

# Boulder Valley School District Educator Effectiveness

## Supervision and Evaluation Guidebook





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# Tab 1

## *Educator Effectiveness*





## **BVSD Belief Statement for Principal and Teacher Effectiveness**

BVSD's evaluation system is a process that

- Is a collaborative, equitable process based upon trust and mutual respect
- Has a shared understanding among all participants of what quality performance looks like
- Shares the goal of maximizing individual student, teacher, and administrator growth and potential
- Is based upon a valid reliable, qualitative (e.g., self, supervisor, peer observation; student and parent feedback) and quantitative body of evidence that draws upon a variety of sources for data (e.g., formative and summative assessments, portfolios, videos, lesson plans, etc.)
- Are timely and specific
- Includes peer observation , self-reflection, and goal setting
- Drives professional development
- Is supportive, worthwhile, and having integrity



## Educator Effectiveness Roles and Responsibilities:

### Teachers:

- Actively inform yourself of the expectations of BVSD's Educator Effectiveness Standards.
- Identify and pursue opportunities and professional development to improve your practice.
- Engage in meaningful self-reflection.
- Collect artifacts/evidence of your practice when appropriate.

### School Leaders:

- Successfully evaluate all teachers using the BVSD Educator Effectiveness Standards.
- Engage with teacher in meaningful dialogues about effective practices.
- Lead, direct, and inspire Educator Effectiveness trainings at your site.
- Actively participate in Educator Effectiveness professional development for school leaders.

### Human Resources:

- Provide structures, tools and supports for school leaders and teachers.
- Provide trainings for school leaders and staff.
- Communicate changes and updates regarding Educator Effectiveness.
- Continue to solicit feedback to improve Educator Effectiveness.
- Answer questions that arise around Educator Effectiveness.

# 2021-2022 Evaluation Activities Timelines

## Probationary Educators

### Before October 15th

Educator and administrator meet to review self-assessment, finalize professional growth goal(s), and determine Measures of Student Learning.

### Before January 15th

Two observations must be completed no later than January 15th. One of the two required observations must be at least 30 minutes in duration with prior knowledge of the employee.

### Written Progress Report January 30th

The evaluator shall discuss progress with each probationary educator and provide a written progress report after the first full grading period.

### Before April 15th

Two additional observations must be completed no later than April 15th. One of the two required observations must be at least 30 minutes in duration with prior knowledge of the employee.

### Summative Evaluation draft to educator before April 15th

Draft should include preliminary ratings for both Professional Practice and Measures of Student Learning. Any probationary educator who will be non-renewed for **any reason**, must receive a draft summative evaluation prior to non-renewal notice.

### Summative Evaluation finalized in MyPassport by May 1st

Summative Evaluation ratings must include a Professional Practice, Measures of Student Learning, and Overall Effectiveness Rating.

*Note: Probationary Staff with 0.5 FTE or less are required to have a formal evaluation with at least two observations.*

## Non- Probationary Educators

### Before October 15th

Educator and administrator meet to review self-assessment, finalize professional growth goal(s), and determine Measures of Student Learning.

Educator will draft an evaluation plan, which will include conducting a self-assessment, setting SMART professional growth goals, identifying his or her current and desired state, and any additional information relevant to the goal.

### Educator and Admin Meeting

Finalize overall plan - see Agreement D-8.3.1 for strategies to collect data for evaluation process. Draft of final evaluation plan is discussed and edited by the employee and evaluator (D-8.4).

### Summative Evaluation draft to educator before April 15th

Draft should include preliminary ratings for Professional Practice and Measures of Student Learning.

### Summative Evaluation finalized in MyPassport by May 1st

Summative Evaluation ratings must include a Professional Practice, Measures of Student Learning, and Overall Effectiveness Rating.

*Note: Non-Probationary Staff with 0.5 FTE or less are required to have a formal evaluation with at least one observation.*

## Classified

### New/Transfer Probationary Period

Written evaluation must be completed at end of the probationary period.

- Office professionals: 90 working days
- Paras: 1 calendar year
- All other Classified: 60 working days

### Before October 15th

Employee will complete self-assessment and set professional growth goal(s) in MyPassport.

### Evaluation finalized in MyPassport by June 1st

Written performance review must be completed a minimum of every 3 years after probationary period.

- Bus drivers and Food Services: once a year for 2 years, then once a year every 3 years

## District Admin/Prof Tech

### Before October 15th

Employee will complete self-assessment and set professional growth goal(s) in MyPassport.

### Evaluation finalized in MyPassport by June 1st

Written performance review must be completed each year.

# Tab 2

## Educator Effectiveness



Educator Effectiveness



# Boulder Valley School District Effective Teacher Standards

## STANDARD I

### Teachers demonstrate mastery and pedagogical expertise in the content they teach

**Element a:** ALIGNMENT – Teachers provide instruction that is aligned with Colorado Academic Standards, their District’s organized plan of instruction, and the individual needs of their students

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

**Element c:** NUMERACY – Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level

**Element d:** CONTENT – 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:** CONNECTEDNESS – Teachers develop lessons that reflect the interconnectedness of content areas/disciplines

**Element f:** RELEVANCE – Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught

## STANDARD II

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

**Element a:** LEARNING ENVIRONMENT – 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:** COMMUNITY – Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country

**Element c:** STUDENTS’ STRENGTHS – Teachers engage students as individuals with unique interests and strengths

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

**Element e:** HOME/SCHOOL COMMUNICATION – 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 d:** MANAGEMENT FOR LEARNING – Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies

## STANDARD III

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



**Element a: CHILD/ADOLESCENT DEVELOPMENT** – 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: ASSESSMENTS** – 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: EFFECTIVE PRACTICES** – Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students

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

**Element e: CRITICAL THINKING** – Teachers establish and communicate high academic expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills

**Element f: STUDENT COLLABORATION** – Teachers provide students with opportunities to work in groups and develop leadership qualities

**Element g: FEEDBACK** – Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction

#### **STANDARD IV**

##### **Teachers reflect on their practice**

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

**Element b: PROFESSIONAL DEVELOPMENT** – Teachers link professional growth to their professional goals

#### **STANDARD V**

##### **Teachers demonstrate leadership**

**Element a: SCHOOL LEADERSHIP** – Teachers demonstrate leadership in their schools

**Element c: ETHICS** – Teachers demonstrate high ethical standards

**Element b: PROFESSIONAL LEADERSHIP** – Teachers contribute knowledge and skills to educational practices and the teaching profession



## Boulder Valley School District Effective Principal Standards

### STANDARD I

#### Principals Demonstrate Strategic Leadership

**Element a:** SCHOOL VISION, MISSION AND STRATEGIC GOALS – Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community

**Element b:** SCHOOL IMPROVEMENT PLAN – Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring

**Element c:** LEADING CHANGE – Principals solicit input and collaborate with staff and their school community to implement strategies for change through a shared decision-making process

**Element d:** DISTRIBUTIVE LEADERSHIP – Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators

### STANDARD II

#### Principals Demonstrate Instructional Leadership

**Element a:** CURRICULUM, INSTRUCTION, LEARNING, ASSESSMENT – Principals promote school-wide efforts to establish, implement, and refine appropriate expectations for curriculum, instructional practices, assessment, and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement

**Element b:** INSTRUCTIONAL TIME – Principals create processes and schedules which maximize instructional, collaborative and preparation time

**Element c:** IMPLEMENTING HIGH QUALITY INSTRUCTION – Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning

experiences meet the needs of all students and are aligned across P-20

**Element d:** HIGH EXPECTATIONS FOR ALL STUDENTS – Principals hold all staff accountable for setting and achieving rigorous achievement goals for all students, and empowering staff to achieve these goals across content areas

**Element e:** INSTRUCTIONAL PRACTICES – Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success

### STANDARD III

#### Principals Demonstrate School Culture and Equity Leadership

**Element a:** INTENTIONAL AND COLLABORATIVE SCHOOL CULTURE – Principals articulate, model, and positively reinforce a clear vision of the school’s culture and values, and involve students, families, and staff in creating an inclusive and welcoming climate

**Element b:** COMMITMENT TO BALANCE - Principals promote the cognitive, physical, social, and emotional health, growth and skill development of every student

**Element c:** EQUITY PEDAGOGY - Principals demonstrate a commitment to a diverse population of students by

creating an inclusive and positive school culture, and provide instruction in meeting the diverse needs of students

**Element d:** EFFICACY, EMPOWERMENT AND A CULTURE OF CONTINUOUS IMPROVEMENT - Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, and prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes

### STANDARD IV

#### Principals Demonstrate Human Resource Leadership

**Element a:** RECRUITING, HIRING, PLACING, AND MENTORING OF STAFF - Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high performing staff

**Element b:** TEACHER AND STAFF EVALUATION - Principals evaluate staff performance using the District’s Educator evaluation system in order to ensure teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement

### STANDARD V

#### Principals Demonstrate Managerial Leadership

**Element a:** SCHOOL RESOURCES AND BUDGET - Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students

**Element b:** CONFLICT MANAGEMENT AND RESOLUTION - Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff

**Element c:** SYSTEMATIC COMMUNICATION - Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders

**Element d:** SCHOOL-WIDE EXPECTATIONS FOR STUDENTS AND STAFF - Principals ensure that clear expectations, structures, rules and procedures are established for students and staff

**Element e:** SUPPORTING POLICIES & AGREEMENTS - Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements and establish processes to ensure that these policies, laws and agreements are consistently met and implemented

**Element f:** ENSURING AN ORDERLY AND SUPPORTIVE ENVIRONMENT - Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being

## STANDARD VI

### Principals Demonstrate External Development Leadership

#### **Element a:** PROFESSIONAL LEADERSHIP

RESPONSIBILITIES - Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students

**Element b:** ADVOCACY FOR THE SCHOOL – Principals develop systems and relationships to leverage the school district and community resources in order to serve the unique interests and needs of their school community

# Tab 3

## *Educator Effectiveness*



## Appendix A:

### A Guide to Understanding Teacher Effectiveness Standards' Ratings

**Step 1:** Evaluate the Professional Practice Indicators (PPIs) within each element of a standard. To determine the effectiveness level, follow the preponderance of evidence model: To be rated at a given level all or most of the PPIs below and at that level should be met. In the example scored below, let's look at **Element a of Standard 1 (Alignment)**.

### Glossary of Terms

**Note:** Items in the Glossary marked with an "\*" were taken from the "Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Boards of Cooperative Services" approved by the Colorado Department of Education. Items marked "\*\*\*" are terms specific to BVSD Educator Effectiveness Committee. Multiple items in the glossary were provided by the BVSD Standing Committee on Assessment.

- ❖ "Essentials" is shaded and separated by a thick line. "Essentials" describes characters that should be present in the classroom within that particular element.

**Academic Language** is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who do not speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. (Definition downloaded on August 20, 2012 from <http://www.academiclanguage.org/AcademicLanguage.html> ).

**Academic Vocabulary** is sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, no students know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity, validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. (Definition downloaded on August 20, 2012 from <http://www.academiclanguage.org/AcademicLanguage.html> ).

**Achievement:** Mastery of knowledge (what students know) and/or skills (what students can do) measured against established curriculum standards.

**Administrator** means any person who administers, directs, or supervises the education instructional program, or a portion thereof, in any school or School District in the state and who is not the chief executive officer or an assistant chief executive officer of such school or a person who is otherwise defined as an Administrator by his or her employing School District or BOCES.\*3

**Anchor:** Anchor(s) – the representative products or performances used to illustrate each point on a scoring scale. The top anchor is sometimes called the exemplar. ([Arter and McTighe, 2000](#))

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

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

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

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

**Benchmark Assessment:** See Interim Assessments

**Capstone Project:** A project planned and carried out by the student as a culminating educational experience, typically at the end of a transitional year. These projects require higher-level thinking skills, problem-solving, creative thinking, and synthesis of learning from various sources.

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

**Collective attribution** refers to student learning outcomes on a measure that are attributed to two or more licensed persons (e.g. 10th grade math TCAP growth– all secondary math teachers in school).

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

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

**Colorado Standards** are the Colorado Academic Standards, the Colorado English Language Proficiency standards, and the Extended Evidence Outcomes for students with significant cognitive disabilities.

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

**Competency Test:** A test intended to establish that a student has met established minimum standards of knowledge and skills and thus is eligible for an acknowledgment of achievement such as graduation, certification, etc.

**Computerized Adaptive Testing (CAT):** A form of [computer-based testing](#) that adapts to the examinee's ability level. CAT successively selects questions so as to maximize the precision of the exam based on the examinee's answers to previous questions. From the examinee's perspective, the difficulty of the exam seems to tailor itself to his or her level of ability.

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

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

**Criterion-referenced Test:** Assessment of a student's success in meeting stated objectives, learning goals, and expectations or criteria that a classroom teacher defines by using standards. "A well-constructed criterion-referenced test describes without ambiguity exactly what the examinee can or can't do," assesses competency through more than one item per measured behavior, and focuses on a limited number of skills ([Popham, 2011](#)).

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



**Disciplinary Literacy** is literacy instruction embedded within content-areas. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. (Definition downloaded on August 20 from <http://www.clemson.edu/aophub/documents/DL%20Flyer%20C%2011.1.2010tp.pdf> )

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

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

❖ **Essentials:** shaded and separated by a thick line on rubric. "Essentials" describes foundations in classroom of each element. \*\*

**Evaluatee:** Person being evaluated.

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

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

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

**Expected Growth** is a student's expected/predicted performance on a current year test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating expected growth addresses the question, "Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?"

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

**Formative Use of Assessment:** A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. - Council of Chief State School Officers, 2006

A student product or evidence of understanding may be evaluated formatively and feedback provided to students. The same product may be evaluated again summatively after students have had an opportunity to improve performance.

Formative use of assessment is not:

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

**Grade:** A measurement -- often a number, letter or descriptor -- reported at a point in time as a statement of what a student knows and can do based on curriculum standards.

[Guskey and Guskey, 1994](#)

**Growth Models:** Traditional definitions of growth models indicate they are models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill). An alternate understanding of growth models as put forth by Damian Betebenner is a model that examines performance of students with identical prior achievement scores and computes a percentile for each student indicating the probability of that outcome given the student's starting point, which can be used to gauge whether or not the student's growth was atypically high or low (Growth, Standards and Accountability, The Center for Assessment, April 2009: <http://www.nciea.org/publications/growth> and [Standard\\_DB09.pdf](#)).

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

**Interim Assessments:** Assessments typically administered every few months to fulfill one or more of the following functions: instructional (e.g., to supply teachers with student diagnostic data); evaluative (e.g., to appraise ongoing educational programs; predictive (e.g., to identify student performance on a later high-stakes test). (Colorado Department of Education, 2011)

Examples of what the Colorado Department of Education considers to be interim assessments are Acuity, Galileo, NWEA MAPS, and Quarterly District Assessments. (More on [Colorado's Assessment System](#))

**Item:** A question or measurable activity used to determine whether the learner has mastered a learning objective.

**Key Word:** (upper left hand box of rubric) Added to assist in providing a short descriptor for each element. The committee believed this would assist both teachers and administrators of the focus for each particular element.\*\*

**Licensed Personnel:** means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state that hold a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes. \*

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

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

**Methods of Assessment:** See Assessment Tools

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

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

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

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

**Norm Referenced Grading:** Assigning grades to students based on comparing their performance to the performance of other students. This is a practice inconsistent with standards-based grading.

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

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

**Performance-based Assessment:** Evidence of student achievement of the knowledge and skills collected from students in the form of a performance or product. "An assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or solution method, evaluations of student products or performances are based on judgments guided by criteria" ([Arter and McTighe, 2000](#)).

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

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

**Reliability:** The degree to which the results of an assessment are dependable and yield consistent results across raters (inter-rater reliability), over time (test-retest reliability), or across different versions of the same test (internal consistency or inter-form reliability). Technically, this is a statistical term that defines the extent to which errors of measurement are absent from an assessment instrument ([Arter and McTighe, 2000](#)).

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

**School Improvement Plan:** See Unified Improvement Plan.

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

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

**Senate Bill 10-191:** Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues.  
([http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191\\_enr.pdf](http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf)) Guide for Evaluating Colorado's Teachers (Draft – August 31, 2012) 58

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

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

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

**Summative of Assessment:** Summative assessment, sometimes referred to as assessment of learning, typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of student, school, or program success. - [ASCD, 2008](#)

Summative use of assessment is an evaluation process designed to determine what students know and can do based on known criteria that were previously communicated to students, usually occurring at the end of instruction after an opportunity to practice, focusing primarily on individual student performance. A summatively evaluated product may also be evaluated formatively, providing feedback to students about their learning and informing adjustments to future instruction.

Summative use of assessment is not:

- the assessment tool itself, but using the assessment tool deliberately to document what has been learned at a point in time.
- just simply a category in the grade book.
- necessarily a final demonstration of mastery.

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

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

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

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

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

**Summative Evaluation Document:** Overall performance rating at the end of the school year with accumulated documents of evidence and student growth data.\*\*

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

**Teacher Feedback:** SB. 10-191 requires that all educator evaluation systems include opportunities to provide feedback on the performance of teachers. The Colorado Model Educator Evaluation System provides this opportunity through the use of required artifacts described for each standard. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

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

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

**Transfer:** Application of specific knowledge and skills to a novel situation or to another content area.

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

**Validity:** An indication of how well an assessment measures what it was intended to measure; e.g., does a test of laboratory skills really assess laboratory skills or does it assess ability to read and follow instructions? Technically, validity indicates the degree of accuracy of predictions or inferences based upon an assessment measure. ([Arter and McTighe, 2000](#)).

Non-Probationary Summative Evaluation  
Pre-Planning Worksheet

Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Finalized Plan Date: \_\_\_\_\_

BVSD/BVEA Negotiated Agreement:

D-8 NON-PROBATIONARY EMPLOYEES: LEVEL I

Level one is designated to encourage risk taking, reduce the stress often attached to the evaluation process and build a sense of collaboration between the employee and the evaluator. The process should be meaningful and relevant while allowing for a great deal of flexibility and streamlining. The employee in collaboration with the designated evaluator is responsible for orchestrating his/her own evaluation.

D-8.1 STEP 1: General Meeting

By October 1<sup>st</sup>, the evaluator will hold a general meeting with all employees who will be on the Level I cycle to outline the nature of the evaluation process, clarify roles and discuss how the parties involved will work with one another throughout the process.

*D-8.2 STEP 2: Employee Pre-Planning*

*The employee being evaluated will draft an evaluation plan, which will include goals, outcomes to validate reaching those goals, plans for the process to collect data and measure progress.*

D-8.3 STEP 3: Individual Meeting

The evaluator and employee will meet to collaboratively review and finalize the proposed goals, overall plan and what the end product will look like.

Draft an evaluation plan: *what will the end product (summative evaluation) look like? **The evaluation plan will be mutually agreed upon between teacher and administration.***

Possible Options:

- ✓ Structured approach using the five performance standards  
Probationary observation timelines –
  - The employee shall be observed on not less than four (4) separate occasions in the classroom following the date of employment. Two (2) observations must be completed no later than November 1. One (1) of the two required observations must be at least thirty (30) minutes in duration with prior knowledge of the employee. Two (2) additional observations must be completed by January 31. One (1) of the two (2) required observations during each grading period must be at least thirty (30) minutes in duration with the prior knowledge of the employee.
- ✓ classroom observations with pre and post conferences
- ✓ portfolio approach – possibly utilizing peer, parent and/or student input
- ✓ involvement of peers, parents and/or students in a team approach
- ✓ self-evaluation coupled with one or more of the above
- ✓ peer appraisal with information and updates shared with the evaluator of record
- ✓ self-designated process, which is mutually agreed up on by the employee and evaluator

**Goals** – *be specific and measurable*

- Professional:

- Connection to school goals/departments/grade level:

**Outcomes** - *what will be achieved and how?*

How to **validate reaching those goals**: *how do you and administration know what/how goals are achieved?*



**Plan for the process to collect data and measure progress:**

- What data will be collected and provided to demonstrate achievement of goals?*

- What are the timelines for data collected/provided?*

- Observations (number of formal and informal)*

- Any other documentation for evaluation?*

