questions of all students. <input type="radio"/> Scaffolds questions. <input type="radio"/> Gives wait time equitably. <input type="radio"/> Ensures that all students participate in class activities.	... and STUDENTS: <input type="radio"/> Actively engage in classroom activities. <input type="radio"/> Discuss content and make connections between current lesson and their interests.	... and STUDENTS: <input type="radio"/> Encourage fellow students to participate and challenge themselves. <input type="radio"/> Actively engage in collaborative learning and group processes.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



QUALITY STANDARD II				
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
THE TEACHER: <input type="radio"/> Adapts lesson plans to address individual student needs. <input type="checkbox"/> Implements recommendations of specialists and colleagues to address student needs.	... and THE TEACHER: <input type="checkbox"/> Designs instruction to address learning needs of all students. <input type="radio"/> Monitors the quality of student participation and performance.	... and THE TEACHER: <input type="checkbox"/> Solicits input from colleagues to understand students' learning needs. <input type="radio"/> Uses multiple strategies to teach and assess students. <input type="radio"/> Challenges and supports students to learn to their greatest ability.	... and STUDENTS: <input type="radio"/> Advocate for themselves. <input type="radio"/> Articulate their learning needs to their teacher and/or parent.	... and STUDENTS: <input type="radio"/> Apply coping skills to classroom situations. <input type="radio"/> Share coping strategies with fellow students. <input type="radio"/> Help fellow classmates by offering support.
ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
THE TEACHER: <input type="radio"/> Establishes a classroom environment that is inviting to families and significant adults.	... and THE TEACHER: <input type="radio"/> Maintains respectful relationships with students, their families, and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults.	... and THE TEACHER: <input type="checkbox"/> Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. <input type="checkbox"/> Coordinates flow of information between families and colleagues who provide student services.	... and STUDENTS: <input type="radio"/> Communicate freely and openly with teachers. FAMILIES AND SIGNIFICANT ADULTS: <input type="checkbox"/> Discuss student performance with the teacher. <input type="checkbox"/> Participate in school-based activities.	... and FAMILIES AND SIGNIFICANT ADULTS <input type="checkbox"/> Partner with the teacher to support student strengths and address next steps for learning.
ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				
THE TEACHER: <input type="radio"/> Provides clear expectations to guide student classroom behavior. <input type="radio"/> Holds students accountable for adherence to school and/or class rules.	... and THE TEACHER: <input type="radio"/> Puts procedures in place to maximize instructional time.	... and THE TEACHER: <input type="radio"/> Makes maximum use of instructional time. <input type="radio"/> Maintains a safe and orderly environment.	... and STUDENTS: <input type="radio"/> Stay on task during class periods. <input type="radio"/> Work without interruption. <input type="radio"/> Abide by school and class rules.	... and STUDENTS: <input type="radio"/> Accept responsibility for their behavior and use of time. <input type="radio"/> Help other students stay on task.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>		<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>		



QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
THE TEACHER: <input type="radio"/> Differentiates instruction. <input type="radio"/> Modifies content to assure that students are able to work at their ability levels.	... and THE TEACHER: <input type="checkbox"/> Studies recent/current research to expand personal knowledge of how students learn. <input type="radio"/> Builds on the interrelatedness of students' intellectual, social, and emotional development.	... and THE TEACHER: <input type="radio"/> Applies knowledge of current developmental science to address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental science to improve the quality of lessons.	... and STUDENTS: <input type="radio"/> Seek materials and resources appropriate for their personal approach to learning.	... and STUDENTS: Seek to understand: <input type="radio"/> How they learn best. <input type="radio"/> Where their time and efforts are best used.
ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				
THE TEACHER: <input type="checkbox"/> Uses assessment results to guide adjustments to instruction. <input type="radio"/> Has explicit student outcomes in mind for each lesson.	... and THE TEACHER: <input type="radio"/> Aligns instruction with academic standards and student assessment results. <input type="radio"/> Monitors instruction against student performance and makes real-time adjustments. <input type="radio"/> Assesses required skills.	... and THE TEACHER: <input type="radio"/> Encourages students to take academic risks. <input type="radio"/> Makes sure students meet learning objectives while increasing mastery levels.	... and STUDENTS: <input type="radio"/> Monitor their level of engagement. <input type="radio"/> Confer with the teacher to achieve learning targets.	... and STUDENTS: Initiate activities to: <input type="radio"/> Address their learning strengths and next steps. <input type="radio"/> Take academic risks.
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
THE TEACHER: <input type="radio"/> Incorporates evidence-based strategies into lessons.	... and THE TEACHER: <input type="radio"/> Makes connections between student data and research-based practices.	... and THE TEACHER: <input type="radio"/> Individualizes instructional approach to meet unique needs of each student.	... and STUDENTS: <input type="radio"/> Embrace new and unique ways of learning as they are introduced through research-based lessons.	... and STUDENTS: <input type="radio"/> Apply skills and knowledge learned in the classroom.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
THE TEACHER: <input type="radio"/> Uses available technology to facilitate classroom instruction.	... and THE TEACHER: <input type="radio"/> Employs strategies and procedures to ensure that students have equitable access to available technology. <input type="radio"/> Monitors the use of available technology in the classroom.	... and THE TEACHER: Uses available technology to: <input type="radio"/> Enhance student learning. <input type="radio"/> Develop students' knowledge and skills. <input type="radio"/> Enhance creative and innovative skills. <input type="radio"/> Provide engaging and motivating learning experiences.	... and STUDENTS: <input type="radio"/> Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. <input type="radio"/> Produce creative and innovative products.	... and STUDENTS: Use available technology to: <input type="radio"/> Accelerate their learning. <input type="radio"/> Apply team building and networking skills. <input type="radio"/> Deepen critical thinking skills. <input type="radio"/> Communicate effectively.
ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
THE TEACHER: <input type="radio"/> Has high expectations for all students. <input type="radio"/> Holds students accountable for their learning.	... and THE TEACHER: <input type="radio"/> Sets student expectations at a level that challenges students. <input type="radio"/> Incorporates critical thinking and problem-solving skills.	... and THE TEACHER: <input type="radio"/> Challenges all students to learn to their greatest ability. <input type="radio"/> Explicitly teaches higher-order thinking and problem-solving skills. <input type="radio"/> Ensures that students perform at levels meeting or exceeding expectations.	... and STUDENTS: <input type="radio"/> Help set their learning objectives. <input type="radio"/> Apply higher-order thinking and problem-solving skills to address challenging issues.	... and STUDENTS: <input type="radio"/> Monitor their progress toward achieving teacher's high expectations. <input type="radio"/> Seek opportunities to test their problem-solving and higher-order skills.
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
THE TEACHER: <input type="radio"/> Includes all students in individual and group activities.	... and THE TEACHER: Plans lessons that: <input type="radio"/> Provide opportunities for students to participate using various roles and modes of communication	... and THE TEACHER: <input type="radio"/> Flexibly groups students. <input type="radio"/> Adjusts team composition based on lesson objectives and student needs. <input type="radio"/> Varies group size, composition, and tasks to create opportunities for students to learn from each other.	... and STUDENTS: <input type="radio"/> Fulfill their assigned roles within the team. <input type="radio"/> Assume leadership roles in their teams.	... and STUDENTS: <input type="radio"/> Utilize group processes to build trust and promote effective interactions among team members. <input type="radio"/> Participate in teams in ways that build trust and ownership of ideas among team members.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				



QUALITY STANDARD III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
THE TEACHER: <input type="radio"/> Communicates effectively with students.	... and THE TEACHER: <input type="radio"/> Models effective communication skills. <input type="radio"/> Encourages students to communicate effectively.	... and THE TEACHER: <input type="radio"/> Teaches students to be effective communicators. <input type="radio"/> Provides opportunities for students to practice communication skills.	... and STUDENTS: <input type="radio"/> Apply effective written and oral communication skills in their work.	... and STUDENTS: <input type="radio"/> Use academic language in spoken and written work.
ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
THE TEACHER: <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults. <input type="radio"/> Involves students in monitoring their learning. <input type="radio"/> Assesses learning outcomes appropriately.	... and THE TEACHER: <input type="checkbox"/> Implements appropriate strategies for assigning grades. <input type="checkbox"/> Evaluates student performance based on multiple measures. <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans..	... and THE TEACHER: <input type="radio"/> Uses a variety of assessment methods. <input type="radio"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback to improve their learning.	... and STUDENTS: <input type="radio"/> Self-assess on a variety of skills and concepts. <input type="radio"/> Articulate their personal strengths and needs based on self-assessment. <input type="radio"/> Effectively use formal and informal feedback to monitor their learning.	... and STUDENTS: Assume ownership for: <input type="radio"/> Monitoring their progress. <input type="radio"/> Setting learning goals. <input type="radio"/> Applying teacher feedback to improve performance and accelerate their learning.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>		<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>		



QUALITY STANDARD IV Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE TEACHER: <input type="checkbox"/> Collects and analyzes student data to inform instruction. Uses data to: <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice.	... and THE TEACHER: <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time.	... and THE TEACHER: Applies knowledge of student learning, development, and growth to the development of : <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies.	... and THE TEACHER: Develops student learning plans based on: <input type="checkbox"/> Multiple examples of student work. <input type="checkbox"/> Other data points. <input type="checkbox"/> Information gathered from students, families, and colleagues.	... and THE TEACHER: <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. Actively engages in professional development focused on: <input type="checkbox"/> Addressing student needs. <input type="checkbox"/> School and district initiatives. <input type="checkbox"/> Meeting professional goals.	... and THE TEACHER: Engages in professional development activities based on: <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs.	... and THE TEACHER: <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student outcomes. <input type="checkbox"/> Applies knowledge and skills learned through professional development to professional practice.	... and THE TEACHER: <input type="checkbox"/> Implements new and different instructional strategies based on current research and district initiatives. <input type="checkbox"/> Adapts teaching skills to meet student needs	... and THE TEACHER: <input type="checkbox"/> Develops and follows a long-term professional development plan.
ELEMENT C: Teachers are able to respond to a complex, dynamic environment.				
THE TEACHER: Collaborates with colleagues to: <input type="checkbox"/> Implement new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals.	... and THE TEACHER: <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.	... and THE TEACHER: <input type="checkbox"/> Initiates and leads collaborative activities with colleagues to: <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students.	... and THE TEACHER: <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	... and THE TEACHER: <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>		<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>		



QUALITY STANDARD V Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
THE TEACHER: <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Works collaboratively for the benefit of students and families. <input type="checkbox"/> Supports school goals and initiatives.	... and THE TEACHER: <input type="checkbox"/> Contributes to school committees and teams.	... and THE TEACHER: <input type="checkbox"/> Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families.	... and THE TEACHER: <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions.	... and THE TEACHER: Initiates and leads collaborative activities that: <input type="checkbox"/> Partner with families to coordinate learning between home and school. <input type="checkbox"/> Share ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students.
ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
THE TEACHER: <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning.	... and THE TEACHER: Collaborates with colleagues to: <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning. <input type="checkbox"/> Partner with families.	... and THE TEACHER: <input type="checkbox"/> Leads professional growth and development activities whenever possible.	... and THE TEACHER: <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families	... and THE TEACHER: <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes.
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
THE TEACHER: <input type="checkbox"/> Partners with every family to support student success.	... and THE TEACHER: <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs.	... and THE TEACHER: <input type="checkbox"/> Contributes to school and/or district committees to advocate for students and their families.	... and THE TEACHER: <input type="checkbox"/> Advocates for students and the school to external agencies and groups.	... and THE TEACHER: <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>			<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>	



QUALITY STANDARD V Teachers demonstrate high ethical standards.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate leadership in their schools.				
THE TEACHER: <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice.	... and THE TEACHER: <input type="checkbox"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others.	... and THE TEACHER: <input type="checkbox"/> Maintains confidentiality of student, family, and fellow teacher interactions as well as student data.	... and THE TEACHER: <input type="checkbox"/> Helps students understand the importance of ethical behavior as an individual and member of society.	... and STUDENTS: Demonstrate: <input type="checkbox"/> Honesty <input type="checkbox"/> Respect for others.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>		<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>		



APPENDIX 1 (A-1)
PRE OBSERVATION FORM
Formal Observation

Name _____ Position _____ School _____
Evaluator _____ Date of Observation _____

To which Quality Standard(s) or Element(s) is this lesson aligned?

To which Colorado Academic Standard (CAS) or Common Core State Standard (CCSS) is this lesson aligned?

Lesson Objective: What should students learn and be able to do?

What Formative Assessments have you used to plan/develop your instruction (lesson)?

What Formative Assessments will you be using to monitor student understanding to develop or modify teacher instruction?

How will you differentiate your instruction to ensure all students learn the lesson objectives?

How will you evaluate the effectiveness of this lesson?

What is your action plan for students who didn't learn the objectives of the lesson?

In addition, are there specific areas you would like me to watch for in the lesson?

- | | |
|---|--|
| <input type="checkbox"/> questioning techniques | <input type="checkbox"/> student/teacher interaction |
| <input type="checkbox"/> checking for understanding | <input type="checkbox"/> verbal interactions with students |
| <input type="checkbox"/> critical thinking | <input type="checkbox"/> proportion of student talk v. teacher talk |
| <input type="checkbox"/> student achievement | <input type="checkbox"/> proportion of active learning v. passive learning |
| <input type="checkbox"/> classroom management | <input type="checkbox"/> TPaCK |
| <input type="checkbox"/> on/off task behavior | <input type="checkbox"/> other |



APPENDIX 2 (A-2)
POST OBSERVATION FORM
Formal Observation

Name _____ Position _____ School _____
Evaluator _____ Date of Observation _____

To which Quality Standard(s) or Element(s) was this lesson aligned?

What evidence was available that indicates that students were aware of the learning objective?

What indicators demonstrate active and engaged student learning?

What formative assessments were used to monitor student progress and adapt instruction?

What do your assessments reveal about the overall effectiveness of this lesson?

How did you differentiate during this lesson in order to accommodate student's different learning styles and rates? What opportunities are available for those who need additional support to learn, that which is essential?

What was good about the lesson? What worked?

What do you want to change the next time you teach the lesson?

What are your follow-up instructional steps to this lesson?



Guiding Questions: Planning and Reflecting Conversations Initial Conference and Goal Setting

Example A

After a review of the teacher's self-assessment, your prior knowledge and prior evaluations of this teacher would largely be aligned to their self- assessment.

Self-Assessment

1. Would you share a little more with me regarding the standards/elements/practices that you noted as strengths and what was influencing your thinking during the self-assessment?
2. Would you share a little more with me regarding the standards/elements/practices that you noted as opportunities for growth and what was influencing your thinking during the self-assessment?
3. Did you have any new insights into your effectiveness as a teacher given your time of reflection with the self-assessment?
4. If I am observing your performance at a higher level, how would you like to receive that feedback? **OR**
If I am observing your performance at a lower level, how would you like to receive that feedback?
5. Are their particular standards/elements/practices that you still feel the need to discuss with your colleagues? Do you think we have existing structures for you to pursue these conversations?

Goal Setting

1. What influenced your decision making process for the selection of your goal?
2. Are there aspects of the SMART goal that you want to discuss to help your thinking and improve the clarity of this goal?
3. NON-PROBATIONARY TEACHERS ONLY: What observation option do you believe would work best for you this year given your self-assessment and your goal for the year?
4. Is there anything I can do to support you in attaining this goal?

Example B

After a review of the teacher's self-assessment, your prior knowledge and prior evaluations of this teacher would largely NOT be aligned to their self- assessment either the teacher has over rated their performance or under rated their performance.



Self-Assessment

1. Would you share more with me regarding the evidence/artifacts that you were considering when you completed the self-assessment on Quality Standard (s) #.....?
2. How do you believe it is best time in the day/semester/year to observe these practices when I am conducting walk through observations?
3. If I am observing your performance at a higher level, how would you like to receive that feedback? **OR**
If I am observing your performance at a lower level, how would you like to receive that feedback?
4. Would you share more with me regarding the standards/elements/practices that you noted as opportunities for growth and what was influencing your thinking during the self-assessment?
5. Are there particular standards/elements/practices that you still feel the need to discuss with your colleagues? Do you think we have existing structures for you to pursue these conversations?

Goal Setting

1. What influenced your decision making process for the selection of your goal?
2. I am wondering why this goal was more important to you for growth and improvement than "Quality Standard/element/practice" X and how you reached your decision.
3. I would like to see you consider a more targeted goal for improvement that is more specifically aligned with Standard X. Your thoughts?
4. I am wondering if you have considered opportunities to work with your colleagues and our IC to support your improvement? Is there something that you need to support your growth and attainment of this goal?
5. NON-PROBATIONARY TEACHERS ONLY: I believe observation option A would work best for you this year given your self-assessment and your goal for the year. What are your thoughts?



Roles and Responsibilities

FORMAL OBSERVATION PROCESS

All formal observation process forms are to be submitted electronically using the approved BloomBoard observation system and should be submitted as artifacts.

Evaluator STEPS:

Required

1. Evaluator will schedule the formal observation process.

Required

2. Evaluator will provide the educator with five (5) school days' notice of pre-conference meeting.

Optional

3. Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work).

Required

4. Evaluator and educator will conduct pre-observation conference at least one day before the observation.

*A formal observation must be a minimum of 30-90 consecutive minutes.

5. Evaluator and educator will conduct a post-observation conference within seven (7) school days of observation.

6. Evaluator and educator discuss evidence, recommendations, areas of strengths and weakness at post-conference.

7. Evaluator will finalize observation report within five (5) school days of post-observation.

Optional

8. Evaluator may require educator to submit supplemental documents (e.g. lesson plans, student work).

Points of Emphasis

- When an educator confirms an observation report, it does not imply agreement.
- Failure to confirm an observation report by the educator does not invalidate the observation report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.

Educator STEPS:

Optional

1. Educator may submit pre-observation plan form prior to the pre-conference meeting.

Required

2. Educator and evaluator will conduct pre-observation conference at least one day before the observation.

Optional

3. Educator may submit post-reflection form prior to scheduled post-conference.

Required

4. Educator and evaluator will conduct a post-observation conference within seven (7) school days of observation.

5. Educator and evaluator discuss evidence, recommendations, areas of strengths and weakness at post-conference.

Optional

6. Once observation report has been finalized, the educator may submit an addendum within ten (10) days.

Required

7. Educator has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days.



INSTRUCTIONAL WALK THROUGH PROCESS

All Instructional Walk Through observations for the purpose of evaluating an educator are to be recorded electronically using the approved BloomBoard observation system.

STEPS:

Optional

1. An Instructional Walk Through observation may be announced or unannounced.

Required

2. An Instructional Walk Through observation will be a minimum of 10 minutes in length.

Required

3. Evaluator will finalize Instructional Walk Through observation report within five (5) school days of the observation.

Optional

4. Once Instructional Walk Through observation report has been finalized, the educator may submit an addendum within ten (10) days.

Required

5. Educator has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days.

Points of Emphasis

- When an educator confirms an Instructional Walk Through observation report, it does not imply agreement.
- Failure to confirm an Instructional Walk Through observation report by the educator does not invalidate the observation report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.



MID YEAR CONFERENCE PROCESS

All mid year ratings are to be recorded electronically using the approved BloomBoard system.

STEPS:

Required

1. Evaluator will schedule the mid year conference.

Required

2. Evaluator will provide the educator with five (5) school days' notice of conference.

Required: Probationary Teacher

3.a Evaluator will provide the **Probationary** educator with a summary rating report on all five professional practice standards and all twenty-seven elements within two (2) school day's of the mid year conference.

3.a Evaluator and educator discuss evidence and ratings on all five professional practice standards, recommendations, areas of strengths, of weakness and for growth at conference

AND

3.b Evaluator will provide the **Non-Probationary Teacher** with a summary rating report on any professional practice standard and elements below the Proficient level of performance within two (2) school day's of the mid year conference.

3.b Evaluator and educator discuss evidence and ratings on professional practice standard(s), rated less than proficient, and recommendations for growth at conference.

4. Evaluator will finalize mid year evaluation report within five (5) school days of conference.

Optional

5. Once mid year evaluation report has been finalized, the educator may submit an addendum within ten (10) days.

Required

6. Educator has an affirmative obligation to review and confirm receipt of finalized mid year evaluation report within five (5) school days.

Points of Emphasis

- When an educator confirms a mid year evaluation report, it does not imply agreement.
- Failure to confirm a mid year evaluation report by the educator does not invalidate the report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.



SUMMATIVE /END of YEAR PROCESS

All End of Year ratings are to be recorded electronically using the approved BloomBoard system.

STEPS:

Required

1. Evaluator will schedule the summative / end of the year conference.

Required

2. Evaluator will provide the educator with five (5) school days' notice of conference.

Required

3. Evaluator will provide the educator with a summary rating report on all five professional practice standards and all twenty-seven elements within two (2) school days of the summative conference.

Required

4. Evaluator and educator discuss evidence and ratings on all five professional practice standards, recommendations, areas of strengths, of weakness and for growth at conference.

Required

5. Evaluator will finalize summative / end of year evaluation report within five (5) school days of conference.

Optional

6. Once summative / end of year evaluation report has been finalized, the educator may submit an addendum within ten (10) days.

Required

7. Educator has an affirmative obligation to review and confirm receipt of finalized summative / end of year evaluation report within five (5) school days.

Points of Emphasis

- When an educator confirms a summative / end of year evaluation report, it does not imply agreement.
- Failure to confirm a summative / end of year evaluation report by the educator does not invalidate the report submitted by the evaluator.
- Timelines can be modified as necessary due to specific circumstances.



EXHIBIT 10: Crosswalk Between Artifacts and Standards (*Teacher Example*)

Artifacts	Standards				
	I	II	III	IV	V
Student Achievement Data	◆	◆	◆	◆	◆
Student Feedback	◆	◆	◆		
Parent Feedback	◆	◆	◆		
Lesson Plans/Units of Study	◆	◆	◆	◆	
Feedback from Walkthrough Observations	◆	◆	◆		
Instructional Activities Schedules	◆	◆	◆		
Student Journals/Learning Logs	◆	◆	◆		
Student Work	◆	◆	◆		
Anecdotal Records			◆		
Formative and Summative Assessment of Student Work			◆		
Self-Reflection Templates				◆	
Assessment Plans				◆	
Data Analysis Record				◆	
Responses to Feedback				◆	
Student Portfolios				◆	
Documentation of service on teams, task forces, and committees					◆
Notes from parent and community meetings					◆
Records of Advocacy Activities					◆

Artifacts listed in Exhibit 10 are examples of items that may be used to provide evidence of proficiency on any given standard. The evaluator or teacher being evaluated may use additional artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion.

