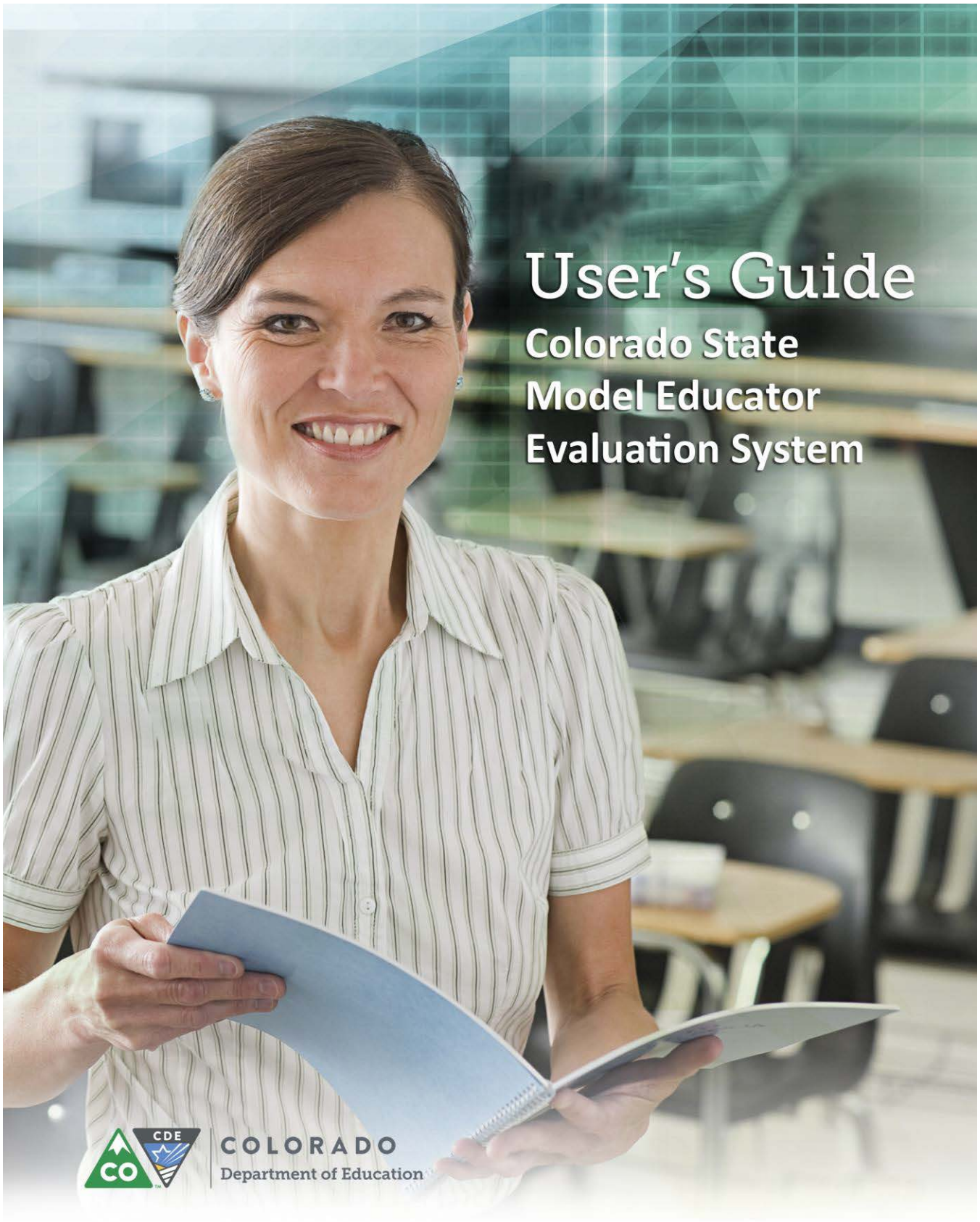
User's Guide
Colorado State
Model Educator
Evaluation System
CDE
CO
COLORADO
Department of Education

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Introduction

With the passage of Senate Bill 10-191 (S.B. 10-191), Colorado is improving its approach to evaluating the performance of principals, teachers, and special services providers (referred to as other licensed personnel in law and State Board of Education rules). Implementation of this approach will take time and commitment from both the state and its school districts. The principal/assistant principal, teacher, and special services providers evaluation systems are being implemented thoughtfully with a focus on continuously improving educator performance and student results.

Passed in 2010, S.B. 10-191 is designed to make the licensed educator evaluation process more comprehensive, professionally useful, and focused on student achievement. S.B. 10-191 guides the state and school districts in the transformation of evaluation processes to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use. Creating a model evaluation system provides more consistent, fair and rigorous educator evaluations, saves districts valuable resources, and enables them to focus on improving teaching, learning, and leading. By adopting the model system, districts have more time to provide meaningful and actionable feedback to their educators, which translates into increased professional growth for educators and better instruction for students.

The Colorado State Model Evaluation System is aligned with and supports CDE's Strategic Plan. CDE's vision is that, "All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce and life." CDE's mission "is to ensure that all students are prepared for success in society, work and life by providing excellent leadership, service and support to schools, districts and communities across the state (Colorado Department of Education, 2014). By helping to ensure that every Colorado teacher is fairly and rigorously evaluated in the interest of professional growth and development, CDE's evaluation system will also help to ensure that every child has access to a teacher who not only meets but exceeds the Quality Standards established by the state legislature and the Colorado State Board of Education. By having quality educators in all of the state's school administrative positions, classrooms, and specialized service positions, CDE will enhance the likelihood that all students will be prepared for success along whatever path they choose following high school graduation.

This user's guide focuses on the determination of professional practice ratings for Quality Standards and their associated elements as well as an overall professional practices rating. This overall professional practices rating will count as 50 percent of the final effectiveness rating. The other 50 percent will be determined by measures of student learning/outcomes.

This User's guide includes substantial updates based on the changes made to the State Model Evaluation System. In particular, this guide explains the changes to the professional practice rubric for evaluating educators and the related changes to the scoring of elements and standards through the revision process.

How to Use This Guide

To enable readers to easily find information about specific groups of educators being evaluated and to move quickly between sections of this Colorado Model Educator Evaluation System User's Guide, it has been divided into seven sections:

Section I: The Colorado State Model Educator Evaluation System

This section provides important introductory material about the system as a whole, as well as specific directions regarding how to evaluate educators regardless of their role(s). All users should review Section I because it provides directions about how and when to use all of the materials presented in all of the other sections. In Section I, users will find:

- Purposes and priorities of the evaluation system.
- Components of the evaluation system.
- Key terms used in the evaluation system.
- A sample work plan with roles and responsibilities of the evaluator and person being evaluated.
- The annual evaluation cycle and what users should do throughout the year to ensure fair and accurate feedback for the person being evaluated and timely submission of evaluation at the end of the school year.
- Sample tracking forms to monitor educator's progress throughout the annual evaluation cycle.
- Technical information about how to obtain accurate professional practice scores based on observable evidence of performance and evidence/artifacts that demonstrate performance on practices that are not easily observable during day-to-day work when necessary and appropriate.
- Suggestions for ensuring the quality and utility of evaluation feedback.

Section II: Colorado State Model Evaluation System for Teachers

Section III: Colorado State Model Evaluation System for Principals and Assistant Principals

Section IV: Colorado State Model Evaluation System for Special Services Providers

School Audiologists
School Counselors
School Nurses
School Occupational Therapists
School Orientation and Mobility Specialists
School Physical Therapists
School Psychologists
School Social Workers
School Speech-Language Pathologists

This section provides a general introduction to explain the common standards and elements for all groups and to provide the evaluation forms that all groups may choose to use.[1]

Sections II, III and IV of the user's guide provide information on the components of the evaluation

[1] Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

system necessary to evaluate licensed educators from these respective groups, including:

- Statewide Definition of Effectiveness
- Quality Standards for each group
- Measures used to Determine Effectiveness Ratings
- Procedures for Conducting Evaluations
- Determining Final Effectiveness Ratings
- Appeals Process

Section V: Measures of Student Learning/Outcomes

Section VI: Determining a Final Effectiveness Rating

Section VII: Glossary, References, and Appendices

This section contains supplementary materials mentioned throughout the user's guide. The user will easily find any additional information necessary to evaluate educators effectively according to the materials and processes explained in this guide.

To have a complete manual for evaluating any member of the groups represented in the user's guide, refer to Section I for general information about the evaluation process and forms as well as background information about Senate Bill 10-191.

Section I: The Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is an optional, Colorado-created system with associated tools and supports available to all Colorado school districts.

Districts may choose to develop their own principal, teacher, and special services provider evaluation systems if they ensure that all required components are included and state technical regulations are met. Lessons learned from implementation of both the state model system and unique district systems will be used to improve the state model system on an ongoing basis.

Purposes of the Evaluation

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

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

Key Priorities for the Colorado State Model Educator Evaluation System

Key priorities inform every aspect of the Colorado State Model Educator Evaluation System. *Successful implementation of the system is dependent upon attending to the priorities, which should be treated as guiding principles for the evaluation system.*

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

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

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

The Colorado State Model Educator Evaluation System was launched over a four-year period. Development and beta-testing activities began in the 2011-12 school year. The pilot and rollout period (2011-15) was intended to capture what worked and what did not (and why) and provide multiple opportunities to share lessons learned. Additionally, this process was used throughout the revision processes in 2017-2019 as well. In that spirit, the state will monitor and act on the following:

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

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

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

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

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

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

Change is always difficult and communication is vital. Every stakeholder from students, families, teachers, related service providers, administrators, school board members and others need to be operating with the same information and with a clear picture of what the system is, how it is implemented and how it impacts them. The evaluation system and its goal of continuous learning provide opportunities to engage parents and guardians of students and the students themselves in a collaborative process to assure that every student has his or her best chance of graduating from high school and being prepared for academia or a career.

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

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

Evaluation System Components

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

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

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

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

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

1. The Statewide Definition of Effectiveness

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

2. Colorado Educator Quality Standards and Their Related Elements

The principal/assistant principal, teacher, and special services providers Quality Standards outline the knowledge and skills required of an effective educator and will be used to evaluate all licensed educators in Colorado. All school districts and BOCES will base their evaluation of licensed educators on the full set of Quality Standards and associated elements, or they should adopt their own locally developed standards that meet or exceed the state's Quality Standards. School districts that adopt their own locally developed standards must crosswalk those standards to the state's Quality Standards and elements, so the school district or BOCES is able to report the data required.

3. Measures Used to Determine Final Effectiveness Rating

Overall professional practices rating (50 percent)
Ratings on measures of student learning/outcomes (50 percent)

The effectiveness definitions and Quality Standards provide clear guidance about the professional practices and measures of student learning. Fifty percent of the final effectiveness rating is based on professional practices and 50

percent is based on measures of student learning/outcomes. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement, and recognizes performance that is of exceptional quality.

4. Procedures for Conducting Evaluations

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

5. Performance Standards (Final Effectiveness Rating Levels)

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

6. Appeals Process

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

Key Terms Used in the Colorado State Model Educator Evaluation System

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

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness (SCEE) recommended Quality Standards for teachers, principals/assistant principals, and special services providers. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado State Board of Education and the Colorado Department of Education. The revised standards were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards focus on the professional practices and measures of student learning/outcomes needed to achieve effectiveness. Standards I-IV for all groups relate to professional knowledge and practices that contribute to effective teaching, leading, and the provision of special services.

Performance Rating Levels describe performance on professional practices with respect to Colorado's Quality Standards. Professional practices are evaluated using the following rating levels:

Basic: Educator's performance on professional practices is significantly below the state quality standard.

Partially Proficient: Educator's performance on professional practices is below the state quality standard.

Proficient: Educator's performance on professional practices meets the state quality standard.

Accomplished: Educator's performance on professional practices exceeds the state quality standard.

Exemplary: Educator's performance on professional practices significantly exceeds the state quality standard.

Elements Associated with the Standard are the detailed descriptions of knowledge and skills that contribute to effective teaching and leading and which correspond to a particular teacher, principal, or special services provider Quality Standard.

Category Labels classify each of the professional practices with respect to Colorado's Quality Standards into levels of practice.

Level 1 Practices: Foundational level of professional practices that should be occurring on a daily basis.

Level 2 Practices: Level of professional practices that build on the foundational level practices.

Level 3 Practices: Level of professional practices necessary to meet state quality standard.

Level 4 Practices: Outcomes of educator's practices exceed state quality standard.

Level 5 Practices: Outcomes of educator's practices significantly exceed state quality standard.

Professional Practices are the behaviors, skills, knowledge, and dispositions that educators should exhibit.

Measures and Artifacts are the documents, materials, processes, strategies, and other information that result from educators' normal and customary day-to-day work. S.B. 10-191 requires that some non-observable evidence of performance (required measures) be discussed every year. The table below describes the required measures for teachers, principals and assistant principals, and special services providers.

Measures Required by S.B. 10-191

PERSONNEL	REQUIRED MEASURES:
Teachers	**Shall include at least one of the following measures as a part of the annual evaluation process:** Student perception measures, where appropriate and feasible; Peer feedback; Feedback from parents, guardians, and/or significant adults; Review of teacher lesson plans or student work samples.
Principals and Assistant Principals	**School districts and BOCES shall measure principal performance against Quality Standards I-IV using tools that capture the following:** Input from teachers employed at the principal's school provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential; and Percentage and number of teachers in the school who are rated as effective, highly effective, partially effective, and ineffective and the number and percentage of teachers who are improving their performance in comparison to the goals articulated in the principal's professional growth plan. **In addition to the required measures of professional practice, districts and BOCES are strongly encouraged to use measures, where appropriate, that capture evidence about the following:** Student perceptions; Parent/guardian perceptions; and Perceptions of other administrators about a principal's professional performance.
Special Services Providers	**Shall be based on at least one of the following performance measures, when appropriate to the SSP's assigned duties:** Student perception measures, where appropriate and feasible Peer feedback Parent or guardian feedback Student support documentation

Source: Colorado State Board of Education Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Boards of Cooperative Services and Colorado State Board of Education (1 CCR 301-87).

In addition to the measures required by S.B. 10-191 some of the individual groups of special services providers have recommended that additional evidence/artifacts be collected and discussed annually in order to meet licensing, certification, or legal requirements for the members of the specific professional group.

Some evaluators may be tempted to require the creation and periodic update of a portfolio in order to ensure that evidence will be available at the final evaluation conference to demonstrate performance on every professional practice. Likewise, some educators may choose to create such a portfolio just in case their evaluator asks to see evidence regarding any of the professional practices. This approach to using artifacts/evidence is not recommended. It creates unnecessary work on the part of the person being evaluated. In addition, the artifacts or items included in the portfolio may not be needed. If, during the final evaluation discussion, the evaluator and person being evaluated agree that the evaluator's ratings are fair and accurate, they may conclude their discussion, sign off on the year's

evaluation ratings and proceed to developing goals and a professional development plan to be used during the subsequent year.

Except for the evidence required by S.B. 10-191 and described in the table above, additional evidence/artifacts are not necessary unless the evaluator and person being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and person being evaluated should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence can include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities. While the Colorado State Model Educator Evaluation System provides lists of artifacts for each standard and each educator group, educators should be aware that these lists are suggestions only and should not be considered requirements. In addition to the suggested artifacts lists, materials not included on any list may be used, and a single artifact may be used to provide evidence for multiple standards.

Comments may be provided by the educator being evaluated and/or the evaluator. Both have the opportunity to provide comments on the performance of the educator being evaluated. The evaluator is required to use the comment section to provide the rationale for any rating of Basic or Partially Proficient. Educators being evaluated should be provided an opportunity to respond to such ratings and comments before the evaluation is finalized.

Summary of Ratings for the Standard summarizes individual element ratings for the standard. Summary ratings are included in the educator evaluation worksheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

The Colorado State Model Educator Evaluation System Process

The Colorado State Model Educator Evaluation System is built upon the state's definitions of effective educators as well as on the standards for each group of professionals for whom evaluation materials have been developed. *This guide describes the components, processes, and materials needed to adequately implement the system.*

The evaluation process consists of four connections, along with ongoing activities that occur throughout the year. This process should take about one school year. Both the evaluator and the person being evaluated have responsibilities before, during, and after each step in the process.

The Colorado State Model Educator Evaluation System Evaluation Process

The Colorado State Model Educator Evaluation Process Steps

- Prior to using the state model system, educators should be **trained** on the system's processes, tools and materials to ensure that everyone has the foundational knowledge needed to implement the system. Well-trained and knowledgeable users help ensure the reliability and accuracy of the final ratings. This typically occurs once for an educator.
- During the first two weeks of school each school year, schools and districts should provide an **orientation** on the evaluation system. This orientation should include measures to which educators will be held accountable, new system features and process changes. This will ensure that staff members understand system changes.
- By the end of the first month of the school year, each educator should complete a **self-assessment**. This provides an opportunity for educators being evaluated to reflect on their ability to face the challenges ahead during the coming school year, including the measures to which they will be held accountable, student needs and their professional growth plan. The educator may choose to share the self-assessment with the evaluator or not.
- Within the first month of school, the evaluator and educator being evaluated should review annual school goals to ensure the goals stated in the educator's **professional growth plan** and **measures of student learning/outcomes** are aligned. This allows the educator to consider the context for that year with respect to school culture, student body, community issues and changes in district initiatives, and to adjust professional growth goals in consideration of the context.

- Once the year is underway, the educator being evaluated should continue to reflect on the rubric and update the **self-assessment** as needed.
- The evaluator and educator being evaluated should review the **professional growth plan** and **measures of student learning/outcomes** to confirm the goals and measures are still relevant, rigorous, and attainable.

- Prior to the beginning of the second semester, the educator being evaluated and the evaluator should review progress toward achieving **professional goals** and **measures of student learning/outcomes**. They discuss barriers to completing goals/measures and refine existing goals/measures as needed.
- Throughout the school year, evaluators should monitor educator performance and record data collected toward the rubric. The evaluator should complete an initial **Evaluator Assessment** for the educator being evaluated to discuss during the mid-year connection. Evaluators and the educator being evaluated may discuss the use of artifacts and any other evidence needed.
- As a result of this review, every educator should have a clear understanding of what needs to be accomplished in order to achieve performance goals by the end of the year.

- No later than three weeks prior to the end of the evaluation cycle, the evaluator and educator being evaluated should discuss **professional practice ratings** and **measures of student learning/outcomes**, artifacts and any other evidence needed to confirm the accuracy of ratings. If the educator and evaluator agree on the final effectiveness rating, they may both sign the **final effectiveness rating**.
- No later than two weeks prior to the end of the evaluation cycle, if the evaluator and educator being evaluated did not agree on the final effectiveness rating, they should jointly review additional evidence to help each other understand their respective positions on rating levels. The purpose of this meeting is to come to agreement. *If agreement is not reached, the supervisor of the educator is responsible for determining final ratings on professional practices, measures of student learning/outcomes and overall effectiveness.*
- Before the next evaluation cycle begins, the educator being evaluated should develop a professional growth plan designed to address any areas in which growth and development are needed, professional development or training required, and other resources needed to fully implement the professional growth plan. Any necessary updates to the plan may be made at the beginning of the next school year.

- The evaluator, who is responsible for accurately and fairly rating professional practices, should take advantage of all opportunities to examine the performance of the educators for whom they have evaluation responsibilities. This may include **observations** (required for teachers) and/or other ways to **collect evidence**.
- Additionally, there are many opportunities throughout the school day in which staff members may be evaluated outside of the classroom, and evaluators who take advantage of those opportunities will have the information necessary to make fair and accurate determinations of the staff members' performance.
- The evaluator should provide **feedback** to the person being evaluated throughout the year along with **opportunities for reflection**.

Suggested Annual Timeline and Forms for Conducting Evaluation

EVALUATION PROCESS STEPS	TIMELINE	FORMS AND MATERIALS*
Beginning-of-Year Connection • Train New Educators on the State Model Evaluation System • Complete an Annual Orientation • Determine Professional Growth Goals and Measures of Student Learning/Outcomes • Complete Self-Assessment of Professional Practices	**Training** - Prior to using the state model system. **Orientation** – During the first two weeks of school each school year. **Self-Assessment** – By the end of the first month of school.	• Evaluation Process Tracking Form • Copies of sections of user's guide appropriate for person being evaluated • All forms that have been revised for use during the upcoming school year • Self-Assessment rubric • Professional Growth Plan • MSL Worksheet
Fall Connection • Reflect on Self-Assessment of Professional Practices • Review Professional Growth Plan • Confirm Measures of Student Learning/Outcomes	**Within the first month of school**	• Evaluation Process Tracking Form • Completed Self-Assessment rubric • Professional Growth Plan • Measures of Student Learning/Outcomes targets and scales
Mid-Year Connection • Check Progress on: ▪ Professional Growth Plan, ▪ Professional Practice Rubric, and ▪ Measures of Student Learning/Outcomes	**Prior to beginning of the second semester**	• Evaluation Process Tracking Form • Mid-Year Review Form • Completed Self-Assessment • Progress on the Evaluator Assessment (rubric) • Evidence of performance related to Quality Standards • Evidence of Progress Toward Improving Measures of Student Learning/Outcomes

* Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

EVALUATION PROCESS STEPS	TIMELINE	FORMS AND MATERIALS*
Spring Connection • Finalize Professional Practice and Measures of Student Learning/Outcomes to Determine Effectiveness Rating • Consider Preliminary Goals for Professional Growth Plan	**No later than three weeks prior to the end of the evaluation cycle** ***(Final Effectiveness Rating: No later than two weeks prior to the end of the evaluation cycle)***	• Evaluation Process Tracking Form • Completed Self-Assessment (Rubric) • Completed Evaluator Assessment (Rubric) • Evaluation Worksheet • Professional Growth Plan(s) *(for current and subsequent years)* • Evidence related to Measures of Student Learning/Outcomes (as a way to anticipate final effectiveness rating) • Summary Evaluation Sheet • Form to Combine Measures of Student Learning/Outcomes and Professional Practices to determine final effectiveness rating • Professional Growth Plans for following years

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

Connection	Process Steps	Evaluator Responsibilities	Responsibilities of Person Being Evaluated
Prior to Beginning-of-Year Connection	**Prepare for Training and Orientations**	Determine who will evaluate each educator and notify educators being evaluated and their evaluators of their assignments. Review and be thoroughly familiar with user's guide and all other required evaluation documents. Determine changes to system since previous year.	
Beginning-of-Year Connection	**Train New Educators on the State Model Evaluation System**	Actively participate in all training activities to ensure a thorough understanding of what is expected and when it is to be completed. Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.	
	Complete an Annual Orientation	Discuss changes to evaluation system since previous year, articulate all measures to which educators will be held accountable and agree on how to address any new requirements necessary to meet expectations. Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.	
	Complete Self-Assessment of Professional Practices	Encourage a thoughtful, comprehensive and honest approach to self-assessment.	Thoughtfully reflect on past performance and identification of strengths, weaknesses and ability to meet state standards during current school year. Beginning with a new rubric each year, honestly and fairly rate personal performance against all standards, elements and professional practices.
	Determine Professional Growth Goals and Measures of Student Learning/Outcomes	Hold a beginning of year conference with person being evaluated to determine what sources of evidence/artifacts will be used to measure performance against their Quality Standards and MSL/Os.	Send proposed Professional Growth Goals to evaluator so he/she has time to review it.
		Discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses in professional practice. Set targets and scales on measures of student learning/outcomes with educator.	

<table>
<tr><th>Connection</th><th>Process Steps</th><th>Evaluator Responsibilities</th><th>Responsibilities of Person Being Evaluated</th></tr>
<tr><td rowspan="2">Fall Connection</td><td>Reflect on Self-Assessment of Professional Practices</td><td></td><td>Continue to reflect on the rubric and update the self-assessment as needed.</td></tr>
<tr><td>Review Professional Growth Plan

Confirm Measures of Student Learning/Outcomes</td><td>Monitor progress toward achieving goals and addressing all items in performance plan.

Confirm the goals and measures are still relevant, rigorous, and attainable.</td><td>Review Professional Growth Plan periodically throughout the year to ensure that adequate progress is being made toward completing all action steps and achieving goals.</td></tr>
<tr><td rowspan="3">Mid-Year Connection</td><td rowspan="2">Determine Professional Growth Goals and Measures of Student Learning/Outcomes</td><td>Schedule review. Review Professional Growth Plan and MSL/Os for any available evidence (including all observations) regarding progress to date, barriers to achieving goals and ideas for revising plan for the second half of the year if such a revision is necessary. Complete an initial Evaluator Assessment for the person being evaluated.</td><td>Provide Professional Growth Plan and Measures of Student Learning/Outcomes along with comments about progress to date and barriers to completion by year end to evaluator in time to allow for review prior to discussion.</td></tr>
<tr><td colspan="2">Discuss progress toward achieving annual school and professional performance goals. Examine progress toward meeting goals. Adjust Professional Growth Plan and MSL/Os if necessary to reflect unanticipated barriers to success as well as successes to date. Agree on action steps to be completed in order to achieve annual performance goals. Identify artifacts that may be used to demonstrate success and additional times for the evaluator to complete additional observations as needed.</td></tr>
<tr><td>Check Progress on Processional Practice Rubric</td><td>Beginning with a new rubric each year, assign rating level to each standard and element based on performance associated with each professional practice.</td><td>Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/ evidence if necessary.</td></tr>
</table>

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

Evaluation Process Forms

The Colorado State Model Educator Evaluation System is a standards-based approach to determining performance with respect to state standards. This part of the guide provides guidance on the forms used to track an educator's progress through the evaluation and goal setting processes[*]*. Sample blank forms for use in completing evaluations are included in the appendix section for each employee group (Appendix A: Teachers, Appendix B: Principals/Assistant Principals, and Appendix C: Special Services Providers).*

Keeping Track of Progress

Educators need to keep track of their progress in completing the year-long evaluation process. The form below provides a simple form that may be used to quickly and easily monitor progress toward completing each step in the process.
The Colorado State Model Performance Management System is an online platform that provides a quick, easy and automatic way of tracking progress.

[*] Forms are included in this user's guide to provide examples of how they should be completed and to remind users of its availability within the system. Most users will choose to use an online system such as the Colorado State Model Performance Management System (provided free of charge to districts by CDE) to record progress toward completing the evaluation system.

Example of Completed Evaluation Process Tracking Form *(teacher example)*

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
Sara Seidel	Math Teacher	Montlieu High School	8

EVALUATION CONNECTION	PROCESS STEP	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Beginning-of-Year Connection	Training	8/1/19	*Sarah Seidel*		Ms. Seidel was trained by CDE staff members at the regional training in Del Norte.
	Orientation	8/31/18	*Sarah Seidel*	*Mary Johnson*	Montlieu High School faculty meeting at opening of 2016-16 school year.
	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes	9/9/18	*Sarah Seidel*		Completed in online system.
Fall Connection	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes	9/15/19	Sarah Seidel	Mary Johnson	Proposed goals approved with no changes
Mid-Year Review	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes	12/15/19	Sarah Seidel	Mary Johnson	Goals adjusted to be more rigorous because all approved 2019-20 goals have been met.
End-of-Year Connection	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				

Example of How to Complete the Professional Growth Plan *(teacher example)*

This professional growth plan may be used to record up to three professional growth goals aligned with educators' evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also the action steps required to address each growth goal should be recorded. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Math	Montlieu High School	6 through 8	May 30, 2019	N/A

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

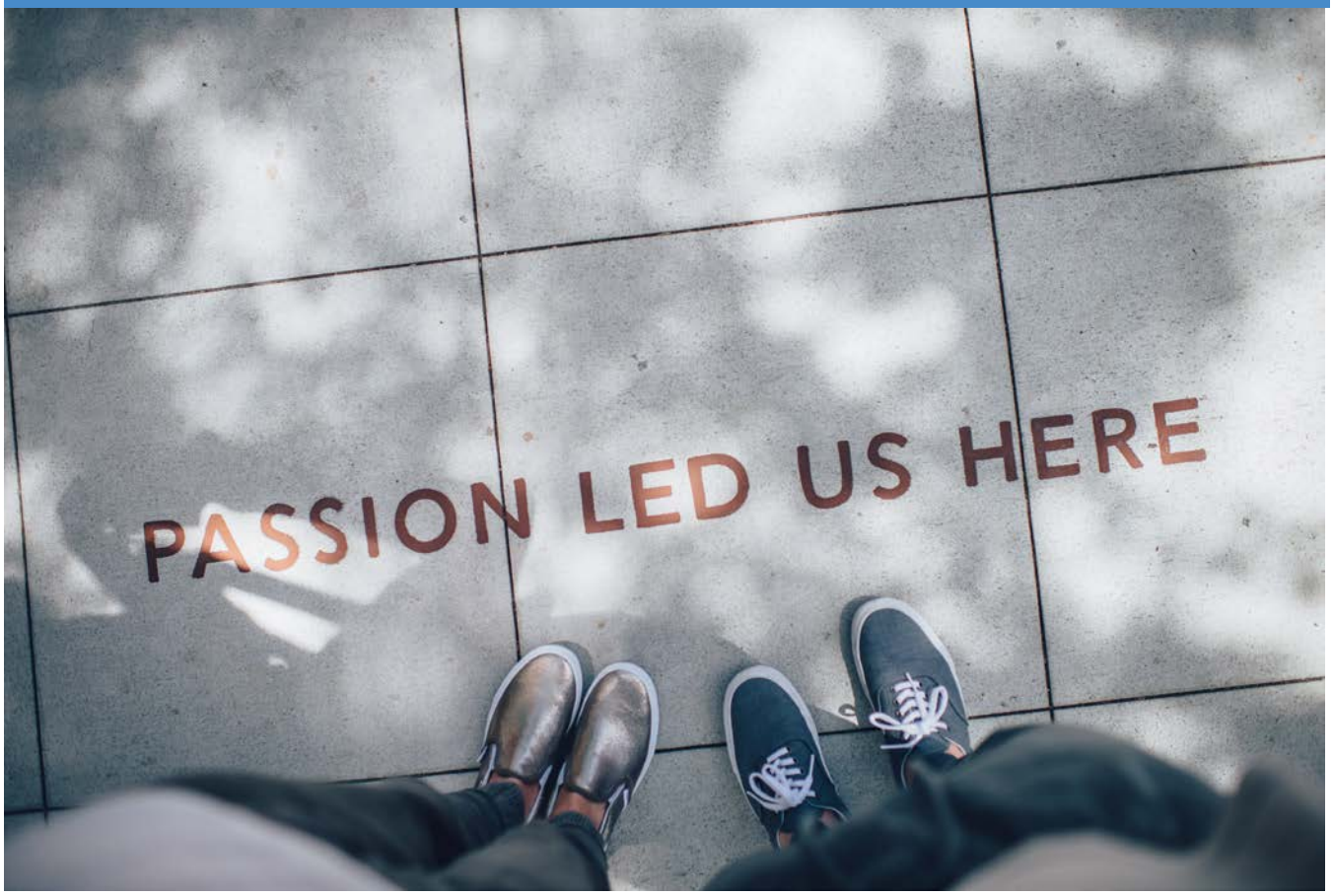
Mid-Year Review *(teacher example)*

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the evaluator and the educator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps needed to ensure achievement of goals. (Please note, districts may choose to use a different format. This one is provided as an example of key information that should be included in any mid-year review form used by the district.) It is also recommended that evaluators provide progress the person being evaluated has made using the Evaluator Assessment and reflecting on progress toward their defined Measures of Student Learning/Outcomes.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Math	Montlieu High School	6 through 8	January 15, 2019	NA

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year-End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				

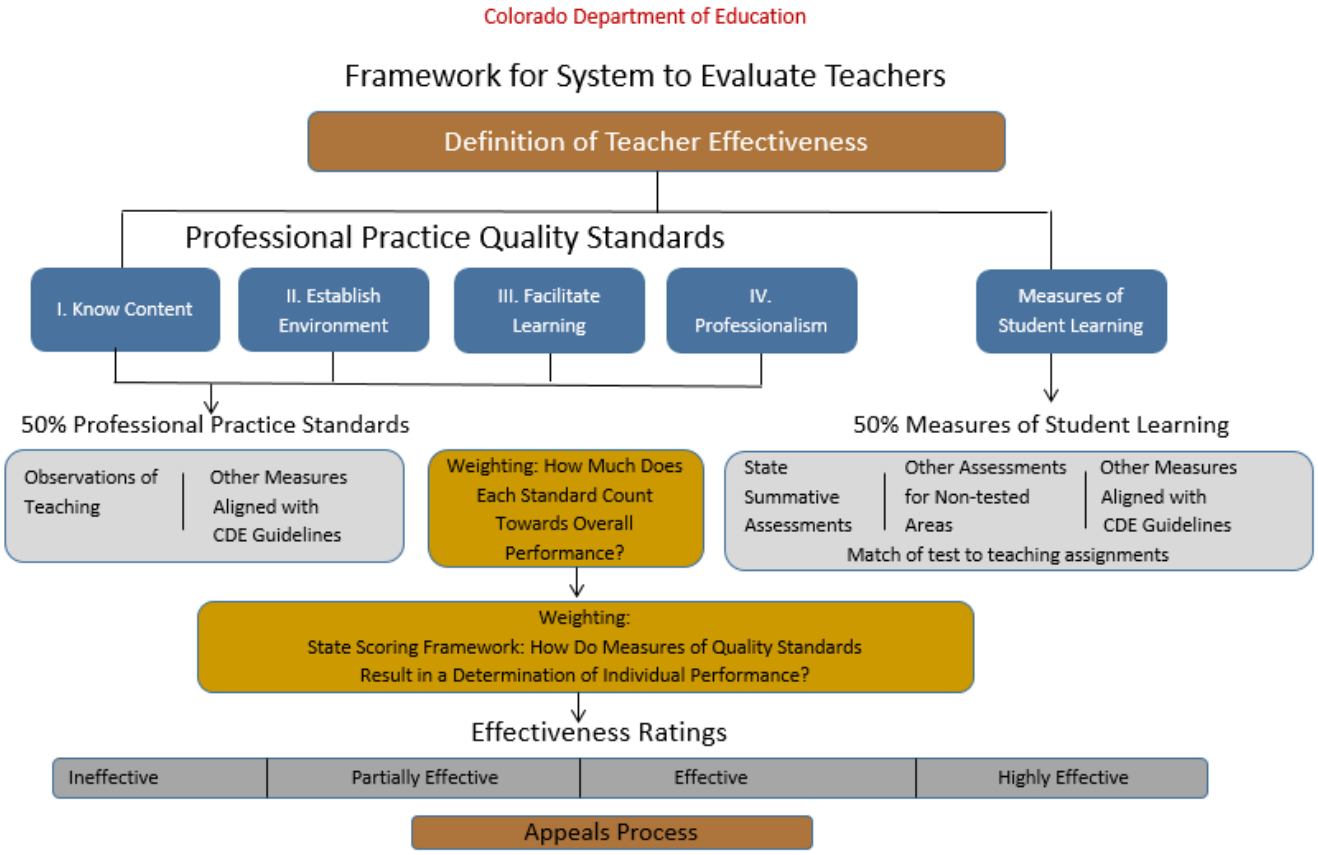
Section II: Colorado State Model Educator Evaluation System for Teachers



Teachers in Colorado will be evaluated on measures of student learning as well as their demonstrated performance on Teacher Quality Standards as measured by the Rubric for Evaluating Colorado Teachers. Their Professional Growth Plans will guide their professional planning, goal-setting, professional development and evaluation criteria.

The state framework for the teacher evaluation system, developed by the State Council for Educator Effectiveness (SCEE), illustrates the relationships of the system components and the relationship between professional practice and measures of student learning. Quality Standards I through IV articulate professional practices while measures of student learning make up the other 50 percent of the evaluation.

Framework For System To Evaluate Teachers



The Colorado State Model Evaluation System for Teachers includes the following components:

1. Statewide Definition of Teacher Effectiveness

All districts and BOCES are required to use the following state-approved definition of teacher effectiveness for teacher evaluation.

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix D). Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests, and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

2. The Colorado Teacher Quality Standards and Their Related Elements and Artifacts

The following specifications are from the Rules issued on Nov. 9, 2011 and approved on Feb. 15, 2012.

The Teacher Quality Standards outline the knowledge and skills required of an effective teacher and will be used to evaluate teachers in the state of Colorado. All school districts and BOCES shall base their evaluations of licensed classroom teachers on the full set of Teacher Quality Standards and associated detailed elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and elements. School districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Teacher Quality Standards and elements, so that the school district or BOCES is able to report the data required.

The Colorado State Model Educator Evaluation System for teachers is intended to provide support, incentives and rewards for teachers as they engage in the challenging work of enabling and empowering students to learn. The teacher effectiveness definition and Colorado Teacher Quality Standards provide clear guidance about state priorities for effective teaching. The use of multiple measures for teacher performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the teacher's professional practice and impact on measures of student learning. The use of performance standards to rate teacher performance allows more precision about professional expectations, identifies those teachers in need of improvement and recognizes performance that is of exceptional quality.

QUALITY STANDARD I

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

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

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

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

QUALITY STANDARD II

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

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

QUALITY STANDARD III

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

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

QUALITY STANDARD IV

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

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

Evidence/artifacts listed below are examples of items that may be used to demonstrate proficiency on any given standard. The evaluator and/or educator being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. Likewise, the evaluator may use other evidence/artifacts to provide the rationale for specific element or standard ratings.

Observations, Required Measures, And Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers –** At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers –** At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:
Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents, guardians, and/or significant adults;
- Review of teacher lesson plans or student work samples.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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

3. Measures Used to Determine Final Effectiveness Rating

The measures used to determine the teacher's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a teacher's performance and include:

Measures of professional practice (Standards I-IV) selected by the district that meet state technical guidelines, including formal observations plus at least one other measure. This accounts for 50 percent of the final effectiveness rating.
Multiple measures of student learning that are appropriate for the teacher's teaching assignment, that represent the best available assessments for that assignment, that also include growth scores shared among groups of teachers and that meet state technical guidelines. This accounts for the other 50 percent of the final effectiveness rating.

The cornerstone of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. The graphic below illustrates the sections of the teacher rubric and what is included in each section.

Sections Of The Rubric For Evaluating Colorado's Teachers

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: ☐ ***Colorado Academic Standards.*** ☐ ***Relevant instructional objectives.*** ☐ ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: ☐ ***Align to the district's plan of instruction.*** ☐ ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** ☐ ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** ☐ ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** ☐ ***Can provide a relevant connection to the standard in their words.***

For teachers, this standards-based instrument provides descriptions of professional practices for each the five professional practices levels (Level 1, Level 2, Level 3, Level 4, and Level 5). Evaluators rate the educator on each element associated with each standard and then use the ratings to determine the ratings for standards (Basic, Partially Proficient, Proficient, Accomplished and Exemplary) as well as the overall professional practices rating (same as standards ratings), which will account for 50 percent of the educator's final effectiveness rating.

The teacher rubric is designed to be used primarily as an evidence gathering tool in order to meet the requirements of S.B. 10-191. Professional practices associated with Quality Standards I through III of the teacher rubric are almost

all observable during a routine observation, while those associated with Standard IV will need to be rated using evidence other than classroom observations. The complete rubric is included in Appendix A.

The steps for completing and scoring the rubric are listed below:

I. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance
II. Rating the elements
III. Using element ratings to determine ratings for standards
IV. Using standard ratings to determine the overall professional practices rating

Step I: Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance

All of the Colorado State Model Educator Evaluation System rubrics are contextual in nature. They are designed to be used by working from the top down (standard and then element) and from left to right (Level 1 through Level 5) across the rows. This process ensures that performance on each professional practice is evaluated in the context of both the standard and element with which it is associated and the practices that come before it in terms of difficulty. For example, the first professional practice at Level 1 for Standard I, Element A of the teacher rubric states, "The teacher plans lessons that reflect Colorado Academic Standards." When determining whether a teacher demonstrates this practice, the evaluator and/or teacher completing a self-assessment must understand that the professional practice is related to content knowledge and pedagogical expertise and that it is intended to demonstrate one aspect of aligned instruction. If all three associated pieces (standard, element, and professional practice) are not considered when rating each professional practice, it is likely that a fragmented or redundant view of performance on professional practices will result.

While determining an educator's level of performance, the evaluator must consider whether the professional practice would normally and customarily be observable during a class observation or walkthrough. In the case of Standard III, Element C of the teacher rubric, some of the professional practices are observable (bold, italic font) while some would not be considered observable (not bold, not italic) during a classroom observation.

The evaluator has several options for determining whether the person being evaluated has adequately demonstrated proficiency on the "Not Observable" items:

1) Observe the person being evaluated in a non-classroom/non-instructional setting, such as IEP meetings, parent conferences, grade-level, department or program meetings or through other formal or informal conversations between and among staff members.
2) Examine lesson plans, student work, bulletin boards, communication logs, student records and other materials readily available in the educators' classrooms, offices, or other work areas. Such examinations can take place before, during or after observations.
3) Maintain communication logs, evaluation notes and other evidence related to the performance of the person being evaluated.
4) Discuss "Not Observable" items during pre- and post-observation conferences, during mid-year review meetings, or invite the person being evaluated to suggest opportunities for determining performance on those items.

The evaluator, who is responsible for accurately and fairly rating professional practices, should take advantage of all opportunities to examine the performance of the educators for whom they have evaluation responsibilities. There

are many opportunities throughout the school day or school year in which staff members may be evaluated outside of the classroom and evaluators who take advantage of those opportunities will have the information necessary to make fair and accurate determinations of the staff members' performance.

In addition to the Observable vs. Not Observable professional practices, users should be aware that there are other differences between and among the professional practices. The most noticeable of these differences are the items with "stems" and those without. Professional practices in the Level 1 and Level 2 columns for Quality Standard I, Element A (see below) are associated with the phrases immediately following "THE TEACHER." For Level 1, each of the three professional practices should be considered with the opening phrase, or stem (THE TEACHER plans lessons that reflect). The professional practices under consideration would then be the following three sentences:

- ☐ **THE TEACHER *plans lessons that reflect Colorado Academic Standards.***
- ☐ **THE TEACHER *plans lessons that reflect relevant Instructional objectives.***
- ☐ **THE TEACHER *plans lessons that reflect formative and summative assessment results.***

Professional practices for which there is no stem simply refer to the person or group of people listed at the top of the column. For example, the Level 3 column of Standard I, Element A does not have a stem, so the professional practice would be:

- ☐ **THE TEACHER *Implements and communicates learning objectives and student outcomes based on standards.***

Example Of An Element With Observable And Not Observable Professional Practices

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: ☐ Plans lessons incorporating available technology. ☐ Assesses available technology to use with instruction.	. . . and **THE TEACHER:** uses available technology to: ☐ ***Facilitate classroom instruction.*** ☐ ***Develop students' knowledge and skills based on lesson outcomes.*** ☐ ***Models responsible and ethical use of technology and applications.***	. . . and **THE TEACHER** integrates available technology to enhance: ☐ ***Creativity.*** ☐ ***Use of information.*** ☐ ***Collaboration.***	. . . and **STUDENTS:** ☐ ***Demonstrate responsible and ethical digital citizenship.*** ☐ ***Use available technology to apply team-building skills.***	. . . and **STUDENTS:** ☐ ***Self-select appropriate technology tools based on lesson outcomes.*** ☐ ***Create artifacts and design tools to solve authentic problems.***

In some cases, both types of professional practices are included for a single level for a single element as in the Level 2 column for Standard III, Element C (example above):

THE TEACHER *uses available technology to:*

- ☐ ***Facilitate classroom instruction.***
- ☐ ***Develop students' knowledge and skills based on lesson outcomes.***

- ☐ ***Models responsible and ethical use of technology and applications.***

In this case, the first two practices are associated with the stem and the last one, separated from the others by a space, relate only to THE TEACHER. The three practices to be rated would then be:

- ☐ **THE TEACHER *uses available technology to facilitate classroom instruction.***
- ☐ **THE TEACHER *uses available technology to develop students' knowledge and skills based on lesson outcomes.***
- ☐ **THE TEACHER *Models responsible and ethical use of technology and applications.***

Step II: Rating the elements

The rater, whether it is the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately.

For example, Quality Standard I has three elements:

QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

To determine the rating for each element, the rater:

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

As illustrated below the person completing the rubric has indicated that there is adequate evidence that the educator being evaluated has demonstrated performance on all of the items in the Level 1, Level 2, Level 3, and Level 5

columns since all of those items have been checked. Only the single item in the Level 4 column is left unchecked. Even though one professional practice under Level 5 is marked, Level 3 is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. Therefore, this educator would be rated Level 3 on Element A. The **"**Example Of Rating All Elements For A Standard" illustrates an entire standard scored.

The Rubric Scoring Process

QUALITY STANDARD I

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: ✓ ***Colorado Academic Standards.*** ✓ ***Relevant instructional objectives.*** ✓ ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: ✓ ***Align to the district's plan of instruction.*** ✓ ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** ✓ ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** ☐ ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** ✓ ***Can provide a relevant connection to the standard in their words.***

Example Of Rating All Elements For A Standard

QUALITY STANDARD I

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: ✓ ***Colorado Academic Standards.*** ✓ ***Relevant instructional objectives.*** ✓ ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: ✓ ***Align to the district's plan of instruction.*** ✓ ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** ✓ ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** ☐ ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** ✓ ***Can provide a relevant connection to the standard in their words.***
Level 1 Practices	**Level 2 Practices**	**Level 3 Practices (Meets State Standard)**	**Level 4 Practices**	**Level 5 Practices**
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER: ☐ ***Connects lessons to key concepts and themes within other disciplines and/or content areas.*** ☐ ***Makes content-specific academic language accessible to students.***	. . . and **THE TEACHER IMPLEMENTS INSTRUCTIONAL STRATEGIES ACROSS CONTENT AREAS THAT INCLUDE:** ☐ ***Literacy.*** ☐ ***Mathematical practices.*** ☐ ***Language development.***	. . . and **THE TEACHER:** ✓ ***Makes interdisciplinary connections explicit to students.*** ✓ ***Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.*** ✓ ***Strategically integrates mathematical practices across content areas.***	. . . and **STUDENTS:** ✓ ***Apply literacy skills and concepts.*** ✓ ***Apply mathematical practices.***	. . . and **STUDENTS:** accelerate their learning by: ☐ ***Elaborating on current lesson within content area.*** ☐ ***Drawing real-world connections to other content area(s).***

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
THE TEACHER: ✓ ***Scaffolds questions, concepts, and skills based on a sequence of learning.*** ✓ ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** ✓ ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** implements: ✓ ***Content-based instructional strategies that best align to the learning objective.*** ✓ ***Multiple models and delivery methods to explain concepts accurately.*** ✓ ***Questioning techniques to support disciplinary inquiry.***	. . . and **THE TEACHER:** ☐ ***Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.*** ✓ ***Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.***	. . . and **STUDENTS:** ✓ ***Develop a variety of explanations and multiple representations of concepts.*** ✓ ***Apply skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and opportunities.***	. . . and **STUDENTS:** ☐ ***Generate questions that lead to further inquiry and self-directed learning.*** ✓ ***Synthesize concepts to create original thinking within and across disciplines.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				
Evaluator Comments: *(Required for Teachers demonstrating only the practices in either "Level 1" or "Level 2" and recommended for all levels.)*			*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*	

Step III: Using element ratings to determine ratings for standards

As illustrated below, the rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, an element rating of Level 1, which equates to performing only Level 1 Practices, receives zero points and a rating of Level 5, or performing all Level 1 through Level 5 Practices receives four points. This example shows how the points for the elements are added together to determine the rating for the standard.

Determining The Rating For A Standard *(Example of Standards weighted equally, based on the rubric example)*

QUALITY STANDARD I

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

Professional Practice Rating: (Number of Points):	L1 (0)	L2 (1)	L3 (2)	L4 (3)	L5 (4)	# of Points Earned
A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.			♦			**2**
B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				♦		**3**
C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.		♦				**1**
Total Points Earned for Standard I						**6**
Determine Rating for Standard I: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						**Proficient**

Step IV: Using standard ratings to determine the overall professional practices rating

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). Guidance for determining the final effectiveness rating using both the overall professional practices rating and measures of student learning/outcomes is provided later in this document. The process below illustrate the steps involved in calculating the points earned for all standards and then translating the point-value into an overall professional practices rating. Sample blank forms are located in Appendix A.

After determining the ratings for Standards I-IV, the next step is to calculate the educator's overall professional practice rating. The rubric scoring process is designed so that school districts and BOCES have the option of weighting the standards equally or differentially as allowed by S.B. 10-191. For the purposes of providing an example of how the weighting affects individual standard and overall professional practices scores, the examples in this guide use equally weighted standards. This means that since teachers have four Quality Standards related to professional practices, the

weight for each standard in our examples is 25 percent (25/100 or .25 in formulas).[2]

To calculate an educator's Professional Practice weighted score for each standard, use the following process:

1. **Determine the total number of points possible on each standard**
   Multiply the number of points possible per element by the total number of elements for that standard (There are 4 points possible per element)
2. **Determine the percentage of points earned on each standard**
   Divide the total number of points earned on the standard by the total number of points possible
3. **Determine the weighted points earned on the 20pt scale for each standard**
   Multiply the percentage of points earned on the standard by the weight assigned to the standard. Then, multiply the product by 20 to convert the score to the 20 point scale.

The aforementioned steps can be simplified into the following equation:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\boldsymbol{4 * Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\boldsymbol{20\ point\ scale})$$

Using the example for Standard I presented below, the calculation would be: [3]

$$\left(\frac{(\boldsymbol{6})}{(\boldsymbol{4 * 3})}\right) * (\boldsymbol{0.25}) * (\boldsymbol{20}) = \boldsymbol{2.50}$$

Summary Evaluation Sheet: Determining The Overall Professional Practices Rating
(Example of All Standards Weighted Equally) Elements rated Level 1 are highlighted in red, Level 2 in yellow and Levels 3 - 5 in green.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	***A.*** Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.			♦			**2**
	B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				♦		**3**
	C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.		♦				**1**

[2]Important to note is that professional practices account for fifty percent of the overall rating, meaning that each professional practice standard is technically weighted 12.5 percent in the overall educator effectiveness rating. (e.g. 12.5 * 4 = 50)
[3] All calculations involved in determining professional practices and effectiveness ratings are carried to three (3) decimal places and rounded to two (2).

	Total Points Earned for Standard I	**6**
	Determine Rating for Standard I: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary	**Proficient**
	Determine contribution of Standard I to the Overall Professional Practices Rating: $\left(\frac{(Total\ number\ of\ points\ earned)}{(4*Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$ **Calculation Work Space* (**Note**:** This space is provided for completing the simple formula above using actual scores. Users may choose either or both of these processes to determine the contribution of the standard to the overall rating. Users may skip the hand calculation and allow the online system to calculate it for them.) $\left(\frac{(6)}{(4*3)}\right) * (0.25) * (20) = 2.50$	**2.50**

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	***A.*** Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				♦		**3**
	B. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				♦		**3**
	C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				♦		**3**
	D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.			♦			**2**
	Total Points Earned for Standard II						**11**
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						**Accomplished**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$$

Calculation Work Space*

$$\left(\frac{(11)}{(4 * 4)}\right) * (0.25) * (20) = 3.435$$

3.44

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	***A.*** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.			♦			2
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				♦		3
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		♦				1
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			♦			2
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					♦	4
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.			♦			2
	Total Points Earned for Standard III						14
	Determine Rating for Standard III: 0 to 3 points = Basic 4 to 9 points = Partially Proficient 10 to 15 points = Proficient 16 to 21 points = Accomplished 22 to 24 points = Exemplary						**Proficient**

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

$$\left(\frac{(\mathbf{14})}{(\mathbf{4} * \mathbf{6})}\right) * (\mathbf{0.25}) * (\mathbf{20}) = \mathbf{2.917}$$

2.92

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		L1	L2	L3	L4	L5	
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. PROFESSIONALISM	***A.*** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.		♦				**1**
	B. Teachers link professional growth to their professional goals.		♦				**1**
	C. Teachers are able to respond to a complex, dynamic environment.		♦				**1**
	D. Teachers demonstrate leadership in the school, the community, and the teaching profession.	♦					**0**
	Total Points Earned for Standard IV						**3**
	Determine Rating for Standard IV: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						**Partially Proficient**

Determine contribution of Standard IV to the Overall Professional Practices Rating:

$$\left(\frac{(Total\ number\ of\ points\ earned)}{(4*Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$$

Calculation Work Space*

$$\left(\frac{(3)}{(4*4)}\right) * (0.25) * (20) = 0.938$$

0.94

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Calculating The Total Points Earned For All Standards As A Whole *(Example of all standards weighted equally, based on example above)*

QUALITY STANDARD		Total Points Earned
I.	Mastery of and Pedagogical Expertise in the Content They Teach	2.50
II.	Safe, Inclusive, and Respectful Learning Environment for Diverse Population of Students	3.44
III.	Effective Instruction and an Environment that Facilitates Learning	2.92
IV.	Professionalism	0.94
Total Points for All Standards		**9.80**

Translating The Total Points For All Standards To Overall Professional Practices Rating *(Example of all standards weighted equally, based on example above)*

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0.00 - 3.74 points	Basic	**9.80**
3.73 - 8.74 points	Partially Proficient	**Overall Professional Practices Rating**
8.75 - 13.74 points	Proficient	
13.75 - 18.74 points	Accomplished	**Proficient**
18.75 - 20.00 points	Exemplary	

4. Procedures for Conducting Evaluations

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

5. Final effectiveness rating levels (Performance Standards)

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

Implications For Earning Or Losing Non-Probationary Status By Performance Evaluation Rating

PERFORMANCE EVALUATING RATING	IMPLICATIONS FOR EARNING OR LOSING NON-PROBATIONARY STATUS
Ineffective	A non-probationary teacher who is rated as ineffective for two consecutive years shall lose non-probationary status. A teacher whose performance is deemed ineffective shall receive written notice that his or her performance evaluation rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance and identification of deficiencies.
Partially Effective	For a non-probationary teacher, a rating of partially effective shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status.
Effective	A probationary teacher shall receive a rating of effective (or highly effective) for three consecutive years to earn non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.
Highly Effective	For the purposes of gaining or losing non-probationary status, a rating of highly effective shall have the same implications as a rating of effective.

6. Appeals Process

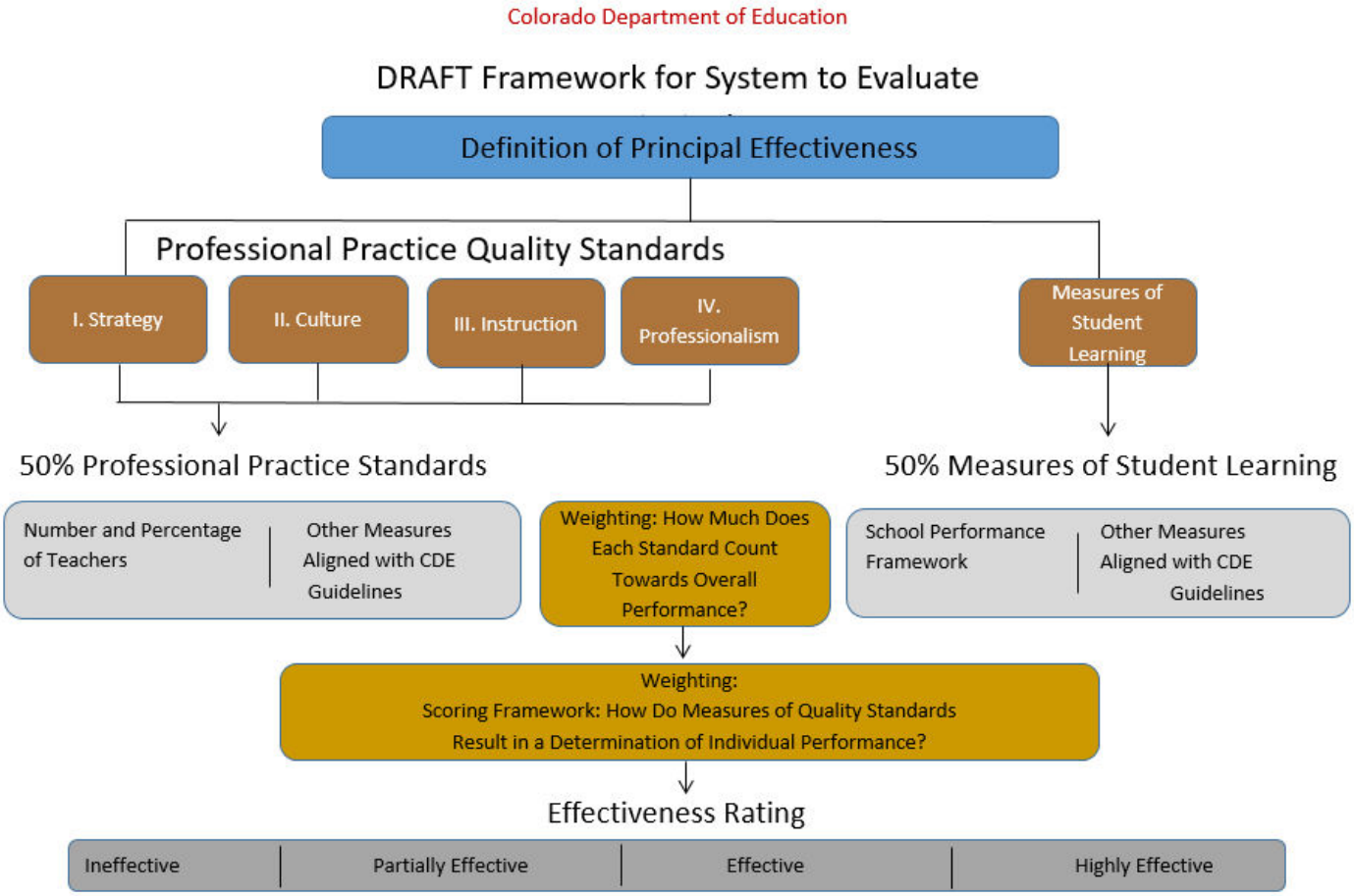
An appeals process that permits non-probationary teachers to appeal a second consecutive performance evaluation that falls below Effective. Additional information about rules governing Colorado's state-approved appeals process may be found here.

Section III: Colorado State Model Educator Evaluation System for Principals and Assistant Principals

Principals and assistant principals have many areas of responsibility. They are the holders of the school vision and facilitate the strategies needed to accomplish the school's goals. They provide instructional leadership for teachers, manage interpersonal dynamics within the school and community, and oversee budget, human resources, and other operational functions. Ultimately, the principal is responsible for the success of the school.

Principals and assistant principals in Colorado will be evaluated on measures of student learning/outcomes as well as their demonstrated leadership abilities, including their ability to effectively support the teachers in their schools. The use of Professional Growth Plans will guide their professional planning, goal-setting, professional development, and evaluation criteria.

Framework for System to Evaluate Principals and Assistant Principals



The Colorado State Model Evaluation System for Principals includes the following components:

1. The Statewide Definition of Principal and Assistant Principal Effectiveness

All districts and BOCES are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting.

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Effective principals are adept at creating systems that maximize the utilization of resources, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' abilities to promote equity and to continually improve their positive impact on students and families. As the schools' primary instructional leaders, effective principals enable collaborative communication and reflection based on data to inform curriculum, instruction, and assessment, and they create structures to facilitate improvement. Effective principals model ethical behavior and continuously reflect on their practice in order to improve systems that support student learning.

2. The Colorado Principal Quality Standards and Their Related Elements and Artifacts

The Principal Quality Standards outline the knowledge and skills required of an effective principal and will be used to evaluate principals in the state of Colorado. All school districts and BOCES shall base their evaluations of their principals on either the full set of Principal Quality Standards and associated elements included below, or shall adopt their own locally-developed standards that meet or exceed the Principal Quality Standards and Elements. A school district or BOCES that adopts its own locally-developed standards shall crosswalk those standards to the Principal Quality Standards and Elements, so that the school district or BOCES is able to report the data required by the State Board Rules for Written Evaluation Systems.

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.

ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

QUALITY STANDARD II

Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

ELEMENT A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

ELEMENT B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

ELEMENT C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

ELEMENT D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

ELEMENT E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

QUALITY STANDARD III

Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

ELEMENT A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.

ELEMENT B: Principals foster a collaborative culture of job-embedded professional learning.

ELEMENT C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

ELEMENT D: Principals hold all staff accountable for setting and achieving measureable student outcomes.

QUALITY STANDARD IV

Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

ELEMENT A: Principals demonstrate high standards for professional conduct.

ELEMENT B: Principals link professional growth to their professional goals.

ELEMENT C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.

Evidence/artifacts listed below are examples of items that may be used to demonstrate proficiency on any given standard. The evaluator and/or educator being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. Likewise, the evaluator may use other evidence/artifacts to provide the rationale for specific element or standard ratings.

Observations, Required Measures, and Other Evidence/Artifacts for Principal Evaluations

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For principals, this requirement is defined as required measures and recommended additional measures. While the principal rubric serves as the foundational data collection tool, districts and BOCES must determine the method for collecting data regarding required measures. Additional evidence/artifacts are provided as a tool for helping principals and their evaluators generate ideas regarding information that may be helpful in ensuring the accuracy of professional practices ratings. Items listed under additional evidence/artifacts are optional. They do not need to be collected unless the principal and evaluator determine that they are not in agreement regarding specific ratings. This chart serves as a reminder of the required measures that **must** be discussed annually and evidence/artifacts that **may** be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS:
Other measures (additional evidence/artifacts) of a principal's performance may include direct observations.

REQUIREMENTS/REQUIRED MEASURES:
School districts and BOCES shall measure principal performance against Quality Standards I-IV using tools that capture the following:

- Input from teachers employed at the principal's school provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential; and,
- Percentage and number of teachers in the school who are rated as effective, highly effective, partially effective, and ineffective, and the number and percentage of teachers who are improving their performance in comparison to the goals articulated in the principal's professional growth plan.

RECOMMENDED MEASURES:
In addition to the required measures of professional practice, districts and BOCES are strongly encouraged to use measures, where appropriate, that capture evidence about the following:

- Student perceptions;
- Parent/guardian perceptions; and,
- Perceptions of other administrators about a principal's professional performance.

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- "360 degree" survey tools designed to solicit feedback from multiple stakeholder perspectives
- Award structures developed by the school
- Business and/or community resource agreement(s)
- Community partnerships
- Content of website pages
- Direct observations
- Emails, newsletters, and memos to staff
- Evidence of team development
- External budget reviews
- Master school schedule
- Parent engagement and participation rates
- Professional development strategies and opportunities
- Quarterly reports to SAC
- School communications plan
- School newsletters
- School vision, mission, and goals
- Staff meeting notes
- Supervisor feedback
- Teacher Lesson Plans
- Teacher retention data
- Unified Improvement Plan

3. Measures Used to Determine Effectiveness

Measures used to determine the effectiveness of principals and assistant principals include:

Measures of professional practice (Standards I-IV) that may include teacher and staff perceptions and the distribution of effectiveness ratings of teachers in the school, as well as multiple other measures.
Multiple measures of student learning that may include measures contained in the School Performance Framework and at least one other measure consistent with the measures of student learning/outcomes used to evaluate teachers in the school.

The cornerstone of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. The rubric below the different sections of the rubric and what is included within each section.

Sections Of The Rubric For Evaluating Colorado's Principals/Assistant Principals

Quality Standard	**QUALITY STANDARD I** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.				
Performance Rating Levels	**Level 1 Practices**	**Level 2 Practices**	**Level 3 Practices (Meets State Standard)**	**Level 4 Practices**	**Level 5 Practices**
Elements Associated With The Standard	**Element A:** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.				
Professional Practices	**THE PRINCIPAL:** Ensures the vision, mission and strategic plan are: ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Aligned with district priorities.	…and **THE PRINCIPAL:** ☐ Ensures the school's vision, mission, and strategic plan are a part of routine school communication with stakeholders. ☐ Eliminates ineffective practices and initiatives. ☐ Prioritizes the implementation of the strategic plan.	and **THE PRINCIPAL:** Ensures that the strategic plan is: ☐ Focused on student growth and achievement. ☐ Based on multiple sources of data. ☐ Routinely refined. ☐ Models and pursues the vision, mission, and strategic plan in daily work and decision-making.	…and **STAFF:** ☐ Align their practice with the strategic plan. ☐ Identify and address barriers to achieving the school's vision, mission, and strategic plan.	…and **STAFF:** ☐ Assume leadership roles in refining the school's vision, mission, and strategic plan. ☐ Facilitate opportunities for student voice within the school's strategic plan.
Comments Of Evaluator And Educator Being Evaluated	*Evaluator Comments:* *(Required for Ratings of Basic and Partially Proficient at the Standard Level and recommended for all rating levels.)*		*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*		

This standards-based instruments provide descriptions of professional practices for each the five professional practices rating levels (Basic, Partially Proficient, Proficient, Accomplished and Exemplary). Their cumulative nature requires that all practices for a rating level as well as all practices below that level be met in order to be rated at that level. Evaluators rate the educator on each element associated with each standard and then use the ratings to determine the ratings for standards as well as the overall professional practices rating. This overall professional practice rating will account for 50 percent of the educator's final effectiveness rating.

The steps for completing and scoring the rubric are listed below:

I. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance
II. Rating the elements
III. Using element ratings to determine ratings for standards
IV. Using standard ratings to determine the overall professional practices rating

Step I: Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance

All of the Colorado State Model Educator Evaluation System rubrics are contextual in nature. They are designed to be used by working from the top down (standard and then element) and from left to right (Level 1 - 5) across the rows. This process ensures that performance on each professional practice is evaluated in the context of both the standard and element with which it is associated and the practices that come before it in terms of difficulty. For example, the Level 1 professional practice for Standard I, Element A states, "The principal ensures that the vision, mission, and strategic plan are developed through a collaborative process including staff and other stakeholder groups." When determining whether a principal demonstrates this practice, the evaluator and/or educator completing a self-assessment must understand that the professional practice is related to collaborative processes and that it is intended to demonstrate one aspect of strategic leadership. If all three associated pieces (standard, element, and professional practice) are not considered when rating each professional practice, it is likely that a fragmented or redundant view of performance on professional practices will result.

The person completing the rubric should mark all items that describe the performance of the person being evaluated during the year-long evaluation cycle. It is important to note that none of the professional practices for principals/assistant principals are marked as observable. The rationale for this is easy to understand for principals and assistant principals because their work is almost always outside of the classroom and not easily observed by their supervisor/evaluator. This approach provides flexibility for the evaluator to observe when possible and appropriate, but to choose additional appropriate evidence/artifacts if necessary to determine the level of performance on most of the professional practices. Evidence of proficiency on professional practices will be determined by an examination and discussion of the practice and any necessary evidence provided by both the evaluator and the person being evaluated.

The evaluator, who is responsible for accurately and fairly rating professional practices, should take advantage of all opportunities to examine the performance of the educators for whom they have evaluation responsibilities. There are many opportunities throughout the school day or school year in which educators may be evaluated and evaluators who take advantage of those opportunities will have the information necessary to make fair and accurate determinations of the educators' performance.

Additionally, users should be aware that there are other differences between and among the professional practices.

The most noticeable of these differences are the items with "stems" and those without. Professional practices in the Level 1-3 columns are associated with the phrases immediately following "THE PRINCIPAL." For the Level 1 rating, each of the three professional practices should be considered with the opening phrase, or stem (THE PRINCIPAL ensures that the vision, mission, and strategic plan are). The professional practices under consideration would then be the following two sentences:

- ☐ **THE PRINCIPAL ensures that the vision, mission, and strategic plan are developed through a collaborative process including staff and other stakeholder groups.**
- ☐ **THE PRINCIPAL ensures that the vision, mission, and strategic plan are aligned with district priorities.**

Professional practices for which there is no stem simply refer to the person or group of people listed at the top of the column. For example, in Level 4 of Standard I, Element A does not have a stem, so the professional practices would be:

- ☐ **STAFF align their practice with the strategic plan.**

- ☐ **STAFF identify and address barriers to achieving the school's vision, mission and strategic plan.**

In some cases, both types of professional practices are included for a single level for a single element as in the basic column for Standard I, Element C:

THE PRINCIPAL:

Ensures that the strategic plan is:
- ☐ **Focused on student growth and achievement.**
- ☐ **Based on multiple sources of data.**
- ☐ **Routinely refined.**

- ☐ **Models and pursues the vision, mission, and strategic plan in daily work and decision-making.**

In this case, the first two practices are associated with the stem and the last one, separated from the others by a space, relate only to THE PRINCIPAL. The three practices to be rated would then be:

- ☐ **THE PRINCIPAL ensures that the strategic plan is focused on student growth and achievement.**
- ☐ **THE PRINCIPAL ensures that the strategic plan is based on multiple sources of data.**
- ☐ **THE PRINCIPAL ensures that the strategic plan is routinely refined.**

- ☐ **Models and pursues the vision, mission, and strategic plan in daily work and decision-making.**

Step II: Rating the elements

The rater, whether the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately.

For example, Quality Standard I has five elements:

QUALITY STANDARD I Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.
ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.
ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.
ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.
ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

To determine the rating for each element, the rater:

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

The principal whose performance is illustrated below would be rated as Level 3 on Element A, even though the single practice under Level 5 was marked. Level 3 is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. The example on page 58 provides a completed example of ratings for all elements within Standard I.

The Rubric Scoring Process

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Level 1 Practices	Level 2 Practices	**Level 3 Practices** (Meets State Standard)	Level 4 Practices	Level 5 Practices
Element A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.				
THE PRINCIPAL: Ensures the vision, mission and strategic plan are: ✓ Developed through a collaborative process including staff and other stakeholder groups. ✓ Aligned with district priorities.	…and **THE PRINCIPAL:** ✓ Ensures the school's vision, mission, and strategic plan are a part of routine school communication with stakeholders. ✓ Eliminates ineffective practices and initiatives. ✓ Prioritizes the implementation of the strategic plan.	and **THE PRINCIPAL:** Ensures that the strategic plan is: ✓ Focused on student growth and achievement. ✓ Based on multiple sources of data. ✓ Routinely refined. ✓ Models and pursues the vision, mission, and strategic plan in daily work and decision-making.	…and **STAFF:** ☐ Align their practice with the strategic plan. ☐ Identify and address barriers to achieving the school's vision, mission, and strategic plan.	…and **STAFF:** ✓ Assume leadership roles in refining the school's vision, mission, and strategic plan. Facilitate opportunities for student voice within the school's strategic plan.

Example of Rating All Elements for a Standard

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.				
THE PRINCIPAL: Ensures the vision, mission and strategic plan are: ✓ Developed through a collaborative process including staff and other stakeholder groups. ✓ Aligned with district priorities.	…and **THE PRINCIPAL:** ✓ Ensures the school's vision, mission, and strategic plan are a part of routine school communication with stakeholders. ✓ Eliminates ineffective practices and initiatives. ✓ Prioritizes the implementation of the strategic plan.	…and **THE PRINCIPAL:** Ensures that the strategic plan is: ✓ Focused on student growth and achievement. ✓ Based on multiple sources of data. ✓ Routinely refined. ✓ Models and pursues the vision, mission, and strategic plan in daily work and decision-making.	…and **STAFF:** ☐ Align their practice with the strategic plan. ☐ Identify and address barriers to achieving the school's vision, mission, and strategic plan.	…and **STAFF:** ☐ Assume leadership roles in refining the school's vision, mission, and strategic plan. ☐ Facilitate opportunities for student voice within the school's strategic plan.
ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.				
THE PRINCIPAL: ✓ Establishes the need and purpose for change. ✓ Develops systems and processes for planning and managing change.	…and **THE PRINCIPAL:** Supports change efforts through: ✓ Resource allocation. ✓ Addressing barriers to change. ✓ Supports staff in implementing change strategies.	…and **THE PRINCIPAL:** ✓ Provides opportunities for all staff to engage in change efforts. ✓ Ensures sustainability of the change process.	…and **STAFF:** ✓ Implement approved change strategies. ✓ Anticipate, identify, and address barriers to the change process.	…and **STAFF:** ☐ Provide modeling and coaching to colleagues in support of change efforts. ☐ Communicate the purpose of the changes to the students and/or community.

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.				
THE PRINCIPAL: ✓ Manages personnel according to district and state policies and procedures. Ensures evaluations of school staff are: ✓ Consistent. ✓ High quality. ✓ Collaborative. ✓ Based on multiple sources of data.	…and **THE PRINCIPAL:** ✓ Makes personnel decisions based on school and district strategic goals and student outcomes. ✓ Provides opportunities for effective orientation, mentoring, and/or induction for new personnel.	…and **THE PRINCIPAL:** ✓ Engages in conversations with staff to address climate, culture, and performance. ☐ Plans for and manages staff turnover and succession. ✓ Develops strategies to retain high quality staff.	…and **STAFF:** ✓ Hold themselves accountable to feedback from supervisors and colleagues. ☐ Take advantage of opportunities to improve their practice.	…and **STAFF:** ☐ Serve as mentors for new or transitioning staff.
ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.				
THE PRINCIPAL: ✓ Manages school resources with respect to district guidelines and school needs. ✓ Considers student and community needs in school resource planning. ✓ Utilizes available technology to improve the efficiency of operations and data systems.	…and **THE PRINCIPAL:** Allocates resources to support: ✓ The strategic plan. ✓ School community. ✓ Student outcomes. ✓ Advocates for the needs and priorities of the school community.	…and **THE PRINCIPAL:** ✓ Creates systems to manage fiscal, physical, and personnel resources efficiently. ✓ Builds and sustains productive partnerships to promote school improvement, safety, and student outcomes.	…and **STAFF:** ☐ Support in the alignment of resources with school goals and student outcomes.	…and **STAFF:** ☐ Support in the development of external partnerships that benefit the school community.

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.				
THE PRINCIPAL: ✓ Initiates communication with stakeholders on a consistent basis. ✓ Responds in a timely and meaningful manner. ✓ Articulates thoughts and ideas clearly and effectively.	…and **THE PRINCIPAL:** Creates systems to facilitate communication among: ✓ Staff. ✓ Students. ✓ Families. ✓ Key community stakeholders. ✓ Uses active listening strategies with all stakeholders.	…and **THE PRINCIPAL:** ✓ Monitors and adjusts communication systems based on feedback.	**…and** **STAFF:** Utilize existing systems to communicate with: ☐ Colleagues. ✓ Students. ✓ Families. ☐ Key community stakeholders.	…and **STAFF:** ☐ Develop effective strategies to sustain positive, meaningful communication with: ☐ Colleagues. ☐ Students. ☐ Families. ☐ Key community stakeholders.
Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*			*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*	

Step III: Using element ratings to determine ratings for standards

As the example below illustrates, the rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, an element rating of Level 1 receives zero points and a rating of Level 5 receives four points. This example illustrates how the points for the elements are added together to determine the rating for the standard.

Determining the Rating for a Standard *(Example of Standards weighted equally, based on the above rubric example)*

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. ORGANIZATIONAL LEADERSHIP THROUGH STRATEGIC PLANNING	***A.*** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.			♦			**2**
	B. Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.				♦		**3**
	C. Principals establish and effectively manage systems that ensure high-quality staff.		♦				**1**
	D. Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.			♦			**2**
	E. Principals facilitate the design and use of a variety of communication strategies with all stakeholders.			♦			**2**
	Total Points Earned for Standard I						**10**
	Determine Rating for Standard I: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						**Proficient**

Step IV: Using standard ratings to determine the overall professional practices rating

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). The overall professional practices rating is determined by the individual scores for Quality Standards through IV for principals and assistant principals. The ratings for the final standard for each group (educators take responsibility for student academic growth) are used to determine performance on measures of student learning/outcomes. Guidance for determining the final effectiveness rating using both the overall professional practices rating and measures of student learning/outcomes can be found later in this document.

For the purposes of providing an example of how the weighting affects individual standard and overall professional practices scores, the examples in this guide use equally weighted standards. This means that since principals and assistant principals have four Quality Standards related to professional practices, the weight for each standard in our examples is .25 or 25 percent.

The formula breaks down into four parts as follows:

4. **Determine the total number of points possible on each standard**
   Multiply the number of points possible per element by the total number of elements for that standard (There are 4 points possible per element)
5. **Determine the percentage of points earned on each standard**
   Divide the total number of points earned on the standard by the total number of points possible
6. **Determine the weighted points earned on the 20pt scale for each standard**
   Multiply the percentage of points earned on the standard by the weight assigned to the standard. Then, multiply the product by 20 to convert the score to the 20 point scale.

The formula for calculating an individual standard's contribution to the overall professional practices rating is:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Using this example for Standard I presented, the calculation would be:

$$\left(\frac{(\mathbf{10})}{(\mathbf{4} * \mathbf{5})}\right) * (\mathbf{0.25}) * (\mathbf{20}) = \mathbf{2.50}$$

All calculations involved in determining professional practices and effectiveness ratings are carried to three (3) decimal places and rounded to two (2). The ratings are rounded for reporting purposes and for determination of the final effectiveness rating.

The process below illustrates the steps involved in calculating the points earned for all professional practice standards and then translating the point-value into an overall professional practices rating. Sample blank versions of the forms used are included in Appendix B.

Summary Evaluation Sheet: Determining the Overall Professional Practices Rating

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		L1	L2	L3	L4	L5	
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. ORGANIZATIONAL LEADERSHIP THROUGH STRATEGIC PLANNING	***A.*** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.			♦			**2**
	B. Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.				♦		**3**
	C. Principals establish and effectively manage systems that ensure high-quality staff.		♦				**1**
	D. Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.			♦			**2**
	E. Principals facilitate the design and use of a variety of communication strategies with all stakeholders.			♦			**2**
	Total Points Earned for Standard I						**10**
	Determine Rating for Standard I: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						**Proficient**

Determine contribution of Standard I to the Overall Professional Practices Rating:

$$\left(\frac{(\textit{Total number of points earned})}{(4 * \textit{Total number of elements})}\right) * (\textit{weighted percent of standard}) * (20\ \textit{point scale})$$

Calculation Work Space* (Note**:** This space is provided for completing the simple formula above using actual scores. Users may choose either or both of these processes to determine the contribution of the standard to the overall rating. Users may skip the hand calculation and allow the online system to calculate it for them.)

$$\left(\frac{(10)}{(4 * 5)}\right) * (0.25) * (20) = 2.50$$

2.5

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. INCLUSIVE LEADERSHIP TO PROMOTE A POSITIVE, SAFE, AND EQUITABLE SCHOOL CULTURE	***A.*** Principals create a professional school environment and foster relationships that promote staff and student success and well-being.			♦			**2**
	B. Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.				♦		**3**
	C. Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.		♦				**1**
	D. Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.			♦			**2**
	E. Principals design and/or utilize structures and processes which result in family and community engagement and support.				♦		**3**
	Total Points Earned for Standard II						**11**
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						**Proficient**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$$

Calculation Work Space*

$$\left(\frac{(11)}{(4 * 5)}\right) * (0.25) * (20) = 2.75$$

2.75

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. INSTRUCTIONAL LEADERSHIP THROUGH ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT	***A.*** Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.				♦		**3**
	B. Principals foster a collaborative culture of job-embedded professional learning**.**				♦		**3**
	C. Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.				♦		**3**
	D. Principals hold all staff accountable for setting and achieving measureable student outcomes.			♦			**2**
	Total Points Earned for Standard III						**11**
	Determine Rating for Standard III: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						**Accomplished**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\textit{Total number of points earned})}{(4 * \textit{Total number of elements})}\right) * (\textit{weighted percent of standard}) * (\textit{20 point scale})$$

Calculation Work Space*

$$\left(\frac{(11)}{(4 * 4)}\right) * (0.25) * (20) = 3.44$$

3.44

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. PROFESSIONALISM	***A.*** Principals demonstrate high standards for professional conduct.		♦				**1**
	B. Principals link professional growth to their professional goals**.**		♦				**1**
	C. Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.			♦			**2**
	Total Points Earned for Standard IV						**4**
	Determine Rating for Standard IV: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						**Partially Proficient**
Determine contribution of Standard II to the Overall Professional Practices Rating: $\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$ **Calculation Work Space*** $\left(\frac{(4)}{(4 * 3)}\right) * (0.25) * (20) = 1.67$							**1.67**

Calculating the Total Points Earned for All Standards as a Whole *(Example of all standards weighted equally, based on example above)*

QUALITY STANDARD	Total Points Calculated
I. Organizational Leadership through Strategic Planning	2.50
II. Inclusive Leadership to Promote a Positive, Safe, and Equitable School Culture	2.75
III. Instructional Leadership through Alignment of Curriculum, Instruction, and Assessment	3.44
IV. Professionalism	1.67
Total Points for All Standards	10.36

Translating the Total Points for All Standards to Overall Professional Practices Rating *(Example of all standards weighted equally, based on example above)*

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0.00 - 3.74 points	Basic	**10.36**
3.73 - 8.74 points	Partially Proficient	**Overall Professional Practices Rating**
8.75 - 13.74 points	Proficient	
13.75 - 18.74 points	Accomplished	**Proficient**
18.75 - 20.00 points	Exemplary	

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined by the district/BOCES, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided, and principals/assistant principals receive a formal evaluation and performance standard rating by the end of each academic year.

5. Performance Standards (Final Effectiveness Rating Levels)

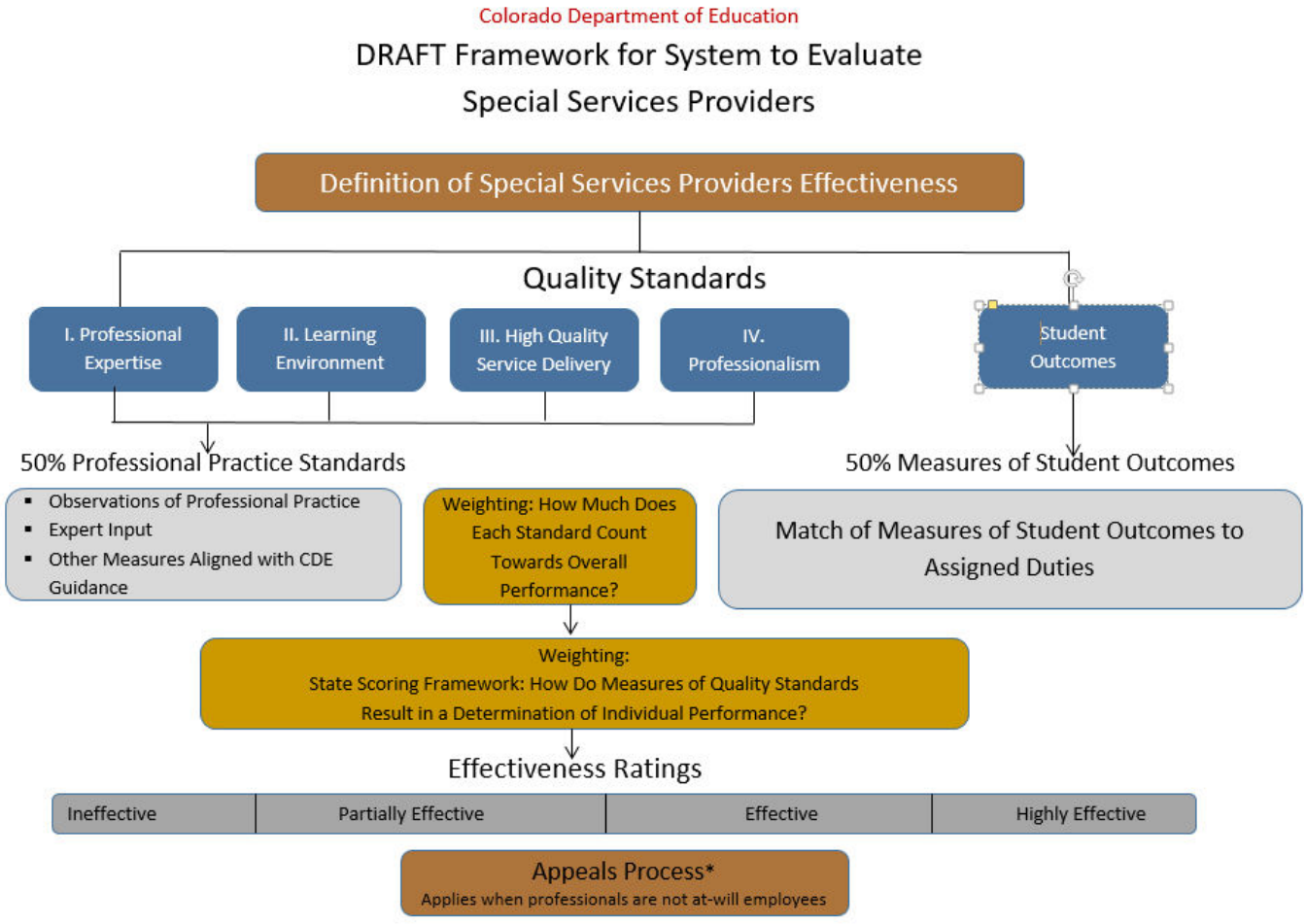
The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies educators in need of improvement, and recognizes performance that is of exceptional quality. These standards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

Section IV: Colorado State Model Educator Evaluation System for Special Services Providers

Special Services Providers in Colorado will be evaluated on measures of student outcomes as well as their demonstrated performance on each of the Quality Standards, including their ability to effectively support students and schools. The use of Professional Growth Plans will guide their professional planning, goal-setting, professional development and evaluation criteria.

The Framework for System to Evaluate Special Services Providers, developed by the State Council for Educator Effectiveness (SCEE) and CDE, illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student outcomes. As the graphic illustrates, Quality Standards I through IV deal with professional practice while the other part of the evaluation deals with measures of student outcomes. While the framework for special services providers is nearly identical to the teacher framework, there is one important difference. In determining the rating for professional practices, evaluators are strongly encouraged to use expert input. This would involve requesting support from staff members who have expertise in the field in which the special services provider is employed. For example, an evaluator who must evaluate a school nurse should solicit input from another school nurse who not only understands the roles and responsibilities of school nurses, but who is able to identify the professional practices when they are demonstrated by the school nurse being evaluated. The school nurse who provides expert input would be expected to provide the input to the evaluator who has responsibility for completing the evaluation. The experts would not be held responsible for evaluating a colleague, but rather for helping the evaluator to provide a fair and reliable evaluation.

Framework for System to Evaluate Special Services Providers



Colorado's State Model Educator Evaluation System for Special Services Providers includes the following components:

1. Statewide Definition of Special Services Provider Effectiveness

All districts and BOCES are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting.

Effective special services providers in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective special services providers develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school, and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the outcomes and development of their students.

2. Colorado Special Services Providers Quality Standards and Their Related Elements

Evidence/artifacts listed below are examples of items that may be used to demonstrate proficiency on any given standard. The evaluator and/or educator being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. Likewise, the evaluator may use other evidence/artifacts to provide the rationale for specific element or standard ratings.

QUALITY STANDARD I

Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.

ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.

ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

ELEMENT A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

ELEMENT C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

ELEMENT A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

ELEMENT F: Special Services Providers model and promote effective communication.

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.

ELEMENT B: Special Services Providers link professional growth to their professional goals.

ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

Observations, Required Measures and Other Evidence/Artifacts for Special Services Providers

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

VALUATIONS OF SPECIAL SERVICES PROVIDERS MUST BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES: OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Student perception measures, where appropriate and feasible**
- **Peer feedback**
- **Parent or guardian feedback**
- **Student support documentation**

School Audiologists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Audiological assessments/reports
- Calendar/schedule
- Certificates of participation in professional development activities
- Classroom acoustics assessments/reports
- Collaboration activities
- Communication with community agencies
- Correspondence/consultation records
- Developmental history records
- Documentation of presentations given
- Educational audiology standards of practice
- Evidence of new practices implemented
- Family-friendly and language-accessible materials/displays
- Formal and informal student assessments
- Funding resources/applications
- Guidelines for hearing assistance technology (HAT)
- IEP team meeting participation
- In-service training records
- Leadership in committee or organization
- Screening program records
- Sources for research/evidence based practices
- Student inventories or observation records
- Student plans (504, IEP/IFSP, Communication)
- Technology assessment and/or monitoring records
- Use of outside agency reports or information
- Mentoring/supervising records
- Parent, student or teacher feedback or survey
- Participation/membership in professional or community organizations
- Participation on committees and/or task forces
- Pre- and post-intervention data
- Progress monitoring data
- Professional goals and/or growth plan
- Published articles
- Records of advocacy activities
- Records of expanded responsibilities
- Records of service delivery
- Referral records
- Research results
- Self-Advocacy Data

School Counselors

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Accountability Process Documentation
- Accountability/Results Reports
- Additional Certifications
- Advisory Council Documentation
- American School Counselor Association Legal and Ethical Standards
- American School Counselor Association National Model Action Plans and Results Data
- Analysis of School and Counseling Program Data
- Annual School Counseling Report
- CEU's from the American School Counselor Association
- Closing the Gap Action Plans and Results Reports
- Counselor Administrator Annual Agreement
- Curriculum Action Plan
- Curriculum and Materials Utilized
- Data Collection and Analysis Activities
- Document of Student Re-entry Strategies
- Documentation of Professional Development Participation (Conferences, Workshops, Webinars, etc.)
- Environmental Scan Tools and Data/Results
- Evidence of Classroom Guidance Curriculum Into Relevant Courses and Programs
- Graduate Coursework
- Individual Growth Plan
- Learning Styles/Interest Inventories
- Logs Documenting Interactions with Student Support Professionals and Programs (Agencies, School Nurses, School Psychologists, Other Special Service Professionals, Employers, etc.)
- Mentoring Documentation
- Needs Assessment Tools and Data/Results
- Operational Schedules (e.g. Daily, Weekly and Monthly Calendars)
- Policy Documents
- Pre-Post Tests
- Professional Learning Community and Other Meeting Documentation
- Program Website
- Record of Professional Service, Articles Published, Presentations Made and Other Dissemination Activities
- Records of Multi-lingual Communication
- Referral Documentation to Programs and Resources (School Leadership Opportunities, Tutoring, Mentoring, School-Based Mental Health, After-School Programs, Counseling, SAT Team, RTI Involvement, School-Wide Programs)
- School Counseling Core Curriculum Maps
- School Counseling Program Audit
- School Improvement Plan and Implementation Documentation
- School Programs Agendas, Sign-in Sheets, Outlines, Etc.
- SMART Goals for Program Planning and Implementation
- Stakeholder Meeting Notes, Agendas, Sign-in Sheets
- Stakeholder Surveys
- Student Progress Towards Post-Secondary and Workforce Readiness (ICAP)
- Transition Strategies Documentation
- Use-of-Time Analysis

School Nurses

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Adherence to standard operating procedures that ensure confidentiality of records
- Committee/workgroup minutes
- Communications with families and students
- Data collection methods
- Delegation logs
- Documentation of presentations to internal and external groups
- Documented evidence of communication with staff, colleagues and healthcare providers
- DORA license for registered nurse
- Email or other documented evidence of communication with staff, colleagues and health care providers
- Emergency health care plans
- Formal/informal leadership roles verification
- Immunization compliance, screening referrals/follow-up
- Individualized health care plans
- Local and national conference agendas
- Meeting minutes from family meetings
- Membership in school teams
- Mentoring logs
- National Certified School Nurse certification
- Needs assessment findings
- Nursing documentation records
- Professional development certificates of attendance
- Relevant federal, state and district laws and policies
- Resource materials on cultural groups
- Return to class rate
- School committee roster
- Service evaluations
- SPED Evaluations/504 Plans
- Staff training logs
- Student academic data
- Student training materials
- UAP training logs

School Occupational Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Assessment tools and evaluation findings
- Behavioral expectations for OT sessions
- Communications with other staff, families
- Consultation notes-student notes
- Consultation notes-professional notes
- Consultation strategies and tools
- Copies of agendas/articles from therapist-provided workshops/presentations
- Copies of materials developed for intervention
- Departmental policies and protocols
- Documentation of examples of adapted equipment
- Documentation of examples of environmental adaptations
- Documentation of interagency projects
- Documentation of leadership service on teams, task forces and committees
- Documentation of parent communication
- Educational plans (IFSP, IEP, 504 and other learning plans)
- Example of monitoring tools
- Examples of research articles or other valid or reliable research-based sources
- IDEA Document Reference
- Intervention plans and notes
- Inventory of student needs, strengths and interests.
- Laws, policies, procedures from all levels
- Materials and/or resources developed by the OT
- Occupational Therapy Standards of Practice
- Occupational Therapy Code of Ethics
- Parent/family feedback
- Peer review documentation
- Presentations
- Professional development activity log
- Professional growth plan
- Progress monitoring information
- Records of advocacy activities
- Self-assessment
- Special education evaluation reports
- Standards of Practice for Occupational Therapy
- Student feedback
- Student work samples and data sheets
- Surveys of other educational personnel regarding collaboration with the OT
- Training handouts
- Working documents from LEA, state or national task forces, committees and/or workgroups

School Orientation and Mobility Specialists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Anecdotal Records
- Communication with Families, Students and Other Health Professionals
- Data Analysis Records
- Documentation of Service on Teams, Task Forces and Committees
- Expanded Core Curriculum for Students with Visual Impairments, Including Blindness
- Family Partnerships
- Federal, State and Local Laws and Policies
- Feedback from Walkthrough Observations
- Findings from Analyses
- IEPs
- Instructional Activities Schedules
- Lesson Plans/Units of Study
- Materials that Support Diversity
- Notes from Parent and Community Meetings
- Orientation and Mobility Assessments
- Parent/Student Feedback
- Professional Growth Plans
- Records of Advocacy Activities
- Record of Collaborations with Colleagues and Community
- Research-based Materials
- Responses to Feedback
- Self-Reflection Templates
- Standards of Professional Practice
- Student Achievement Data
- Student Growth Goals
- Student Portfolios
- Student Work
- Workshop/Conference Certificate of Attendance
- Workshop/Conference Resources

Physical Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Code of Ethics for Physical Therapist Principles
- Collaborative relationships documentation
- Continuing education records
- Culturally responsive training materials
- Data collection and analysis
- Department documents
- Ecological assessment tool
- Federal, state and local laws and policies
- Formal and informal assessment tools
- IEP/IFSP/504 documentation
- Lesson plans
- Meeting minutes
- Mentorship of probationary physical therapists and/or physical therapy doctoral students
- Organizational logs/schedules
- Other documentation (home programs, classroom logs, communication logs)
- Physical therapy notes
- Physical therapy reports
- Professional development plan
- Professional development/training materials for school staff
- Professional meeting attendance records
- Progress monitoring tools
- Progress notes
- Publications/presentations
- Research articles and references
- Resources developed
- School/session rules
- Service time
- Student goals and outcomes
- Student and family inventory of needs, interests, goals
- Survey of colleagues
- Workload schedules
- Written goals and objectives

School Psychologists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- 504 plans
- Behavior charts
- Behavior intervention plans
- Calendar/schedule/planner
- Certificates of participation in professional development activities
- Communication/correspondence logs/records (e.g., with families, community agencies, etc.)
- Completed suicide risk assessment forms
- Completed threat assessment forms
- Conference presentations
- Consultation records
- Counseling progress notes
- Creative use of technology for problem solving with individual or small groups of students
- Crisis team membership
- Culturally sensitive intervention materials
- Demonstration of time management such as logs and calendars
- Developmentally appropriate intervention plans
- Display posters/signage, etc., for "Safe Space" and other positive programs aimed at school safety, climate and diversity
- Documentation of:
  - In-service workshops attended and provided
  - Students engaged in their own progress monitoring
- Evidence of frequent progress monitoring of professional goals
- Evidence of new strategies used (e.g., evaluation data for new strategies)
- Examples of prioritization
- Examples of student work pre- and post-intervention
- Functional behavioral assessment
- Healthy Kids Colorado Survey
- Involvement in school and district teams
- Involvement in professional or volunteer organizations or groups (CSSP, NASP, etc.)
- IEPs
- Individual student feedback
- Intervention plans
- Involvement on committees or recommendations for district level changes
- Leadership on committees/taskforces/professional organizations
- Letters from stakeholders
- Letters to administrators and other stakeholders
- List of expanded responsibilities
- Listing of community resources
- Maintained list of community resources
- Meeting agendas
- Meeting participation (e.g., IEP, RTI, etc.)
- Membership in professional organizations

Continued next page.

Observations, Required Measures and Other Evidence/Artifacts for School Psychologists *(continued)*

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- National Association of School Psychologists Practice Models/Standards
- Notes from IEP meetings
- Notes of meetings with administrators
- Observation records
- Ongoing attempts to connect with community resources Parent and/or teacher feedback
- Participation in school wide initiatives such as: PBIS, Diversity Week
- Participation on RtI/MTSS team
- Participation or leadership of data discussions
- Pre- and post-intervention data
- Professional goals and/or growth plan
- Professional journals, NASP Communique or evidence of ongoing research into appropriate strategies and interventions
- Progress monitoring data for student goals
- Psychoeducational reports
- Published articles
- Record of service delivery
- Referral records
- Reflections/journal re: implementing professional development into practice
- School safety/climate surveys
- Small group or classroom instruction on how to use technology to enhance progress study skills related goals for students on IEPs
- Sources for research/evidence-based practices
- Student, parent, family contact logs
- Student perception surveys
- Student work samples that result from consultation
- Suicide risk assessment forms
- Supervision notes (provided or received)
- Surveys/emails seeking professional feedback for growth
- Surveys of interactions with families, community peers and/or staff
- Taskforce or committee participation
- Teacher/staff/administrator notes, emails, etc., that show positive relationships
- Teaching university courses
- Test records/protocols/assessment tools and/or data
- Threat assessment forms
- Training certificates
- Transcripts for courses completed
- Transition plans
- Treatment summaries
- Understandable/effective organizational system

School Social Workers

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Behavior support plans
- Case notes
- Certificates of professional development attendance
- Contact logs –community resources, access to school/district/family events, etc.
- Crisis protocols: suicide assessments, threat assessment, child abuse reports, crisis plans, safety team meetings, informed supervision
- Culturally responsive materials
- Data analysis reports
- Data collection tools
- Documentation of continuing education – articles, conferences
- Documentation of parent/significant adult meetings
- Documentation of staff development related to meeting student needs, increasing positive behavior, classroom management, etc.
- Evaluation tools
- Functional Behavior Assessment/Behavioral Assessment Plan
- Feedback from students, community members, colleagues
- IEP (Students' individualized goals)
- Initiation and facilitation of child and family team meetings
- List of community and stakeholder partners and their contributions to the school
- Logs/journals
- Minutes and rosters from meetings
- NASW Code of Ethics
- Parent/significant adult communication
- Participation in development of IEP goals/objectives
- Participation in IEP meetings
- Participation in professional learning communities, student accountability committees, building advisory councils, community board/committees, meetings
- Plans related to individual counseling, group counseling, classroom lessons, community and family support
- Pre/post evaluation or assessment
- Pre/post survey/assessment to family/teacher/community members
- Presentation materials developed for school, district, state or national presentations
- Professional association membership and activities
- Professional growth plan
- Records of student, parent and staff interviews
- Resource guide/binder
- Responses to feedback
- Reports of services provided
- School visitation logs
- Self-assessment/self-reflection template
- Social history assessment
- Social worker plans for individual students
- Sources of evidence based practice
- Student outcome data
- Suicide, threat, risk assessments
- Supervision notes
- Supervisor performance feedback
- Transition plans
- Work plans

School Speech Language Pathologists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Special Services Providers this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Analyses of time on task
- Anecdotal records
- Assessment data and protocols/diagnostic information
- Class rules
- Collaboration with ELA teachers and support personnel
- Communication tools, such as AAC communication notebooks and devices
- Cultural competence survey
- Culturally sensitive assessments and materials
- Data to inform service delivery, differentiate instruction and intervention plans
- Documentation of:
  - Collaboration with colleagues
  - Communication with parents, the community, other professionals
  - Data Analysis
  - District or community involvement such as presentations, minutes, etc.
  - IEP meetings (reports, goals, student progress, etc.)
  - Membership on professional committees
  - Professional development attended or provided
  - Professional development on cultural sensitivity
  - Professional learning communities
  - Service on teams, task forces and committees
  - Student participation in IEP meetings
  - Time Management
- Effective use of interpreters or translators when necessary
- Evaluations of practices
- Evidence of cultural sensitivity in learning environment
- Evidence of family engagement in schools
- Examples of materials used with students
- Examples of research articles or other research-based resources used
- Federal, state and local laws/policies
- Formative and summative assessment data
- IEPs
- Instructional materials used with students
- Intervention logs
- List of interpreters available for IEP meetings
- Long-term professional development plan
- Maintenance of CDE licensure
- Meeting agendas
- Organizational tools, such as graphic planners, visual schedules
- Parent communication log
- Parent, teacher, peer, student feedback
- Policies/procedures with changes
- Progress monitoring information
- Relevant materials for other school staff
- Review of learning objectives or goals
- Self-reflection tools
- Standards of practice for speech pathologists
- Student data (achievement, progress, interests, needs, strengths)
- Student evaluation reports
- Student learning objectives/goals
- Student work

3. Measures Used to Determine Effectiveness Rating

The Colorado State Model Educator Evaluation System for Special Services Providers is intended to provide support, incentives, and rewards for special services providers as they engage in the challenging work of enabling and empowering students to learn. The special services provider effectiveness definition and Colorado Special Services Provider Quality Standards provide clear guidance about state priorities for the provision of effective services by these groups of professionals. The use of multiple measures for special services provider performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the special services provider's professional practice and impact on measures of student outcomes. The use of performance standards to rate special services provider performance allows more precision about professional expectations, identifies those special services providers in need of improvement, and recognizes performance that is of exceptional quality.

The measures used to determine the special services provider's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a special services provider's performance and include:

Measures of professional practice (Standards I-IV) selected by the district that meet state technical guidelines, including formal observations plus at least one of the following artifacts, which must be discussed during the evaluation when it is appropriate for the special services provider's assigned duties:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

Multiple measures of student outcomes that are appropriate for the Special Services Provider's assignment, that represent the best available measure for that assignment, that may also include measures of student outcomes shared among groups of Special Services Providers.

Procedures for prioritizing or weighting measures of performance which ensure that:

- Measures of student outcomes:
  a. Represent at least 50 percent of total performance,
  b. Are aligned with the roles and duties of the individual being evaluated.
  c. Are prioritized by technical quality.
- Measures of professional practice are prioritized by local objectives.

The cornerstone of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. The rubric below illustrates the sections of the rubric and what is included within each section. Although each type of Special Services Provider has a different set of professional practices associated with each element, for the purposes of providing an example, this guide will use the professional practices associated with speech-language pathologists. The rubrics detailing the professional practices for each special services provider can be found online here.

Sections Of The Rubric For Evaluating Colorado's Special Services Providers (*speech-language pathologist example*)

QUALITY STANDARD I
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST: ☐ Is knowledgeable about current federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures, and Colorado Academic Standards.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ☐ Ensures that recommendations and actions in personal practice support federal and state laws and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ☐ Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards. ☐ Collaborates with teachers and other school staff members to support adherence to federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **SIGNIFICANT ADULT(S):** ☐ Are informed that the student's educational services and instruction are guided by federal laws, state standards and local policies.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULT(S):** ☐ Participate in developing and addressing individual goals to meet student's needs that are aligned with extant federal laws, state standards and local policies.

Comments Of Evaluator And Educator Being Evaluated	*Evaluator Comments:* *(Required for Ratings of "Basic" or "Partially Proficient" at the Standard Level and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

This standards-based instruments provide descriptions of professional practices for each the five professional practices rating levels (Levels 1-5). Their cumulative nature requires that all practices for a rating level as well as all practices below that level be met in order to be rated at that level. Evaluators rate the educator on each element associated with each standard and then use the ratings to determine the ratings for standards as well as the overall professional practices rating.

This overall professional practice rating will account for 50 percent of the educator's final effectiveness rating.

The steps listed below describe the process for completing and scoring the rubric:

I. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance
II. Rating the elements
III. Using element ratings to determine ratings for standards
IV. Using standard ratings to determine the overall professional practices rating

Step I: Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance

All of the Colorado State Model Educator Evaluation System rubrics are contextual in nature. They are designed to be used by working from the top down (standard and then element) and from left to right (Level 1 through Level 5) across the rows. This process ensures that performance on each professional practice is evaluated in the context of both the standard and element with which it is associated and the practices that come before it in terms of difficulty. For example, the first professional practice at the Level 1 for Standard I, Element A states, "the school speech-language pathologist is knowledgeable about current federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures, and Colorado Academic Standards." When determining whether a Special Services Provider demonstrates this practice, the evaluator and/or educator completing a self-assessment must understand that the professional practice is related to educators' knowledge of current federal and state laws, local policies and procedures, and CAS. If all three associated pieces (standard, element, and professional practice) are not considered when rating each professional practice, it is likely that a fragmented or redundant view of performance on professional practices will result.

The person completing the rubric should mark all items that describe the performance of the person being evaluated during the year-long evaluation cycle. It is important to note that none of the professional practices for Special Services Providers are marked as observable. Because of the nature of their responsibilities and the fact that many of the Special Services Providers do not work in a single school or even a single district, the professional practices for these groups are marked as not observable. This approach provides flexibility for the evaluator to observe when possible and appropriate, but to choose additional appropriate evidence/artifacts if necessary to determine the level of performance on most of the professional practices. Evidence of proficiency on non-observable professional practices will be determined by an examination and discussion of the practice and any necessary evidence provided by both the evaluator and the person being evaluated.

The evaluator has several options for determining whether the Special Services Provider being evaluated has adequately demonstrated proficiency:

1. Observe the person being evaluated in a non-classroom/non-instructional setting, such as IEP meetings, parent conferences, grade-level, department or program meetings, or through other formal or informal conversations between and among staff members.
2. Examine student work, bulletin boards, communication logs, student records, and other materials readily available in the educators' classrooms, offices, or other work areas.
3. Maintain communication logs, evaluation notes, and other evidence related to the performance of the person being evaluated.
4. Discuss items during mid-year review meetings or invite the person being evaluated to suggest opportunities for determining performance on those items.

The evaluator, who is responsible for accurately and fairly rating professional practices, should take advantage of all opportunities to examine the performance of the educators for whom they have evaluation responsibilities. There are many opportunities throughout the school day or school year in which educators may be evaluated, and evaluators who take advantage of those opportunities will have the information necessary to make fair and accurate determinations of the educators' performance.

Evaluators of itinerant staff members, such as Special Services Providers, face an additional challenge because itinerants work in more than one school and sometimes in multiple schools across multiple districts. Prior to beginning the evaluation process, evaluators from all of the sites at which the itinerant staff member works should determine how they will collaborate throughout the year to ensure that all aspects of the itinerant staff member's work is reflected in the formative and summative feedback as well as in the final professional practices rating. To do this, the evaluators will have to determine:

1) Which of the evaluators will be responsible for gathering feedback from the others and sharing it with the educator being evaluated.
2) How and on what schedule feedback from other schools and districts will be collected.
3) How differences of opinion will be dealt with.
4) The level of involvement, if any, of evaluators from all schools and/or districts.

Once these decisions have been made, the primary evaluator should communicate the evaluation plan to the educator being evaluated and offer an opportunity for input regarding the process for being jointly evaluated by a team of evaluators. When everyone involved agrees on the appropriateness of the evaluation plan, the evaluation may proceed.

Step II: Rating the elements

The rater, whether the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately.

For example, Quality Standard I has three elements:

QUALITY STANDARD I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.
ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

To determine the rating for each element, the rater:

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

The Special Services Provider whose performance is illustrated below would be rated as Level 3 on Element A, even though the single practice under Level 5 was marked. Level 3 is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. The example below provides a completed example of scoring all elements within Standard I.

The Rubric Scoring Process *(speech-language pathologist example)*

QUALITY STANDARD I
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST: ✓ Is knowledgeable about current federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures, and Colorado Academic Standards.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Ensures that recommendations and actions in personal practice support federal and state laws and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards. ✓ Collaborates with teachers and other school staff members to support adherence to federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **SIGNIFICANT ADULT(S):** ☐ Are informed that the student's educational services and instruction are guided by federal laws, state standards and local policies.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULT(S):** ✓ Participate in developing and addressing individual goals to meet student's needs that are aligned with extant federal laws, state standards and local policies.

Example of Rating All Elements for a Standard *(speech-language pathologist example)*

QUALITY STANDARD I
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST: ✓ Is knowledgeable about current federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures, and Colorado Academic Standards.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Ensures that recommendations and actions in personal practice support federal and state laws and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards. ✓ Collaborates with teachers and other school staff members to support adherence to federal and state laws, and local (i.e., district/ BOCES/AU) policies and procedures.	. . . and **SIGNIFICANT ADULT(S):** ☐ Are informed that the student's educational services and instruction are guided by federal laws, state standards and local policies.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULT(S):** ☐ Participate in developing and addressing individual goals to meet student's needs that are aligned with extant federal laws, state standards and local policies.

QUALITY STANDARD I
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST: ✓ Has knowledge of services that reduce barriers to and support learning. ✓ Identifies potential learning barriers and ways to support learning.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Develops solutions to barriers that inhibit student learning.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ☐ Provides specially designed instruction to teach students speech-language skills to support learning.	. . . and **SIGNIFICANT ADULT(S):** ✓ Are aware of speech-language skills and/or strategies to support student learning.	. . . and **STUDENTS:** ☐ Demonstrate knowledge, skills, and/or strategies across educational contexts.
ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST: ✓ Is aware of evidence-based practice and current research relevant to communication disorders. ✓ Articulates an understanding of the profession's role and responsibilities regarding students with disabilities.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Identifies appropriate evidence-based practices. ✓ Demonstrates an understanding of their professional role within the educational team.	. . . and **THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:** ✓ Integrates evidence-based practices and current research into planning and intervention. ✓ Collaborates with colleagues to integrate evidence-based practices into educational settings.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULT(S):** ✓ Demonstrate an awareness of skills and strategies to support areas of student's speech-language needs.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULT(S):** ☐ Access and utilize skills and strategies to support areas of student's speech-language needs.

Step III: Using element ratings to determine ratings for standards

The rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, an element rating of Level 1 receives zero points and a rating of Level 4 receives four points. This example illustrates how the points for the elements are added together to determine the rating for the standard.

Determining the Rating for a Standard *(Example of Standards weighted equally, based on the speech-language pathologist example)*

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I: MASTERY OF AND EXPERTISE IN THE DOMAIN FOR WHICH THEY ARE RESPONSIBLE	***A.*** Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.			♦			**2**
	B. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.		♦				**1**
	C. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				♦		**3**
	Total Points Earned for Standard I						**6**
	Determine Rating for Standard I: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						**Proficient**

Step IV: Using standard ratings to determine the overall professional practices rating

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective, or Highly Effective). The overall professional practices rating is determined by the individual scores for Quality Standards I through IV for Special Services Providers. The ratings for the final standard for each group (educators take responsibility for student academic growth) are used to determine performance on measures of student learning/outcomes.

For the purposes of providing an example of how the weighting affects individual standard and overall professional practices scores, the examples in this guide use equally weighted standards. This means that since Special Services Providers have five Quality Standards related to professional practices, the weight for each standard in our examples is 25 percent (.25 in formulas).

The formula breaks down into four parts as follows:

1. **Determine the total number of points possible on each standard**
   Multiply the number of points possible per element by the total number of elements for that standard (There are 4 points possible per element)
2. **Determine the percentage of points earned on each standard**
   Divide the total number of points earned on the standard by the total number of points possible
3. **Determine the weighted points earned on the 20pt scale for each standard**
   Multiply the percentage of points earned on the standard by the weight assigned to the standard. Then, multiply the product by 20 to convert the score to the 20 point scale.

The formula for calculating an individual standard's contribution to the overall professional practices rating is:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Using the example for Standard I, the calculation would be:

$$\left(\frac{(\mathbf{6})}{(\mathbf{4} * \mathbf{3})}\right) * (\mathbf{0.25}) * (\mathbf{20}) = \mathbf{2.50}$$

All calculations involved in determining professional practices and effectiveness ratings are carried to three (3) decimal places and rounded to two (2). The ratings are rounded for reporting purposes and for determination of the final effectiveness rating.

The process below illustrate the steps involved in calculating the points earned for all professional practice standards and then translating the point-value into an overall professional practices rating. Sample blank versions of the forms used are included in Appendix C.

Summary Evaluation Sheet: Determining the Overall Professional Practices Rating *(Example of Standards weighted equally, based on the speech-language pathologist example)*

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I: MASTERY OF AND EXPERTISE IN THE DOMAIN FOR WHICH THEY ARE RESPONSIBLE	***A.*** Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.			♦			**2**
	B. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.		♦				**1**
	C. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				♦		**3**
	Total Points Earned for Standard I						**6**
	Determine Rating for Standard I: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						**Proficient**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$$

Calculation Work Space*

$$\left(\frac{(6)}{(4 * 3)}\right) * (0.25) * (20) = 2.50$$

2.50

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II: SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS	***A.*** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.			♦			**2**
	B. Special Services Providers understand and respond to diversity within the home, school, and community.				♦		**3**
	C. Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.		♦				**1**
	D. Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.			♦			**2**
	Total Points Earned for Standard II						**8**
	Determine Rating for Standard II: 0 to 2 = Basic 3 to 6 = Partially Proficient 7 to 10 = Proficient 11 to 14 = Accomplished 15 to 16 = Exemplary						**Proficient**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

$$\left(\frac{(\mathbf{8})}{(\mathbf{4} * \mathbf{4})}\right) * (\mathbf{0.25}) * (\mathbf{20}) = \mathbf{2.50}$$

2.50

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					# Points Earned
		L1	L2	L3	L4	L5	
		0 pts	1 pt	2 pts	3 pts	4 pts	
III: EFFECTIVE SERVICES AND AN ENVIRONMENT THAT FACILITATES LEARNING	***A.*** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.			♦			**2**
	B. Special Services Providers utilize formal and informal assessments to inform planning and service delivery.					♦	**4**
	C. Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				♦		**3**
	D. Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.				♦		**3**
	E. Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				♦		**3**
	F. Special Services Providers model and promote effective communication.		♦				**1**
	Total Points Earned for Standard III						**16**
	Determine Rating for Standard III: 0 to 3 = Basic 4 to 9 = Partially Proficient 10 to 15 = Proficient 16 to 21 = Accomplished 22 to 24 = Exemplary						Accomplished

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\textbf{\textit{Total number of points earned}})}{(4 * \textbf{\textit{Total number of elements}})}\right) * (\textbf{\textit{weighted percent of standard}}) * (\textbf{20 \textit{point scale}})$$

Calculation Work Space*

$$\left(\frac{(16)}{(4 * 6)}\right) * (0.25) * (20) = 2.92$$

3.33

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		B	PP	P	A	E	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV: PROFESSIONALISM	***A.*** Special Services Providers demonstrate high standards for ethical and professional conduct.		♦				**1**
	B. Special Services Providers link professional growth to their professional goals.		♦				**1**
	C. Special Services Providers respond to a complex, dynamic environment.		♦				**1**
	D. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.		♦				**1**
	Total Points Earned for Standard IV						**4**
	Determine Rating for Standard IV: 0 to 2 = Basic; 3 to 6 = Partially Proficient; 7 to 10 = Proficient; 11 to 14 = Accomplished; 15 to 16 = Exemplary						**Partially Proficient**

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\textit{Total number of points earned})}{(4 * \textit{Total number of elements})}\right) * (\textit{weighted percent of standard}) * (\textit{20 point scale})$$

Calculation Work Space*

$$\left(\frac{(4)}{(4 * 4)}\right) * (0.25) * (20) = 1.25$$

1.25

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Calculating the Total Points Earned for All Standards as a Whole *(Example of all standards weighted equally, based on example above)*

QUALITY STANDARD	Rating Level	Total Points Earned
I. Mastery of and Expertise in the Domain for which they are Responsible	**Proficient**	**2.5**
II. Safe, Inclusive, and Respectful Learning Environment for Diverse Population of Students	**Proficient**	**2.5**
III. Effective Services and an Environment that Facilitates Learning	**Accomplished**	**3.33**
IV. Professionalism	**Partially Proficient**	**1.25**
Total Points for All Standards	**Proficient**	**9.58**

Translating the Total Points for All Standards to Overall Professional Practices Rating *(Example of all standards weighted equally, based on example above)*

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for This Evaluation =
0.00 - 3.74 points	Basic	**9.58**
3.73 - 8.74 points	Partially Proficient	**Overall Professional Practices Rating =**
8.75 - 13.74 points	Proficient	
13.75 - 18.74 points	Accomplished	**Proficient**
18.75 - 20.00 points	Exemplary	

4. Procedures for Conducting Evaluations

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

5. Performance Standards (Final Effectiveness Rating Levels)

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

Implications For Earning Or Losing Non-Probationary Status By Performance Evaluation Rating

PERFORMANCE EVALUATING RATING	IMPLICATIONS FOR EARNING OR LOSING NON-PROBATIONARY STATUS
Ineffective	A non-probationary SSP who is rated as ineffective for two consecutive years shall lose non-probationary status. An SSP whose performance is deemed ineffective shall receive written notice that his or her performance evaluation rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance and identification of deficiencies.
Partially Effective	For a non-probationary SSP, a rating of partially effective shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status.
Effective	A probationary SSP shall receive a rating of effective (or highly effective) for three consecutive years to earn non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.
Highly Effective	For the purposes of gaining or losing non-probationary status, a rating of highly effective shall have the same implications as a rating of effective.

6. Appeals Process

An appeals process that permits non-probationary teachers to appeal a second consecutive performance evaluation that falls below Effective. Additional information about rules governing Colorado's state-approved appeals process may be found here.

Section V: Measures of Student Learning/Outcomes

In an effort to improve the quality of education provided to all students in the state, Colorado has: implemented the Colorado Academic Standards (CAS) that represent what students should know and be able to do at each level of their schooling; implemented school and district accountability strategies that are tied to unified improvement planning; and adopted Educator Quality Standards that describe the actions of effective educators in Colorado. Each of these efforts has the shared purpose of improving student learning and raising student achievement levels. It is important to recognize the interdependence of each of these strategies so that they can be implemented as parts of a cohesive and aligned system. It is also important to ensure that these strategies address how all educators in the system, individually and collectively, can contribute to the desired outcomes for Colorado students.

The focus of this guidance is on the student academic growth requirements outlined in Senate Bill 10-191, the Great Teachers and Leaders Act. Senate Bill 10-191 requires that fifty percent of an educator's evaluation in Colorado be based on educator impact on student learning determined by using multiple measures in relationship to the Colorado Academic Standards. In Colorado, the term "academic growth" is closely associated with results from the Colorado Growth Model (CGM) as reported in the School and District Performance Frameworks. The phrase "*measures of student learning/measures of student outcomes"* or *"MSL/MSO"* is employed throughout this document to ensure that districts understand that evaluating student learning for educator evaluations is not confined to results from the CGM, but is inclusive of results from multiple types of measures that districts may use in educator evaluation and to support instructional goals.

1. Measures of Student Learning: Teachers

Colorado Requirements for Teachers

There are four basic requirements outlined in State Board Rules to be considered as districts design systems to incorporate the results from multiple measures of student learning into their educator evaluation systems:

1. Each educator is required to have at least one measure of student learning that is individually attributed, meaning that results are attributed to an individual educator.
2. Each educator is required to have at least one measure that is collective, meaning that the student results on the measure are attributed to more than one educator.
3. Results from statewide assessments must be included, when available and appropriately connected to the subject, grade, or course for each educator.
4. Results from the Colorado Growth Model must be included for subjects with statewide results in two consecutive years.

Districts are encouraged to use local measures that are included in, and aligned with, district and school Unified Improvement Plan goals and the Colorado Academic Standards. For subjects that are assessed in consecutive years, growth results may be available depending on the assessment. As a result of House Bill 15-1323, state assessment data used in MSLs or MSOs may only be incorporated into an evaluation if it is received prior to the end of this school year. If state assessment data is not available by this time, it should be the first point of data in an educator's evaluation the following year.

The table below summarizes each of the four requirements and provides examples. It is important to note that the third and fourth requirements may be applied either individually or collectively as illustrated below:

Teacher MSL Requirements and Examples

Requirement 1: Individual Attribution	**Requirement 2: Collective Attribution**
Student results on a measure are attributed to one licensed person. *Example: The results of a history final may be attributed to the history teacher who taught the students who took the assessment.**	Student results on a measure are attributed to more than one licensed person. *Example: Grade-level reading results from a district interim assessment may be attributed to all the teachers in the grade.**
Requirement 3: Statewide Assessment Results, when available	
Include results from state assessments, when available, and appropriately connected to the subject, grade, and course (*could be used for individual and/or collective attribution*). *Example: An elementary teacher responsible for science should use results from CMAS Science, if available.**	
Requirement 4: Results from Colorado Growth Model (CGM), when available	
Include CGM when state assessment results are available in two consecutive years and appropriately connected to the subject, grade, and course (*could be used for individual and/or collective attribution*). (Example: WIDA ACCESS growth could be used as a measure for all teachers in a school that has identified growth for English Language Learners as a priority.)* . Some cautions to consider are discussed in recommendations from the National Center for the Improvement of Educational Assessment [NCIEA] and the Center for Assessment, Design, Research and Evaluation [CADRE] Executive Summary and Technical Report. The Department recommends the judicious use of Median Growth Percentiles for a given grade level, school or specific content area. CGM data can be obtained by using SchoolView to access the school and district growth summary reports, the Colorado Growth Model Visualization Tool, Data Center, and the Data Lab. WIDA ACCESS summary results and growth results can be found on CDE's website.	

* Assessment results (whether local or state) may be used in the current year's evaluations as long as results are available two weeks prior to the end of the school year. If results are not available within that timeframe they can be used in subsequent school years.

An important note about the timing and release of state assessment results:

The timing of results from state assessments is an important consideration for use in educator evaluations.

- House Bill 15-1323 clarifies that beginning with the 2015-16 school year, and in subsequent years, local boards may use "same year" statewide assessment results as a measure of student learning for that year's evaluation rating only if the results are available two weeks prior to the last class day of the school year, or evaluation cycle.
- If the "same year" results are not available in time to use them to inform an educator's "same year" evaluation, the statewide assessment results must be included, as available and appropriate, as a measure in the educator's evaluation the following school year.
- For educators who are new to a district, state growth measures from the prior year will not be available.

Results from other measures, such as locally-developed interim assessments, may generate results that are available at the end of each instructional period and that are directly related to the group of students that the educator taught in the current year. This means that the measures of student learning portion of an educator's evaluation will likely consist of both prior year and current year data. It is important to understand this in order to weight each measure so that there is relevance for the educator and so that results from the prior year are not weighted such that a higher rating negates local measures, or that a low rating prohibits an educator from overcoming it with local measures.

2. Measuring Student Learning, a Sample Step-by-Step Process for Teachers

This section outlines the recommended steps for identifying and determining the measures of student learning that may be included in a district's educator evaluation system. Taken together, these steps detail a sample process that may be used by districts to determine measures of student learning.

The steps are as follows:

Step 1: Begin with the Colorado Academic Standards to identify what students are expected to know and be able to do.

Step 2: Identify available assessments being used in your district to evaluate student learning throughout the year.

Step 3: Group available assessments according to teacher types.

Step 4: Select measures and assign weights to measures for use in educator evaluations.

Step 5: Determine success criteria for results from included measures of student learning.

Step 6: Combine weighted ratings from individual measures into an overall measure of student learning (MSL) rating.

As districts follow the steps outlined in this guidance, they will find that, for many subjects and grades, districts will need to work with their teachers to establish student learning objectives (SLOs). Student learning objectives are 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 (1 CCR 301-87-1.23).

Tools/resources:

- The Assessment Inventory tool is an Excel spreadsheet that helps teachers and district staff identify assessments that might be used in educator evaluation.
- The Assessment Review Tool is an Excel spreadsheet that walks educators through a series of criteria to help ensure whether an assessment is fair, valid and reliable. The criteria includes: Alignment to Colorado Academic Standard and Depth of Knowledge, Scoring, Fair and Unbiased, and Opportunities to Learn.
- The Setting Student Learning Targets and Scales activity walks participants through the steps in determining a target and scale based on given sets of data.
- The MSL Guiding Questions document (developed by the Colorado Education Initiative [CEI]) presents questions for districts to consider while developing and improving their systems.
- District Questions to Get Started (below)

District Questions to Get Started

Administrative

Do we have an active Performance Evaluation Council (PEC)?
Do we have appropriate representation on our PEC?

Selecting assessments

Will we conduct assessment inventories across our district?
Are our assessments aligned to the standards?
How will we handle assessments that we weren't aware of but schools and teachers value?
How many assessments would we like to see in an educator's body of evidence?
Will we expect that teachers of like content across our district will use the same assessments?
Do we have a vision for how to include and what to include in an educator's body of evidence?

Creating, validating, and weighting assessments

What will we do to increase the validity and reliability of the assessments that we use in our district?
Do we have procedures for validating educator-created assessments to be included in the educator's body of evidence?
Do we have policies on how much to weight assessments?

Baselines, attribution, PD, and collaboration

Do our teachers and principals have the training needed to use baseline data to create targets and scales?
How will we handle attribution?
What Professional Development do we need to do this well?
Do we have an environment where teachers collaborate to select & create assessments and to set learning targets and scales?

Step 1: Begin with the Colorado Academic Standards to identify what students are expected to know and be able to do.

Colorado has implemented academic standards that describe what students should know and be able to do at the end of their schooling in order to ensure that they are prepared for college and the workforce. Districts can use the standards to support teachers in the identification of learning goals for each course and/or grade level.

Using the standards to clearly articulate the knowledge and skills students are expected to master by taking a particular course (or set of courses) can help districts in determining the types of measures that will be most appropriate in educator evaluation. As a key part of this step, districts should also begin to consider the different ways in which students should be expected to apply or demonstrate their knowledge of the standards and learning

outcomes aligned to each course. Only after the expectations for students are clearly defined relative to the standards can the process of identifying and selecting assessments begin.

Click here to access CDE's resource page for the Colorado Academic Standards.

Step 2: Determine most appropriate assessments for evaluating student learning throughout the year

In Step 1, districts determined what they expected their students to know and be able to do. In Step 2, determine the most appropriate assessments for measuring what students know and are able to do. The purpose of this step is to help districts identify:

- Which assessments are already being used to measure student learning across the district
- Grades and subjects where nor formal assessment exists to evaluate student learning
- Opportunities for adopting, creating, or revising assessments to better measure student learning using the Colorado Academic Standards.

The inventory of assessments used by the district will likely consist of a range of assessments teachers use to evaluate student learning in their classrooms every day as well as other standardized assessments selected by the school or district. Teachers use the information generated from these types of assessments to inform instruction, check student progress, determine a student's level of mastery by the end of the instructional period, and to assign grades.

Once an assessment inventory has been completed, districts may use the following questions to identify the assessments that will be considered in educator evaluation:

- Which assessments are aligned to the Colorado Academic Standards?
- Which assessments best measure student progress toward district/school/course learning expectations, described in Step 1?
- Which assessments are deemed most valuable by educators to provide information to help inform their instructional decisions?

To further assist districts as they answer the above questions, CDE has provided an Assessment Review Tool. This tool allows users to evaluate the quality of assessments based on the following criteria: Alignment to Colorado Academic Standard and Depth of Knowledge, Scoring, Fair and Unbiased, and Opportunities to Learn.

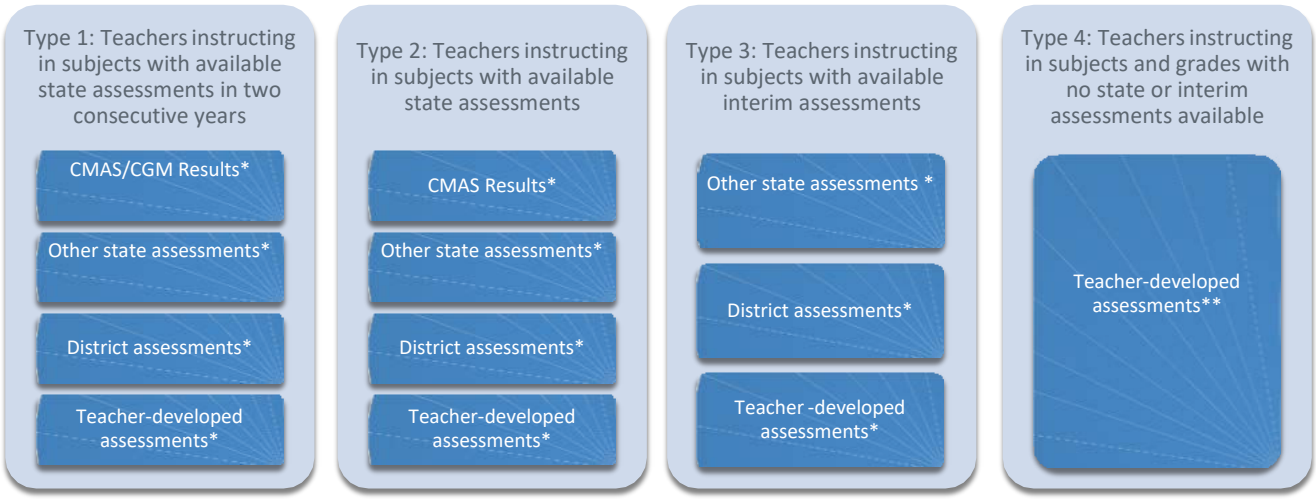
Districts are advised to keep the assessment selection process simple by selecting the assessments that are aligned with school and district goals, generate results that educators use to make the greatest impact on student learning, and most importantly, are aligned with what students are expected to know and be able to do.

Step 3: Group available assessments according to teacher type

In the previous step, it is recommended that districts conduct an assessment inventory to identify which assessments are most appropriate for evaluating student learning across grades and content areas. In Step 3, districts may choose to classify teacher types according to the types of assessments available and appropriate to each identified group.

Information from the assessment inventory can be used by districts to identify the types of assessments available to teachers instructing in different content areas and grades. This approach to classifying educators according to available assessments is used to inform district policy for requiring certain types of assessments for specific educator types and determining which measures should be attributed individually or collectively. This categorization can also help make expectations clear to all teachers about how different types of assessments will be applied in their evaluations.

The figure below presents *one* example of how teacher types can be defined according to the types of assessment results available for types of teachers. Note that results from any of the measures summarized below may be applied either individually OR collectively depending on district policy and values.



***** When available and appropriately connected to the subject, grade, or course.
****** Teachers in subjects or grades without state or district assessments available may contribute to the content being measured by state or district assessments and have the results included in their evaluations when appropriate.

In the example above, for Type 1 teachers a district may elect to include available CMAS results as well as results from the district assessments and teacher-developed assessments for evaluating what students are expected to know and be able to do.

Other approaches districts may consider for classifying teacher types may include grouping by: grade level, content area, or by elementary/middle/high schools. When configuring these groupings, clarity should be established with teachers regarding policy on whether the results from each measure will be attributed to them individually or collectively.

When considering at what level (e.g., individual or collective) to attribute results from measures identified above, districts may decide to use selected results (e.g., results from just math and reading) for collective attribution across all teacher types. For collective attribution, schools are encouraged to use the interim measures that align with targets set in their school's Unified Improvement Plan (UIP) since staff should already be familiar with the UIP targets and should be working together toward meeting those targets.

Design considerations for collective attribution

There are additional design considerations for collective attribution, including:

1. Identify which measures could be used to encourage partnerships or teams where teachers have an opportunity to impact student learning. For example, a district may want to develop a team goal to encourage a group of teachers instructing in the same grade to emphasize the same set of learning goals in a specific content area and align those to targets and/or interim measures in the school's Unified Improvement Plan.

2. Identify which assessments could be used to help foster and support a district's focus on a specific priority area. For example, a district with a growing population of English Language Learners (ELLs) may want to use the growth results from the WIDA ACCESS assessment in the evaluation of all teachers. Using WIDA ACCESS as a

"collective attribution" measure may incentivize all teachers to work collaboratively to support the growth of all English Language Learners.

3. When available, identify appropriate results included in the School Performance Framework (SPF) for use as collective attribution in the evaluation. The SPF consists of additional results besides growth, including academic achievement and post-secondary and workforce readiness information for high schools.
4. When assigning weights to measures, note that an excessively high weight on collective measures may decrease the school's or district's ability to recognize high-performing teachers (who may be held back by the average) and/or to identify struggling teachers (who may be "propped up" by the average). Therefore, it is important for districts to find the right balance between weighting measures that reflect individually- and collectively-attributed results.

5. Be aware that "double-dipping" of measures, for example counting CMAS math as a collective grade level measure and then counting it again as an individually-attributed measure, means that those measures may have a disproportionate influence on the overall performance rating.

6. Identify minimum N sizes (number of data points for consideration) for individually and collectively attributing results from any measure used in educator evaluation. The Department recommends that results from the Colorado Growth Model only be used when there are at least 20 individual student growth percentiles in the data set and that districts also explore policy and technical considerations such as inclusion rules and N size. For example, districts may investigate different approaches for increasing the N size such as pooling multiple years of data. NCIEA and CADRE have provided two resources for districts considering using CGM results in educator evaluations: Executive Summary/Technical Report.

Step 4: Select measures and assign weights to measures for use in educator evaluations.

After taking an inventory of available assessments and determining which assessments apply to different teacher types, the next step entails narrowing down the selection of assessments in order to select those that meet quality criteria. The Assessment Review Tool may be valuable in assisting educators with this process. Any MSL used in educator evaluations should be closely related to the standards being taught, curriculum, scope and sequence, and expected outcomes for a given class/course. Districts are also encouraged to consider the use of district assessments that are identified as interim measures and are aligned with targets in the Unified Improvement Plans (UIP) as progress monitoring tools during the school year. A district decision to use interim measures specified in the UIP should be based on a close examination of whether those assessments are tightly aligned with course expectations and whether a good rationale can be established to use results from those assessments individually or collectively.

For example, results from a district math test may not serve as an appropriate measure for individual attribution for a social studies teacher since the test content may not have a clear relationship to the course expectations taught by the social studies teacher. To continue with this example, the results from the same math test may be considered for use as a collective attribution measure for the same social studies teacher if a clear argument can be made by the district that all teachers are required to incorporate some level of math practices across content areas and those practices are captured by the math test being considered. Districts are advised to select assessments that are aligned with school and district goals, generate results educators use to inform their instruction, and most importantly, are aligned with the student learning expectations specified in Step 1.

Assigning weights to measures

By assigning weights to each measure in educators' evaluations, districts are signaling which measures in the system are deemed to have more value than others, are better aligned with expectations for learning, or are more appropriate for measuring educator impact.

As districts identify measures of student learning they may want to consider assigning more weight to:

- Results from measures deemed to be of higher technical quality;
- Results reflecting collective efforts from a team of teachers (note that the statute and rules do not specify a minimum weight for either individual or collective attribution measures but do suggest that each must have a "measurable influence"); or,
- Results from measures deemed by district stakeholders to have higher value for teachers.

Districts will also want to find the right balance between weighting individual and collective measures to ensure that individual performance is not masked.

Performance Category			
Much less than expected	**Less than expected**	**Expected**	**More than expected**
Score = 0	Score = 1	Score = 2	Score = 3

MSL weighting example as shown in COPMS

Measures of Student Learning/Outcomes

Name	Weight	Description
ELA MGP	10	The ELA median growth percentile for the school, as reflected in the SPF
Math MGP	10	The math median growth percentile as reflected in the SPF.
Content / Subject Area Measure	30	Grade level reading (all educators in the grade share responsibility for reading instruction for all students in the grade)
Content / Subject Area Measure	50	Cross content project / performance assessment
Total Weight	**100**	

Note that the individual MSLs add up to a total weight of 100% of the MSL side of an educator's evaluation, but only 50% of an educator's entire evaluation (once combined with the professional practice side).

The example in Step 1 illustrates that the district has decided to attribute Colorado Growth Model results from ELA and math to all teachers in the school. The district has decided the set of combined Colorado Growth Model results should also be weighted equally (15% each). Further, all teachers will have two additional measures of student learning based on their specific content/subject area. In this example, the district has decided that each of the results from their content/subject area measure should be weighted equally (35% each) with one measure being attributed collectively (across the grade) and the other attributed individually. (The combination of scores from the weighted measures is discussed in Step 6).

Step 5: Determine success criteria for results from included measures of student learning.

In the previous steps, districts would have: identified expectations for student learning; conducted assessment inventories to find assessments teachers can use to measure student learning; classified educators into groups to

determine the set of common assessments available for different teacher types; and identified which assessments would be included collectively and individually. In Step 5, educators work together (with their evaluator, team, or other staff) to determine, for each measure, the success criteria for the established performance categories. The Department has identified a rating scale for the state model system that has four performance categories: much less than expected, less than expected, expected, and more than expected.

When establishing success criteria for a measure of student learning it is important to consider baseline results and growth toward proficiency. Two examples for determining the success criteria for a sample measure included in an educator's evaluation are included below.

Example 1: Colorado Growth Model

Depending on district size and school size, districts will need to choose an approach to using growth model results. For school-level collective attribution, districts may choose to use the median growth percentile (MGP) as reported on the School Performance Frameworks (SPF) for each available content area (ELA and math). Districts may also choose to use the median growth percentiles for disaggregated groups of students within a school that are also included in the SPF. For individual attribution, educators may have an MGP for each subject included, or all three. See the NCIEA/CADRE guidance on approaches for combining MGPs from multiple content areas.

In this example the district has decided to use results from the Colorado Growth Model as a collectively-attributed measure for all teachers within each school (districts may access school and district growth summary reports on SchoolView). The table below presents the performance category ratings associated with the MGP ranges defined in the SPFs.

Note that the SPF can include growth results for content areas (ELA and math) assessed in consecutive years depending on the size of the school. If a school does not have any growth scores reported on the SPF due to small N size, the district may want to include results from the District Performance Framework (DPF) for each included content area.

Determining a rating using results from the Colorado Growth Model, when available

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria for ELA CMAS growth	The School MGP for the students on the ELA CMAS was between 1 and 34	The School MGP for the students on the ELA CMAS was between 35 and 49	The School MGP for the students on the ELA CMAS was between 50 and 64	The School MGP for the students on the ELA CMAS was between 65 and 99

CMAS=Colorado Measures of Academic Success; MGP=Median Growth Percentile

Example 2: Local measures including interim assessments, end-of-course exams, performance tasks, etc.

In selecting multiple measures for use in educator evaluation, districts can work with their educators to determine the success criteria for student learning for each measure. The measures and targets should be established based on local context within a district, school, or classroom. Districts may establish processes for educators to use the results on the selected measures to determine success criteria for different groups of students in their classroom(s) at the beginning of the class/course/grade. Student performance will then be evaluated relative to the success criteria set for each of the measures included. At the end of the evaluation cycle, districts will have to compare measure results to the success criteria to determine a rating for each measure, for each educator.

The sample success criteria shown in the table below illustrates how expected student performance may be used as the criteria for defining expected educator performance. The district in this example has decided to use these targets for spring interim exams in a range of content areas. At the beginning of the year teachers in multiple content areas identified expected performance for each student (based on baseline data). In the spring the interim exam results will be used to identify which students demonstrated expected performance. Teachers will then compute the percentage of students who demonstrated expected performance and this figure will be used to determine which performance category is earned by the teacher.

Determining a rating using results on locally-selected measures and/or targets

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria	Less than 64% of students demonstrated expected performance	65-74% of students demonstrated expected performance	75-84% of students demonstrated expected performance	Greater than 85% of students demonstrated expected performance

Step 6: Combine weighted ratings from individual measures into an overall MSL rating.

By assigning weights to each of the multiple measures in educator evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with student learning expectations, and are more appropriate for measuring educator impact. Districts may preliminarily weight each measure at the beginning of the school year, however the weights must be finalized before a measure of student learning rating can be determined. Districts are encouraged to continuously evaluate the impact of weighting decisions and make revisions as needed in the upcoming evaluation cycles.

The table below provides an illustration of how districts may consider distributing the weights assigned to each MSL (which was also shown in Step 1), and how the ratings from individual measures sum for a single overall MSL rating (for the technical information on summing to an overall rating see the end of Step 6). Each of the columns is described below:

Name: Measure name (general)
Weight: Weight of the measure
Description: Measure description including more specific information Attribution:
Attribution (need at least one individual and one collective measure)
Rating: Rating (much less than expected, less than expected, expected, and more than expected)

MSL weighting and combining ratings example as shown in [COPMS]

Measures of Student Learning/Outcomes

Name	Weight	Description	Attribution	Rating	Evidence	
ELA MGP	10	The ELA median growth percentile for the school, as reflected in the SPF	Collective	Much Less Than Expected	0	View
Math MGP	10	The math median growth percentile as reflected in the SPF.	Collective	Less Than Expected	0	View
Content / Subject Area Measure	30	Grade level reading (all educators in the grade share responsibility for reading instruction for all students in the grade)	Collective	Expected	0	View
Content / Subject Area Measure	50	Cross content project / performance assessment	Individual	Expected	0	View
Total Weight	100	Overall MSL/MSO Rating		Expected		

A description of the measures and weights was described in Step 4. Sample success criteria for measures were given in Step 5. After determining which performance category the teacher earned on each measure, the final step is to combine the weighted ratings in order to determine an overall MSL *score,* which is used to determine an overall MSL *rating* shown in the bottom right of the table. For more detailed information on how to calculate an overall MSL score and combine the overall MSL score with the overall professional practice score, please see below.

3. Determining the Final Measures of Student Learning Score for Teachers

By assigning weights to each score associated with the multiple measures in educator evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with learning goals, are more appropriate for measuring educator impact or may signal that all results should be weighted equally.

After each of the measures of student learning are scaled (e.g., on a zero-three scale), the next step would entail assigning weights to each and applying an approach to calculate a total score earned by teachers on measures of student learning. Districts may wish to preliminarily weight the results from each measure as it is selected at the beginning of the school year. Districts are encouraged to continuously evaluate the impact of weighting decisions and revise as needed.

Although districts can decide how to weight the scores from each of the multiple measures, districts may want to keep things simple by selecting weighting percentages that sum up to 100 percent. Multiplying the scores earned by the assigned weight yields the weighted score for each measure. The composite score in this example represents a compensatory approach, which was selected as a design choice to ensure that each measure included in an educator's body of evidence can have a measureable influence on the student learning score. The table below provides an illustration of how districts may consider distributing the weights assigned to each score for their teachers, and how a single index score is computed.

Weighting and Combining Scores Example

Measures/Results from Colorado Growth Model and Student Learning Objectives (SLO)	MSL Rating	Score Earned	Weight Assigned	Weighted Score
CMAS ELA –MGP (collective	Expected	2	.15	.30
CMAS MATH – MGP (Collective	Expected	2	.15	.30
SLO 1 Results (collective grade level reading)	Expected	2	.35	.70
SLO 2 Results (individual teacher)	Less than Expected	1	.35	.35
Sum of Weights			**1**	**1.65**

In this example, the district has agreed to attribute Colorado Growth Model results from reading and writing (total of six points possible) to all teachers in the school. Further, the table illustrates that all teachers will have two additional measures based on targets yielding two scores (total of six points possible) for attainment of expected targets. The first column is the measure that is included. The second column reflects the rating earned - Much Less than Expected (zero points), Less than Expected (one point), Expected (two points) and More than Expected (three points) - by a hypothetical teacher with all these measures relevant to his/her goals.

To assign weights to scores, a district can allocate smaller or higher percentages to each rating and ensure that the weights assigned across all measures sum up to 1 or 100 percent as shown in the third column. In this example, the district has decided that each of the results from their SLO targets and the set of combined CMAS growth results should have about the same weight. The third column shows that each SLO result has a weight of .35 and the set of combined CMAS growth scores has a total weight of .30. The fourth column shows the weighted scores. These are computed by multiplying the score earned for each measure (column 2) by the assigned weight (column 3). In this example, it is determined that the raw score for measures of student learning is 1.65

The sum of all weighted scores (1.65) in the table above represents the composite student learning score earned by the teacher. The next table translates the composite score ranges into measures of student learning ratings for a given teacher. The cut points for raw composite scores are based on scores of zero for Much Less than Expected, one for Less than Expected, two for Expected and three for More than Expected. When numbers in the four ranges in this table are combined and rounded to the nearest whole number, they are placed in the four categories as shown. The fractions are produced when teachers have multiple assessment scores which are weighted and averaged together.

Rules for Converting a Measure of Student Learning Raw Score to the 540 Point Scale

Measures of Student Learning Raw Composite Score		Computing a Measures of Learning Score
Much Less than Expected	(0 < score < .5)	(score – .0) * 270
Less than Expected	(.5 <= score < 1.5)	(score – .5) * 135 + 135
Expected	(1.5 <= score < 2.5)	(score – 1.5) * 135 + 270
More than Expected	(2.5 <= score <= 3.0)	(score – 2.5) * 270 + 405

Using the example of 1.65 above as the weighted average of four measure ratings, we can convert 1.65 to the 540 scale with the Expected Growth formula: (1.65 – 1.5) * 135 + 270 = 290, which would be the final measures of student learning score for this teacher.

4. Measures of Student Learning: Principals

The purpose of this section is to highlight possible approaches for districts and BOCES to consider when constructing their approach to selecting measures of student learning for use in principal evaluations.

Senate Bill 10-191 requires fifty percent of principal evaluations be based on student learning in their school determined by the use of multiple measures in relationship to the Colorado Academic Standards. In Colorado, the term "academic growth" is closely associated with results from the Colorado Growth Model (CGM) as reported in the School and District Performance Frameworks (SPF and DPF, respectively). The phrase "*measures of student learning"* or *"MSL"* is employed throughout this document to emphasize that evaluating student learning for principal evaluations is not confined to results from the SPF/DPF or CGM, but rather is inclusive of results from multiple types of measures districts may use in educator evaluations and to support instructional goals.

Per S.B. 10-191, Quality Standards I-IV shall represent fifty percent of principal evaluations while the other fifty percent is represented by Measures of Student Learning. Standards I-IV cover aspects of professional practice which reflect demonstrated leadership abilities, including principals' ability to effectively support the teachers in their schools. Measures of Student Learning pertains to student academic growth and achievement. All districts/BOCES shall base the evaluations

of principals on either the full set of Principal Quality Standards, or shall adopt their own locally developed standards that meet or exceed those identified in the Colorado State Model.

Colorado Requirements for Principals

There are several requirements outlined in the State Board of Education rules to be considered as districts design systems to incorporate results from multiple measures of student learning into their principal evaluations. The five basic requirements which are applicable to ALL principals are:

1. Data included in the school performance framework is used to evaluate principal performance with student longitudinal growth carrying the greatest weight.
2. Districts/BOCES shall include one other measure of student academic growth which is consistent with the measures of student learning used in the evaluation of teachers in the principal's school.
3. Measures of student learning shall reflect the growth of all students in all subjects and grades and reflect the broader responsibility of the principal to ensure overall outcomes of students in the building.
4. Measures of student learning should correspond to targets included in the UIP for the school.
5. When compiling Measures of Student Learning, Districts/BOCES shall give the most weight to those measures that demonstrate the highest technical quality and rigor.

Note: Unlike teacher evaluations, there is NO requirement for collective or individual attribution in principal evaluations.

In addition to the aforementioned requirements for principal evaluations, the table below includes supplementary requirements for evaluations (as outlined in the State Board of Education rules) based on specific principal grade level assignments.

Additional principal evaluation requirements based on principal grade level assignments

Grade Level	Requirement
Early Childhood-Grade 3	For the evaluations of principals responsible for students in early childhood education through grade 3, measures shall be consistent with outcomes used as the basis for evaluations for teachers teaching these grade levels, which may include, but are not limited to, assessments of early literacy and/or mathematics shared among members of the school community that may be used to measure student longitudinal growth.
Grades 4-8	For the evaluation of principals responsible for students in grades 4-8, a portion of the principal's evaluation for Measures of Student Learning shall be based on the results of the Colorado longitudinal growth model, calculated pursuant to section 22-11-203, C.R.S., for subjects tested by Statewide Summative Assessments. The weight of this measure may be increased to reflect the increased proportion of subjects covered by Statewide Summative Assessments over time. A portion of the principal's evaluation shall be based on other appropriate Measures of Student Learning for students in grades 4-8, which may include, but are not limited to, measures shared among the evaluated personnel in the school.

Grades 9-12	For the evaluation of principals responsible for students in grades 9-12, a portion of the principal's evaluation for Measures of Student Learning shall be based on the results of the Colorado longitudinal growth model, calculated pursuant to section 22-11-203, C.R.S., for subjects tested by state summative assessments. To account for the portion of teachers without direct or indirect results from the Colorado longitudinal growth model, a portion of a principal's growth determination may be based upon appropriate MSLs for personnel teaching in subjects and grades not tested by Statewide Summative Assessments, which may include, but are not limited to, measures shared among evaluated personnel in the school.
Multiple Grade Spans	For the evaluation of principals responsible for students in multiple grade spans, School Districts/BOCES shall select a combination of Measures of Student Academic Growth reflecting the grade levels of all students in the school.

Per H.B. 15-1323: Assessment results (whether local or state) must be used in the current year's evaluations as long as results are available two weeks prior to the end of the school year. If results are not available within that timeframe they must be used in subsequent school years.

Districts are encouraged to use local measures that are included in, and aligned with, district and school Unified Improvement Plan goals and the Colorado Academic Standards. For subjects that are assessed in consecutive years, growth results may be available depending on the assessment.

5. Measuring Student Learning, a Sample Step-by-Step Process for Principals

The section outlines recommended steps for identifying and determining the measures of student learning to be included in a district's evaluation system for principals. Taken together, these steps detail a sample process that may be used by districts to determine measures of student learning in order to generate a performance rating for Measures of Student Learning.

The steps are as follows:

Step 1: Determine school and district performance priorities.

- Principal goals are likely to vary from school to school based on school performance and Unified Improvement Plan areas of focus.
- Take into account how the principal is supporting educators to meet their students, school and district goals.

Step 2: Select measures and assign weights to measures of student learning that are aligned to areas of focus for the school and district.

- Collaboration between principals and their evaluators is vital when selecting multiple measures to ensure the evaluation is meaningful to the principal and to meet the unique needs of the school community.

Step 3: Determine success criteria for results from included measures of student learning.

- Use baseline information for context.
- Set rigorous but attainable criteria for the expected rating.
- Get approval from evaluator, if required.

Step 4: Assign ratings based on identified success criteria

Step 5: Combine weighted ratings from individual measures into an overall measure of student learning (MSL) rating.

Tools/resources:

- The MSL Guiding Questions document (developed by the Colorado Education Initiative [CEI]) presents questions for districts to consider while developing and improving their systems.
- District Questions to Get Started (below)

District Questions to Get Started

Administrative

Do we have an active Performance Evaluation Council (PEC)?
Do we have appropriate representation on our PEC?

Selecting assessments

Will we conduct assessment inventories across our district?
Are our assessments aligned to the standards?
How will we handle assessments that we weren't aware of but schools and teachers value?
How many assessments would we like to see in an educator's body of evidence?
Will we expect that teachers of like content across our district will use the same assessments?
Do we have a vision for how to include and what to include in an educator's body of evidence?

Creating, validating, and weighting assessments

What will we do to increase the validity and reliability of the assessments that we use in our district?
Do we have procedures for validating educator-created assessments to be included in the educator's body of evidence?
Do we have policies on how much to weight assessments?

Baselines, attribution, PD, and collaboration

Do our teachers and principals have the training needed to use baseline data to create targets and scales?
How will we handle attribution?
What Professional Development do we need to do this well?
Do we have an environment where teachers collaborate to select & create assessments and to set learning targets and scales?

Step 1: Determine school and district performance priorities.

The Colorado State Model Evaluation System for principals and assistant principals includes Quality Standards I-IV which outline the knowledge and skills required of an effective principal and will be used to evaluate principals in the state of Colorado. All School Districts and BOCES shall base their evaluations of their principals on either the full set of Principal Quality Standards, or shall adopt their own locally developed standards that meet or exceed those identified in the Colorado State Model.

Identifying performance priorities

The district/BOCES works with principals to identify school and district performance priorities. The Colorado Department of Education encourages the use of the priority performance challenges outlined in the Unified Improvement Plan (UIP) (available through SchoolView) when identifying priorities. The priority performance challenges provide strategic focus for improvement efforts and are reflected in school and district targets also outlined in the UIP. Once the priorities are determined, the principal, working with the evaluator, may select multiple measures of student learning related to these priorities.

Example: Determining performance priorities for an elementary principal

An example of an elementary principal will be utilized to demonstrate the recommended steps for identifying and determining the measures of student learning to be included in a district's evaluation system for principals. In this case, the principal's school has been identified as an Improvement school based on the School Performance Framework (SPF) rating. The school's UIP indicates that writing and math are both priority performance challenges because a review of the data for the past three years indicates that both student achievement and academic growth are consistently and substantially below state averages in these areas. In addition, the principal's district has identified math as a priority performance challenge and is requiring all district principals to include a math measure as part of their MSL structure.

After a review of this information, the principal and evaluator have identified the performance priorities as math, writing, and SPF points and will include measures reflecting these priorities in their body of evidence for MSLs.

Step 2: Select measures and assign weights to measures of student learning.

After determining school and district performance priorities, principals should collaborate with their district/BOCES to identify measures which reflect those priorities. This next step entails identifying the specific MSLs to be used in principal evaluations. Districts/BOCES should use measures which fulfill requirements for principal evaluations outlined in S.B. 10-191. When available and appropriate, results included in the SPF (such as student growth, academic achievement, and post-secondary and workforce readiness) are encouraged for use and have the potential to meet multiple requirements. In addition, results from WIDA ACCESS and Colorado SAT may also be used in principal evaluations, when appropriate, for similar reasons. Principals are also encouraged to consider the use of district assessments that are identified as interim measures and are aligned with targets in the Unified Improvement Plans (UIP) when selecting measures of student learning.

When selecting measures for principal evaluations, districts/BOCES should be mindful of the implications associated with H.B. 15-1323 discussed previously in this document.

Assigning weights to measures

By assigning weights to each measure in principals' evaluations, districts/BOCES are signaling which measures in the system are deemed to have more value than others, are better aligned with identified performance priorities, or are more appropriate for measuring principal impact.

As districts consider how to weight measures of student learning, it may be beneficial to review the requirements for principal evaluations outlined in S.B. 10-191. A few questions to consider are:

- What measures yield results deemed to be of higher technical quality?
- What measures are deemed by district stakeholders to have higher value for principals?
- What measures are aligned with targets identified in the UIP?
- What measures reflect the broader responsibility of the principal to ensure overall outcomes of students in the school?

Example: Selecting measures and assigning weights

In step 1, we utilized an example of an elementary principal to describe each step in the process. The district has a priority on math and the school has identified writing and math as a performance challenge in their UIP. In addition, the school has been identified as an Improvement school based on the SPF results. As a result, the principal has identified three measures of student learning to be included in the evaluation: SPF points earned, math median growth percentile (MGP), and the district writing assessment.

The table below illustrates the three measures of student learning that have been selected to demonstrate the principal's body of evidence. In addition, the principal has collaborated with the evaluator to preliminarily weight each MSL based on the relevance and alignment to school outcomes. In this example, the description of each measure clearly identifies the measure as well as provides a rationale for why the measure was weighted in the identified manner.

Selected MSLs and weighting example as shown in the Colorado Performance Management System

Measures of Student Learning/Outcomes

Name	Weight	Description	
SPF Points Earned	30 %	This is the school's accountability measure and the principal is responsible for for how their school performs.	View
Math MGP	35 %	Math median growth percentile as reflected in the SPF. Math has been identified as a district performance priority.	View
SLO for Writing	35 %	The district writing assessment (K-5) has been identified as an interim measure in the principal's school UIP.	View
Total:	**100 %**		

Note that the individual MSLs add up to a total weight of 100% of the MSL side of the principal's evaluation, but only 50% of a principal's entire evaluation (once combined with the professional practice side).

This example illustrates that the district/BOCES has decided to weight SPF points and the math MGP (as reflected in the SPF), at 30% and 35%, respectively. Additionally, the district/BOCES has decided to weight the SLO for writing at 35% for a total of 100% of the MSL side of the principal's evaluation. (The combination of scores from the weighted measures is discussed in Step 5).

Step 3: Determine success criteria for results from included measures of student learning.

In the previous steps, principals would have identified school and district performance priorities and collaborated with their district/BOCES to select and weight appropriate measures of student learning. In this step, principals will work with their districts/BOCES to determine the success criteria for each measure for the established performance categories. The State Model Evaluation System has identified a rating scale encompassing four performance categories for Measures of Student Learning: much less than expected, less than expected, expected, and more than expected.

When establishing success criteria for a measure of student learning it is important to consider baseline results and growth toward proficiency. Continuing with the example of an elementary school principal used throughout this document, the success criteria for the three measures included in this principal's evaluation are described below.

Example: Determining success criteria for MSLs

SPF Points earned

There are several ways in which the School Performance Framework can be used as measures of student learning. One possible way is to set criteria based on the change in the percent of points earned from year to year.

In our example of the elementary principal, the school had earned 55.3% of possible points on the SPF in the previous year. Based on data trends, the principal and the evaluator collaborate to identify appropriate success criteria. Based on an analysis of previous year SPF scores, and their desire to move the school into the Performance category, they can reasonable expect and work toward gaining approximately five points in the current year.

Success criteria for the percent of SPF points earned

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria for SPF points earned	Earned below 50% of points	Earned between 50 and 59.9% of points	Earned between 60 and 69.9% of points	Earned 70% or more of points

This illustrates the success criteria for this measure in each of the identified rating categories (much less than expected, less than expected, expected, and more than expected). In addition, the score associated with each rating category is specified. Once a rating has been determined at the end of the evaluation cycle for all MSLs, a weighted score will be converted to an overall MSL rating (this process will be outlined in Step 5).

Math MGP

District/BOCES and principals may choose to use the median growth percentile (MGP) as reported on the School Performance Frameworks (SPF) for each available content area (ELA and math). District/BOCES and principals may also choose to use the median growth percentiles for disaggregated groups of students within a school that are also included in the SPF. The Department recommends the judicious use of Median Growth Percentiles for a given grade level, school or specific content area. Some cautions to consider are discussed in recommendations from the National Center for the Improvement of Educational Assessment [NCIEA] and the Center for Assessment, Design, Research and Evaluation [CADRE] Executive Summary and Technical Report. Colorado Growth Model data can be obtained by using SchoolView to access the school and district growth summary reports, the Colorado Growth Model Visualization Tool, Data Center, and the Data Lab. WIDA ACCESS summary results and growth results can be found on CDE's website.

In this example the district/BOCES has decided to use results from the Colorado Growth Model (reported on the SPF) as a measure for math in the principal's evaluation. The table below presents the MGP ranges for each performance category along with the associated score for each rating category.

Note that the SPF can include growth results for content areas (ELA and math) assessed in consecutive years depending on the size of the school. If a school does not have any growth scores reported on the SPF due to small N size, the district may want to include results from the District Performance Framework (DPF) for each included content area.

Schools and districts may also consider different approaches for combining multiple years of data or multiple subjects. Considerations for these approaches are discussed in the NCIEA/CADRE report on the use of CGM data in educator evaluations.

Success criteria for math median growth percentile (MGP)

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria for math MGP	The school MGP for the students on the math CMAS is between 1 and 34	The school MGP for the students on the math CMAS is between 35 and 49	The school MGP for the students on the math CMAS is between 50 and 64	The school MGP for the students on the math CMAS is between 65 and 99

Writing SLO

In selecting multiple measures for use in principal evaluations, districts can work with their educators to determine the success criteria for student learning for each measure. The measures and targets should be established based on local context within a district and school. Principals are encouraged to use measures that align with their school's UIP. Student performance will then be evaluated relative to the success criteria set for each of the measures included. At the end of the evaluation cycle, districts will have to compare measure results to the success criteria to determine a rating for each measure.

The sample success criteria shown below illustrates how expected student performance may be used as the criteria for defining expected educator performance. The principal in our example has decided to use the district interim SLO for writing in the evaluation. At the beginning of the year, the principal identified expected performance for the students (based on baseline data). The interim exam results will be used to identify which students demonstrated expected performance. The percentage of students who demonstrated expected performance will be calculated and this figure will be used to determine which performance category is earned by the principal. The Setting Student Learning Targets and Scales activity walks participants through the steps in determining a target and scale based on given sets of data.

Success criteria for the writing SLO

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria for writing SLO	Less than 65% of students demonstrated expected performance	65-74.9% of students demonstrated expected performance	More than 75% of students demonstrated expected performance	More than 75% of students demonstrated expected performance and 30% exceed expected performance

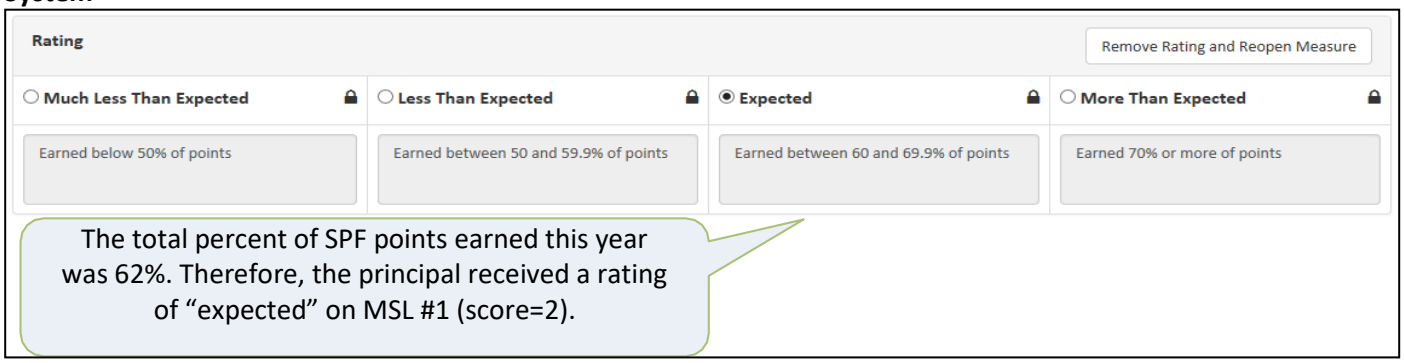
Step 4: Assign ratings based on identified success criteria, using results on the selected measures of student learning.

In the previous steps, principals collaborated with their district/BOCES to identify school and district performance priorities, selected and weighted appropriate measures of student learning, and identified success criteria for each MSL. In this step, results from the selected measures of student learning are used to rate principals in one of the performance categories: much less than expected, less than expected, expected, and more than expected. These ratings will then be converted into a score ranging from 0 to 3 which will be used to calculate the overall MSL score. Educators are encouraged to set the bar high, with "expected" meeting criterion that is similar to "proficient" for students on state assessments.

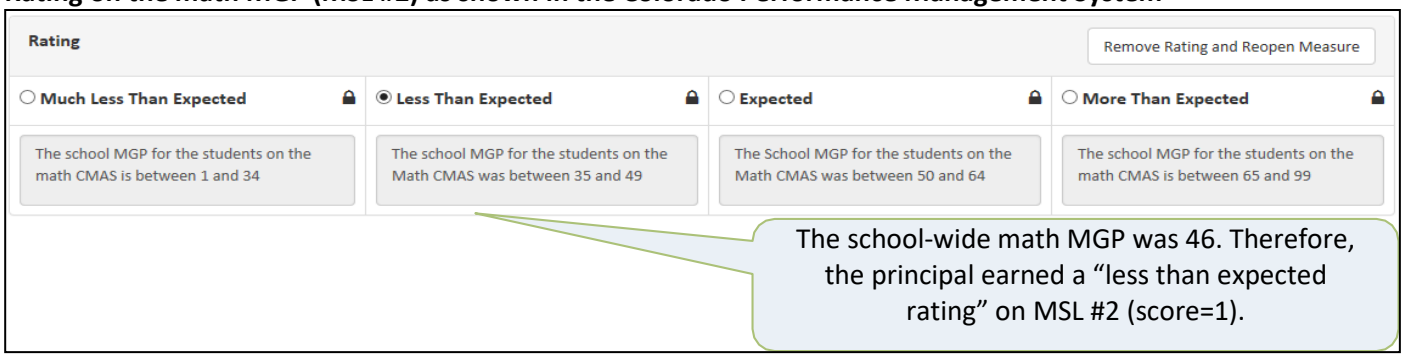
Example: Scoring results

In our example of the elementary school principal, the examples above showed the success criteria and the associated ratings for each MSL. The success criteria for each rating category should be justified based on technical and contextual considerations. The tables below show the ratings and scores for each MSL in our example, based on the agreed upon success criteria.

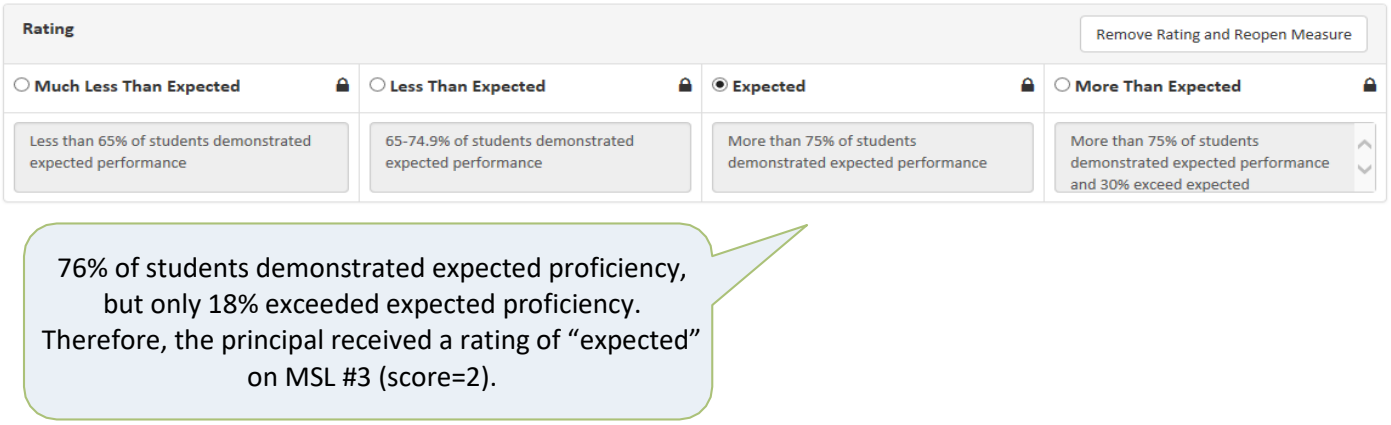
Rating on the percent of SPF points earned (MSL #1) as shown in the Colorado Performance Management System



Rating on the math MGP (MSL #2) as shown in the Colorado Performance Management System



Rating on the writing SLO (MSL #3) as shown in the Colorado Performance Management System



Step 5: Combine weighted ratings from individual measures into an overall measure of student l

By assigning weights to each of the multiple measures in principal evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with student learning expectations, and are more appropriate for measuring principal impact. Districts may preliminarily weight each measure at the beginning of the school year; however, the weights must be finalized before a measure of student learning rating can be determined. Districts are encouraged to continuously evaluate the impact of weighting decisions and make revisions as needed in the upcoming evaluation cycles.

Example: Combine individual measure ratings into an overall MSL rating

Continuing with our example, the elementary principal's evaluator has used the ratings from the identified success criteria on the three measures of student learning to determine an overall MSL rating. The graphic below shows how the ratings from individual measures sum for a single overall MSL rating. Each of the columns is described below:

Name: Measure name (general)
Weight: Weight of the measure
Description: Measure description including more specific information
Rating: Rating (much less than expected, less than expected, expected, and more than expected)

In this example, selected measures of student learning have been combined into an overall rating. You can see here that even though the principal has a "less than expected" score on one measure of student learning, the overall MSL rating is "expected."

MSL weighting and combining ratings as shown in the Colorado Performance Management System

Measures of Student Learning/Outcomes

Name	Weight	Description	Rating	Evidence	
SPF Points Earned	30	This is the school's accountability measure and the principal is responsible for for how their school performs.	Expected	0	View
Math MGP	35	Math median growth percentile as reflected in the SPF. Math has been identified as a district performance priority.	Less Than Expected	0	View
SLO for Writing	35	The district writing assessment (K-5) has been identified as an interim measure in the principal's school UIP.	Expected	0	View
Total Weight	**100**	**Overall MSL/MSO Rating**	**Expected**		

As districts develop their approach, they will want to keep the following principles in mind:

- The process begins with districts/BOCES, in collaboration with principals, identifying what the district and school priorities are and this serves as the foundation for selecting appropriate measures of student learning to use in principal evaluations. The intended vision is that each of the measures of student learning included in an principal evaluation system provides meaningful and useful information.
- The guiding principles and values for selecting measures of student learning and an approach/method for combining measures are made transparent and clear to all stakeholders.
- Educator evaluator systems in districts are continuously monitored and improved based on the analysis of data and feedback from educators.

6. Determining the Final Measures of Student Learning Score for Principals

By assigning weights to each score associated with the multiple measures in educator evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with learning goals, are more appropriate for measuring educator impact or may signal that all results should be weighted equally. After each of the measures of student learning are scaled (e.g., on a zero-three scale), the next step would entail assigning weights to each and applying an approach to calculate a total score earned by teachers on measures of student learning. Districts may wish to preliminarily weight the results from each measure as it is selected at the beginning of the school year. Districts are encouraged to continuously evaluate the impact of weighting decisions and revise as needed.

Although districts can decide how to weight the scores from each of the multiple measures, districts may want to keep things simple by selecting weighting percentages that sum up to 100 percent. Multiplying the scores earned by the assigned weight yields the weighted score for each measure. The composite score in this example represents a compensatory approach, which was selected as a design choice to ensure that each measure included in an educator's body of evidence can have a measureable influence on the student learning score. The table below provides an illustration of how districts may consider distributing the weights assigned to each score for their principals, and how a single index score is computed.

Combining MSL ratings into a weighted score and converting to an overall MSL rating

Measure	Rating	Score (0-3)	Weight	Weighted Score
SPF Points Earned	Expected	2	.30	(2 * .30) = **.6**
Math MGP	Less than expected	1	.35	(1 * .35) = **.35**
SLO for Writing	Expected	2	.35	(2 * .35) = **.7**
			Total Score	(.6 + .35 + .7) = **1.65**

	Overall MSL Rating			
	Much less than expected	Less than expected	Expected	More than expected
Total score	0.0 to 0.49	0.50 to 1.49	1.50 to 2.49	2.50 to 3.0

In the example above, the district has assigned the following measures for this principal: SPF Points Earned, Math MGP, and SLO for Writing (total of nine points possible) for attainment of expected targets. The first column is the measure that is included. The second column reflects the rating earned - Much Less than Expected (zero points), Less than Expected (one point), Expected (two points) and More than Expected (three points) - by a hypothetical principal with all these measures relevant to his/her goals.

To assign weights to scores, a district can allocate smaller or higher percentages to each rating and ensure that the weights assigned across all measures sum up to 1 or 100 percent as shown in the third column. In this example, the district has decided that the SPF Points Earned and SLO for Writing should have the same weight. The fourth column shows the weight of each measure. The fifth column shows the weighted scores. These are computed by multiplying the score earned for each measure (column 3) by the assigned weight (column 4). In this example, it is determined that the raw score for measures of student learning is 1.65.

The sum of all weighted scores (1.65) in the table above represents the composite student learning score earned by the teacher. The next table translates the composite score ranges into measures of student learning ratings for a given teacher. The cut points for raw composite scores are based on scores of zero for Much Less than Expected, one for Less than Expected, two for Expected and three for More than Expected. When numbers in the four ranges in this table are combined and rounded to the nearest whole number, they are placed in the four categories as shown. The fractions are produced when teachers have multiple assessment scores which are weighted and averaged together.

Rules for Converting a Measure of Student Learning Raw Score to the 540 Point Scale

Measures of Student Learning Raw Composite Score		Computing a Measures of Learning Score
Much Less than Expected	(0 < score < .5)	(score – .0) * 270
Less than Expected	(.5 <= score < 1.5)	(score – .5) * 135 + 135
Expected	(1.5 <= score < 2.5)	(score – 1.5) * 135 + 270
More than Expected	(2.5 <= score <= 3.0)	(score – 2.5) * 270 + 405

Using the example of 1.65 above as the weighted average of four measure ratings, we can convert 1.65 to the 540 scale with the appropriate formula above: (1.65 – 1.5) * 135 + 270 = 290, which would be the final measures of student learning score for this teacher.

7. Measures of Student Outcomes: Special Services Providers

The purpose of this section is to highlight possible approaches for districts and BOCES to consider when constructing their approach to selecting measures of student outcomes for use in SSP evaluations.

In an effort to improve the quality of education provided to all students in the state, Colorado has: implemented the Colorado Academic Standards (CAS) that represent what students should know and be able to do at each level of their schooling; implemented school and district accountability strategies that are tied to unified improvement planning; and, adopted Educator Quality Standards that describe effective educators in Colorado. Each of these efforts has the shared purpose of improving student learning and raising student achievement levels. It is important to recognize the interdependence of each of these strategies so that they can be implemented as parts of a cohesive and aligned system. It is also important to ensure that these strategies address how all stakeholders in the system, including special services providers (SSP), can contribute to the desired outcomes for Colorado students.

The focus of this guidance is on the measures of student outcomes component of SSP evaluations outlined in Senate Bill 10-191. Senate Bill 10-191 requires fifty percent of a special services provider's evaluation be based on service delivery impact on student outcomes determined by using multiple measures. The phrase "measures of student outcomes" or "MSO" is employed throughout this document to ensure districts understand that evaluating student outcomes for SSP evaluations is not confined to results from academic measures. The term "student outcomes" is purposefully inclusive of multiple types of measures that may be used in special services providers' evaluations to reflect their support of student-centered goals.

Nine categories of special services providers (referred to as other licensed personnel in law) have been identified and include: audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech language pathologists. As previously noted, measures of student outcomes for these SSPs are not limited to academic measures but may include measures focused on increasing access to learning since these educators may concentrate on non-academic factors that affect overall student well- being. The overall intent of S.B. 10-191 is to ensure special services providers' evaluations provide meaningful and actionable feedback and allow for continuous improvement of practice.

The Colorado State Model Evaluation system for special services providers includes Quality Standards I-IV which reflect the knowledge and skills of each SSP. Measures of Student Outcomes identifies measures consistent with their respective positions. Per S.B. 10-191, Quality Standards I-IV shall reflect fifty percent of SSP evaluations while the other fifty percent is represented by Measures of Student Outcomes. All districts/BOCES shall base the evaluations of their SSPs on either the full set of Quality Standards, or shall adopt their own locally developed standards that meet or exceed those identified in the Colorado State Model.

8. Measuring Student Outcomes, a Sample Step-by-Step Process for SSPs

This section outlines recommended steps for identifying and determining the measures of student outcomes that may be included in a district's SSP evaluation system. Taken together, these steps detail a sample process that may be used by districts/BOCES to determine measures of student outcomes in order to generate a performance rating for Measures of Student Outcomes.

The steps are as follows:

Step 1: Determine the role and responsibilities of each SSP in order to select relevant measures of student outcomes.

- SSP responsibilities may vary greatly from role to role, and within and between district/BOCES.
- Take into account how the SSP is supporting and providing services to students, schools, and districts/BOCES.

Step 2: Select measures and assign weights to measures of student outcomes aligned with the SSPs role and responsibilities.

- Collaboration between SSPs and their evaluators is vital when selecting multiple measures of student outcomes to ensure the evaluation is meaningful to the SSP.
- Measures should reflect varying assignments, job duties, and responsibilities of each SSP.
- Measures should reflect the outcomes the professional wants to see in students, schools, or districts/BOCES based on the services they provide.
- A list of sample measures of student outcomes has been created for each of the nine categories of SSPs to provide additional support in identifying relevant measures of student outcomes.

Step 3: Determine success criteria for results from included measures of student outcomes.

- Use baseline information to determine appropriate success criteria.
- Set rigorous but attainable targets and scales for each rating category.
- Seek approval from evaluator.

Step 4: Assign ratings based on identified success criteria using results on the selected measures of student outcomes (this may occur at the end of the year, evaluation cycle or learning cycle).

Step 5: Combine weighted ratings from each measure into an overall measures of student outcomes (MSO) rating.

Tools/resources:

- Sample measures of student outcomes
- The MSL Guiding Questions document (developed by the Colorado Education Initiative [CEI]) presents questions for districts to consider while developing and improving their systems. While this was created for Measures of Student Learning, principles may be applied for determining Measures of Student Outcomes.

Step 1: Determine the role and responsibility of each SSP in order to select relevant measures of student outcomes.

The Colorado State Model Evaluation system for special services providers includes Quality Standards I-IV which outline the knowledge and skills required of an effective SSP and will be used to evaluate SSPs in the state of Colorado.

Districts/BOCES shall base their evaluations of their SSPs on either the full set of Quality Standards, or shall adopt their own locally developed standards that meet or exceed those identified in the Colorado State Model.

The district/BOCES should first identify which of the nine groups of SSPs are employed in their district/BOCES. Once the groups of SSPs in the district/BOCES are determined, the evaluators then work with the SSPs to determine their role and responsibilities in the school, district, or BOCES, as well as what types of measures of student outcomes relate to their role and responsibilities.

The roles and responsibilities of SSPs may vary greatly within and across groups. Some SSPs work with small groups of students in therapeutic situations to achieve very specific individualized goals. Some SSPs may have roles where they support adults in the school/district/BOCES in order to support individual student needs. The purpose of this guidance document is to encourage districts/BOCES to choose measures of student outcomes that are relevant to the role and responsibilities of each individual SSP.

Throughout this document, an example of a speech language pathologist (SLP) will be utilized to demonstrate the recommended steps for identifying and determining the measures of student outcomes to be included in district/BOCES evaluation systems for SSPs. For this example, the SLP regularly provides one-on-one services to an assigned caseload of students. The services this SLP provides are intended to support students in accessing the district's Reading, Writing and Communicating curriculum and mastering the standards as evidenced by their performance on the English language arts (ELA) assessments given in their classrooms. This SLP also works with all the ELA teachers in the school on writing techniques, accommodations, and strategies.

Based on the role and responsibilities of this SSP, it may make sense to have three measures of student outcomes included in this SSP's body of evidence. The following MSOs are examples that align to this speech language pathologist's role and responsibilities:

1. A measure of student outcomes specific to the types of outcomes the caseload of students is able to demonstrate as a result of the SLP's services. This could possibly be a percentage of caseload meeting individualized goals.
2. A measure of student outcomes based on the caseload's performance on a vendor-based reading assessment. This could possibly be the percentage of caseload meeting proficiency on the assessment.
3. A measure of student outcomes based on all students' performance on the school's writing assessment because the SLP works with all of the ELA teachers on writing techniques, strategies, and accommodations.

Step 2: Select measures and assign weights to measures of student outcomes aligned with SSP roles and responsibilities.

After determining the roles and responsibilities of the special services providers, SSPs should collaborate with their evaluators in order to determine what measures of student outcomes will be utilized for evaluations. In Step 2, SSPs and their evaluators will select measures and assign weights to the measures for use in SSP evaluations.

By assigning weights to each measure in an SSP's evaluation, districts/BOCES are signaling which measures in the system are deemed to have more value than others, are better aligned with the role and responsibilities of the SSP, or are more appropriate for measuring SSP impact.

As districts consider how to weight measures of student outcomes, it may be beneficial to review the requirements for SSP evaluations outlined in S.B. 10-191. A few questions to consider are:

- What measures are most consistent with and reflect varying job duties?
- What measures can be collected from the site, or representative sample of the site, where the SSP provides services?
- What measures yield results deemed to be of higher technical quality?

In step 1 we utilized an example of a speech language pathologist to describe each step in the process. Based on the roles and responsibilities of the SSP, three relevant measures of student outcomes have been identified:

1. Caseload Goal: Identified as a percentage of students on the SSP's caseload meeting individual goals.
2. Vendor-based Reading Assessment: Identified as a percentage of students on the SSP's caseload who are proficient on the assessment.
3. Common School Writing Assessment: A measure based on the performance of all students in the school on the school's writing rubric.

The table below illustrates the three measures of student outcomes that have been selected to demonstrate the SSP's body of evidence. In addition, the SSP has collaborated with the evaluator to preliminarily weight each MSO. In this example, the description of each measure clearly identifies the measure as well as provides a rationale for why the measure was weighted in the identified manner.

MSO weighting examples as shown in the Colorado Performance Management System

Measures of Student Learning/Outcomes

Name	Weight	Description	
Caseload Goal	60 %	This measure is specifically related to what the SLP does on a daily basis through the provision of services to help students meet their goals.	View
Vendor-based Reading Assessment	20 %	Students supported by the SLP take this assessment. Work done with students in one-on-one and small group instruction support this measure.	View
Common School Writing Assessment	20 %	The SLP team teaches with ELA teachers and provides support on writing techniques, strategies, and the implementation of accommodations.	View
Total:	**100 %**		

Note that the individual MSOs add up to a total weight of 100% of the MSO side of the special services providers evaluation, but only 50% of an SSP's entire evaluation once combined with the professional practice side.

As this example illustrates, the district/BOCES has decided to weight the speech language pathologist's caseload goal with a higher weight (60%) than the vendor-based reading assessment and common school writing assessment (20% each). In this table, the SSP has clearly described each measure of student outcomes which provides the rationale for why the measures were weighted in the identified manner. The combination of scores from the weighted measures is discussed in Step 5.

Step 3: Determine success criteria for results from included measures of student outcomes.

In the previous steps, SSPs would have identified goals based on their specific roles and responsibilities and collaborated with their evaluators to select and weight appropriate measures of student outcomes. In this step, SSPs will work with their evaluators to determine the success criteria for each measure within the established performance categories. The State Model Evaluation System has identified a rating scale which includes four performance categories: much less than expected, less than expected, expected, and more than expected.

When establishing success criteria for each measure of student outcome, evaluators should work with their SSPs using available baseline information to set success criteria for each rating category. The success criteria for each measure should be rigorous yet attainable and should be approved by an evaluator.

Example: Determining success criteria

Caseload goals

In our example of the speech language pathologist, caseload goals were identified as one MSO and success criteria were identified for each rating category at the beginning of the year. These success criteria were based on baseline information which showed that at the end of last year, 75% of the SLP's caseload reached their goals. For this year, the SLP has decided to create a scale to reflect a 5% increase over last year's result in order to make the "expected" rating. In addition, the SLP will work to make more rigorous individual goals for individual students. The table below identifies the success criteria and score associated with each rating category.

Success criteria for percent of students on caseload meeting individual goals

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria	Below 70% of my caseload will attain their individual goals by the end of the year	70-79.9% of my caseload will attain their individual goals by the end of the year	At least 80% of my caseload will attain their individual goals by the end of the year	80% of my caseload will attain their individual goals and 50% will exceed their goals by the end of the year

This example illustrates the success criteria for this MSO in each of the identified rating categories (much less than expected, less than expected, expected, and more than expected). In addition, the score associated with each rating category (0, 1, 2, and 3) is identified. Once a rating has been determined at the end of the evaluation cycle for all MSOs, a weighted score will be converted to an overall MSO rating (this process is outlined in Step 5).

Vendor-based reading assessment

In selecting multiple measures for use in special services providers evaluations, districts/BOCES should work with their SSPs to determine success criteria for student learning. In this example, the evaluator and SSP have decided to use results from the district's vendor-based reading assessment as a measure for this speech language pathologist's evaluation. All students on the SLP's caseload take this assessment and success criteria are defined by the percentage of students meeting proficiency on the assessment.

The table below presents the success criteria and score for each performance category rating associated with this measure. The success criteria were determined by using baseline information which indicated that last year 52% of students on the SLP's caseload were proficient or higher on this assessment. This year, the SLP has implemented some new reading strategies (learned through professional development opportunities) which have shown to be highly effective.

Therefore, the SLP has set a very rigorous goal of improving student proficiency on this assessment to at least 70% in order to attain an "expected" rating on this measure.

Success criteria for the vendor-based reading assessment

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria	Below 60% of my caseload will be proficient or higher on the assessment	60-69.9% of my caseload will be proficient or higher on the assessment	70-79.9% of my caseload will be proficient or higher on the assessment	80% of my caseload will be proficient or higher on the assessment

Common school writing assessment

When determining success criteria for selected measures, targets should be established based on local context within a district or school. In this school, the SLP team teaches with all of the English language arts teachers and provides support on writing techniques, strategies, and the implementation of accommodations for all students (not just those on the SLP's caseload). Based on the identified responsibilities, it is appropriate for the SLP to use the common school writing assessment as a measure of student outcomes which reflects the learning of all students in the school.

The success criteria for this measure were defined by looking at student performance in the prior year. Last year on the common school writing assessment, the average rubric score was 5.4. This year the SLP, in collaboration with the evaluator, set the success criteria so that a similar performance by students this year will yield an "expected" outcome on this measure. The success criteria for this measure is identified. The Setting Student Learning Targets and Scales activity walks participants through the steps in determining a target and scale based on given sets of data.

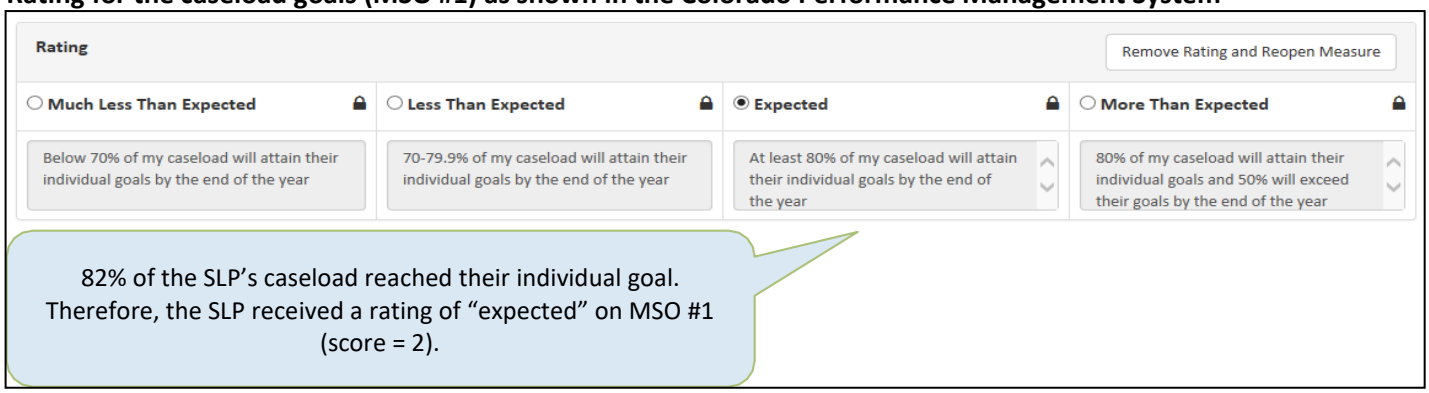
Step 4: Assign ratings based on identified success criteria using results on the selected measures of student outcomes.

In the previous steps, SSPs have collaborated with their evaluators to identify measures of student outcomes that align with their identified roles and responsibilities, selected and weighted appropriate measures of student outcomes, and identified success criteria for each MSO. In this step, results from the selected measures of student outcomes are used to rate SSPs (at the end of the year, evaluation cycle or learning cycle) in one of the performance categories: much less than expected, less than expected, expected, and more than expected. These ratings will then be converted into a score ranging from 0 to 3 which will be used to calculate the overall MSO score. Educators are encouraged to set the bar high, with "expected" meeting criterion that is similar to "proficient" for students on state assessments.

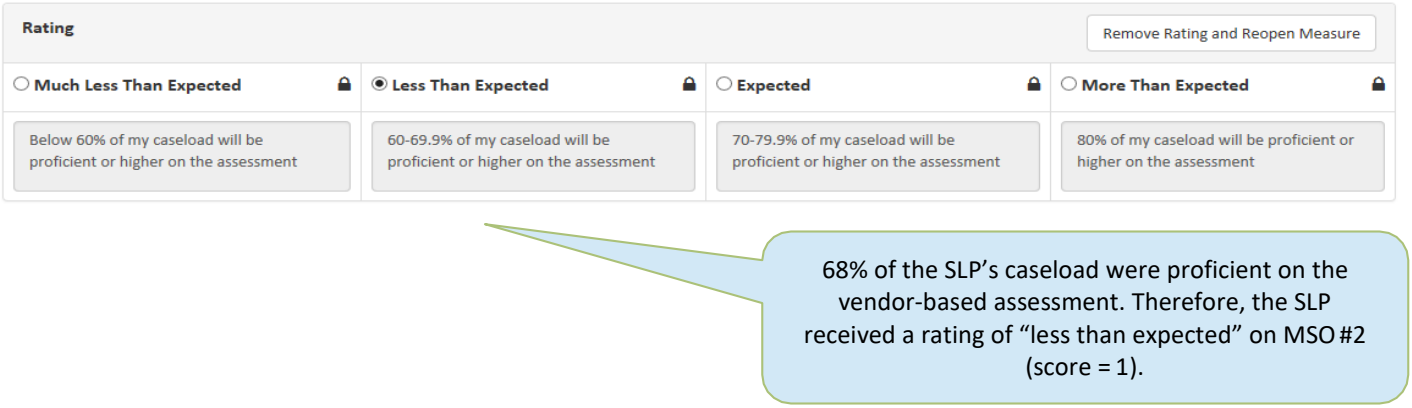
Example: Assign ratings to results for identified MSOs

Continuing with the example of the SLP used throughout this document, success criteria for each MSO (caseload goals, vendor-based assessments, and the common school writing assessment) have been set and ratings were assigned based on the results of each measure at the end of the evaluation cycle. The tables below show the success criteria and ratings for each MSO accompanied by a short explanation of how ratings and scores were determined.

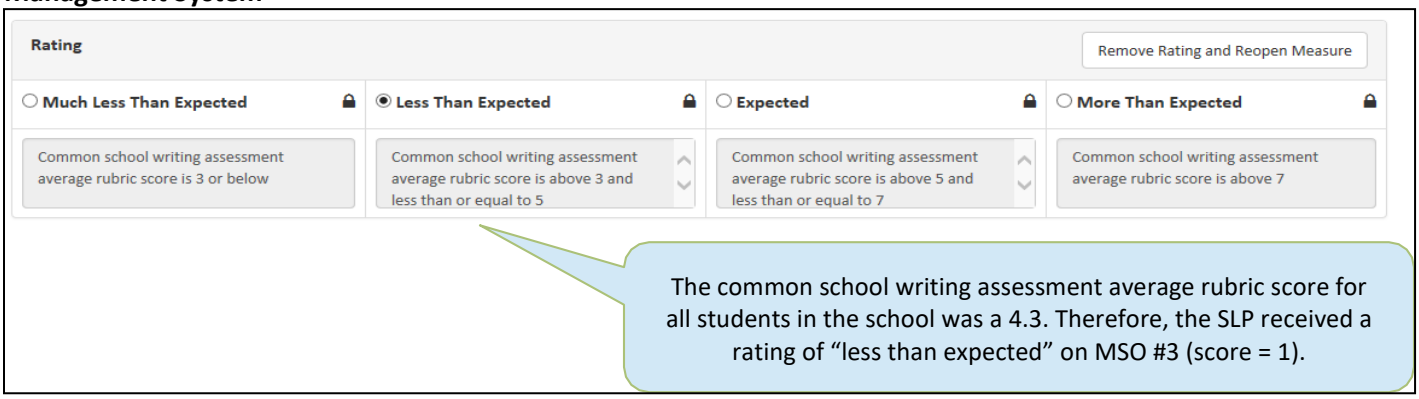
Rating for the caseload goals (MSO #1) as shown in the Colorado Performance Management System



Rating for the vendor-based assessment (MSO #2) as shown in the Colorado Performance Management System



Rating for the common school writing assessment (MSO #3) as shown in the Colorado Performance Management System



Success criteria for the common school writing assessment

	Performance Category			
	Much less than expected	**Less than expected**	**Expected**	**More than expected**
	Score = 0	Score = 1	Score = 2	Score = 3
Example Success Criteria	Common school writing assessment average rubric score is 3 or below	Common school writing assessment average rubric score is above 3 and less than or equal to 5	Common school writing assessment average rubric score is above 5 and less than or equal to 7	Common school writing assessment average rubric score is above 7

Step 5: Combine weighted ratings from each measure into an overall measures of student outcome rating

By assigning weights to each of the multiple measures in special services provider evaluations, districts are signaling which results or measures in the system are deemed to have more value than others and are more appropriate for measuring SSP impact. Districts may preliminarily weight each measure at the beginning of the school year and reevaluate the weights later; however, the weights must be finalized before a measure of student outcomes rating can be determined. Districts are encouraged to continuously evaluate the impact of weighting decisions and make revisions as needed in the upcoming evaluation cycles.

As shown in the previous examples, the speech language pathologist has been rated on each of the three identified MSOs, based on the identified success criteria. The evaluator will then use those ratings to determine an overall MSO rating. The graphic below provides an illustration of how the ratings from selected measures sum for a single overall MSO rating. Each of the columns is described below:

Name: Measure name (general)
Weight: Weight of the measure
Description: Measure description including more specific information
Rating: Rating (much less than expected, less than expected, expected, and more than expected)

In this example, selected measures of student outcomes have been combined into an overall rating. You can see that even though the SSP has a “less than expected” score on two measures, the overall rating is still “expected” because the educator earned an “expected” rating on the measure with the highest weight.

MSO weighting and combining ratings example as shown in the Colorado Performance Management System

Measures of Student Learning/Outcomes

Name	Weight	Description	Attribution	Rating	Evidence	
Caseload Goal	60	This measure is specifically related to what the SLP does on a daily basis through the provision of services to help students meet their goals.		Expected	0	View
Vendor-based Reading Assessment	20	Students supported by the SLP take this assessment. Work done with students in one-on-one and small group instruction support this measure.		Less Than Expected	0	View
Common School Writing Assessment	20	The SLP team teaches with ELA teachers and provides support on writing techniques, strategies, and the implementation of accommodations.		Less Than Expected	0	View
Total Weight	**100**		**Overall MSL/MSO Rating**	**Expected**		

A description of the measures and weights was described in Step 3. Sample success criteria and ratings for measures were given in Steps 3 and 4. After determining which performance category the SSP earned on each measure, the final step is to combine the weighted ratings in order to determine an overall MSO *score,* which is used to determine an overall MSO *rating* shown in the bottom right of the table.

As districts develop their approach, they will want to keep the following principles in mind:

- The process begins with districts/BOCES, in collaboration with SSPs, identifying the role and responsibilities of the various SSPs. Knowing what the role and responsibilities are serves as the foundation for selecting the set of appropriate measures of student outcomes to use in SSP evaluations. This approach is consistent with the intended vision that each of the measures of student outcomes included in an SSP evaluation system provides meaningful and useful information for the SSPs.
- The guiding principles and values for selecting measures of student outcomes and the method for combining measures should be transparent and clear to all stakeholders.
- Special services provider evaluation systems employed by districts/BOCES are continuously monitored and improved based on data analyses and feedback from SSPs.

9. Determining the Final Measures of Student Learning Score for SSPs

By assigning weights to each score associated with the multiple measures in educator evaluations, districts are signaling which results or measures in the system are deemed to have more value than others, are better aligned with learning goals, are more appropriate for measuring educator impact or may signal that all results should be weighted equally. After each of the measures of student learning are scaled (e.g., on a zero-three scale), the next step would entail assigning weights to each and applying an approach to calculate a total score earned by teachers on measures of student learning. Districts may wish to preliminarily weight the results from each measure as it is selected at the beginning of the school year. Districts are encouraged to continuously evaluate the impact of weighting decisions and revise as needed.

Although districts can decide how to weight the scores from each of the multiple measures, districts may want to keep things simple by selecting weighting percentages that sum up to 100 percent. Multiplying the scores earned by the assigned weight yields the weighted score for each measure. The composite score in this example represents a compensatory approach, which was selected as a design choice to ensure that each measure included in an educator's body of evidence can have a measureable influence on the student learning score. The table below provides an

illustration of how districts may consider distributing the weights assigned to each score for their SSPs, and how a single index score is computed.

Combining MSO ratings into a weighted score and converting to an overall MSO rating

Measure	Rating	Score (0-3)	Weight	Weighted Score
Caseload Goal	Expected	2	.60	(2 * .60) = **1.2**
Vendor-based Reading Assessment	Less than expected	1	.20	(1 * .20) = **.2**
Common School Writing Assessment	Less than expected	1	.20	(1 * .20) = **.2**
			Total Score	(1.2 + .2 + .2) = **1.60**

	Overall MSL/MSO Rating			
	Much less than expected	Less than expected	Expected	More than expected
Total score	0.0 to 0.49	0.50 to 1.49	1.50 to 2.49	2.50 to 3.0

In the example above, the district has assigned the following measures for this SSP: Caseload Goal, Vendor-based Reading Assessment, and Common School Writing Assessment (total of nine points possible) for attainment of expected targets. The first column is the measure that is included. The second column reflects the rating earned - Much Less than Expected (zero points), Less than Expected (one point), Expected (two points) and More than Expected (three points) - by a hypothetical principal with all these measures relevant to his/her goals.

To assign weights to scores, a district can allocate smaller or higher percentages to each rating and ensure that the weights assigned across all measures sum up to 1 or 100 percent as shown in the third column. In this example, the district has decided that the Vendor-based Reading Assessment and Common School Writing Assessment should have the same weight. The fourth column shows the weight of each measure. The fifth column shows the weighted scores. These are computed by multiplying the score earned for each measure (column 3) by the assigned weight (column 4). In this example, it is determined that the raw score for measures of student learning is 1.6.

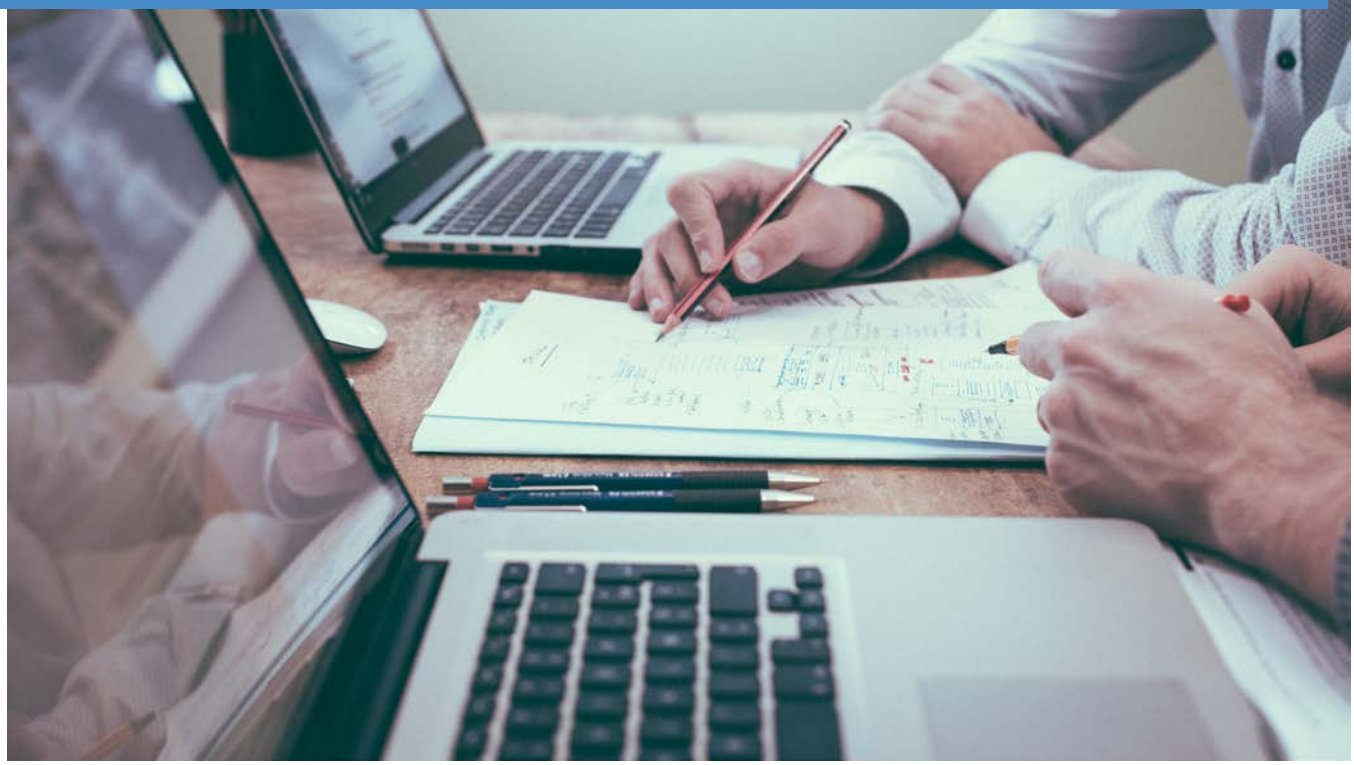
The sum of all weighted scores (1.65) in the table above represents the composite student learning score earned by the teacher. The next table translates the composite score ranges into measures of student learning ratings for a given teacher. The cut points for raw composite scores are based on scores of zero for Much Less than Expected, one for Less than Expected, two for Expected and three for More than Expected. When numbers in the four ranges in this table are combined and rounded to the nearest whole number, they are placed in the four categories as shown. The fractions are produced when teachers have multiple assessment scores which are weighted and averaged together.

Rules for Converting a Measure of Student Outcomes Raw Score to the 540 Point Scale

Measures of Student Learning Raw Composite Score		Computing a Measures of Learning Score
Much Less than Expected	(0 < score < .5)	(score – .0) * 270
Less than Expected	(.5 <= score < 1.5)	(score – .5) * 135 + 135
Expected	(1.5 <= score < 2.5)	(score – 1.5) * 135 + 270
More than Expected	(2.5 <= score <= 3.0)	(score – 2.5) * 270 + 405

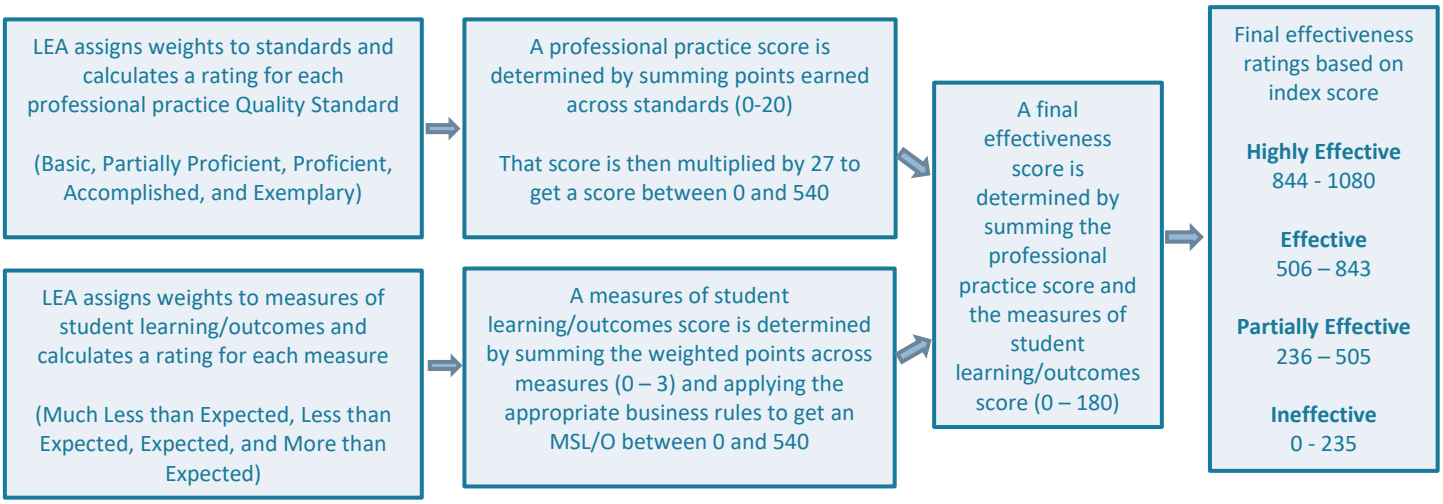
Using the example of 1.6 above as the weighted average of four measure ratings, we can convert 1.6 to the 540 scale with the appropriate formula above: (1.6 – 1.5) * 135 + 270 = 283.5 or 284, which would be the final measures of student learning score for this teacher.

Section VI: Determining a Final Effectiveness Rating



SB-191 requires 50 percent of an educator's evaluation be based on professional practices and 50 percent be based on multiple measures of student learning or outcomes (MSL/O). Educators will earn a professional practice score based on the rubric and an MSL/O based on multiple measures. The professional practices score and the MSL/O scores are combined to determine an overall effectiveness rating of Ineffective, Partially Effective, Effective or Highly Effective. This example provides information on the approach and method used in the Colorado State Model Educator Evaluation System.

The state model uses an additive approach expressed through an index score to arrive at a final effectiveness score. Figure 1 illustrates the series of steps taken to move from scores earned on each component to a final effectiveness score and rating. The process of combining measures starts with the final scores from professional practices and the measures of student learning/outcomes. Once the professional practice score and MSL/O score are determined, they are added together to create a single effectiveness, or index score. A final effectiveness rating is assigned to an educator based on the total number of points reported.



Understanding Professional Practice Ratings

In the Colorado State Model Evaluation System, four professional practice Quality Standards are evaluated using a rubric. Each of the Quality Standards has a varied number of associated elements that are scored individually to evaluate each professional practice Quality Standard.

The table below shows the point values assigned to each rating in the Colorado State Model Evaluation System. Each educator earns a professional practice rating based on the accumulation of points as outlined previously.

Professional Practices Rating	Rubric Scale 0-20 (Rounded to the nearest hundredth)	Scale Converted to 0-540 (Rounded to the nearest whole number)
Basic	0 – 3.74	0 - 101
Partially Proficient	3 .75 – 8.74	102 - 236
Proficient	8.75 – 13.74	237 - 371
Accomplished	13.75 – 18.74	372 - 506
Exemplary	18.75 – 20.00	507 - 540

Understanding Measures of Student Learning/Outcomes Ratings

Local school districts identify the different measures of student learning/outcomes comprising an educator's body of evidence for the 50 percent measures of student learning/outcomes portion of their evaluation. Districts determine the best approach for combining these measures. In the state model, each measure is awarded points that range from zero to three (for Much Less Than Expected through More Than Expected, respectively). The measures of student learning/outcomes are weighted and combined and then converted to a score between zero and 540. The table below shows how the 540 point scale rating for the MSL/O component is divided into segments that correspond to four different ratings.

Measures of Student Learning Rating	0-3 Point Range per Rating (Rounded to the nearest hundredth)	Scale Converted to 0-540 (Rounded to the nearest whole number)
Much Less Than Expected	0 - .49	0 - 134
Less Than Expected	.50 - 1.49	135 – 269

Expected	1.50 - 2.49	270 – 404
More Than Expected	2.50 - 3.00	405 – 540

Determining a Final Effectiveness Score and Rating

To arrive at the final educator effectiveness score, the professional practice score is simply added to the measures of student learning/outcomes score. Translating the final effectiveness score into a rating entails locating the score earned in the range of scores presented in the table below.

Overall Effectiveness Rating	Overall Effectiveness Rating Scoring
Ineffective	0 - 235
Partially Effective	236 - 505
Effective	506 - 843
Highly Effective	844 - 1080

Setting the Cut Points for Overall Effectiveness Ratings

The Colorado State Model Evaluation System is structured to ensure that professional practices and measures of student learning/outcomes are equally represented in the determination of a final effectiveness rating. The index approach was selected to clearly demonstrate that an equal number of points are being distributed and combined across the two sides of the system. Each of the two components represents 50 percent of a educator's final evaluation.

Each component of the Colorado State Model Evaluation System has specific cut points to determine the professional practice and measures of student learning ratings. Districts using the state model system will use the cut points established for the combined scores to assign one of the following four final effectiveness ratings to educators: Ineffective, Partially Effective, Effective and Highly Effective.

An educator's final effectiveness rating is determined after the professional practice score and measures of student learning/outcomes score have been combined. The first overall effectiveness rating cut point is established by determining the maximum score for Basic on professional practices (101) and the minimum score for less than Expected on MSL/O (135). With 101 + 135 = 236, 236 is the first cut point for a partially effective rating. To determine the cut point for Effective, the maximum score for Partially Proficient on professional practices (236) is added to the minimum score for Expected for MSL/O (270). The cut point for an Effective rating is 506 (236+270). The cut point for Highly Effective is determined by adding the midpoint score for Accomplished on the professional practices (439) to the minimum score for more than Expected on the measures of student learning/outcomes (405). The cut point for a Highly Effective rating is 844 (439+405).

Section VII: Glossary and Appendices

Glossary

This glossary contains definitions for terms used throughout this users' guide. In some cases, examples are provided to help the reader gain a better understanding of the definition in the context of educator evaluation. Sources of information are provided along with individual glossary items to provide easily accessible links to help users locate additional information.

There is also a glossary from the Resource Guide for Deepening the Understanding of Teachers' Professional Practices in support of the Rubric for Evaluating Colorado Teachers, a companion document to the user's guide.

Administrator: 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.*[4]

Artifacts: Documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts other than those specifically required by S.B. 10-191 so long as they agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance.

BOCES or Board of Cooperative Services: A regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members.

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.

Colorado Academic Standards: The Colorado Academic Standards are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. All Colorado districts are required to adopt local standards that meet or exceed the Colorado Academic Standards. The Colorado Academic Standards are also the basis of the annual state assessment. Colorado has updated academic standards in 10 content areas for preschool through 12th grade: music; visual arts; drama and theatre arts; dance; comprehensive health and physical education; mathematics; reading, writing, and communicating; science; social studies; and world languages. The Colorado Academic Standards for reading, writing, and communicating and for mathematics incorporate the Common Core State Standards.

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

Educator: A person, such as a principal, assistant principal, administrator, teacher, Special Services Provider or other school or school system employee who is involved in educating learners.

Elements of the Quality Standards: The detailed descriptions of knowledge and skills that contribute to effective teaching and leading and which correspond to a particular Teacher, Principal or Special Services Provider Quality Standards.*

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

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[4] *Glossary items marked with an "*" were taken from the State Rules document dated November 9, 2011.

Licensed Personnel: Any persons employed to implement, direct or supervise instructional and/or support services programs who holds a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes.

Measures of Student Learning/Outcomes (Student Academic Growth and Student Growth): 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, meeting IEP goals and objectives, and/or other measures.
Measures of Teacher 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.

Mid-Year Review: Takes place before the second semester of the school year. The evaluator and person being evaluated discuss progress to date toward meeting the annual goals articulated in the professional growth plan for the person being evaluated. The focus of the meeting is addressing barriers toward meeting annual goals and immediate action steps needed to overcome such barriers. Artifacts needed to demonstrate progress may also be discussed as well a changes to the growth plan.

Not Observable Professional Practices: Professional practices that an evaluator would not normally and customarily be able to observe during a typical class-period-long observation for teachers.

Observable Professional Practices: Professional practices that an evaluator would normally and customarily be able to observe during an observation of a typical class-period long lesson for teachers.

Performance Evaluation Rating: The summative evaluation rating assigned by a school district or BOCES to licensed personnel and reported to the Colorado Department of Education on an annual basis. It is the equivalent of a "performance standard," as defined in section 22-9-103 (2.5), C.R.S.*

Performance Rating Levels: Describe performance on professional practices with respect to Colorado's Quality Standards.

Basic: Educator's performance on professional practices is significantly below the state performance standard.
Partially Proficient: Educator's performance on professional practices is below the state performance standard.
Proficient: Educator's performance on professional practices meets state performance standard.
Accomplished: Educator's performance on professional practices exceeds state standard.
Exemplary: Educator's performance on professional practices significantly exceeds state standard.

Performance Standards: Levels of effectiveness established by rule of the state board pursuant to section 22-9-105.5(10). The four levels of effectiveness are: Ineffective, Partially Effective, Effective, and Highly Effective.

Principal: A person who is employed as the chief executive officer or an assistant chief executive officer of a school in the state and who administers, directs or supervises the education program in the school. *

Principal Professional Growth Plan: The development plan for principals/assistant principals which constitutes a written agreement developed by a principal/assistant principal and district administration that outlines the steps to be taken to improve the principal's effectiveness. The principal growth plan shall include professional development opportunities.

Professional Practices: The day-to-day activities in which educators engage as they go about their daily work. Professional practices included in the rubric are those one would expect an educator to demonstrate at each rating level. These are the behaviors, skills, knowledge and dispositions that educators should exhibit. Teacher Quality Standards I-IV, Special Services Provider Quality Standards I-IV, and Principal Quality Standards I-IV address the professional practice standards for educators in Colorado.

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness recommended Quality Standards for teachers, principals/assistant principals and Special Services Providers. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards focus on the professional practices and measures of student learning needed to achieve effectiveness.

School Administrator: Principals and assistant principals working in Colorado's schools.

School District or District: A school district organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.

Senate Bill 10-191: Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) bill and commonly referred to as the great teachers and leaders act, 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)

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.

Significant Adults: Teachers and other professionals, family members or non-family members who have a vested interest in and impact on the life of the student.

Special Services Providers (SSPs): Licensed personnel who provide support to teachers and students in areas that involve student physical, emotional and social health and well-being. They include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech-language pathologists.

State Board: The State Board of Education established pursuant to Section 1 of Article IX of the state constitution*

State Council: The State Council for Educator Effectiveness established pursuant to article 9 of title 22.

State Scoring Framework: This framework outlines how data collected around the professional practices of principals, Special Services Providers and teachers and the measures of student learning/outcomes for students in the school should be combined in order to make a singular judgment about the person being evaluated.

State Scoring Framework Matrix: A matrix adopted by all districts statewide to assign teachers and principals to appropriate performance standard ratings based on locally-calculated professional practice and student growth/outcomes scores.

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

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

Student Academic Growth (incorporated in the CO State Model Evaluation System as Measures of Student Learning): 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: A 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.

Summary of Ratings for the Standard: Summarizes individual element ratings for the standard. Summary ratings are also included in the Summary Evaluation Sheet Worksheet and the one-page Summary Evaluation Sheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Teacher: 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 Evaluation System Framework: The complete evaluation system that all school districts and BOCES shall use to evaluate teachers employed by them. The complete teacher evaluation system framework includes the following component parts: (i) definition of teacher effectiveness set forth in section 3.01 of these rules, (ii) the Teacher Quality Standards described in section 3.02 of these rules, (iii) required elements of a written evaluation system described in section 5.01 of these rules and (iv) the weighting and aggregation of evidence of performance that are used to assign a teacher to one of four performance evaluation ratings as described in section 3.03 of these rules.

Teacher Feedback: SB. 10-191 requires that all educator evaluation systems include opportunities for students, parents, teachers, and other professionals to provide feedback on the performance of teachers, principals and other educators. The Colorado State Model Educator Evaluation System provides this opportunity through the use of required artifacts. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the Teaching and Learning Conditions in Colorado (TLCC), formerly known as TELL Colorado, 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 Growth Plan: 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 growth plan shall include professional development opportunities.

Teacher Quality Standard: The professional practice or focus on student academic growth needed to achieve effectiveness as a teacher.

Weighting: How much a particular measurement tool, student growth measure or quality standard determines overall performance when multiple measures are combined into a single rating.

APPENDIX A: Teacher Evaluation Rubric And Example Forms

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests, and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

QUALITY STANDARD I

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: ☐ ***Colorado Academic Standards.*** ☐ ***Relevant instructional objectives.*** ☐ ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: ☐ ***Align to the district's plan of instruction.*** ☐ ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** ☐ ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** ☐ ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** ☐ ***Can provide a relevant connection to the standard in their words.***
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER: ☐ ***Connects lessons to key concepts and themes within other disciplines and/or content areas.*** ☐ ***Makes content-specific academic language accessible to students.***	. . . and **THE TEACHER** **IMPLEMENTS INSTRUCTIONAL STRATEGIES ACROSS CONTENT AREAS THAT INCLUDE:** ☐ ***Literacy.*** ☐ ***Mathematical practices.*** ☐ ***Language development.***	. . . and **THE TEACHER:** ☐ ***Makes interdisciplinary connections explicit to students.*** ☐ ***Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.*** ☐ ***Strategically integrates mathematical practices across content areas.***	. . . and **STUDENTS:** ☐ ***Apply literacy skills and concepts.*** ☐ ***Apply mathematical practices.***	. . . and **STUDENTS:** accelerate their learning by: ☐ ***Elaborating on current lesson within content area.*** ☐ ***Drawing real-world connections to other content area(s).***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
THE TEACHER: ☐ ***Scaffolds questions, concepts, and skills based on a sequence of learning.*** ☐ ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** ☐ ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** implements: ☐ ***Content-based instructional strategies that best align to the learning objective.*** ☐ ***Multiple models and delivery methods to explain concepts accurately.*** ☐ ***Questioning techniques to support disciplinary inquiry.***	. . . and **THE TEACHER:** ☐ ***Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.*** ☐ ***Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.***	. . . and **STUDENTS:** ☐ ***Develop a variety of explanations and multiple representations of concepts.*** ☐ ***Apply skills and knowledge learned in the classroom to engage in more complex tasks.***	. . . and **STUDENTS:** ☐ ***Generate questions that lead to further inquiry and self-directed learning.*** ☐ ***Synthesize concepts to create original thinking within and across disciplines.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD II

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: ☐ ***Safety and welfare of students and the environment.*** ☐ ***Clear expectations for student behavior.*** ☐ ***Procedures and routines to guide instruction and transitions.***	. . . and **THE TEACHER:** ☐ ***Facilitates student accountability to school and class procedures and routines.*** ☐ ***Consistently reinforces student expectations.*** ☐ ***Demonstrates a caring and respectful relationship with students.***	. . . and **THE TEACHER** makes maximum use of instructional time by: ☐ ***Implementing purposeful pacing and efficient transitions.*** ☐ ***Using appropriate strategies to reduce disruptive or off-task behaviors.***	. . . and **STUDENTS:** ☐ ***Demonstrate mutual respect and support with the teacher and peers.*** ☐ ***Uphold school and class rules.***	. . . and **STUDENTS:** ☐ ***Encourage positive behavior from peers.***
ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: ☐ ***Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.***	. . . and **THE TEACHER:** creates a classroom environment in which diversity is used to ensure: ☐ ***A sense of community among students.*** ☐ ***Effective interactions among students.*** ☐ ***Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.***	. . . and **THE TEACHER:** ☐ ***Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.*** ☐ ***Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.***	. . . and **STUDENTS:** ☐ ***Respect the uniqueness of fellow students.*** ☐ ***Seek a variety of perspectives to enhance their learning.***	. . . and **STUDENTS:** ☐ ***Advocate for multiple aspects of diversity, equity and social awareness.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD II

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: ☐ Plans for students that have a variety of learning needs and interests. ☐ ***Adapts the physical environment to support individual student needs.***	. . . and **THE TEACHER:** ☐ ***Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.*** ☐ ***Implements learning plan(s) to address student needs.*** ☐ ***Encourages contributions of students across a range of ability levels.***	. . . and **THE TEACHER:** ☐ Initiates collaboration with colleagues to better understand and respond to student learning needs. ☐ ***Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.*** ☐ ***Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.***	. . . and **STUDENTS:** ☐ ***Actively engage in and monitor their learning.*** ☐ ***Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.***	. . . and **STUDENTS:** ☐ ***Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.*** ☐ ***Encourage fellow students to participate and challenge themselves.***
ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE TEACHER: establishes: ☐ ***A classroom environment that encourages participation from families and/or significant adults.*** ☐ ***Respectful relationships with families and/or significant adults.***	. . . and **THE TEACHER:** ☐ Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. ☐ Shares feedback on student progress with families and/or significant adults.	. . . and **THE TEACHER:** ☐ Facilitates communication between families and/or colleagues who provide student services. ☐ Recognizes obstacles to family and community participation and seeks solutions to overcome them.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** ☐ Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** ☐ ***Participate in classroom and/or school-based activities.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD III

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: ☐ Considers the intellectual, physical, social, and emotional development of students when planning lessons.	. . . and **THE TEACHER:** ☐ Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	. . . and **THE TEACHER:** engages students in: ☐ ***Developmentally-appropriate learning.*** ☐ ***Creative learning experiences.***	. . . and **STUDENTS:** ☐ ***Advocate for their learning needs.*** ☐ ***Communicate the value of new and different ways of learning.***	. . . and **STUDENTS:** ☐ ***Apply new and different ways of learning.***
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: ☐ Determines the students' current skill levels and uses that information to plan instruction. ☐ ***Selects assessment strategies aligned to the learning objective.*** ☐ ***Monitors student learning in relation to the learning objective.***	. . . and **THE TEACHER:** ☐ ***Uses assessment results to guide real-time adjustments to instruction.*** ☐ Evaluates and documents student performance based on multiple measures to set learning goals. ☐ ***Provides timely feedback to students that is academically focused, frequent, and high quality.***	. . . and **THE TEACHER:** ☐ ***Models how to incorporate feedback to improve learning.*** ☐ ***Provides students opportunities to revise their work based on feedback.***	. . . and **STUDENTS:** ☐ ***Self-assess on a variety of skills and concepts to set learning goals.***	. . . and **STUDENTS:** ☐ ***Discuss performance with the teacher, family and/or significant adults.*** ☐ ***Monitor and revise their learning goals based on feedback.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD III

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: ☐ Plans lessons incorporating available technology. ☐ Assesses available technology to use with instruction.	. . . and **THE TEACHER:** uses available technology to: ☐ ***Facilitate classroom instruction.*** ☐ ***Develop students' knowledge and skills based on lesson outcomes.*** ☐ ***Models responsible and ethical use of technology and applications.***	. . . and **THE TEACHER** integrates available technology to enhance: ☐ ***Creativity.*** ☐ ***Use of information.*** ☐ ***Collaboration.***	. . . and **STUDENTS:** ☐ ***Demonstrate responsible and ethical digital citizenship.*** ☐ ***Use available technology to apply team-building skills.***	. . . and **STUDENTS:** ☐ ***Self-select appropriate technology tools based on lesson outcomes.*** ☐ ***Create artifacts and design tools to solve authentic problems.***
ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE TEACHER: ☐ ***Establishes expectations at a level that challenges students.*** ☐ Plans lessons that incorporate critical-thinking and problem-solving skills.	. . . and **THE TEACHER:** ☐ ***Uses questioning strategies to develop students' critical-thinking and problem-solving skills.*** ☐ ***Uses wait time to encourage student responses.***	. . . and **THE TEACHER:** ☐ ***Models critical-thinking and problem-solving skills.***	. . . and **STUDENTS:** ☐ ***Use questioning strategies to develop and test innovative ideas.*** ☐ ***Use evidence to justify conclusions and synthesize knowledge.***	. . . and **STUDENTS:** ☐ ***Construct logical arguments.*** ☐ ***Use concepts to solve problems.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD III

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.				
THE TEACHER: ☐ ***Has a clear purpose for student collaboration.***	. . . and **THE TEACHER:** ☐ ***Provides opportunities for students to participate using various roles and modes of communication.*** ☐ ***Adjusts team composition based on learning objectives and student needs.***	. . . and **THE TEACHER:** ☐ ***Holds students accountable for work product and collaboration processes.*** ☐ ***Promotes teamwork and leadership skills.***	. . . and **STUDENTS:** ☐ ***Demonstrate a willingness to assume leadership roles in their teams.*** ☐ ***Utilize group processes to build trust and promote effective team interactions.***	. . . and **STUDENTS:** *8* ***Use group feedback to reflect on and improve the quality of their work.***
ELEMENT F: Teachers model and promote effective communication.				
THE TEACHER: ☐ ***Establishes classroom practices to support effective communication.*** ☐ ***Provides clear directions to guide student learning and behavior.***	. . . and **THE TEACHER:** ☐ ***Articulates thoughts and ideas clearly and effectively.*** ☐ ***Uses active listening strategies with students.***	. . . and **THE TEACHER:** ☐ ***Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.***	. . . and **STUDENTS:** ☐ ***Apply clear and appropriate communication skills in a variety of situations.*** ☐ ***Formulate questions and explain their thinking.***	. . . and **STUDENTS:** ☐ ***Extend and enrich the discussion.*** ☐ ***Invite others to participate.***

Professional Practice may ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD IV

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: maintains confidentiality of: ☐ Student records and data as required by law. ☐ Student, family and fellow teacher interactions with colleagues. ☐ Demonstrates reliable and responsible behavior.	. . . and **THE TEACHER:** engages in interactions that are: ☐ ***Respectful.*** ☐ ***Consistent.*** ☐ ***Reasonable.*** ☐ ***Models ethical behavior.***	. . . and **THE TEACHER:** ☐ ***Promotes ethical behavior of students as individuals and as members of a community.***	. . . and **THE TEACHER:** ☐ Encourages colleagues' accountability to school and district vision and mission.	. . . and **THE TEACHER:** ☐ Serves as an advocate for school and district vision and mission.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: reflects on and engages in professional learning activities aligned to: ☐ Colorado Academic Standards. ☐ School and district goals. ☐ Professional goals and growth plan.	. . . and **THE TEACHER:** ☐ ***Applies knowledge and skills learned through professional learning to improve student outcomes.*** ☐ ***Seeks performance feedback from supervisor and/or colleagues to improve practice.***	. . . and **THE TEACHER:** ☐ ***Implements performance feedback from supervisor and/or colleagues to improve practice.*** ☐ Applies research as a key component of ongoing learning and development.	. . . and **THE TEACHER:** ☐ Uses data to monitor and evaluate instructional strategies acquired through professional learning. ☐ ***Reflects on and adjusts instruction resulting in student growth.***	. . . and **THE TEACHER:** ☐ Self-selects professional learning beyond district/school offerings that builds instructional expertise.
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD IV

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers respond to a complex, dynamic environment.				
THE TEACHER: ☐ Maintains a productive and respectful relationship with colleagues.	. . . and **THE TEACHER:** adapts to the changing demands of the: ☐ Classroom environment. ☐ School environment.	. . . and **THE TEACHER** collaborates with colleagues to: ☐ Navigate change while maintaining a focus on student learning. ☐ Implement change efforts.	. . . and **THE TEACHER:** ☐ Contributes to school improvement planning efforts.	. . . and **THE TEACHER:** ☐ Contributes to district improvement planning efforts.
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
THE TEACHER: ☐ Contributes to school committees and teams.	. . . and **THE TEACHER:** ☐ Actively participates in school decision-making processes. ☐ Acts as an informal mentor/resource to colleagues.	. . . and **THE TEACHER:** ☐ Increases the capacity of colleagues to improve practice. ☐ Seeks opportunities to lead. ☐ Promotes an inclusive school culture through family or community outreach.	. . . and **THE TEACHER:** ☐ Advocates for improvements to teaching and learning at the local, state, and/or national level. ☐ Works with colleagues to promote changes to school-wide systems to improve student learning.	. . . and **THE TEACHER:** ☐ Leads activities designed to improve local, state and/or national level policies and procedures. ☐ Collaborates with community partners, organizations, and/or networks to address educational issues.

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

Teacher Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

EVALUATION CONNECTION	PROCESS STEP	DATE COMPLETE	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Beginning-of-Year Connection	Training				
	Orientation				
	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Fall Connection	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Mid-Year Review	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
End-of-Year Connection	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				

Teacher Evaluation Worksheet

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

QUALITY STANDARD I

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

	L1	L2	L3	L4	L5
A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.					
B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.					
C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.					
Overall Rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD II

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

	L1	L2	L3	L4	L5
A. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.					
B. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.					
C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.					
D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD III

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

	L1	L2	L3	L4	L5
A. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.					
C Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.					
D. Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.					
E. Teachers provide students with opportunities to work in teams and develop leadership.					
F. Teachers model and promote effective communication.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV

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

	L1	L2	L3	L4	L5
A. Teachers demonstrate high standards of professional conduct.					
B. Teachers link professional growth to their professional goals.					
C. Teachers respond to a complex, dynamic environment.					
D. Teachers demonstrate leadership in the school, the community, and the teaching profession.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Teacher Summary Evaluation Sheet

This form provides a summary of the teacher's ratings on Quality Standards I through IV and their associated elements and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		L1	L2	L3	L4	L5	
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	***A.*** Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.						
	B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.						
	C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized character of the disciplines being taught.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						
Determine contribution of Standard I to the Overall Professional Practices Rating: $\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$ **Calculation Work Space***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	***A.*** Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.						
	C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.						
	D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	***A.*** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.						
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 3 points = Basic 4 to 9 points = Partially Proficient 10 to 15 points = Proficient 16 to 21 points = Accomplished 22 to 24 points = Exemplary						

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(4 * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\boldsymbol{20\ point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. PROFESSIONALISM	***A.*** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	D. Teachers demonstrate leadership in the school, the community, and the teaching profession.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						

Determine contribution of Standard IV to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective). Guidance for determining the final effectiveness rating using both the overall professional practices rating and measures of student learning may be found here.

QUALITY STANDARD		Total Points Earned
I.	Mastery of and Pedagogical Expertise in the Content They Teach	
II.	Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students	
III.	Effective Instruction and an Environment that Facilitates Learning	
IV.	Professionalism	
Total Points for All Standards		

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

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 3.74 points	Basic	
3.75 to 8.74 points	Partially Proficient	**Overall Professional Practices Rating**
8.75 to 13.74 points	Proficient	
13.75 to 18.74 points	Accomplished	
18.75 to 20.00 points	Exemplary	

Teacher Professional Growth Plan

This professional growth plan may be used to record up to three professional growth goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. You may insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Review

This form may be used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the principal and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps needed during the second semester to ensure achievement of goals.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				

APPENDIX B: Principals and Assistant Principals Example Forms

Evaluation Process Tracking Form

This form is used to track the principal's and assistant principal's progress toward completing all steps in the evaluation process throughout the school year. As each step in the process is completed, the principal and/or evaluator sign and date the form in the appropriate cell. This form is for the educators who are not using an online system, which should provide tracking and reporting as an option for users.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

EVALUATION CONNECTION	PROCESS STEP	DATE COMPLET	TEACHER SIGNATUR	EVALUATO R	COMMENTS
Beginning-of-Year Connection	Training				
	Orientation				
	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Fall Connection	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Mid-Year Review	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
End-of-Year Connection	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				

Principal/Assistant Principal Professional Growth Plan

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	EVALUATION RATINGS BY STANDARD	
				I. Organizational Leadership	
				II. Inclusive Leadership	
DATE DEVELOPED	**DATE REVISED**	**SUPERVISOR APPROVAL**	**EVALUATOR APPROVAL** (if different from supervisor)	**III.** Instructional Leadership	
				IV. Professionalism	

Standard(s) and Element(s) to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Review

The mid-year review is used to discuss progress toward achieving goals jointly agreed upon at the beginning of the year by the principal and evaluator. See Appendix B for an example form to use to during the mid-year review.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Principal/Assistant Principal Summary Evaluation Worksheet

This form may be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The principal/assistant principal and evaluator are encouraged to discuss the contents of this form and the accompanying Evaluation Sheet to agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the principal/assistant principal and evaluator will know improvements have been made.

QUALITY STANDARD I
Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

	L1	L2	L3	L4	L5
A. Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.					
B. Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.					
C. Principals establish and effectively manage systems that ensure high-quality staff.					
D. Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.					
E. Principals facilitate the design and use of a variety of communication strategies with all stakeholders.					
Overall Rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD II
Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

	L1	L2	L3	L4	L5
A. Principals create a professional school environment and foster relationships that promote staff and student success and well-being.					
B. Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.					
C. Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
D. Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.					
E. Principals design and/or utilize structures and processes which result in family and community engagement and support.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD III
Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

	L1	L2	L3	L4	L5
A. Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.					
B. Principals foster a collaborative culture of job-embedded professional learning**.**					
C. Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.					
D. Principals hold all staff accountable for setting and achieving measureable student outcomes.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

QUALITY STANDARD IV
Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

	L1	L2	L3	L4	L5
A. Principals demonstrate high standards for professional conduct.					
B. Principals link professional growth to their professional goals**.**					
C. Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Principal/Assistant Principal Summary Evaluation Sheet

This form provides a summary of the principal/assistant principal's ratings on Quality Standards I through VI and their associated elements and may be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the principal/assistant principal's growth plan and development of professional and school goals for the subsequent year. The full principal/assistant principal professional practice rubric can be found here.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I. ORGANIZATIONAL LEADERSHIP THROUGH STRATEGIC PLANNING	***A.*** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.						
	B. Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.						
	C. Principals establish and effectively manage systems that ensure high-quality staff.						
	D. Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						

Determine contribution of Standard I to the Overall Professional Practices Rating:

$$\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II. INCLUSIVE LEADERSHIP TO PROMOTE A POSITIVE, SAFE, AND EQUITABLE SCHOOL CULTURE	***A.*** Principals create a professional school environment and foster relationships that promote staff and student success and well-being.						
	B. Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.						
	C. Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.						
	D. Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.						
	E. Principals design and/or utilize structures and processes which result in family and community engagement and support.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 points = Basic 3 to 7 points = Partially Proficient 8 to 12 points = Proficient 13 to 17 points = Accomplished 18 to 20 points = Exemplary						

Determine contribution of Standard II to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\boldsymbol{4 * Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\boldsymbol{20\ point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III. INSTRUCTIONAL LEADERSHIP	***A.*** Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.						
	B. Principals foster a collaborative culture of job-embedded professional learning**.**						
	C. Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.						
	D. Principals hold all staff accountable for setting and achieving measureable student outcomes.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 2 points = Basic 3 to 6 points = Partially Proficient 7 to 10 points = Proficient 11 to 14 points = Accomplished 15 to 16 points = Exemplary						

Determine contribution of Standard III to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV. PROFESSIONALISM	***A.*** Principals demonstrate high standards for professional conduct.						
	B. Principals link professional growth to their professional goals**.**						
	C. Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 1 points = Basic 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary						

Determine contribution of Standard IV to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Record the total points calculated for each standard in the chart below.

QUALITY STANDARD	Total Points Calculated
I. Organizational Leadership through Strategic Planning	
II. Inclusive Leadership to Promote a Positive, Safe and Equitable School Culture	
III. Instructional Leadership through Alignment of Curriculum, Instruction, and Assessment	
IV. Professionalism	
Total Points for All Standards	

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

Record the Total Points for All Standards from the chart above in the first blank box. Determine the Overall Professional Practices Rating by locating the number of points entered into the first box in the first column and then matching that to the second column (e.g., 14.5 points equals a Professional Practices Rating of Accomplished).

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 3.74 points	Basic	
3.75 to 8.74 points	Partially Proficient	**Overall Professional Practices Rating**
8.75 to 13.74 points	Proficient	
13.75 to 18.74 points	Accomplished	
18.75 to 20.00 points	Exemplary	

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's overall effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective).

APPENDIX C: Special Services Providers Example Forms

Special Services Providers need to keep track of their progress in completing the year-long evaluation process. This simple form may be used to quickly and easily monitor progress toward completing each step in the process. The Colorado State Model Performance Management System also provides a quick, easy and automatic way of tracking progress.

NAME	POSITION/TITLE		SCHOOL		GRADE LEVEL(S)
EVALUATION CONNECTION	**PROCESS STEP**	**DATE COMPLETE**	**SSP SIGNATURE**	**EVALUATOR SIGNATURE**	**COMMENTS**
Beginning-of-Year Connection	Training				
	Orientation				
	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Fall Connection	Self-Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
Mid-Year Connection	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				
End-of-Year Connection	Evaluator Assessment Professional Growth Plan Measures of Student Learning/Outcomes				

Special Services Providers Summary Evaluation Sheet

This form provides a summary of the ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the Special Services Provider's growth plan for the subsequent school year.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
I: MASTERY OF AND EXPERTISE IN THE DOMAIN FOR WHICH THEY ARE RESPONSIBLE	***A.*** Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.						
	B. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.						
	C. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.						
	Total Points Earned for Standard I						
	Determine Rating for Standard I: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
Determine Contribution of Standard I to the Overall Professional Practices Rating: $\left(\frac{(Total\ number\ of\ points\ earned)}{(4 * Total\ number\ of\ elements)}\right) * (weighted\ percent\ of\ standard) * (20\ point\ scale)$ **Calculation Work Space :***							

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
II: SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS	***A.*** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Special Services Providers understand and respond to diversity within the home, school, and community.						
	C. Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.						
	D. Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.						
	Total Points Earned for Standard II						
	Determine Rating for Standard II: 0 to 2 = Basic 4 to 5 = Partially Proficient 6 to 8 = Proficient 9 to 11 = Accomplished 12 to 16 = Exemplary						

Determine Contribution of Standard I to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space :*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
III: EFFECTIVE SERVICES AND AN ENVIRONMENT THAT FACILITATES LEARNING	***A.*** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.						
	B. Special Services Providers utilize formal and informal assessments to inform planning and service delivery.						
	C. Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.						
	D. Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.						
	E. Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.						
	F. Special Services Providers model and promote effective communication.						
	Total Points Earned for Standard III						
	Determine Rating for Standard III: 0 to 3 = Basic 4 to 7 = Partially Proficient 8 to 15 = Proficient 12 to 15 = Accomplished 16 to 24 = Exemplary						

Determine Contribution of Standard I to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\boldsymbol{4 * Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\boldsymbol{20\ point\ scale})$$

Calculation Work Space :*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

QUALITY STANDARD	ELEMENT	RATING POINTS					
		L1	L2	L3	L4	L5	# Points Earned
		0 pts	1 pt	2 pts	3 pts	4 pts	
IV: PROFESSIONALISM	***A.*** Special Services Providers demonstrate high standards for ethical and professional conduct.						
	B. Special Services Providers link professional growth to their professional goals.						
	C. Special Services Providers respond to a complex, dynamic environment.						
	D. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.						
	Total Points Earned for Standard IV						
	Determine Rating for Standard IV: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 8 = Proficient 9 to 11 = Accomplished 12 to 16 = Exemplary						

Determine Contribution of Standard I to the Overall Professional Practices Rating:

$$\left(\frac{(\boldsymbol{Total\ number\ of\ points\ earned})}{(\mathbf{4} * \boldsymbol{Total\ number\ of\ elements})}\right) * (\boldsymbol{weighted\ percent\ of\ standard}) * (\mathbf{20}\ \boldsymbol{point\ scale})$$

Calculation Work Space :*

*All calculations should be carried to three decimal places and results rounded to two decimal places.

Special Services Providers Evaluation Worksheet

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

QUALITY STANDARD I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.					
A. Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.					
B. Special Services Providers demonstrate knowledge of effective services that reduce barr and support learning.					
C. Special Services Providers demonstrate knowledge of their professions and integrate ev based practices and research findings into their services.					
Overall Rating for Standard I					

Comments:

Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

QUALITY STANDARD II
Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

A. Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.					
B. Special Services Providers understand and respond to diversity within the home, school, and community.					
C. Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.					
D. Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.					
Overall Rating for Standard II					

Comments:

Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

QUALITY STANDARD III
Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

A. Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Special Services Providers utilize formal and informal assessments to inform planning and service delivery.					
C. Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.					
D. Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.					
E. Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.					
F. Special Services Providers model and promote effective communication.					
Overall Rating for Standard III					

Comments:

Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

A. Special Services Providers demonstrate high standards for ethical and professional conduct.					
B. Special Services Providers link professional growth to their professional goals.					
C. Special Services Providers respond to a complex, dynamic environment.					
D. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.					
Overall Rating for Standard IV					

Comments:

Please indicate the element for which the comment applies if not for the standard as a whole.

Recommended actions for improvement:

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

Calculating the Total Number of Points Earned for Professional Practices

QUALITY STANDARD	Rating Level	Total Points Earned
I. Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.		
II. Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.		
III. Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.		
IV. Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.		
Total Points for All Standards		

Translating the Total Points Received for Professional Practices to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for This Evaluation =
0 to 3.74 points	Basic	
3.75 to 8.74 points	Partially Proficient	Overall Professional Practices Rating =
8.75 to 13.74 points	Proficient	
13.75 to 18.74 points	Accomplished	
18.75 to 20.00 points	Exemplary	

Special Services Providers Professional Growth Plan

This professional growth plan may be used to record up to three Professional Growth Goals aligned with your evaluation results. The goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional goals are needed. (Please note, districts may choose to use a different type of plan. This one is provided as an example of key information that should be included in any plan selected by the district.)

NAME	POSITION/TITLE	DISTRICT(S)/SCHOOL(S)		EVALUATION RATINGS BY STANDARD	
				Mastery of and expertise in domain	
				Safe, inclusive and respectful environment	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	Services that facilitate learning	
				Professionalism	

Standard(s) and Elements to Which Goal Applies	End-of-Year Rating Level on Standard(s) and Elements	Action Step	Who is Responsible for Support and/or Mentoring?	Data to be Collected to Demonstrate Progress		Evidence of Progress Toward Achieving Goal	
		Professional Growth Goal #1:					
		1.					
		2.					
		3.					
		Professional Growth Goal #2:					
		1.					
		2.					
		3.					
		Professional Growth Goal #3:					
		1.					
		2.					
		3.					

Mid-Year Performance Discussion

This form is used to review progress toward achieving goals jointly agreed upon at the beginning of the year by the Special Services Provider and evaluator. During the Mid-Year Review, they discuss progress toward achieving those goals and action steps.

NAME	POSITION/TITLE	DISTRICT(S)/SCHOOL(S)	DATE DEVELOPED	DATE REVISED

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
1.				
2.				
3.				
Goal 2:				
1.				
2.				
3.				
Goal 3:				
1.				
2.				
3.				