



Mapleton Public Schools

Adams County School District No. 1

EDUCATOR EFFECTIVENESS HANDBOOK

Licensed Staff Evaluation



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MAPLETON EDUCATOR EFFECTIVENESS / EVALUATION COUNCIL

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The Mapleton Educator Effectiveness Council will review the handbook annually in January and May.

DISTRICT MISSION, BELIEFS, AND FOCUS

DISTRICT MISSION, BELIEFS, AND FOCUS

Mapleton's Mission Statement:

The mission of Mapleton Public Schools, an innovative, diverse and deeply rooted learning community, passionately committed to the uniqueness and potential of each student, is to guarantee that all students can achieve their dreams and contribute enthusiastically to their community, country and world through an education system characterized by:

- An unyielding commitment to academic success and personal growth;
- Learning opportunities that empower students to develop their talents and pursue their interests
- Highly skilled, compassionate staff who believe they make the difference in each student's life;
- Small, safe, family-like environments of unwavering support where relationships ensure personal achievement; and
- A resourceful and responsive community working together to ensure that no obstacle shall impede a student's success.

MAPLETON BELIEVES THAT:

- It is the nature of all people to learn
- All people are entitled to respect
- All people determine their future by the choices they make
- All people have equal worth
- The greater good is the responsibility of each individual
- Everyone deserves unlimited opportunity to maximize his or her unique abilities
- Learning always leads to opportunity
- Honest communication is the essence of community
- Integrity is the basis of trust
- People thrive in a caring environment
- Success requires constant improvement
- The children of today are the hope of tomorrow
- Growth requires risk
- All people deserve a fair return on their investment of effort, time, and resources

FOCUS OF OUR TEACHER EFFECTIVENESS WORK

Mapleton's performance evaluation system is a key tool in advancing student learning. Guiding principles were established at the beginning of our collaborative study of educator effectiveness. Our system is designed to:

- Support growth using a developmental continuum
- Hold high expectations and provide requisite support
- Utilize multiple measures of success
- Balance consistency, accountability, and differentiation
- Honor and support the art and science of teaching and leadership
- Inspire a spirit of collaboration toward student achievement

STANDARDS FOR PROFESSIONAL PRACTICE

STANDARDS FOR PROFESSIONAL PRACTICE

Colorado law requires that each school district in the state develop a written plan for evaluating licensed school district staff members. The District commitment to improvement, as well as state law, mandates the continuing need to revise and improve this process.

The current revisions align the process with state requirements adopted in Senate Bill 10-191, and further the District's belief that the primary focus of evaluation is to enhance the growth and improvement of the school professional. This improvement, in turn, promotes the best conditions to advance student achievement and well-being.

THE DANIELSON FRAMEWORK

Mapleton leadership including administration, teachers, students and parents reviewed available evaluation tools and selected the Charlotte Danielson Framework in 2011. A group of teachers and evaluators received training and piloted the framework during the 2012-2013 school year. The Danielson Framework was then implemented District-wide during the 2013-2014 school year. The State designated this as a "hold harmless" year, where teachers were evaluated but results were advisory only. The 2014-2015 school year was the first year of full implementation in Mapleton.

The Danielson Framework is a description of both effective and ineffective instructional practices. Adopting these descriptors gives the Mapleton community common definitions in which to base meaningful conversations about our successes and areas for growth in the classroom. The Framework for Teaching is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Mapleton's standards for teaching are contained in Danielson's descriptions of "proficient" practice on each of the 22 components.

The "Smart Card" identifies the Danielson domains and components and is included on the next page. The framework in its entirety is available at the following link:

<http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>

Up-to-date evaluation forms and information about how Mapleton uses the Danielson Matrix can be found at the following link:

<http://www.mapleton.us/District/Department/6-Human-Resources/1246-EducatorEffectiveness.html>

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a **Demonstrating Knowledge of Content and Pedagogy**
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b **Demonstrating Knowledge of Students**
 - Child and adolescent development
 - Learning process
 - Special needs
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
- 1c **Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d **Demonstrating Knowledge of Resources**
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e **Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f **Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a **Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, including both words and actions
 - Student interaction with students, including both words and actions
- 2b **Establishing a Culture for Learning**
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c **Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d **Managing Student Behavior**
 - Expectations
 - Monitoring student behavior
 - Response to student misbehavior
- 2e **Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

- 4a **Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Noninstructional records
- 4c **Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d **Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school and district projects
 - Involvement in culture of professional inquiry
 - Service to the school
- 4e **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f **Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school and district regulation

DOMAIN 3: Instruction

- 3a **Communicating With Students**
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b **Using Questioning and Discussion Techniques**
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c **Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d **Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

OBSERVATION AND DATA COLLECTION

OBSERVATION AND DATA COLLECTION

GOAL SETTING

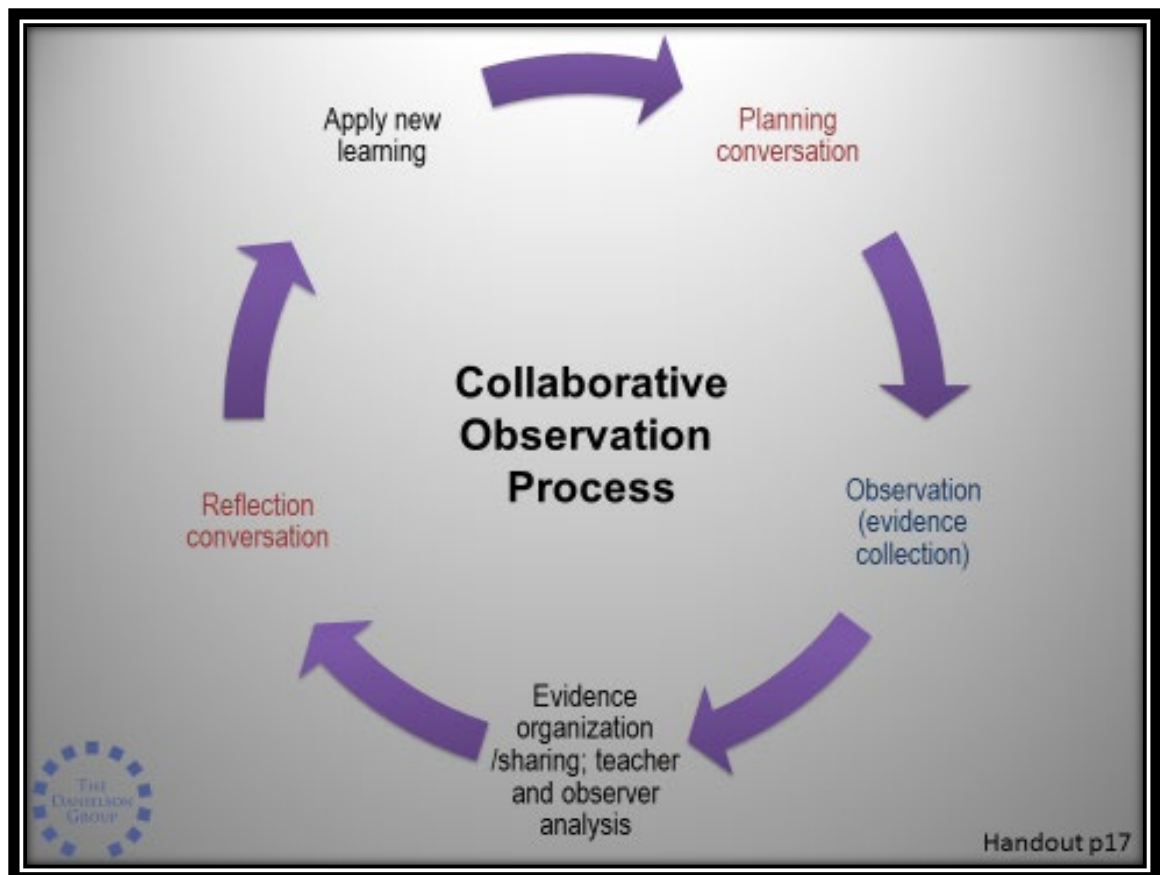
- The *Mapleton Effectiveness Self-Assessment Tool* is completed by all new teachers to inform goal setting in the fall. Continuing teachers may use their previous summative evaluation to inform goal setting or complete the self-assessment. This form can be found on the Mapleton website in the Human Resources *Educator Effectiveness* Section.
- All teachers set two professional goals each fall. One can be determined by the teacher; the other should be determined collaboratively with their evaluator. At least one goal should be in either the Classroom Environment or the Instruction domain. Schools may choose to invite teachers in like content areas or grade levels to work on similar goals related to the school's Unified Improvement Plan.
- The goal setting template will be completed by each teacher (to document each of the two goals) and submitted to the evaluator. Evaluators are encouraged to conference with each teacher individually as a part of this process. Goals should be set within the first two months of the school year. The form to document goals can be found on the website, labeled *Goal Setting Template*.

DATA COLLECTION

- **ANNOUNCED OBSERVATIONS**

- Announced Observations will follow the "Collaborative Observation Process" which includes a planning conversation, evidence collection and analysis, and a reflective conversation between the Teacher and Evaluator.
- The Planning Conversation may include (but is not limited to) these questions:
 1. What do you want your students to learn? (1C)
 2. How will you know if they have learned it? (1F)
 3. How have you designed instruction to ensure students will reach the learning outcome? (1E)
 4. Is there anything that you would like me to specifically observe during the lesson? (4E)
- The Reflective Conversation includes (but is not limited to) these questions:
 1. Is there additional evidence that could be added to the recorded observation notes?
 2. What key strengths might be identified from this observation?
 3. What challenges might be identified from this observation?
 4. In what areas do you plan to shift your practice? Identify some key next steps.
- There is no requirement that all components of the evaluation instrument are scored as a part of any single observation cycle.
- There is no minimum amount of time required for announced observations, but effort should be made for the evaluator to see all components of a lesson (beginning, middle, end) each time the process is completed.

- Probationary teachers will have at least two announced observations by their evaluator during the school year. Every effort will be made to complete the first collaborative observation process prior to winter break.
- Non-probationary teachers will have at least one announced observation by their evaluator during the school year.
- Announced observations beyond the minimum number required may be completed by a trained individual other than the teacher's own evaluator.
- Announced observations will be completed using the District online observation tool or the Announced Observation district form.
- Every effort will be made to hold the Reflective Conversation meeting within 5 working days of the observation and to complete all relevant documentation within 10 days of the observation.



- **UNANNOUNCED OBSERVATIONS**

- Unannounced observations can be of any duration and will be used to collect additional evidence of practices.
- Probationary teachers will have at least two unannounced observations during the school year. Every effort will be made to complete the first observation prior to winter break.
- Non-probationary teachers will have at least one unannounced observation during the school year.
- Every unannounced observation in which gathered data may be used on the Summative Evaluation will include documented feedback to the teacher.
- Unannounced observations may be conducted by the teacher’s own evaluator, or by other trained individuals.
- If “ratings” of practices (Unsatisfactory, Basic, Proficient, or Distinguished) are indicated as a part of an unannounced observation, a Reflective Conversation will also take place.
- Every effort will be made to hold the Reflective Conversation meeting with 5 working days of the observation and to complete all relevant documentation within 10 days of the observation.
- There is no requirement that all components of the evaluation instrument are scored as a part of any single observation cycle.

- **ARTIFACTS AND OTHER EVIDENCE**

- Evidence which provides the basis for “scores” may come from observations, artifacts, or from conversations between teachers and their evaluators.
- Teachers will be asked to provide evidence of practices to assist in performance evaluation.
- Evidence of practices in Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities) largely comes from sources other than classroom observations and is provided by the educator in the form of lesson plans, student records, student evaluations, evidence of differentiation, evidence of continuing education and other support material that demonstrates the instructor’s expertise and efforts.
- No observation shall be video, or audio recorded without the consent of the teacher.
- Informality in the evaluation process does not invalidate an evaluation.

SUMMATIVE EVALUATION PROCESS

- All collected data, including observations as well as administrator and teacher submitted artifacts, are considered by the evaluator when creating the summative evaluation.
- Each teacher will receive a summative evaluation at least 14 calendar days prior to the last day of school. Probationary teachers will receive a summative evaluation at least 30 days prior to the last day of school.
- When required by state law, the final evaluation rating will consist of two parts: The Professional Practices Score and Student Learning Outcome Data (See *Reporting and Results* section).

- Only Professional Practices Scores are considered in decisions related to Mapleton Exemplary Educators, Educator Assistance, Intensive Assistance, or dismissal.

APPEAL

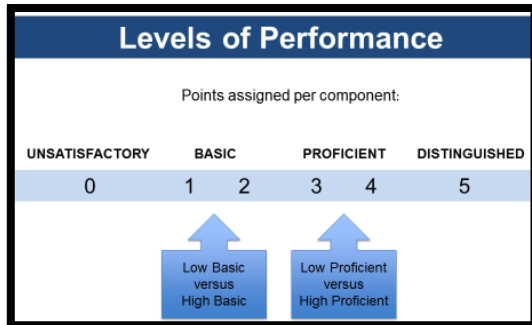
The conclusions of the evaluator will not be subject to further review except as otherwise provided in the procedures identified in this Handbook, the Negotiated Agreement, and in congruence with State law. The teacher evaluated may appeal the application of the evaluation procedures by submitting a request for review to Human Resources to determine if the procedures were followed during the evaluation. Requests for review must be submitted within 30 days of the evaluation date. The teacher must demonstrate that the failure to follow the evaluation procedures had a material impact on the final evaluation rating that was assigned (e.g., an observation was never completed, or feedback was never shared with the teacher); and/or the data relied upon was inaccurately attributed to the teacher (e.g., data included in the evaluation was from students for whom the teacher was not responsible).

REPORTING AND RESULTS

REPORTING AND RESULTS

A. PROFESSIONAL PRACTICES SCORING

Scoring is done by the evaluator using the Danielson Framework rubric and data from announced and unannounced observations, as well as any additional data entered evidence by the evaluator or provided by the teacher. Each component is scored with a value of 0 through 5 according to the rubric for the related component. Professional Practices Scores are considered in decisions related to Mapleton Exemplary Educators, Educator Assistance, Intensive Assistance, or dismissal.

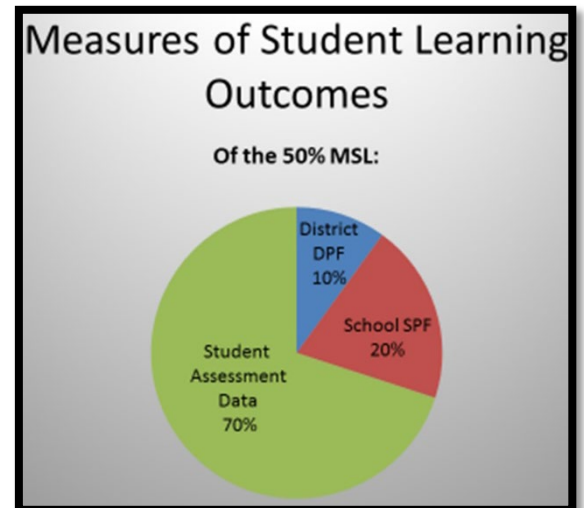


A score of zero is “Unsatisfactory,” 1 is “Low Basic,” 2 is “Basic,” 3 and 4 are “Proficient,” and 5 indicates “Distinguished.”

See page 15 for an example of how Professional Practices Summative Evaluations are scored.

B. STUDENT LEARNING OUTCOMES SCORE

Colorado law requires that student learning outcomes comprise 50% of a teacher’s final evaluation rating. When possible, Mapleton calculates this score using 70 percent student assessment data, 20 percent school performance framework results and 10 percent district performance framework results for individual teachers. This score helps the teacher and district understand the effect of the teacher’s instruction.



- Effectiveness levels reported to the state of Colorado are comprised of 50% Professional Practices and 50% Measures of Student Learning.
- Student Learning Outcome Scores are ~~not~~ considered in decisions related to Educator Assistance, Intensive Assistance, **return to probationary status**, or dismissal.

C. SUMMATIVE EVALUATION FORM – Professional Practices

Annual summative scores are calculated as described in the form below which calculates the educator’s annual rating.

Rating Key: 0 - Unsatisfactory 1 - Basic 2 - Basic 3 - Proficient 4 - Proficient 5 - Distinguished

DOMAIN	Component	Rating						Calculation	Scaled Points
		0	1	2	3	4	5		
Planning and Preparation	Demonstrating Knowledge of Content & Pedagogy							Points earned of 30 possible in Domain 1 = _____ Divided by 30 = Scaled Points (Enter # in next column)	
	Demonstrating Knowledge of Students								
	Setting Instructional Outcomes								
	Demonstrating Knowledge of Resources								
	Designing Coherent Instruction								
	Designing Student Assessments								
Comments:									
Classroom Environment	Creating an Environment of Respect and Rapport							Points earned of 25 possible in Domain 2 = _____ Divided by 25 = Scaled Points (Enter # in next column)	
	Establishing a Culture for Learning								
	Managing Classroom Procedures								
	Managing Student Behavior								
	Organizing Physical Space								
Comments:									
Instruction	Communicating with Students							Points earned of 25 possible in Domain 3 = _____ Divided by 25 = Scaled Points (Enter # in next column)	
	Using Questioning and Discussion Techniques								
	Engaging Students in Learning								
	Using Assessment in Instruction								
	Demonstrating Flexibility and Responsiveness								
Comments:									
Professional Responsibilities	Reflecting on Teaching							Points earned of 30 possible in Domain 4 = _____ Divided by 30 = Scaled Points (Enter # in next column)	
	Maintaining Accurate Records								
	Communicating with Families								
	Participating in a Professional Community								
	Growing and Developing Professionally								
	Showing Professionalism								

Final Professional Practices Rating: Total Scaled Points from all Domains = _____ x 27.5 = _____

0-21 Unsatisfactory 22-55 Basic 56-98 Proficient 99-110 Distinguished

D. STATE EFFECTIVENESS LEVELS

Each year, the effectiveness level of each teacher (Highly Effective, Effective, Partially Effective, or Ineffective) will be reported to the Colorado Department of Education, in accordance with state law. The following chart demonstrates how a teacher's Professional Practices score is combined with his/her Student Learning Outcomes score to determine his/her State Effectiveness Level.

E. EXEMPLARY EDUCATORS

When a teacher earns a score of "Distinguished" on three or more components in any domain and receives no score lower than "Proficient" in the same domain, the instructor is identified as an exemplary educator in that domain.

If, after collecting evidence during an observation, an evaluator believes a teacher's evaluation score will meet the above guidelines for one or more domain, the evaluator will alert the superintendent's designee who will appoint a second administrator from outside the school to confirm the scores. Confirmation shall include review of observation data and artifacts and may also include one or more unannounced observations by the designee.

F. EDUCATOR ASSISTANCE

A primary responsibility of Mapleton Public Schools is to provide a quality instructional program, including effective teachers, for every student. When a teacher's performance fails to meet District standards in any area, as indicated below, the teacher and his/her evaluator will collaborate toward improvement in that area. When indicated, the district will also provide support for that teacher to improve. Educator Assistance ("EA") is the district process designed to stimulate professional growth and improvement for teachers whose performance does not meet District standards.

Educator Assistance provides for a plan to be created to support a teacher's improvement in identified areas. The teacher and the evaluator, with assistance from a team, formulate the EA Plan, including specific performance areas to be improved, criteria of satisfactory performance, assistance to be provided, and timelines for completion of the plan. Additional observations, conferences, training, and purposeful feedback for remediation are included.

If, after collecting evidence during an observation, an evaluator believes a teacher's evaluation score will be an "Unsatisfactory" on any component or will earn "Low Basic" on multiple components according to the rubric, the evaluator will complete the following: 1. Share concerns with the teacher and 2. alert the superintendent's designee who will appoint a second administrator from outside the school to confirm the scores. Confirmation shall include review of observation data and artifacts, review of any relevant special circumstances and may also include one or more unannounced observations by the designee. The teacher shall be notified in person, and in writing if the need for an EA plan is confirmed.

A teacher is placed on EA upon the recommendation of his/her evaluator when assistance for improvement is required. Any of the following may indicate the need for Educator Assistance:

- One "unsatisfactory" or "0" rating on any component of the evaluation instrument on any observation.
- Two or more "low basic" or "1" ratings on components within a single domain of the evaluation instrument on any observation.

- Three or more “low basic” or “1” ratings on any of the components in any domain on any observation.

EA Plans will be written as soon as a determination has been made. Prior to implementation, all EA plans will be reviewed by the Superintendent’s Designee. Additionally, all staff on an EA plan have the option to have their plan reviewed by the IA Process Manager. This means that, for non-probationary teachers, whenever practicable, EA plan will be implemented prior to the next summative evaluation; it also means that, in general, the summative evaluation should not be the time when non-probationary teachers see the above referenced scores for the first time.

At the completion of an EA plan timeline, options include the following:

1. If, in the judgment of the evaluator, sufficient progress toward meeting District Standards is being made, but performance does not yet meet these standards in all areas of concern the EA plan will be extended for those areas only.
2. If the new summative evaluation establishes that the teacher’s performance meets District Standards, the evaluator will recommend that the teacher should be placed back on a regular annual evaluation cycle. Annual professional goals will be determined collaboratively by the teacher and evaluator.
3. The timeline for the EA plan concludes and the evaluator completes the teacher’s Summative Evaluation which indicates the need for an Intensive Assistance Plan.

A summative evaluation may be completed even if prior to District timelines. Based on established activities for improvement and timelines within the document, the teacher, administrator and any identified persons providing support, will record evidence related to each goal. An EA Plan created in one school year may be designed to continue into the next as needed.

A teacher completes an EA plan when either:

- The evaluator and teacher agree that the body of evidence demonstrates the teacher’s proficiency on the identified components.
- The timeline for the EA plan concludes and the director completes the teacher’s Summative Evaluation which indicates either the teacher’s proficiency in the identified components or the need for an Intensive Assistance Plan.

Educator Assistance Plan Administrator Checklist for Process

- Teacher meets one of the following criteria for the development of an EA plan
 - One “unsatisfactory” or “0” rating on any component of the evaluation instrument on any observation.
 - Two or more “low basic” or “1” ratings on components within a single domain of the evaluation instrument on any observation.
 - Three or more “low basic” or “1” ratings on any of the components in any domain on any observation.

- The plan development team has been identified (plan will be formulated by the teacher and evaluator with assistance from a team.)

- Second administrator (appointed by superintendent’s designee) confirms scores
 - Review of observations data and artifacts
 - Review of any relevant special circumstances
 - May include one or more unannounced observations by designee

- A plan is created to include...
 - Specific Performance to be improved has been identified
 - Criteria of satisfactory performance
 - Assistance to be provided
 - Timelines for completion of the plan

- EA plan reviewed by superintendent’s designee.
- Optional: process manager reviews EA plan (teacher chooses yes or no)
_____ YES _____ NO
- Additional observations calendared and documented.
- Additional conferences calendared and documented.
- Training dates identified; training will be documented.
- Purposeful feedback for remediation has been scheduled and will be documented.
- The plan will be implemented immediately – prior to next summative.
- Documentation plan has been created. “Based on established activities for improvement and timelines within the document, the educator, administrator and any identified persons providing support, will individually record the completion of their responsibilities p.17.”

A teacher completes an EA plan when either:

- The timeline for the EA plan concludes and the evaluator completes the teacher’s Summative Evaluation which indicates either the teacher’s proficiency in the identified components or the need for an Intensive Assistance Plan.

Things to consider:

1. The “second administrator” confirmation of scores is recommended early in the process.
2. Specificity in the plan is important.
3. Follow through is critical. Keep all the commitments outlined in the EA plan.
4. Be clear with communication with the teacher. Ensure that all parties understand the plan.
5. The message to the teacher, “You need to improve AND we will support you in getting better.” The message is not “You will be fired.”

Mapleton Public Schools Educator Assistance Plan TEMPLATE

Teacher's Name:

Date of initiation of this plan:

Date of next meeting to review progress:

Component(s) addressed:

Goals, support, and timelines: (Goals are tied to the Educator Effectiveness Matrix)

Goals (based on Educator Effectiveness Matrix)	Support (<i>Responsible Party for Support</i>)	Success Criteria	Timeline

--	--	--	--

Component(s) addressed:

Goals, support, and timelines: (Goals are tied to the Educator Effectiveness Matrix)

Goals (based on Educator Effectiveness Matrix)	Support (<i>Responsible Party for Support</i>)	Success Criteria	Timeline

--	--	--	--

Unannounced observations/walkthroughs:

Announced observation to reassess: To be completed by

Teacher turns in additional artifacts:

Determining conversation (off plan or IA plan):

Signatures below indicate mutual agreement, acceptance, and understanding of the responsibilities related to this plan. The administrator appointed by the superintendent’s designee will be responsible for establishing the final EA Plan if no agreement can be reached by team members.

Signatures:

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

Mapleton Public Schools Educator Assistance Plan EXAMPLE #1

Teacher’s Name: Teacher 1

Date of initiation of this plan: November 19, 2018

Date of next meeting to review progress: Weekly beginning November 20, 2018. Each meeting will be with **evaluator** and will be focused on reviewing progress toward the goal. Relevant research articles may be reviewed at this meeting. Artifacts (such as lesson plans, student work, assessments, assessment results, and others) will be co-identified and discussed at each meeting. Artifacts are tied to goals. Next steps will be identified at each meeting.

Component(s) addressed: Component 1B: Demonstrating Knowledge of Students

Goals, support, and timelines: (Goals are tied to Danielson framework components)

Goals (based on Educator Effectiveness Matrix)	Support (<i>Responsible Party for Support</i>)	Success Criteria	Timeline
The teacher understands the active nature of student learning and attains information about levels of development for groups of students.	<ul style="list-style-type: none"> • Professional development from Director of Assessment to identify student learning needs based on students’ performance data. (<i>Director</i>) 	<ul style="list-style-type: none"> • The teacher will know the level of cognitive development for each student in the class. • The teacher is aware of the special needs (ELL, IEP, etc.) of the students in the class. 	<ul style="list-style-type: none"> • By January 15 weekly meeting
The teacher purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages	<ul style="list-style-type: none"> • Teacher will work with Assistant Director to review data sources needed to complete “student needs and interests” list. (<i>Assistant Director</i>) • Provide copy of book, “How to Teach.” (<i>Assistant Director</i>) • Teacher will meet with IG to review lesson plans so that varied needs are addressed. (<i>Teacher and Instructional Guide</i>) • Provide 3 articles from Just Ask. (<i>Assistant Director</i>) 	<ul style="list-style-type: none"> • The teacher designs lessons to address the special needs of the students in the class. • The teacher has identified “high” “medium” and “low” groups of students within the class and designs lessons to address their needs. • The teacher will know the range of interests of students in the class and plan activities using this knowledge • The teacher will be aware of the different cultural groups in the class 	<ul style="list-style-type: none"> • List completed by January 10 weekly meeting

Unannounced observations: Weekly. Observations based on weekly meeting content. Feedback will be provided at the next weekly meeting.
Announced observation to reassess: January 23, 2019
Teacher turns in additional artifacts: January 22, 2019
Determining conversation (off plan or IA plan): February 8, 2019

Signatures below indicate mutual agreement, acceptance, and understanding of the responsibilities related to this plan. The administrator appointed by the superintendent's designee will be responsible for establishing the final EA Plan if no agreement can be reached by team members.

Signatures:

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

Mapleton Public Schools Educator Assistance Plan EXAMPLE #2

Teacher’s Name: Teacher 2

Date of initiation of this plan: October 7, 2018

Date of next meeting to review progress: Weekly beginning October 10, 2018. Each meeting will be with **evaluator** and will be focused on reviewing progress toward the goals. Relevant research articles may be reviewed at this meeting. Artifacts (such as lesson plans, student work, assessments, assessment results, and others) will be co-identified and discussed at each meeting. Artifacts are tied to goals. Next steps will be identified at each meeting.

Component(s) addressed: Component 3C – Engaging Students in Learning

Goals, support, and timelines: (Goals are tied to Danielson framework components)

Goals (based on Danielson proficiency)	Support	Success Criteria	Timeline
The teacher understands that when learning tasks and activities are fully aligned with instructional outcomes, and are designed to challenge student thinking, the results are active intellectual student engagement.	<ul style="list-style-type: none"> Weekly review of daily lesson plans with guidance and support for ensuring alignment with standards and learning outcomes. (<i>Director and Instructional Guide</i>) Support in creating and assessing reading notebooks, with attention to the activities that elicit engagement with the text – writing about reading. (<i>Instructional Guide</i>) Creation of a conferring system to scaffold and support groups of students through strategy groups. (<i>Instructional Guide</i>) 	<ul style="list-style-type: none"> Lesson plans reflect intellectually engaging learning activities that are tied to desired learning outcomes and state standards. Teacher has a system for conferring with students to ensure and support learning. Teacher monitors learning activities and adjusts instruction for both individuals and groups. 	<ul style="list-style-type: none"> Lesson plans reviewed weekly beginning October 10 (Lesson plans should be submitted two weeks in advance.) Date for completion of conferring system will be established at October 10th meeting. Reading notebooks viewed weekly
The teacher understands how to plan and implement a lesson that has a clearly defined structure, with appropriate pacing, and provides students with the ability to intellectually engage in learning.	<ul style="list-style-type: none"> Weekly review of daily lesson plans with guidance and support for ensuring alignment with standards and learning outcomes. (<i>Director and Instructional Guide</i>) Modeling by the IG, Assistant Director, and/or Director to support implementation of engaging learning activities. (<i>Director, Assistant Director and Instructional Guide</i>) 	<ul style="list-style-type: none"> Lesson plans reflect intellectually engaging learning activities that are tied to desired learning outcomes and state standards. Teacher observes, reflects and approximates modeling of teaching to support intellectual engagement. 	<ul style="list-style-type: none"> Lesson plans reviewed weekly beginning October 10 (Lesson plans should be submitted two weeks in advance.) Co-planning and modeling will begin the week of October 17th.

Unannounced observations/walkthroughs: Weekly, based on weekly planning meetings. Feedback will be provided at the next weekly meeting.
Announced observation to reassess: January 13, 2019
Teacher turns in additional artifacts: January 14, 2019
Determining conversation (off plan or IA plan): January 21, 2019

Signatures below indicate mutual agreement, acceptance, and understanding of the responsibilities related to this plan. The administrator appointed by the superintendent's designee will be responsible for establishing the final EA Plan if no agreement can be reached by team members.

Signatures:

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

G. INTENSIVE ASSISTANCE

Intensive Assistance (IA) is the process designed to stimulate professional growth and remediation for non-probationary teachers whose performance does not meet District standards after they have received support from Educator Assistance.

Intensive Assistance is a remediation plan to support a teacher's improvement in identified areas. The teacher and the evaluator, with assistance from a team, formulate the IA Plan, including specific performance areas to be improved, criteria of satisfactory performance, assistance to be provided, and timelines for completion of the plan. Additional observations, conferences, training, and purposeful feedback for remediation are included.

Procedures

A teacher is placed on IA upon the recommendation of his/her evaluator when assistance for improvement is still required after the unsuccessful completion of Educator Assistance and Summative Evaluation. Any of following shall indicate the need for Intensive Assistance for a teacher who has completed EA:

- One "unsatisfactory" or "0" rating on any component of the evaluation instrument on a summative evaluation.
- Two or more "low basic" or "1" ratings on components within a single domain of the evaluation instrument on a summative evaluation.
- Three or more "low basic" or "1" ratings on any of the components in any domain on a summative evaluation.

The evaluator will notify both the teacher and the superintendent's designee within 10 days of the evaluation or observation of the need for an IA plan.

Roles

When an evaluator recommends a teacher be placed on IA, the superintendent's designee will appoint a second administrator from outside the school to confirm the need for Intensive Assistance. This may or may not involve additional observations, conferences, or evidence review. This confirmation will take place within 10 work days of the evaluator's initial recommendation. If the need for IA is confirmed, the second administrator will serve as the chairperson of the IA Team.

Once the need for IA has been confirmed, the teacher will be given the opportunity, if desired, to invite another licensed Mapleton staff member, identified as the support teacher, to serve on the assistance team to support them in the process and/or support their growth as an effective educator.

The assistance team will consist of:

- The teacher
- The teacher's evaluator
- One additional trained evaluator appointed by the superintendent's designee
- One Mapleton process manager
- The support teacher.

- Optional others appointed by the superintendent’s designee and/or agreed upon by the above team members.

This team will meet within 10 work days of the confirmation of need for IA. The team will be collectively responsible for developing the IA Plan.

Assistance team members will ordinarily be drawn from the District staff. When a need for specialized assistance exists, an assistance team member with such expertise from outside the District (such as an educational consultant, university faculty member, etc.) may be appointed by the superintendent’s designee. Every effort will be made to include individuals with expertise in the areas related to the teacher’s designated professional improvement objectives.

Initial Observations of the IA Teacher

Within 10 working days of their selection, each evaluating member of the assistance team will complete an unannounced observation of the IA teacher in order to gain information to be used in the development of the IA Plan.

Within 15 working days of the appointment of the assistance team, a conference will be held to prepare the IA Plan. All members of the assistance team, including the evaluator and the teacher will attend this meeting, which will be facilitated by the designated team chairperson.

The IA Plan will be based on the performance improvement objectives established by the evaluator and designed for completion within 60 student contact days. The plan will include specific improvement activities, timelines, and individual responsibilities of assistance team members, the evaluator, chairperson, and the teacher. All people attending will sign and receive a copy of the completed IA Plan. The signature of the evaluator indicates approval of the plan and its implementation.

Implementation of the Remediation Plan

IA Plans, also known as “Remediation Plans,” will be implemented immediately by the teacher and assistance team. Based on established activities for improvement and timelines within the document, assistance team members will individually record the completion of their responsibilities.

If, in the process of implementing the plan, team members believe that a major modification of the plan needs to be made, the team chairperson will contact the evaluator to schedule an IA team conference to review and revise the plan.

An IA Plan created in a given school year may be designed to continue into the next school year as needed. If dismissal for cause is warranted per state law or statute, the District will take immediate action without regard to the IA timeline.

Evaluation of Professional Improvement

Throughout the implementation of the IA Plan, the performance of the teacher will be documented by the evaluator.

A minimum of three scheduled observations by the evaluator are required during the 60-working-day IA period. Unscheduled observations are not limited. Planning conferences and reflection conferences are required for each scheduled observation.

No later than three working days after the improvement period ends (60 student contact days), the assistance team, including the evaluator and teacher, will meet to review progress related to the IA Plan.

The written IA Process Report will be completed by the assistance team chairperson and will be signed by the team members, evaluator, and the teacher. This will serve as the team's final report. The teacher, or any other team member, may add written comments, if desired, within five working days of the signing of the report. The evaluator will retain a copy of the report and any attachments. The original, including attachments and any additional comments (if any), will be forwarded to the Superintendent's Designee for review and signature.

Within three days of the comment period end, a summative evaluation and conference will occur. The summative evaluation will be based on the teacher's progress toward plan objectives, announced and unannounced observations, assistance team logs, and written IA Team Report.

Using all data collected during the IA period, the summative evaluation will contain the evaluator's recommendation for future placement. This recommendation will be shared with the teacher at the summative evaluation conference. It will also be communicated to the Superintendent's Designee.

Placement options include the following:

4. If the new summative evaluation establishes that the teacher's performance meets District Standards, the evaluator will recommend that the teacher should be placed back on a regular annual evaluation cycle. Annual professional goals will be determined collaboratively by the teacher and evaluator.
5. If, in the judgment of the evaluator, sufficient progress toward meeting District Standards is being made, but performance does not yet meet these standards, IA will be extended for not longer than an additional 45 student contact days. The professional improvement objectives, composition of the assistance team, and the content of the IA plan are reviewed and modified as necessary.
6. If performance improvement efforts have not resulted in sufficient progress toward meeting District standards, the evaluator will recommend the dismissal of the non-probationary teacher. (See Dismissal Procedures)

The contents of the new summative evaluation report, including placement within the evaluation system, is final and not subject to any grievance proceeding or appeal except as included in the Dismissal Procedures section of this handbook.

Mapleton Public Schools Intensive Assistance Plan Checklist

The evaluator should complete the Intensive Assistance checklist throughout the process. All information in each step should be filled out and initialed in the box, when completed.

Teacher _____ Director _____

Teacher notified of intent to pursue an IA Plan.

Date: _____

Superintendent's designee _____ was notified of the need for an IA Plan and appointed _____ to act as the second administrator to confirm recommendation.

Date: _____

Second administrator reviewed evidence and/or completed observation to confirm the need for an IA Plan. *(If plan is confirmed the second administrator will serve as the chairperson of the IA Plan.)*

IA Plan Confirmed: Yes No

Date: _____

Teacher notified of her option to appoint an additional certified teacher to support her through the process.

Date: _____

Evaluating members of the IA Team notified of their role on the team and given a deadline of _____ to individually observe teacher. *(Information gained from observations will be used during the development of the plan.)* Process Manager is also notified at this time.

Date: _____

Member of the IA Team

Date of Observation

1. _____

2. _____

Conference to prepare the IA Plan is communicated to IA Team and teacher.

Date: _____

IA Plan is developed by the assistance team and teacher. Process facilitated by the IA Team chairperson.

Date: _____

Implementation of IA Plan will begin on _____.

The IA Plan will be completed (*60 student contact days*) on _____.

Announced Observations (*minimum of 3*)
Observation #1 _____
Observation #2 _____
Observation #3 _____

Unannounced Observations

Observation #1 _____ Observation #4 _____
Observation #2 _____ Observation #5 _____
Observation #3 _____ Observation #6 _____

IA Team meets to review progress related to the IA Plan. Written IA Team Report completed and signed by all team members.

Date: _____

Deadline for additional written comments to the IA Team Report.

Date: _____

IA Team Report forwarded to Superintendent's Designee for review and signature.

Date: _____

Summative Evaluation and conference completed with placement recommendation shared

Date _____

If recommendation is dismissal, meeting with Superintendent's Designee within 10 days of Summative Conference

Date: _____

Mapleton Public Schools Intensive Assistance Plan

A complete IA Plan shall consist of plans to address each component of the evaluation framework requiring remediation. (Therefore, one plan is required for each framework component rated “unsatisfactory” or “low basic.”)

Teacher’s Name _____

Date of initiation of this Remediation Plan _____

Date of Planning Conference to discuss this plan _____

Component number for which this plan is developed _____

Component Name _____

Rating of Component: (“Unsatisfactory” (0) or “Low Basic” (1): _____

Description of indicators resulting in component being rated 0 or 1:

Description of indicators necessary to score component at “High Basic” (2):

See attached plan to address specific performance issues or deficiencies, growth goals, assistance to be provided, and time frames.

Mapleton Public Schools Intensive Assistance Plan

Teacher:

Date of IA Meeting:

Only the Educator Effectiveness components, where the teacher received a score of "0" or "1", on any evaluation, are listed.

Goals (based on Educator Effectiveness Matrix)	Support (<i>Responsible Party for Support</i>)	Success Criteria	Timeline

Additional Comments:

Teacher: _____
IA Team Member: _____
IA Team Member: _____
IA Team Member: _____
IA Team Member: _____
IA Team Member: _____

Date: _____
Date: _____
Date: _____
Date: _____
Date: _____

Mapleton Public Schools Intensive Assistance Plan – Process Report

The Intensive Assistance Plan dated _____ includes Component Plans as follows:

Plan for Framework Component # _____ has been completed:
_____ Successfully _____ Unsuccessfully

Summary:

Plan for Framework Component # _____ has been completed:
_____ Successfully _____ Unsuccessfully

Summary:

Plan for Framework Component # _____ has been completed:
_____ Successfully _____ Unsuccessfully

Summary:

Plan for Framework Component # _____ has been completed:
_____ Successfully _____ Unsuccessfully

Summary:

The overall Intensive Assistance plan, including all relevant component plans has been completed:
_____ Successfully _____ Unsuccessfully

Summary:

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

H. DISMISSAL PROCEDURES

Within 10 working days of the Intensive Assistance Summative Evaluation Conference, the Superintendent's Designee will schedule a meeting with the teacher and, if desired by the teacher, his/her counsel **or representative**. At this meeting, the reasons and documentation for dismissal related to unsatisfactory performance will be reviewed and verbal notice of the district's intent to dismiss the teacher may be given.

At this time, the teacher may choose to resign from District employment. If the teacher does not wish to pursue this alternative, the Superintendent's Designee will submit a written recommendation for initiation of dismissal proceedings to the Superintendent. The Superintendent will send a formal written notice of intent to dismiss to the teacher by certified mail or hand delivery.

The procedures for dismissal of non-probationary teachers are established by Board Policy and by Colorado law.

Note: This system focuses on evaluation of performance (professional practices). These procedures do not apply to recommendations for dismissal which are based on statutory reasons other than unsatisfactory performance.

LOSS OF NONPROBATIONARY STATUS

As provided by rules adopted by the Colorado State Board of Education, a teacher loses Non probationary status after receiving two consecutive ratings of either ineffective or partially effective. A Non probationary teacher who objects to a second consecutive rating of ineffective or partially effective has an opportunity to voluntarily choose to appeal that rating. The burden is upon the Non probationary teacher to demonstrate that a rating of effective was appropriate instead.

The appeal process begins on the date that a teacher receives his or her second consecutive rating of ineffective or partially effective and will conclude within no more than 45 calendar days. A teacher must file an appeal within 15 calendar days after receiving his or her rating. These time requirements may be waived, by mutual agreement of both the teacher and the district. A teacher is permitted only one appeal for the second consecutive rating of ineffective or partially effective. A teacher filing an appeal must include all grounds for the appeal within a single written document. Any grounds not raised at the time the written appeal is filed are deemed waived.

The grounds for an appeal are limited to the following:

- A. The evaluator did not follow evaluation procedures that adhere to the requirements of Colorado law or State Board rule and that failure had a material impact on the final rating that was assigned (e.g., an observation was never completed, or feedback was never shared with the teacher); and/or
- B. The data relied upon was inaccurately attributed to the teacher (e.g., data included in the evaluation was from students for whom the teacher was not responsible.)

The Superintendent, or his or her designee, is the final decision-making authority in determining a teacher's final rating and whether a Non probationary teacher loses his or her Non probationary status. The

superintendent must provide a written rationale for his or her final determination. The appeal process is final in regard to the final rating and loss or retention of Non probationary status. If the Superintendent determines that a rating of ineffective or partially effective was not accurate but there is not sufficient information to assign a rating of effective, the teacher must receive a “no score” and will not lose his or her Non probationary status. However, if in the following academic school year that teacher receives a final rating of ineffective or partially effective, this rating has the consequence of a second consecutive ineffective rating, and the teacher is subject to loss of Non probationary status.

RESOURCES

RESOURCES

1. The Danielson Framework, in its entirety is available at:
<http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>
2. All Mapleton evaluation rubrics and forms for licensed staff can be found at:
<http://www.mapleton.us/District/Department/6-Human-Resources/1246-EducatorEffectiveness.html>
3. Board Policy: **Evaluation of Licensed Personnel GCO**

Mapleton Public Schools (the “District”) recognizes that effective evaluation of licensed personnel is critical in achieving the educational objectives of the District. This policy and accompanying regulation (See, GCO-R: Evaluation of Licensed Personnel) shall be considered part of the District’s licensed personnel performance evaluation system. The District’s licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with District administrators, teachers, parents, and the advisory school district licensed personnel performance evaluation council in developing and evaluating the District’s evaluation system.

The purposes of the District’s licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The District’s licensed personnel performance evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the District’s licensed personnel performance evaluation system, “unsatisfactory performance” shall be defined as a performance rating of “ineffective.”

The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report. Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure, or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee’s contract status, employment status, or assignment under the terms of the employment contract and state law. The

content of the evaluation, the rating given, and any improvement plan shall not be grievable under the District’s formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education for Mapleton Public Schools, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with applicable state law and Board policy.

Adopted September 24, 2013, by the Board of Education for Mapleton Public Schools.

LEGAL REFERENCES:

C.R.S. §§ 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act)

C.R.S. § 22-63-301 (grounds for dismissal)

CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel)

CROSS REFERENCES:

B DFA: District Personnel Performance Evaluation Council

GCOE: Evaluation of Evaluators, **Educator Effectiveness Handbook**

GCQF: Discipline, Suspension and Dismissal of Professional Staff

IK: Academic Achievement

4. Board Policy: **Evaluation of Licensed Personnel GCO-R**

Mapleton Public Schools (the “District”) has adopted the following procedures to ensure the effective evaluation of licensed personnel as required by the District’s licensed personnel evaluation system (See, GCO: Evaluation of Licensed Personnel) and Colorado law.

Please note, in Mapleton, building principals are designated as school directors, and are referred as such in Mapleton’s policies and regulations. However, the term “school director” should be construed as synonymous with the term “principal” as defined by C.R.S.

§ 22-9-103(2.6).

Basic Requirements

1. All licensed personnel, including full-time and part-time teachers, shall be evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator’s/supervisor’s designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable the evaluator to make fair, professional, and credible evaluations of the licensed personnel whom the evaluator is responsible for evaluating.
2. The standards for effective performance of licensed personnel and the criteria to be used in determining whether performance meets these standards shall be available in writing to all licensed personnel. Such standards and criteria shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

3. The system shall identify the various methods of evaluation, which shall include, but not be limited to, direct observations and a process of systematic data-gathering.

Information Collection

The evaluator shall directly observe the licensed staff member and gather other data in accordance with the District's evaluation system and state law. No evaluation information shall be gathered by video or audio recording devices without the consent of the licensed staff member. Peer, parent, or student input may be obtained from standardized surveys as part of a teacher's evaluation. Each school director's evaluation shall include input from teachers employed at the school and may include input from the students enrolled at the school and their parents.

Frequency and Duration

Probationary teachers shall receive at least two documented observations and one evaluation that results in a written evaluation report each academic year. Non probationary teachers shall receive at least one documented observation and one evaluation that results in a written report each academic year. Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year. School directors shall receive at least one evaluation that results in a written report each academic year. Variations will be permitted in this evaluation schedule, whether requested by the evaluator or licensed staff member, when the staff member is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system. Minor adjustments and variations in the evaluation process will be allowed in order to ensure that the evaluation process is thorough, and that sufficient data is collected in accordance with the District's evaluation system. Informal evaluations and observations may be made whenever deemed appropriate by the District.

Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the licensed staff member's performance and which clearly sets forth recommendations for improvements. If the person evaluated is a teacher or a school director, the plan shall include recommendations for additional education and training during his or her license renewal process.
2. Specific information about the strengths and weaknesses in the licensed staff member's performance.
3. Documentation identifying when a direct observation was made.
4. Identification of data sources. The evaluation report will be discussed with the licensed staff member evaluated. Both the evaluator and the staff member will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the staff member disagrees with any of the conclusions or

recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

Ineffective Performance

A licensed staff member whose performance is deemed to be ineffective shall receive:

1. Written notice that his or her performance evaluation shows a rating of ineffective;
2. A copy of the documentation relied upon in measuring the staff member's performance; and
3. Identification of deficiencies.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures and the Educator Effectiveness Handbook. The licensed staff member evaluated may appeal the application of the evaluation procedures by submitting a request for review to Human Resources to determine if the procedures were followed during the evaluation. Requests for review must be submitted within 30 days of the evaluation date.

Appeal by a Non-Probationary Teacher

A non-probationary teacher may appeal his or her performance rating of ineffective pursuant to the appeal process prescribed in the applicable collective bargaining agreement and the Educator Effectiveness Handbook.

Adopted September 24, 2013, by the Board of Education for Mapleton Public Schools.