Licensed Employees Evaluation Handbook

Guidelines for the Evaluations of:

Teachers,
Principals/ Assistant Principals,
Specialized Service Professionals,
Teachers on Special Assignment

Vision of the Aurora Public Schools

Our job is to accelerate learning for every APS student, every day.

The APS Mission

To teach every student within a safe environment the knowledge, skills and values necessary to enter college or careers and become contributing members of society who flourish in a diverse, dynamic world.

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Through passage of House Bill 1338 in 1984 and House Bill 1159 in 1990, the Colorado State Legislature mandated that every school district in the State of Colorado develop and implement a written system with processes and procedures for the evaluation of certificated (licensed) personnel. The District Performance Evaluation Advisory Council, a subcommittee of the District Accountability Advisory Committee (DAAC), has been charged with reviewing the Professional Educator Evaluation System of Aurora Public Schools. *CRS 22-9-107 (2) Said council shall consult with the local board or board of cooperative services as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said system.*

Membership
CRS 22-9-107 (1) (a) In the case of a school district, one teacher, one administrator, and one principal from the school district; one resident from the school district who is a parent of a child attending a school within said district; and one resident of the school district who is not a parent.

Membership in Aurora Public Schools for the teacher evaluation committee includes administration, teachers from all levels Aurora Education Association representation and district personnel.

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Introduction

This document will provide an explanation of the APS Licensed Educator Evaluation System for teachers, special service professionals, teachers on special assignment, principals and assistant principals.

Colorado Law
The Colorado Legislature, through the passage of House Bills 1338, 1159, 1089, Senate Bill 10-191 and the Colorado Educator Licensing Act, requires that each school district in the state of Colorado develop a written instrument for evaluating licensed staff. The Aurora Public Schools Licensed Educator Evaluation System is aligned with the state statutes and state licensure requirements.

The Master Agreement between the Aurora Education Association and the Aurora Public Schools (Article 35), as well as the procedures and regulations outlined in these guidelines, govern the evaluation of licensed non-administrative school professionals. These policies and regulations are in full compliance with CRS 22-9-106(1) (c) and Senate Bill 10-191.

Guiding Principles

- The primary purpose of performance evaluation is to provide meaningful and credible feedback that improves teaching performance through observations, instructional dialogue and support. As required under the Educator Effectiveness Act of 2010, the APS evaluation is aligned to the Colorado Model Evaluation System.
- The implementation and assessment of the evaluation system must embody continuous improvement.
- Data should inform decisions, but professional judgment will always be a component of evaluations.
- The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
- Educator evaluations must take place within a larger system that is aligned and supportive.
- Educator effectiveness equals student achievement – the teacher, specialized service professional, teacher on special assignment, assistant principal and principal matter!
- All teachers, principals, assistant principals, specialized service professionals and teachers on special assignment must be evaluated every year.
- All teachers, principals, specialized service professionals and teachers on special assignment earn a final rating of either: highly effective, effective, partially effective or ineffective
- Measures of Student Learning/ Measures of Student Outcomes make up the other fifty percent of evaluations. These consist of at least one individually attributed measure and at least one collective measure.
- Feedback will help the APS Evaluation Committee which included teachers, specialized service professionals, principals, assistant principals and teachers on special assignment make appropriate adjustments to the system.
- The tools for collecting and documenting evaluation information should not become bigger than the process.
- Continued support for evaluators' Inter-rater agreement (IRA) and calibration will be an integral part of the process.

Definitions

Formal Observations

Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary licensed professionals will be formally observed a minimum of two (2) times per year. Non- probationary licensed professionals will be formally observed a minimum of one (1) time per year.

Advance notification shall be provided at least two (2) working days before a formal observation, unless the licensed professional otherwise agrees. The notification shall state that the evaluator shall conduct the formal observation during one or two of the classes or periods taught by the licensed professional. The evaluator shall specify two classes or periods on a particular day, at least one of which shall be the subject of the formal observation. At the time of the notification, the evaluator may request that the licensed professional provide the objectives for the lesson or lessons to be observed, in which event the licensed professional shall furnish such objectives to the evaluator no later than the end of the working day immediately preceding the day of the formal observation. In the event the evaluator is unable to attend a previously scheduled formal observation, the evaluator and licensed professional shall confer for the purpose of jointly rescheduling another such formal observation**.**

If requested by either the observer or the licensed professional at least two (2) working days in advance of the observation date, a pre-observation conference will be held to discuss the learning objectives for the lesson(s) to be observed.

A minimum of three weeks shall occur between the post observation conference and the next formal observation to allow the licensed professional the opportunity to implement feedback from the evaluation.

Evaluators of probationary licensed professionals will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary licensed professionals will conduct a minimum of one formal evaluation prior to the end of January.

Informal Observations

Informal observations (minimum of 10 minutes) of the licensed professional occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of four (4) times per year or more frequently if evaluator determines it necessary.

Within two (2) working days of each informal observation, the licensed professional will be provided with documentation which includes the following: date and time of observation, quality standards and/or elements observed, observations made by the evaluator and an opportunity for the licensed professional to respond to the feedback provided. If desired, the licensed professional may request a meeting to discuss the informal observation and provide additional evidence that supports the licensed professional's instructional practice.

A minimum of one (1) week shall occur between each informal observation to allow the licensed professional the opportunity to implement feedback from the evaluator.

Pre-Observation Discussion Form

There is a pre-observation discussion form for teachers and specialized service professionals. The pre-observation discussion form may be completed prior to or during the meeting and should be completed collaboratively by the licensed professional and the evaluator. Once completed, the form needs to be attached to the Colorado State Model Performance System created by RANDA Solutions by the licensed professional.

Post Observation

Within five (5) working days of each observation, a conference shall be held between the evaluator and the licensed professional. The focal point of the conference shall be the licensed professional's instructional practice aligned with the Professional Practices quality standards as defined in the Colorado Model Evaluation System. The evaluator and licensed professional will discuss the observed practices and consider additional evidence to further demonstrate the performance of professional practices. The evaluator and/or licensed professional may determine an additional meeting if necessary to allow the licensed professional to present further evidence as a result of the post observation conference.

Post-Observation Reflection and Discussion Form

There is a post observation reflection and discussion form for teachers and specialized service professionals. The post observation reflection and discussion form will be used to guide the conversation between the evaluator and the licensed employee. Once completed, the licensed professional will upload the document in the RANDA Solutions tool.

Observations and Data Collection

Evaluators should review the performance of licensed professionals throughout the school year using both informal and formal observations. Observation data should be recorded on the rubric using the online Colorado State Model Performance Management System created by RANDA Solutions. Observation/data collection is not an end of the year activity, but one that is conducted in a consistent and ongoing manner.

Evaluators should review and communicate the performance of licensed professionals throughout the year. Evaluators will record their ratings and comments on the Evaluator Assessment Rubric for the purpose of providing meaningful and credible feedback that improves performance as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.

Evidence and Artifacts

In keeping with the purpose of the evaluation process which is meant to provide meaningful and credible feedback that improves performance. Evidence is intended to demonstrate aspects of quality standards that may not have been observed and/or about which disagreement may exist between evaluator and licensed professional.

CDE Definition of 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.

It is **not** necessary to provide an artifact for every element in each quality standard. Artifacts may include, but are not limited to student work; memos, letters, input from parents, students and peers; student input obtained from standardized surveys; or other indicators of professional practice, including student records and professional educator products. During the professional growth plan meeting and/or mid-year review the licensed professional and evaluator should collaborate to identify the types, quality, quantity and specific nature of the potential evidence or artifacts.

Measures of Student Learning/Measures of Student Outcomes
The methods used by the District to measure Student Academic Growth (Teachers)/Academic Outcomes (Specialized Service Professionals), in order to evaluate Licensed Personnel. The multiple measures are individually weighted and scored on the following scale provided by the Colorado Model Evaluation System. The measures are then combined to get an overall score for Standard 6/7 using the same scale.

Much Less Than Expected Growth:	0 points
Less Than Expected Growth:	1 point
Expected Growth:	2 points
More Than Expected Growth:	3 points

Student Learning Outcomes (SLOs)
Student Learning Objectives (SLOs) are measurable instructional goals created by teachers that are based on academic standards and established for a specific group of students (a class of students or more) over a set period of instructional time (usually a year or term). The SLO is used as the individual measure required for Standard 6.

Student Outcome Objectives (SOOs)
Student Outcome Objectives (SOO) are written by Specialized Service Professionals and are measurable student outcomes created by the educator based on the role of the licensed educator. The SOO establishes outcomes for groups of students and are used as the measures for Standard 6 for SSPs. Administrators and other instructional specialists who are evaluated on a CDE rubric would also complete a SOO.

NOTE: TOSAs and Deans are currently not required to complete a SOO since they are on an APS created rubric and not on a CDE rubric. The Educator Effectiveness Team recommends that Deans and TOSAs still practice writing a SOO as a way to communicate their effectiveness aligns with student outcomes.

In 2015-16, Special Service Providers are required to **write two student outcome goals** for 50% of their annual evaluation for **Standard VI**. The SOO form is available below as a link or as a Google document.

Teacher
CRS § 22-9-103(6) "Teacher" means a person who holds an alternative, initial, or professional teacher's license issued pursuant to the provisions of article 60.5 of this title and who is employed by a school district or a charter school in the state to instruct, direct, or supervise an education program.

Teacher on Special Assignment (TOSA)
Teachers on Special Assignment include Deans of Students, Non-Instructional TOSAs and Instructional TOSAs who are not responsible for teaching students will be evaluated on a different rubric than teachers. These rubrics have been added to the RANDA Solutions tool for the 2015-16 school year.

Teaching Partner
A teaching partner serving in the classroom, regardless of preponderance of time will be evaluated using the teacher evaluation rubric.

Probationary Teacher (includes Specialized Service Professional and Teachers on Special Assignment)
CRS § 22-9-105.5 "Probationary teacher" means a licensed professional who has not completed three consecutive years of demonstrated effectiveness. Or a non-probationary licensed professional who has had two consecutive years of demonstrated ineffectiveness.

Non-probationary Teachers (includes Specialized Service Professional and Teachers on Special Assignment)
"Non-probationary teacher" means a licensed professional who has completed three consecutive years of demonstrated effectiveness.

Specialized Service Professional (SSP)
The State Council for Educator Effectiveness has identified nine categories of specialized service professionals and is outlining high quality professional practices specific to each group. The overall intent is to ensure that specialized service professionals' evaluations provide meaningful and actionable feedback allowing for continuous improvement of practice. The nine specialized service professionals include:
- school audiologists,
- school psychologists,
- school nurses,
- school physical therapists,
- school occupational therapists,
- school counselors,
- school social workers,
- school speech language pathologists
- school orientation and mobility specialists.

"In certain cases, severe needs special education teachers or adaptive PE teachers may want to look at relevant specialized service professional rubrics. One of those rubrics might fit their role and responsibilities closer than the general teacher rubric. (Colorado Department of Education Educator Evaluation System Support Guidance for Educators Serving in Unique Roles, Fall 2015). Any change in the choice of rubric should be mutually agreed upon by both the evaluator and the licensed professional.

Evaluators/Designees
Section 22-9-106 (4) (a), C.R.S, of The Educator Effectiveness Act, which governs performance evaluations for teachers, allows evaluations to be conducted by an individual who has completed a training in evaluation skills approved by CDE. Teachers may fill the role of an evaluator as the designee of an individual with a Principal or Administrator license and have completed a training on evaluation skills that has been approved by CDE.

Aligned with state statute, Article 35, Performance Evaluation of the Master Agreement permits the use of designees for the purpose of evaluation. The articles states,

1. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principal's designee as outlined below.

   a. Section 22-9-106 (4) (A), C.R.S, allows performance evaluation to be conducted by an individual who has completed training in evaluation skills that has been approved by the Colorado Department of Education (CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training.

   b. Any licensed staff member identified as the principal's designee for the purpose of evaluation must have been identified as effective/meeting standards on their most recent performance evaluation.

   c. A non-probationary licensed professional who has meet standards on his/her most recent performance evaluation may request a building administrator or administrator's designee to serve as the evaluator. If the licensed professional requests the designee, the licensed professional would not be permitted to select a specific individual. This request will be honored to the extent

practicable. Factors taken into consideration when assigning an evaluator will include but not be limited to, the balance of teachers assigned to the building administration/designee and content area expertise.

d. Probationary licensed professionals shall be evaluated by their immediate supervisor; the building principal and/or assistant principal.

The Evaluation Process

Evaluation Process Components

Training
Every licensed professional involved in using the Colorado State Model Evaluation System must have been trained by a CDE approved training program. This process helps to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process.

Annual Orientation
Each district should provide an orientation on the evaluation system, including all measures to which the licensed professional will be held accountable, no later than the end of the first two weeks of school each year. This will ensure that licensed professionals who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.

A mandatory annual orientation will be held at the beginning of the school year to explain the evaluation process and forms to be used. Information regarding the quality standards criteria used in the evaluation system will be provided in writing to all licensed personnel and communicated and discussed by the evaluator prior to the initiation of the performance evaluation. A record of participation by each licensed professional will be maintained by each evaluator.

Self-assessment
Each licensed professional should complete a self-assessment by August 30, 2015 or within 30 days of hire. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers and school for the current year. Sharing the self-assessment with an evaluator is optional.

Review of Annual & Professional Growth Plan
Once the licensed professional's self-assessment has been completed, the evaluator and the person being evaluated will review the school's annual goals (Unified Improvement Plan), as well as the professional goals for the person being evaluated. One of the professional goals is based upon previous years' evaluations (if applicable) as well as the result of the self-assessment. A second goal is based upon the site or district UIP. This allows the licensed professional and evaluator to consider the unique context for that year with respect to the school's culture, students, community, and changes in district initiatives.

Mid-year review
The licensed professional and evaluator will schedule time to review progress toward achieving school and personal goals on the Professional Growth Plan. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date. During the mid-year review the licensed professional and evaluator should identify further potential evidence or artifacts. Mid-year review for probationary licensed professionals will occur by the end of the first semester. Mid-year reviews for non-probationary licensed professionals will occur by the end of January.

Evaluator Assessment
Evaluators should review the performance of licensed professionals being evaluated throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.

End of Year Review
The evaluator and licensed professional being evaluated discuss the licensed professional's performance ratings on the rubric and measures of student learning, self-assessment ratings, artifacts and any additional evidence needed to support the final evaluator ratings.

Final Effectiveness Rating
The evaluator and licensed professional being evaluated discuss the licensed professional's performance ratings, self-assessment, artifacts, and any evidence needed to support either the self-assessment or evaluator ratings. During this meeting final ratings will be determined.

Every licensed professional will meet with their evaluator to conduct an end of year review and determine the final rating on the Professional Practices Quality Standards and review the ratings for the Measures of Student Learning. If the licensed professional wishes, the license professional may submit written comments within fifteen (15) working days, which shall be attached to the evaluation.

The end of year review and final evaluation ratings for teachers will occur at least two (2) weeks before the last class day of the school year (APS/AEA Master Agreement Article 35, Section C)... The evaluation report will be filed with the Division of Human Resources. Final evaluation reports must be signed off by both the licensed professional and the evaluator before the evaluator's supervisor signs off.

- ✓ Date when direct observation(s) were made
- ✓ Identification of the data sources
- ✓ Specific identification of overall level of performance for standards 1-6 (teachers, teachers on special assignment, specialized service professionals) and Standard 1-7 (principals/ assistant principals).
- ✓ Comments regarding overall strengths and areas of improvement
- ✓ Include recommendations for additional education or professional development
- ✓ Date when final ratings evaluation conference was held and the evaluation signed by the evaluator and the person being evaluated.
- ✓ Electronic signature that indicates the evaluation was reviewed by a supervisor of the evaluator.
- ✓ Licensed Professionals may submit written comments within fifteen (15) working days, which shall be attached to the evaluation.

Grievance Process
Any licensed professional who believes their ineffective rating was the result of improper application of the evaluation process may file a grievance as outlined in Article 43 Grievance Procedure.

Appeals Process
Per State Statute and Colorado Board of Education rules, the process to appeal a rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate.

The appeal process shall begin on the date the teacher receives his or her second consecutive performance evaluation rating of ineffective or partially effective and shall conclude no more than ninety (90) calendar days after he or she receives the Performance Evaluation Rating. A teacher shall file an appeal within fifteen (15) calendar days after receiving his or her rating.

Goal-Setting & Performance Planning
Using the element and standard ratings, comments and artifacts discussed during the end-of-year review and the establishment of final ratings, the licensed professional being evaluated will develop a professional growth

plan and new student learning targets designed to address any areas in which growth and develop are needed, professional development or training required and other resources needed to fully implement the professional growth plan.

Quality Standard Weighting

Teachers, Specialized Service Professionals, Teachers on Special Assignment		Principals /Assistant Principals	
Quality Standard I	15%	Quality Standard I	8.3%
Quality Standard II	10%	Quality Standard II	8.3%
Quality Standard III	10%	Quality Standard III	8.3%
Quality Standard IV	7.5%	Quality Standard IV	8.3%
Quality Standard V	7.5%	Quality Standard V	8.3%
		Quality Standard VI	8.3%

Standard VI: Measures of Student Learning for 2015-16 School Year

Passage of House Bill 1323 in the 2015 Legislative session created new management issues for Districts in 2015-16 school year around Evaluations. House Bill 1323 had a twofold effect on evaluations for the 2015-16 year; 1) HB 1323 limited the use of the 2014-15 school year data to baseline data and (2) HB 1323 froze all District and School Performance Frameworks for the 2015-16 year.

Aurora Public Schools, with the help of the Educator Evaluation Revision Committees, agreed in 2014-15 to divide the Standard 6 (teachers and Standard 7 for principals): Measures of Student Learning into the following percentages:
- 17.5% Collective Measure to be the School Performance Framework, and
- 32.5% Individual Measure to be made up of the Student Learning Objective (SLO).

With the freezing of the School Performance Frameworks for the 2015-16 school year, the Educator Effectiveness Steering Committee has elected to use the 2013-14 School Performance Frameworks (SPFs) for the 2015-16 evaluations at a reduced percentage. This change would decrease the overall impact of the collective measure allowing for greater individual teacher impact on the individual measure for Standard 6/7 through the Student Learning Objective (SLO).

So what does this mean for evaluations in 2015-16?
- All evaluations will continue to be made up of 50% Standards 1-5 (for teachers and Standards 1-6 for principals) and 50% Standard 6 (for teachers, Standard 7 for principals) with the exception of the individuals on the TOSA rubrics. Those individuals on TOSA rubrics will have 100% of their evaluation based on Standards 1-5.
- There will be no impact to evaluations for Specialized Service Professionals (SSPs). Their Educator Evaluation Revision Committee's recommendations for Standard 6 (Measures of Student Learning) remain at 25% and 25% for each of the two Student Outcome Objectives (SOOs).
- All teacher, principal, assistant principal and TOSAs who instruct (on teacher rubric) will have Standard 6/7 broken down into the following:
  - 40% Individual Measure= Student Learning Objective (SLO)
  - 10% Collective Measure= 2013-14 School Performance Framework (SPF)

Due Dates

Activity	Due Date
Educator Training and Working on Professional Growth Plan	August 20, 2015 or three (3) weeks after educator date of hire
Self-Assessment and Professional Growth Plan and Meeting	September 4 for new educators starting on the established district start date for 2015 and September 8 for returning educators starting on the established district start date for 2015 or within 30 calendar days of hire.(October 2, 2015-Mosley)

Formal Observations	Probationary Employees
	    1st Formal Observation by Dec. 17, 2015
	Non Probationary Employees
	    One (1) Formal Observation by Jan. 29, 2016

Mid-Year Review	Probationary Employees
	    Completed by December 17, 2015
	Non-Probationary Employees
	    Completed by January 29, 2015
	Principals and Assistant Principals
	    Completed by December 17, 2015

Evaluator Assessment Rubric
Goal Setting Performance Planning
Final Effectiveness Rating
	Probationary Employees (recommended for non-renewal)
	    Completed by March 15, 2016
	All Evaluations (Probationary and Non-Probationary)
	    Completed by May 5, 2016
	    Vista Peak and Mosley- May 17, 2016
	Principals and Assistant Principals
	    Completed by May 13, 2016

LATE HIRES REQUIREMENTS & DUE DATES

HIRE DATE	REQUIRED NUMBER OF FORMAL OBSERVATIONS	MID-YEAR EVALUATION DUE DATE	FINAL EVALUATION DUE DATE
Start of school year through mid-November (the 15th or next duty day)	2	Last day of the first semester	Per statute
Mid November (the 15th or next duty day) through end of first semester.	2 First formal observation will occur between 35 – 45 calendar days of hire.	Will occur within 45 calendar days of hire.	Per statute
Beginning of second semester through last contracted hire date in January.	1 Formal observation will occur between 25 to 35 calendar days of hire.	Will occur within 35 calendar days of hire.	Per statute

Teacher Pre-Observation Form 2015-16

Name: Evaluator:

Position: Building:

Pre-Observation Conference Date: Date & Time of Lesson:

Questions 1- 4 may be completed prior to or during this meeting as collaboratively determined by the educator and the evaluator. Once completed, the document will be uploaded in the RANDA Solutions Evaluation System by the educator.

1. What am I doing well and how does it connect to the Quality Standard(s) and Element(s)?

2. Based on my informal observation(s) to date, on what Quality Standard(s) or Element(s) would I like feedback?

3. **Prior learning/data** (What learning has preceded the lesson to be observed? What data have I collected that informs this lesson's focus?)

4. What other information is relevant to this observation? (class/group/individual characteristics or unique aspects of this class/group/individual)

Complete and discuss your lesson plan that includes:

1. **Lesson objective(s)** (What should students know and be able to do?) – *Quality Standard 3g*

2. *Assessment data to guide instruction* (What assessment data was examined in planning this lesson or how will student knowledge be pre-assessed? Bring the pre-assessment or data analysis to the pre-conference.) – *Quality Standard 3b*

3. **Use a variety of instructional strategies** (What instructional strategies, methods, or materials will be used to engage students?) – *Quality Standard 3c*

4. *Differentiate instruction based on needs of students* (How will the strategies address the learning styles and educational needs of all students? – *Quality Standard 1a, 2d, 3c*

5. **Monitoring instruction** (How will checks for understanding and feedback be provided to students?) – *Quality Standard 3h*

6. **Demonstration of Learning (DOL)** (How will student learning of the lesson objective be measured? Please describe the assessment or bring a copy to the pre-conference) – *Quality Standard 3h*

Comments:

Date & Time of Post-Observation Conference:

Specialized Service Professionals Pre-Observation Form 2015-16

Name: Evaluator:

Position: Building:

Pre-Observation Conference Date: Date of Formal Observation:

This form will be completed by the Specialized Service Professional prior to meeting with the evaluator and uploaded to the RANDA Solutions Evaluation System by the educator.

Focus of Observation:

Materials and/or Equipment Used During Observation:

Possible Examples to Look For:

Other:

Teacher Post-Observation Form 2015-16

Name: Position:

Evaluator: Building:

Post-Observation Conference Date:

Once completed, this document will be uploaded in the RANDA Solutions Evaluation System by the educator.

Bring and discuss **student work** or **data** that addresses:

→ Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? *Quality Standard 3h*

→ Based on my monitoring or assessment results, what are the instructional next steps I plan to take? *Quality Standard 4a, 3h*

→ Did I alter student learning targets or my lesson plan as I taught the lesson? Why? *Quality Standard 4a, 4c*

→ If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? *Quality Standard 4a*

The educator will complete and be prepared to discuss the following questions.

1. Did this lesson address your Professional Growth Plan? If so, explain?

2. How did I address the Standards and/or Elements discussed in our pre-conference?

3. What additional resources, professional development or support do I need?

Specialized Service Professionals Post-Observation Form 2015-16

Name: Evaluator:

Position: Building:

Post-Observation Conference Date:

This form will be completed by the Evaluator prior to meeting with the Specialized Service Professional and uploaded to the RANDA Solutions Evaluation tool by the evaluator.

What the Evaluator Noticed?

Evaluator Wonderings:

Other:

Rubrics and Other Resources

2015-16 School Year Rubrics for:
Teachers
Principals and Assistant Principals
School Audiologists
School Psychologists
School Nurses
School Physical Therapists
School Occupational Therapists
School Counselors
School Social Workers
School Speech and Language Pathologists
School Orientation and Mobility Specialists

- These rubrics can be found on the Colorado Department of Education webpage at:
  http://www.cde.state.co.us/educatoreffectiveness/statemodelevaluationsystem

Teachers on Special Assignment include:
     Dean of Students Teachers on Special Assignment
     Non-instructional Teachers on Special Assignments
     Instructional Teachers on Special Assignment

- All rubrics can be found on the Aurora Public Schools website at:
  http://pte.aurorak12.org/

2015-16 User's Guide- Colorado State Model Educator Evaluation System
     http://www.cde.state.co.us/educatoreffectiveness/usersguide

Glossary

(Take from Colorado Department of Education Users Guide August, 2014)

504 Plan: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers.

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

Academic Vocabulary: In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, students do not know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity and validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. (Definition downloaded on August 20, 2012 from http://www.academiclanguage.org/Academic_Language. html).

Accelerating Students through Concurrent Enrollment (ASCENT): A "5th Year Program" that allows high school seniors to concurrently enroll in high school and take a fifth year of instruction consisting entirely of college classes. To qualify for this program, students must have met all of their high school graduation requirements, have taken 12 credit hours of college classes prior to the end of their senior year and be considered college/career ready.

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.*[7]

American School Counselor Association (ASCA): Supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

Appropriate Available Technology: Technology choices made by educators during the execution of their roles. Educators are expected to use the most appropriate technology available to them for the job at hand.

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.

Augmentative and Alternative Communication (AAC): All forms of communication (other than oral speech) that are used to express thoughts, needs, wants and ideas. We all use AAC when we make facial expressions or

gestures, use symbols or pictures, or write. (http://www.asha.org/public/speech/disorders/AAC/)

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.

Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
  c. develop cultural understanding and global awareness by engaging with learners of other cultures
  d. contribute to project teams to produce original works or solve problems
  (Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf)

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. In addition, the state has developed Extended Evidence Outcomes aligned to the standards for students with significant cognitive disabilities. Colorado also adopted Colorado English Language Proficiency (CELP) standards to support English language learners.
See more at: http://www.cde.state.co.us/standardsandinstruction/fact sheetsandfaqs#CASOverview)

Colorado English Language Proficiency (CELP) Standards: The CELP standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students' access grade level academic content while learning English. While the CELP standards are designed support ELLs specifically in accessing the Colorado Academic Standards, the methods employed by educators to address academic language in the CELP standards, within and across disciplines, are considered promising practice for the benefit of all students.
(See more at: http://www.cde.state.co.us/coenglangprof/CELPintro.asp#sthash.yaiG5NQZ.dpuf.)

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.

Critical Thinking and Reasoning: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
  a. Identify and define authentic problems and significant questions for investigation
  b. Plan and manage activities to develop a solution or complete a project
  c. Collect and analyze data to identify solutions and make informed decisions
  d. Use multiple processes and diverse perspectives to explore alternative solutions
  (Retrieved on July 18, 2014 from http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/p df/21stcenturyskillssymposiumflyer.pdf)

Extended Evidence Outcomes: EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate

assessment. These alternate expectations are directly aligned to the grade level expectations for all students. –(See more at: http://www.cde.state.co.us/coextendedeo/statestandard s#sthash.N4Zmu2uV.dpuf.)

Communication Skills: The ability to read, write, speak, listen and understand others, to "read" and interpret body language and to know the best ways to get points across. (Retrieved from http://www.ucdmc.ucdavis.edu/hr/hrdepts/asap/Docum ents/Communication_Skills.pdf on June 7, 2014).

Coping Strategies: The behaviors, thoughts and emotions used to adjust to the changes and challenges that occur in life. In the classroom, the may include such things as persistence or self-reflection.

Developmental Science: A multidisciplinary field of social- science research that seeks to integrate basic science and developmental theory with applied science on practices, policies and programs. Developmental scientists answer such questions as:

- Do summer reading programs help adolescents to read more often during summer?
- Do welfare policies promote children's school readiness?

Developmental science helps educators and practitioners of other disciplines to develop an understanding of basic developmental research and theory in a substantive area (e.g., reading, motivation) as well as how development can be impacted by educational practices, policies and programs. (Retrieved from http://ehe.osu.edu/educational-studies/gis-gim/applied- developmental-science/ on March 31, 2014.)

Disciplinary Literacy: "If content area literacy focuses on study skills and learning from subject-matter-specific texts, then disciplinary literacy, by contrast, is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. The difference is that content literacy emphasizes techniques that an novice might use to make sense of a disciplinary text (like how to study a history book for an exam), while disciplinary literacy emphasizes the unique tools that the experts in a discipline use to participate in the work of that discipline."

http://ssnces.ncdpi.wikispaces.net/file/view/10What+Is+ Disciplinary+Literacy+and+Why+Does+it+Matter.pdf)

Differentiated Instruction: A form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs.

Educators may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves (Definition retrieved on March 20, 2014 from *Ravich, EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords and Jargon ,*p. 75).

Diversity: The concept means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. (Definition retrieved on June 7, 2014 from
http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html).
   See also: http://www.colorado.edu/odece/.

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

Effective Practice: A practice that, "improves outcomes relative to what would have been seen without the intervention."
(Retrieved on June 7, 2014 from http://ies.ed.gov/ncee/wwc/document.aspx?sid=15&pid= 3).

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 Specialized Service Professional

Quality Standards.*

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

Evidence-Based Practice: The use of practices, interventions and treatments which have been proven, through scientifically-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.
(See also http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/ff-ebp_mh_intro.pdf)

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.

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

Expert Input: The process of including the input of specialized service professionals who have the expertise needed to determine whether professional practices have been demonstrated. Such experts work with evaluators to ensure that specialized service professionals receive fair and accurate evaluations based on the input of individuals with a deep understanding of what the various performance levels look like.

Formative Assessment: A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning resulting in improved student achievement of intended instructional outcomes.

Foundational Evidence Base: The integration of the best evidence from scientifically sound studies and student, family and education data with practitioner expertise and student knowledge, skills, interests and values. When delivered in a context of caring and in a supportive and safe environment, the highest quality student outcomes can be achieved.

Gain Score Model: A gain score model measures year-to-year change by simply subtracting the prior year score from the current year score.

Growth Models: Models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill). (Growth, Standards and Accountability, The Center for Assessment, April 2009: http://www.nciea.org/publications/growthandStandard_DB09.pdf).

Hearing Assistance Technology: Used in educational settings to improve auditory access to the teacher or talker by mitigating the effects of noise, reverberation and distance from the talker. All learners need access to communication and instruction in their classrooms and other instructional settings; learners who are deaf and hard of hearing, or who have other auditory deficits, require special technology to receive comparable auditory access. HAT may be prescribed through an individual family service plan (IFSP), individual education program (IEP), or a 504 Plan. HAT devices are selected, fitted and verified by an audiologist. For infants and toddlers HAT decisions are generally made with the parents and early intervention provider; for school-age children with the student and the IEP team. (Reference EAA)

Hearing Loss and Other Auditory Disorders: A reduced hearing acuity or a documented difficulty accessing learning through the sense of hearing. These deficits are uniquely identified and managed by an audiologist. Educational (school-based) audiologists specialize in the effects of hearing, listening and auditory processing deficits on the ability of children and youth to access communication and learning.

Higher Order Thinking Skills: Critical, logical, reflective, metacognitive and creative thinking. These skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring and open-minded, flexible attitudes. (Source: FJ King, F. J., Goodson, L., Rohani, F. *Higher order thinking skills: definition, teaching strategies and assessment.* Tallahassee, FL: Florida State University, Assessment and Evaluation Educational Services Program.)

Individual Career and Academic Plan (ICAP): Senate Bill 09-256 and Colorado State Board of Education Rules 1 CCR 301-81 created standards for Individual Career and Academic Plans (ICAP) with the goal of decreasing dropout rates and increasing graduation rates by assisting students and their parents in developing and maintaining a personalized postsecondary plan that ensures readiness for postsecondary and workforce success.

Individualized Education Program (IEP): Required by the Individuals with Disabilities Education Act, an IEP defines the individualized objectives of a child who has a disability. The IEP is intended to help children reach educational goals more easily than they otherwise would. The IEP is tailored to the individual student's needs as identified by the IEP evaluation process and helps teachers and specialized service professionals understand the student's disability and how the disability affects the learning process. Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student and choosing a placement in the least restrictive environment possible for the student. (Adapted from http://en.wikipedia.org/wiki/Individualized_Education_Program)

Individualized Family Service Plan (IFSP): A written plan for providing early intervention services to an infant or toddler with a disability and the child's family that (a) is based on the evaluation and assessment; (b) includes parental consent; (c) is implemented as soon as possible once parent consents for early intervention services in the IFSP is obtained; and (d) is developed in accordance with IDEA Part C.

Individuals with Disabilities Education Act (IDEA): A Federal law that guarantees certain educational rights for all people, including those with disabilities.

Information Literacy: Students apply digital tools to gather, evaluate, and use information. Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. plan strategies to guide inquiry
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. process data and report results
e. understand and use technology systems
f. select and use applications effectively and productively
g. troubleshoot systems and applications
h. transfer current knowledge to learning of new technologies
   (Retrieved on July 18, 2014 from

http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/ pdf/21stcenturyskillssymposiumflyer.pdf.)

Inquiry Methods: Teaching practices that utilize a disposition of inquiry learning including:

- problem-based learning: learning that starts with an ill-structured problem or case-study
- project-based learning: students create a project or presentation as a demonstration of their understanding
- design-based learning: learning through the working design of a solution to a complex problem

Inquiry emphasizes the process of learning in order to develop deep understanding in students in addition to the intended acquisition of content knowledge and skills.

Inquiry draws upon constructivist learning theories where understanding is built through the active development of conceptual mental frameworks by the learner. (Retrieved on May 23, 2014 from http://www.teachinquiry.com/index/Introduction.html)

Integration Districts: Districts selected as part of a voluntary effort by the Colorado Education Initiative (formerly the Colorado Legacy Foundation) to support CDE's work to implement Senate Bill 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08- 212 (Colorado Achievement Plan for Kids). Four school districts (Centennial, Denver Public Schools, Eagle County and Thompson School District) and one BOCES (San Juan) were selected to implement, in an integrated manner, all of the following:

- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction **Interim Assessments:** A term generally used to refer to medium scale, medium-cycle assessments. Interim assessments: 1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame and, 2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

Invention: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes
b. create original works as a means of personal or group expression
c. use models and simulations to explore complex systems and issues
d. identify trends and forecast possibilities

(Retrieved on July 18, 2014 from
http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downl oads/p df/21stcenturyskillssymposiumflyer.pdf.)

Learning Environment: The diverse physical locations, contexts and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class. (Retrieved on July 18, 2014 from http://edglossary.org/learning-environment/)

Learning Objectives: The term used to describe the instructional objectives, learning targets, lesson objectives, student academic growth objectives and other objectives for student learning.

Least Restrictive Environment (LRE): To the maximum extent appropriate, children with disabilities, including

children in public or private institutions or other care facilities, are educated with children who are not disabled and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
(Retrieved on June 13, 2014 from http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a, 5).

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.

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

Measures of Student Learning (also referred to as 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 or other projects.

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.

Multi-Tiered System of Supports (MTSS): Also known as Response to Intervention (RtI), is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant and durable for all students, families and educators. RtI/MTSS involves an education process that matches instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing and evaluating the effectiveness of instruction, curricular supports and interventions. RtI/MTSS is also a process designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. RtI/MTSS has three important parts: (1) A multi-tiered system of curriculum, instruction, assessment and interventions; (2) Using a problem solving method for decision making at each tier and (3) Using data to inform instruction at each tier. (Definition adapted from: http://www.illinoisrti.org/i- rti-network/for-educators/understanding-rti-mtss Downloaded February 8, 2014.)

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.

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

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

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.

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.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized

measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Partner Districts: Districts who have already developed performance evaluation systems reflecting key elements of Senate Bill 10-191. These districts provide valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the Colorado State Model Evaluation System with elements from locally-developed systems.

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.

Pilot Districts: Districts selected as part of CDE's work to implement Senate Bill 10-191. Pilot districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Evaluation Systems for both principals and teachers during the 2011-16 school years. They provide valuable feedback on the quality of the model system, identifying challenges and strengths of the system and suggesting refinements to the implementation process developed by CDE.

Pilot Period: The time during which the CDE will collaborate with school districts and BOCES to develop, define and improve the state model system. The pilot period will end on July 2016 or when the model system based on the Teacher, Specialized Service Professional and Principal Quality Standards has been completed and the commissioner has provided notice of such implementation to the reviser of statutes, whichever is later.

Policy: The formal guidance needed to coordinate and execute activity throughout an institution. When effectively deployed, policy statements help focus attention and resources on high priority issues – aligning and merging efforts to achieve the institutional vision. Policy provides the operational framework within which the institution functions. (Retrieved on July 18, 2014 from http://policy.calpoly.edu/cappolicy.htm.)

Postsecondary and Workforce Readiness:
See Appendix B.

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

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.

Problem Solving: The process of moving toward a goal when the path to that goal is uncertain. We solve problems every time we achieve something without having known beforehand how to do so. We encounter simple problems every day: finding lost keys, deciding what to do when our car won't start, even improvising a meal from leftovers. But there are also larger and more significant "ill-defined" problems, such as getting an education, becoming a successful person, and finding happiness. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.
(Adapted from http://www.gse.uci.edu/person/martinez_m/docs/mmar tinez_Problem_Solving.html).

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 and Specialized Service Professional Quality Standards I-V and Principal Quality Standards I-VI address the professional practice standards for educators in Colorado.

Psychoeducational: A model in which the practicing psychologist is concerned with the teaching of personal and interpersonal attitudes and skills which the individual applies to solve present and future psychological problems and to enhance satisfaction with life. This model views the role of the psychological practitioner in terms of client dissatisfaction (or ambition) goal-setting skill-teaching satisfaction (or goal achievement). Likewise, the client (in this case, student) is viewed as a pupil rather than a patient. (Adapted from http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/viewFile/1835/1 685, retrieved on May 5, 2014.)

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 specialized service professionals. 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 reflect the professional practices and focus on the measures of student learning needed to achieve effectiveness.

Reliability: The ability of an instrument to measure consistently across different raters and contexts

Resource Bank: A collection of tools, materials and other resources provided by the Colorado Department of Education to enable Colorado's school districts to implement the Colorado State Model Evaluation System and meet the requirements of S.B. 10-191.

Response to Intervention (RtI): See Multi-Tiered System of Support.

Rigor/Rigorous: The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives. The term is frequently applied to assignments that encourage students to think critically, creatively, and flexibly. Likewise, they may use the term rigorous to describe learning environments that are not intended to be harsh, rigid, or overly prescriptive, but that are stimulating, engaging, and supportive. Rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall. (Adapted from http://edglossary.org/rigor/).

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.

School Improvement Plan: See Unified Improvement Plan.

Scientifically-based research: Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Self-direction: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. demonstrate personal responsibility for lifelong learning
   d. exhibit leadership for digital citizenship (Retrieved on July 18, 2014 from
   http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillssymposiumflyer.pdf.)

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

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.

Specialized Service Professionals (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.

Specially Designed Instruction: Adapting, as appropriate, to the needs of children the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children; internal stakeholders, external stakeholders; natural environment.

Stakeholders: Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders and elected officials such as school board members, city councilors and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets and cultural institutions. In a word, stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. The term "stakeholders" may also be used interchangeably with the concept of a school community, which necessarily comprises a wide variety of stakeholders. (Retrieved on June 11, 2014 from http://edglossary.org/stakeholder/.)

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, specialized service professionals 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.*

Structured Setting: A small environment surc ea se special education classroom, motor room, or therapy intervention session where significant and individualized support is provided to the student and/or environmental or activity-based modifications are in place. This is in contrast to larger educational settings such as the cafeteria, playground and general education classroom where environments may be more distracting, less controlled, or less highly modified.

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.

Student Engagement: In education, student engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their learning. Generally speaking, the student-engagement concept is predicated on the belief that learning improves when students are inquisitive, interested, or inspired and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." (Retrieved from http://edglossary.org/student-engagement/ on April 12, 2014)

Student Learning Outcomes: What students should know, understand and be able to do as a result of their work on particular courses or year-long curricula.

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 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 3.3 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 TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

Teacher Professional 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.

Teacher Turnover Rate: The rate at which teachers leave a school prior to retirement. This is calculated by dividing the number of teachers who resign from or transfer out of a school by the total number of teachers who work at the school.

TELL Survey: The Teaching Empowering Leading and Learning Survey is a statewide survey of school based educators to assess teaching conditions at the school, district and state level. (http://www.tellcolorado.org/)

Twenty-First Century Skills: The Colorado Department of Education defines 21st Century skills as collaboration, critical thinking, information literacy, invention and self- direction. Each of these skills is defined separately in this glossary.

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

Unique Identifier: Numbers that are assigned to each student and teacher.

Unlicensed Assistive Personnel (UAP): Unlicensed health care providers trained to function in a supportive role by providing patient/client care activities as delegated by the RN.

Validity: The ability of an instrument to measure the attribute it intends to measure.

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.

Definition of Postsecondary and Workforce Readiness

Adopted June 30, 2009 By the State Board of Education and the Colorado Commission on Higher Education

"Postsecondary and workforce readiness" describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging and coherent academic work and experiences and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student's postsecondary and workforce readiness.

I. Content Knowledge Literacy
- Read fiction and non-fiction, understanding conclusions reached and points of view expressed.
- Write clearly and coherently for a variety of purposes and audiences.
- Use logic and rhetoric to analyze and critique ideas.
- Access and use primary and secondary sources to explain questions being researched.
- Employ Standard English language properly and fluently in reading, writing, listening and speaking.

Mathematical Sciences
- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate.
- Understand and apply algebraic and geometric concepts and techniques.
- Use concepts and techniques of probability and statistics.
- Apply knowledge of mathematics to problem solve, analyze issues and make critical decisions that arise in everyday life.

Science
- Think scientifically and apply the scientific method to complex systems and phenomena.
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions.
- Recognize that scientific conclusions are subject to interpretation and can be challenged.
- Understand the core scientific concepts, principles, laws and vocabulary and how scientific knowledge is extended, refined and revised over time.

Social Studies and Social Sciences
- Identify and describe historical, social, cultural, political, geographical and economic concepts.
- Interpret sources and evaluate evidence and competing ideas.
- Build conceptual frameworks based on an understanding of themes and the overall flow of events.
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility.
- Interpret information from a global and multicultural perspective.

The Arts and Humanities
- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound and visual representation) contribute to and shape culture and our understanding of culture.
- Understand how the arts and literature are used as instruments of social and political thought.
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms.

II. Learning and Behavior Skills
Critical Thinking and Problem Solving

- Apply logical reasoning and analytical skills.
- Conduct research using acceptable research methods.
- Understand different research approaches.
- Collect and analyze quantitative and qualitative data and research.
- Evaluate the credibility and relevance of information, ideas and arguments.
- Discern bias, pose questions, marshal evidence and present solutions.
- Find and use information/information technology.
- Select, integrate and apply appropriate technology to access and evaluate new information.
- Understand the ethical uses of information.
- Provide citations for resources.

Creativity and Innovation
- Demonstrate intellectual curiosity.
- Generate, evaluate and implement new ideas and novel approaches.
- Develop new connections where none previously existed.

Global and Cultural Awareness
- Appreciate the arts, culture and humanities.
- Interact effectively with and respect the diversity of different individuals, groups and cultures.
- Recognize the interdependent nature of our world.
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal and social opportunities.

Civic Responsibility
- Recognize the value of civic engagement and its role in a healthy democracy and civil society.
- Be involved in the community and participate in its political life.
- Balance personal freedom with the interests of a community.

Work Ethic
- Plan and prioritize goals.
- Manage time effectively.
- Take initiative and follow through.
- Learn from instruction and criticism.
- Take responsibility for completion of work.
- Act with maturity, civility and politeness.
- Demonstrate flexibility and adaptability.

Personal Responsibility
- Balance self-advocacy with the consideration of others.
- Possess financial literacy and awareness of consumer economics.
- Behave honestly and ethically.
- Take responsibility for actions.
- Understand the relevance of learning to postsecondary and workforce readiness.
- Demonstrate awareness of and evaluate career options.
- Attend to personal health and wellness.

Communication
- Read, write, listen and speak effectively.
- Construct clear, coherent and persuasive arguments.

- Communicate and interact effectively with people who have different primary languages.

Collaboration
- Work effectively with others.
- Acknowledge authority and take direction.
- Cooperate for a common purpose.
- Use teamwork and leadership skills effectively.