

Teachers and Specialized Service Professionals Evaluation Handbook



I'm District 6.

Disclaimer: The only official copy of this handbook resides online at www.greeleyschools.org under the Human Resources department. See the next page for a full disclaimer.

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THIS HANDBOOK AND ALL POLICIES, PROCEDURES, OR OTHER INFORMATION INCLUDED IN THIS DOCUMENT DOES NOT CREATE A CONTRACT, EXPRESSED OR IMPLIED, BETWEEN GREELEY-EVANS SCHOOL DISTRICT 6 AND ANY EMPLOYEE OR EMPLOYMENT CANDIDATE.

Greeley-Evans School District 6 teachers and specialized service professionals may use the Evaluation Handbook as a source of general information. Any questions concerning the employee's specific circumstance should be directed to the principal or human resources.

Procedures contained within the Evaluation Handbook are based on district policies adopted by the Greeley-Evans School District 6 Board of Education ("Board"). This handbook is not all-inclusive and does not contain all personnel policies. All policy and regulation revisions are subject to Board approval. The handbook is based on policies and procedures, as they exist at the time of publication and may change without advance notice. All previously issued handbooks and inconsistent memoranda are superseded.

An effort has been made to ensure there is no inconsistency between this handbook and other regulations. If a discrepancy or omission exists between this handbook and district policy, district policy will prevail. If a discrepancy or omission exists between this handbook and local, state or federal laws, the laws will prevail.

All employees are expected to review and become familiar with all policies and regulations. A complete set of Board policies and regulations are available on the district website at www.greelevschools.org/boe.

Greeley-Evans School District 6

Evaluation of Teachers and SSP Personnel Handbook

The purpose of the evaluation process is to promote growth and development of students, educators and leaders. The evaluation process serves as the basis for continuous improvement of professional practices and student learning.

Since 2013-2014, the Evaluation Council has recommended and the Greeley Evans School District 6 Board of Education approved the use of the Colorado Department of Education Educator Evaluation System and all supporting documents and processes. The evaluation process requires annual evaluation of all teachers, principals/assistant principals, and specialized service professionals, also called SSP or SSPs. This includes teachers/SSPs on a 110 or 140. The evaluation system works best with a team-approach establishing checkpoints and dialog over the school year; teachers and SSPs will play a central role in goal setting, reflection, and gathering artifacts. Teacher and SSP personnel must also invest in their own professional development as this evaluation is a true collaboration between the evaluator and the educator.

The primary goals of our evaluation process are to:

- improve the quality of instruction by ensuring accountability for classroom performance
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and strategic plan goals of Greeley-Evans School District 6
- provide a basis for instructional improvement through constructive teacher/SSP appraisal and professional growth
- share responsibility for evaluation between the teacher/SSP and the evaluator in a collaborative process that promotes self-growth, instructional effectiveness, and measures overall job performance.

Overall Evaluation Process

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Please Note: Variations will be permitted in this evaluation process, whether requested by the evaluator or staff member, when the staff member is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system. Minor adjustments and variations in the evaluation process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected in accordance with the district's evaluation system. Informal evaluations and observations may be made whenever deemed appropriate by the district.

A. Evaluation Forms

1. The Department of Human Resources will distribute evaluation forms through an online system, **RANDA**. Our evaluation system will utilize this online system to increase collaboration and communication. In **RANDA**; careful attention must be paid to select the proper rubric for each educator. The evaluator and the evaluatee must verify the rubric selection before any work begins in **RANDA**.
2. Completed evaluations will be conducted online by the evaluator, evaluated teacher or

SSP, Assistant Superintendent of Human Resources, Assistant Superintendent of Academic Achievement, the Assistant Superintendent of Secondary Schools, or Assistant Superintendent of Elementary and K-8 Schools (or his/her designee).

3. A copy of the completed process will be available to download on the computer system and final ratings will be electronically archived for the SSPs/teachers. As required by state law, the final ratings will also be reported to the Colorado Department of Education for every teacher, SSP, principal and assistant principal.

B. Minimum Observations

1. **Probationary:** First, second, and third year probationary teachers/SSPs must receive two (2) documented observations each school year.
2. **Non-Probationary:** Non-probationary teachers/SSPs will receive one (1) documented observation by approximately April 1 each year.
3. **Observation:** A pre-observation *may* be scheduled by the evaluator or requested by the teacher/SSP. The evaluator will observe with such frequency and duration as to ensure the collection of a sufficient amount of data, from which reliable conclusions and findings may be drawn. Feedback must be given in written, online, or in verbal response/format.

C. Completing the Evaluation Process

1. Schedule for completing evaluations:
 - a. First, second, and third year probationary teachers/SSPs must be evaluated annually using the evaluation system, with a minimum of two observations. Moreover, the probationary teacher must participate in a goals review conference by approximately October 15 and a mid-year conference by approximately January 31 with the evaluator.
 - b. Probationary teachers/SSPs evaluations must be completed no later than April 1. All probationary teachers/SSPs should also be observed at least twice with the conclusion of the observations by approximately February 28.
 - c. At any time in the evaluation process, any teacher or SSP can be placed on an instructional plan of assistance. (IPOA)
 - d. The non-probationary teacher must participate in a goals review conference by approximately October 15 and a mid-year conference by approximately January 31 with the evaluator.
 - e. The evaluator will conduct all evaluations so as to observe the legal and constitutional rights of the teacher/SSP. As per Colorado law, the evaluator will not record information with electronic devices without the consent of the teacher or the SSPs. Using a computer or a tablet computer during any observation, as long as it is not recording video or audio without permission, is allowed to help facilitate feedback and the evaluation process.

2. Summative Review Requirements:

- a. The evaluator will hold an end-of-year summative review with each evaluated educator to discuss the final ratings, and allow time for collection of artifacts and evidence and conduct an optional final ratings conference by approximately May 1st.
- b. The final ratings will be reported to the Colorado Department of Education as required by state law.

D. **Responsibility for Evaluations:** Person(s) in the “Evaluator” column will be responsible for evaluation person(s) in the corresponding “Position” column. *This chart is intended as a guideline. Consult HR or the building principal with questions.*

| Position | Evaluator |
|--|---|
| Classroom Teacher | Building Principal/ Licensed Designee |
| Itinerant Classroom Teacher (not district assigned) | Designated Principal/Principals with input from Special Education |
| Migrant Education Graduate Advocate (MEGA) | Director of English Language Development/Licensed Designee |
| Media Specialists | Building Principal/ Licensed Designee |
| Special Education Teacher (Includes Resource, MAB, IA, IFL, Transition: 18-21) | Building Principal/ Licensed Designee |
| Specialized Service Professionals (SSP), including counselors, audiologists, occupational therapists, speech-language pathologists, school psychologists, nurses, social workers, add school orientation and mobility specialists, and physical therapists | Director of Special Education/Licensed Designee or Building Principals |
| Preschool Teacher | Early Childhood Principal/Licensed Designee |
| Teacher for the Visually Impaired/Hearing Impaired | Director of Special Education/Licensed Designee with input from Building Principals |
| Federal Designated Grants Teachers | Building Principal/ Licensed Designee |
| Gifted and Talented Specialists | Assistant Superintendent of Academic Achievement or Licensed Designee |
| School-based Teachers on Special Assignment (TOSA) | Building Principal/ Licensed Designee |
| District-based Teachers on Special Assignment (TOSA) | Assistant Superintendent of Academic Achievement/Licensed Designee |
| Curriculum Coordinators/Facilitators | Assistant Superintendent of Academic Achievement/Licensed Designee |
| Instructional Coaches | Assistant Superintendent of Academic Achievement/Licensed Designee |

Please note: All employees not specified in this procedure will be evaluated annually by their immediate supervisor. See Human Resources with questions. All evaluators listed should adhere to the evaluation process by completing all required informal and formal observations.

E. Methods of data collection

- a. The method(s) used by an evaluator to gather information on which to base the evaluation shall include direct observation. Data sources that can also be used may include, but are not limited to, the Power of Teaching Rubric, the Components of the K-5

Literacy Program Implementation Rubric, other rubrics, informal observations, team meetings, data dialogues, professional development meetings, etc.

- b. Data sources such as, but not limited to: CMAS assessments, DIBELS, NWEA Measure of Academic Progress assessments, WIDA Assessments, PSAT, SAT, AP Exams, IB Exams, and D6 content assessments, may be used as one of the sources of data to support final evaluation ratings. Any single source may not be used as an exclusive source of data as the philosophy of the system is based on multiple measures of educator performance. (See Appendix E)
- c. It is understood that the emphasis of a single data source within the teacher/SSP performance standards/attributes may have greater emphasis for interventionist teachers.
- d. The artifacts and evidence collection may also include information presented by the teacher/SSP or the evaluator.

F. Professional Goals Plan

The Professional Goals Plan (PGP) is designed to foster personal and professional growth for SSPs/teachers. Enhancing teacher/SSP effectiveness positively impacts student learning. The PGP from the evaluation system must be recorded in **RANDA**.

- a. The educator is also asked to complete a self-evaluation as part of the growth plan process. Sharing with your evaluator is optional. There are many benefits to sharing the actual self-assessment data. The sharing will certainly build trust and open discussions about professional practices between the educator and his/her evaluator. Sharing also guides the conversation into specific, actionable support, or professional development opportunities from the evaluator or other experts in the building and the district.
- b. The professional goal plan will be submitted by approximately October 15.
- c. Professional goals will be monitored on an ongoing basis and updated throughout the year.
- d. Evaluators will include progress toward professional development goals in the evaluation process as required by the Colorado or SSP Evaluation Rubric.

G. Instructional Plan of Assistance (See Appendix C1/C2)

The instructional plan of assistance is intended to make clear the expectations that are placed on each teacher or SSP through the following steps: identify teacher/SSP strengths, identify areas that need immediate improvement, determine a remedy for each area in need of improvement, determine how the improvement will be measured, define a specific timeline for completion of the areas needing improvement, and provide a list of resources that may be used to assist in instructional growth.

A major facet of our evaluation system is to share responsibility for the evaluation between the

teacher/SSP and the evaluator in a collaborative process that promotes self-growth and instructional effectiveness, but also measures overall job performance. [Note: These plans may be implemented at any time in the evaluation process.]

- a. Developing a *confidential* instructional plan of assistance (IPOA) allows the teacher/SSP and the evaluator to conduct a confidential conversation in a format that emphasizes both strengths of the educator and the concerns for the absence of evidence to confirm the professional practices. The guided discussion within the IPOA allows for clear evidence collection and remedies within prescribed timelines that are transparent and reasonable during that school year. If a teacher/SSP has question(s) about an IPOA, question(s) should be discussed with that educator's principal or assistant principal in a confidential setting.
- b. The IPOA is to be kept at the building level as an intricate part of the ongoing conversation with the educator as she/he collects and shares evidence to prove her/his effectiveness under the requirements of Colorado law. Simply stated, not every Teacher's/SSP's professional practices demonstrate the necessity for developing an IPOA. Moreover, the IPOA does also formulate a plan to support teachers/SSPs when effectiveness evidence is not provided or not observed.
- c. An additional IPOA is allowable if needed

H. Remediation Plans

In the event a non-probationary teacher/SSP indicates performance in any area that is at the basic level, a Level I or Level II Remediation Plan will be developed as appropriate. (Appendix D)

- a. **A Level I Remediation Plan** will be used for teachers/SSPs. In the event of a remediation, the evaluator will be conducting numerous observations. The evaluator or teacher/SSP has the right to request additional personnel to perform informal observations. For example, an evaluator may request the Assistant Superintendent of Secondary Schools, the Assistant Superintendent of Elementary and K-8 Schools, or Human Resources, to conduct an informational/feedback observation or the teacher/SSP may request the school instructional coach to conduct an informal observation.
- b. **A Level II Remediation Plan** will be used for the second 60 days of a teacher/SSP remediation. In the event of a remediation, the evaluator will be conducting numerous observations. The evaluator or teacher/SSP has the right to request additional personnel to perform informal observations. For example, an evaluator may request the Assistant Superintendent of Secondary Schools, The Assistant Superintendent of Elementary and k-8 Schools, or Human Resources, to conduct an informational/feedback observation or the teacher/SSP may request the school instructional coach to conduct an informal observation.

Probationary Educator Evaluation Procedure

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The evaluator will meet with each probationary teacher or probationary SSP under their supervision at the commencement of employment to review the district/building appraisal system, including the evaluative criteria, the procedures, and the responsibilities of the individuals involved. This orientation may be conducted in an all-staff professional development format.

1. Within the first ten (10) weeks of employment, (before approximately November 1) the evaluator will conduct a formal observation to determine whether the probationary teacher/SSP needs assistance.
 - a. The evaluator can make suggestions for improvement informally (orally, in writing, or both) where no serious concerns exists.
 - b. When serious challenges or problems arise, the evaluator will keep written records of communication with the teacher/SSP and may forward copies of all records and plans for improvement to Human Resources.
 - c. The evaluator will keep all written suggestions on file or instructional plans of assistance on file in the building or within *RANDA*.

2. Remediation for Probationary Teachers/SSPs

In the event an evaluation of a probationary teachers/SSPs indicates performance in any standard area is basic, and a plan of assistance is deemed necessary, the following sequence will be followed in order:

- a. Definition of unsatisfactory performance: The licensed employee does not demonstrate effective application of one or more of the evaluation elements.
- b. As a first step, the evaluator and the teacher/SSP will develop an instructional plan of assistance (IPOA). (See Appendix C1/C2)
- c. If the goals of the IPOA are not met, the evaluator and the employee will meet within five (5) contract days to develop a written remediation plan of assistance to correct the performance of the employee in the attribute area(s) in question. (See Appendix D for Remediation Plan)
- d. Reasonable assistance will be provided, including, but not be limited to (The evaluator is the final determiner of what assistance is reasonable):
 - 1) providing frequent observations and feedback by the evaluator;
 - 2) documenting coaching by other SSP(s), teacher(s), or instructional coach;
 - 3) supporting observations of effective teachers/SSPs in the attribute area.
- e. The period of time allowed for this remediation process will be at least sixty (60) contract days and may be extended by mutual agreement.
- f. An evaluation will be completed at the end of the sixty (60) day period. If such evaluation shows the licensed personnel is still not performing at the proficient/effective level, the evaluator shall either make additional recommendations for improvement (Appendix D)

or may recommend the dismissal of such licensed personnel either immediately or at the end of the contract.

g. The teacher/SSP may request representation at any time in this process.

3. **Termination:**

- a. Probationary teachers/SSPs may be terminated during the contract year if their performance is basic and continues to be basic after implementation of an IPOA and/or a remediation plan. *There is no appeal of a less than effective, partially-proficient and/or a basic final rating for probationary staff.*
- b. Probationary teachers/SSPs may be terminated at any time their level of performance is so substandard that the educational process is adversely affected by their continued presence.
- c. A probationary teacher/SSP must have **three (3) consecutive years of *effective*** performance to earn non-probationary status. In some cases, it will take a probationary teacher more than three years to earn non-probationary status.
- d. **Non-Renewal:** Each probationary teacher can be non-renewed at the end of any probationary contract year, per state statutes.

4. **Probationary Teacher Contracts:**

1. **Re-employment of probationary teachers/SSPs:** Recommendations for re-employment should be made to the Assistant Superintendent of Human Resources no later than April 15 of each school year, with final notification to the teachers/SSPs by June 1, as per state law.
2. Recommendations for non-probationary status on teachers/SSPs with **three consecutive years of demonstrated effectiveness** shall be made prior to April 15, and shall be based on three (3) consecutive years of ***effective*** performance.

Non-Probationary Evaluation Procedure

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Teachers and SSPs shall be informed about the nature of the system, the evaluation criteria, the procedures, and the responsibilities of the individuals involved before the evaluation. This orientation may be conducted in an all-staff professional development format.

1. Evaluation Cycle
 - a. All educators will be evaluated annually as required by Colorado law.
2. Remediation for Non-Probationary Teachers and SSPs

In the event an evaluation of a non-probationary teacher/SSP indicates performance on any element or standard that is basic, the following procedures will be followed:

- a. Definition of basic performance rating: The teacher/SSP does not demonstrate proficient application of one or more of the evaluation elements or standards.
- b. During the school year, if a concern(s) arises, including the educator demonstrating **basic** performance on any rubric element or standard, the evaluator may place the educator on an IPOA with fifteen (15) contract days of notice.
- c. If the goals of the IPOA are not met or the performance is basic, the evaluator and employee will meet within five (5) contract days to develop a written Level I Remediation Plan to correct the performance of the employee for the attribute area(s) in question. (Appendix D) Reasonable assistance will be provided including but not limited to: (The evaluator is the final determiner of what assistance is reasonable.)
 - 1) providing frequent observations and feedback by the evaluator;
 - 2) documenting coaching by other SSP(s), teacher(s), or instructional coach;
 - 3) supporting observations of effective SSPs/teachers in the attribute area(s).
- d. The period of time allowed for this remediation process will be sixty (60) contract days. An evaluation (using the Standards in Appendix A) will be completed at the end of the sixty (60) day period. If such evaluation shows the licensed personnel is still not performing satisfactorily, the administrator will immediately notify the Assistant Superintendent of Secondary Schools or the Director of Elementary School Leadership or designee, and/or the Assistant Superintendent of Human Resources. Copies of all documentation will be forwarded to the Human Resources Department for placement in the SSP's or teacher's personnel file.
- e. The evaluator, the teacher/SSP and the Director of School Leadership, or designee, will meet within five (5) contract days of the evaluation conference to agree upon additional assistance for continued remediation and/or develop a Level II Written Remediation Plan. Communication with the Assistant Superintendent of Human Resources is recommended. (Appendix D)
- f. An additional 60 contract days beginning at the end of the first 60-day period will be provided for the SSP/teacher to attain satisfactory performance. During this time, the administrator and/or Assistant Superintendent of Secondary Schools and Director of Elementary School Leadership, Assistant Superintendent of Human Resources, or designee, will observe to monitor progress and offer assistance.
- g. Upon mutual agreement by the administrator, teacher/SSP, the Superintendent, or designee, the 60-day remediation period may be extended.
- h. When a non-probationary SSP's/teacher's performance remains unsatisfactory after the 120-day period prescribed above, the Superintendent may initiate termination procedures in accordance with state statutes
- i. Non-probationary teachers/SSPs may be suspended with pay at any time their level of performance is so basic that the educational process is adversely affected by their continued assignment. The Superintendent may initiate termination procedures in

accordance with state statutes.

- j. The teacher/SSP may request representation at any time in this process.

3. Termination

When a non-probationary SSP's/teacher's evaluation remains unsatisfactory or basic after the 120-day period prescribed above, said SSP/teacher will be placed on "unsatisfactory basic" status. The Superintendent may initiate termination procedures in accordance with state statutes.

- 4. If the teacher/SSP has two consecutive years of less than proficient, less than effective or basic ratings, he/she may be placed on permanent unpaid leave, faced with revocation of continuing status, and could then be non-renewed from the district.
- 5. Final Ratings Appeal for Non-Probationary Educators
 - a. A non-probationary teacher or SSP may not appeal a rating that is effective or above or the first year of a rating that is less than effective, much less than effective, partially-proficient and/or basic. When the educator earns two consecutive final ratings of less than effective, much less than effective, partially-proficient and/or basic, the non-probationary educator may appeal the second consecutive ineffective final rating.
 - b. The non-probationary educator shall file a written appeal to the Assistant Superintendent of Human Resources within fifteen (15) calendar days of the teacher's receipt of the notice informing the teacher of his or her final performance rating was ineffective. **Note:** *In most cases, this appeal will be filed between May 1 and May 15.* The written appeal must contain all data, artifacts, evidence, attachments and evaluations to be considered in the appeal.
 - c. A non-probationary teacher's grounds for appealing two consecutive ineffective ratings shall be limited to the following two areas:
 - i. The evaluator did not follow evaluation procedures that adhere to the requirements of applicable law **and** that failure had an impact on the teacher's performance rating; or
 - ii. The data relied upon was inaccurately attributed to the teacher.
 - d. The non-probationary teacher shall have the **burden of demonstrating** that a rating of effective or proficient was appropriate. Only information in written appeal will be used in reaching a final decision.
 - e. The Assistant Superintendent of Human Resources shall review the non-probationary teacher's appeal and provide the teacher with a written decision regarding the appeal within thirty (30) calendar days of the receipt of such appeal. The Assistant Superintendent of Human Resource's decision shall be final. **Note:** *In most cases, this written decision will be rendered by June 15.*

Annual Timeline Guidelines for Personnel Evaluation

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| Date | Activity |
|--|---|
| August 1- September 15 | Review all personnel files and provide an introduction to the evaluation process and the Colorado Rubric for Evaluating Teachers/SSPs. Inform all teachers/SSPs that they will receive at least one formal observation and multiple informal observations. |
| Before October 15 | Meet with all teachers/SSPs for review of the professional goals plan, as per the school Unified Improvement Plan (UIP). Topics include: <ul style="list-style-type: none"> • Explanation of observation process. • Submission of Professional Goals Plan/Self-Assessment • Building goals for data and achievement |
| First Day of School through End of Semester | Informal observations, drop-ins, walk-throughs, and other instructional rubrics with an emphasis on observing evidence of performance and providing actionable feedback. Teachers/SSPs should assemble artifacts to provide evidence of effective practices. The goal is to upload into RANDA no more than 10-12 artifacts or pieces of evidence that directly relate to goals or growth areas . |
| First Semester | Conduct at least one formal observation and provide feedback for all probationary teachers/SSPs within the first ten (10) weeks. With non-probationary teachers/SSPs, conduct at least one formal observation per year prior to April 15 and provide feedback. |
| By January 31 | Complete in RANDA mid-year review and mid-year ratings snapshot with a conference for all teachers/SSPs. |
| Beginning of Second Semester though April 15 | Informal observations, drop-ins, walk-throughs, and other instructional rubrics with an emphasis on observing evidence of performance and providing actionable feedback. |
| Second Semester (prior to final evaluation deadline) | Conduct at least one formal observation for all probationary teachers/SSPs by March 15. With non-probationary teachers/SSPs, conduct at least one formal observation per year prior to April 15 and provide feedback. |
| By March 1 | Conduct final summative evaluation conference with all probationary teachers/SSPs and provide evaluator ratings |
| By March 15 | Conduct at least one formal observation for every non-probationary teacher. Review observation with teacher/SSP no later than May 1. |
| By May 1 | Conduct summative evaluation conference with any non-probationary teachers/SSPs and provide evaluator ratings |
| After May 1 | All non-probationary teachers/SSPs can conduct an optional final ratings conference, after allowing the educator up to 14 days to collect further artifacts and evidence. |
| May | If the teacher/SSP decides to an optional appeal a second consecutive ineffective final rating, the written appeal and all supporting documents (to the Assistant Superintendent of Human Resources) must be filed within 15 calendar days of receiving the final rating. After receipt of the appeal, a written decision will be made within 30 calendar days of filing the appeal |
| Last day of contract year | All teachers/SSPs, working with administrator, review the professional goals plan and develop goals and a professional development plan for the next school year. |

Please note: This chart is intended as a guideline. Minor adjustments and variations in the evaluation process

will be allowed in order to ensure that the evaluation process is thorough and meets the ongoing needs of each site and each educator. Please see human resources or the building principal with questions.

Glossary of Terms

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| Term | Definition |
|---|---|
| Annually | Completed on a yearly basis. |
| Instructional Plan of Assistance (IPOA) | This <i>confidential</i> written plan allows the teacher and the evaluator to conduct a confidential conversation in a format that emphasizes both strengths of the educator and the concerns for the absence of evidence to confirm the professional practices. During this plan, the educator can expect increased levels of feedback and additional formal and informal observations on instructional practices. |
| Level I Remediation Plan | A Level I Remediation plan will be used for probationary and non-probationary teachers/SSPs. In the event of a remediation, the evaluator will be conducting additional observations. The principal or teacher/SSP has the right to request additional personnel to perform informal observations. For example, an evaluator may request the Assistant Superintendent of Secondary Schools, the Assistant Superintendent of Elementary and k-8 Schools, or Human Resources, to conduct an information observation or the teacher/SSP may request the school instructional coach to conduct an informal observation. |
| Level II Remediation Plan | A Level II Remediation plan will be used for only for the second 60 days of a non-probationary teacher/SSP remediation. In the event of a remediation, the principal will be conducting additional observations. The evaluator or teacher/SSP has the right to request additional personnel perform informal observations. For example, an evaluator may request the Assistant Superintendent of Secondary Schools, the Assistant Superintendent of Elementary and k-8 Schools, or Human Resources, to conduct an information observation or the teacher/SSP may request the school instructional coach to conduct an informal observation. |
| Non-Probationary Teacher/SSP | A teacher/SSP who has moved into a continuing status. |
| Observation | Conduct at least one formal observation for all probationary teachers/SSPs within the first ten (10) weeks and a minimum of two observations required during the year. With non-probationary teachers/SSPs, conduct at least one formal observation, which may include pre-conference and post conference. The pre and post-conference conversations may occur in human resources-approved, online asynchronous environment or may be conducted at a staff meeting (pre-conference) or a team meeting or individual (post-conference). District implementation rubrics can be used to focus an observation. Any observation must include feedback in written, online, or in verbal response/format. |
| Personnel File | The school or district-level file/system(s) with employee information. |
| Probationary Teacher/SSP | A teacher/SSP, who holds a license, in his/her first years of service in Greeley-Evans School District 6. Probationary teachers/SSPs are considered PO1, PO2, or PO3 respectively, and they must demonstrate three consecutive years of effectiveness to reach continuing or non-probationary status. |
| Professional Goals Plan (PGP) | Professional Goals Plans allow professionals to explore and implement innovative strategies to improve student learning. Employees design a professional goals plan in collaboration with his/her administrator with goals associated with student learning and the needs of the building identified in the Unified Improvement Plan (UIP). The PGP may be individually developed or collaboratively developed with a team of educators, must be submitted by each teacher/SSP using RANDA. |
| Specialized Service Professionals (SSP) | School professional who hold a specialized service provider license, and include counselors, audiologists, occupational therapists, speech-language pathologists, psychologists, nurses, social workers, mobility specialists, physical therapists, and school orientation and mobility specialists. SSPs are not teachers under Colorado law. |
| Teacher | A teacher is licensed personnel who must hold a Colorado teacher's license. |

District Personnel Performance Evaluation Council (1338 Council)

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A. Purposes

1. The council shall consult with the Board as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel evaluation system and its processes and procedures.
2. The council shall conduct a continuous evaluation of this system.

B. Term of Office - The members of the Personnel Performance Evaluation Council shall be appointed to a two-year term. Appointment will be made each September to replace retiring Council members.

Human Resources Contact Information

For more information about the evaluation process you may contact the Office of Human Resources at 970-348-6070.

| | | |
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| Annette Overton, SPHR Assistant Superintendent Of Human Resources 970-348-6070 | Robert Hepperle, SPHR Director of Human Resources Classified Staff 970-348-6070 | Amy Honstein, PHR Director of Human Resources Certified Staff 970-348-6070 |
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The only official copy of this handbook resides online at www.greeleyschools.org under the Human Resources department.

Colorado Teacher and SSP Standards

1. Revised Teacher Rubric

<http://www.cde.state.co.us/educatoreffectiveness/revised-teacher-rubric>

2. Rubric for Audiologists

<https://www.cde.state.co.us/educatoreffectiveness/sspaudiologistrubric>

3. Rubric for Occupational Therapists

<https://cde.state.co.us/educatoreffectiveness/sspotrubric>

4. Rubric for Physical Therapists

<https://www.cde.state.co.us/educatoreffectiveness/sspptrubric>

5. Rubric for School Counselors

<http://www.cde.state.co.us/educatoreffectiveness/sspcounselorrubric>

6. Rubric for School Nurses

<https://www.cde.state.co.us/educatoreffectiveness/sspnruserubric>

7. Rubric for School Orientation and Mobility Specialists

<https://www.cde.state.co.us/educatoreffectiveness/sspomrubric>

8. Rubric for School Psychologists

<http://www.cde.state.co.us/educatoreffectiveness/sspppsychologistrubric>

9. Rubric for School Social Workers

<https://www.cde.state.co.us/educatoreffectiveness/sspsocialworkerrubric>

10. Rubric for Speech Language Pathologists

<http://www.cde.state.co.us/educatoreffectiveness/sspslprubric>

11. [Rubric for TOSA/Coaches](#)

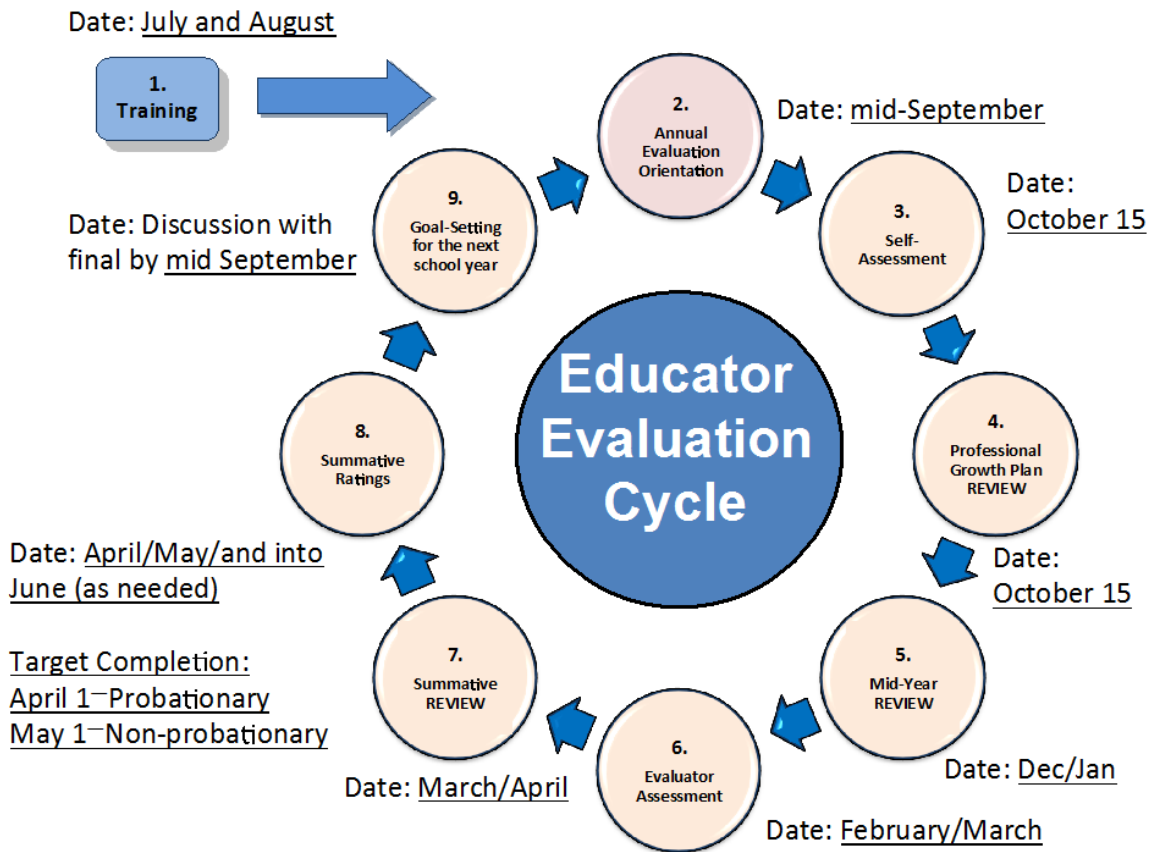
This is an internal rubric not located on the CDE website.

12. Resources for online observations/mentoring

<https://www.cde.state.co.us/educatoreffectiveness/observationfeedback>

APPENDIX B: Evaluation Cycle

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APPENDIX C1: Understanding an IPOA

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Understanding an Instructional Plan of Assistance

Introduction

In 2013-2014, the Evaluation Council recommended and the Greeley Evans School District 6 Board of Education approved the use of the Colorado Model Teacher Evaluation system. The new evaluation process requires annual evaluation of all teachers, principals and specialized service professionals. This evaluation system works best through a collaborative approach establishing checkpoints and dialog over the school year; teachers play a central role in goal setting, reflection, and gathering artifacts.

Improve the Quality of Instruction

As stated in the District 6 Certified Evaluation Handbook, the primary goal of our evaluation process is to improve the quality of instruction by ensuring accountability for classroom performance. Another major facet of our evaluation system is to share responsibility for the evaluation between the teacher and the evaluator in a collaborative process that promotes self-growth and instructional effectiveness, but also measures overall job performance.

Instructional Plan of Assistance (IPOA)

Developing a *confidential* Instructional Plan of Assistance (IPOA) allows the teacher and the evaluator to conduct a confidential conversation in a format that emphasizes both strengths of the educator and the concerns for the absence of evidence to confirm the professional practices. The guided discussion within the IPOA allows for clear evidence collection and remedies within prescribed timelines that are transparent and reasonable during that school year. Furthermore, during an IPOA, the educator can expect increased levels of feedback and additional formal and informal observations on instructional practices.

The IPOA is to be kept at the building level as an intricate part of the ongoing conversation with the educator as she/he collects and shares evidence to prove her/his effectiveness under the requirements of SB 191. Simply stated, not every teacher's professional practices demonstrate the necessity for developing an IPOA.

Moreover, the IPOA does also formulates a plan to support teachers when effectiveness evidence or student growth data is not provided or not observed.

The IPOA can also be used as a record of short-term support for any elements/standards of professional practices and/or areas of data with measures of student learning. Other example areas of focus for an IPOA could include supporting educators with staff relations, with parent relationships, or with professional/ethical behaviors.

This IPOA is designed to support teachers in promoting self-growth and reaching the proficiency levels required for Educator Effectiveness in Colorado and D6. The conversations that grow from the IPOA provide critical additional checkpoints in a cycle of continuous improvement and dialog over the course of the school year.

The first paragraph of the IPOA, in the box below, explains the purpose and then outlines the process to increase instructional effectiveness over the course of the plan.

Purpose of the plan: The instructional plan of assistance is intended to make abundantly clear the expectations that are placed on each teacher through the following steps: identify teacher strengths, identify areas that need improvement, determine a remedy of each area in need of improvement, determine how the improvement will be measured, define a specific timeline for completion of the areas needing improvement, and provide a list of resources that may be used to assist in instructional growth.

If a teacher has a question about an IPOA, any questions should be discussed with that educator's principal or assistant principal in a confidential setting and will require the educator's signature, acknowledging receipt and review of the plan, not necessarily agreement. The educator may also ask to attach any document(s) or a response to the assistance plan.

APPENDIX C2: IPOA EXAMPLE TEMPLATE (Note: Each school may make changes to this IPOA template)

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Instructional Plan of Assistance
Ms. /Mrs. /Mr. D6 Teacher

Date: XX/XX/XXXX

Purpose of the plan: The instructional plan of assistance is intended to make abundantly clear the expectations that are placed on each teacher through the following steps: identify teacher strengths, identify areas that need improvement, determine a remedy of each area in need of improvement, determine how the improvement will be measured, define a specific timeline for completion of the areas needing improvement, and provide a list of resources that may be used to assist in instructional growth.

Strengths:

Areas in need of improvement:

- 1.
- 2.

Remedies:

- 1.
- 2.

How the improvement will be measured:

1. Principal/Assistant Principal observations
2. Consultant feedback, coaching logs, and principal/assistant principal feedback
3. School/District observation checklists and continuums
4. Greeley-Evans teacher evaluation rubric
- 5.

Timeline: By the end of quarter 2, all areas that need improvement shall be remedied. The teacher and principal will discuss further courses of action beginning in quarter 3.

Resources:

1. In-school demonstration classroom teachers
2. Building level coaches
3. Building level consultants
4. District and school level professional development sessions

The employee's signature acknowledges review of this document. The document will be placed in the employee's building personnel file. The employee's signature indicates advisement of performance status, and does not necessarily imply agreement with this document. The employee may prepare a response, which will also be placed in the building personnel file.

Employee signature: _____

Date: _____

Administrator signature: _____

Date: _____

APPENDIX D: Remediation Plan

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**GREELEY-EVANS SCHOOL DISTRICT 6
TEACHER/SSP PERFORMANCE
REMEDATION PLAN**

| | | |
|---|---------------------|---|
| Employee's Name | Evaluator Signature | Date |
| School | Teaching Assistant | Principal's Signature (if not the Evaluator) |
| Employee's Signature | Date | Assistant Superintendent of Secondary Schools Assistant Superintendent of Elementary Schools |
| Assistant Superintendent of Human Resources | | Date |

| | | |
|---|---|--|
| <input type="checkbox"/> Employee has received an evaluation or formal observation of his/her performance. <input type="checkbox"/> Evaluation indicates unsatisfactory performance in one or more Colorado Standards. | Date | |
| <input type="checkbox"/> Level I Remediation Plan (For Probationary and/or Non-Probationary Use) <input type="checkbox"/> Level II Remediation Plan (For Non-Probationary Use Only) | | |
| Routing: <input type="checkbox"/> Employee (Required) <input type="checkbox"/> Human Resources (Original Required) <input type="checkbox"/> GEA Rep (Teacher/SSP may provide) <input type="checkbox"/> School Personnel File | | |
| Process Dates Level I 1. Evaluation date: 2. Evaluation meeting date (must be within 5 days of evaluation): _____ 3. Level I Remediation Plan meeting date: 4. Level I Remediation Evaluation date (60 contract days): 5. Level I Remediation Evaluation meeting date (must be within 5 days of remediation evaluation date): _____ | Process Dates Level II 1. Level II Remediation Plan meeting date (must be within 5 days of the evaluation date) : _____ 2. Level II Remediation Evaluation date (60 contract days): _____ 3. Level II Remediation Evaluation meeting date (must be within 5 days of remediation evaluation date): _____ | Observation dates during 60 day remediation (Level I or II): |

REMEDIATION PLAN – FIRST PERFORMANCE STANDARD, CRITERION

Principal and/or Evaluator Identify first criterion; if a second or third criterion is needed, please use the following pages. The plan may have one, two, or a maximum of three (3) criteria.

First Performance Standard # ____ (example: II. Planning Skills)

Measurable objectives (Goals/Outcomes)

Attributes:

- [Enter attributes directly from the evaluation criteria]

Strategies, Timeline and Resources/Additional Assistance; *Principal and/or Evaluator draft a plan, consult with the Assistant Superintendent of Secondary Schools or the Director of Elementary School Leadership, Assistant Superintendent of Human Resources, the educator, and finalize plan during the remediation conference.*

Strategies:

1. [Enter strategies]

Timeline: [Enter timeline]

Resources/Additional Assistance:

1. [Enter resources/additional assistance]

Signature acknowledges receipt of plan for remediation of the standard/criterion, above.

Employee Signature:

Date:

Principal or Evaluator Signature:

Date:

REMEDATION PLAN – SECOND PERFORMANCE STANDARD, CRITERION

Principal and/or Evaluator Identify the second criterion.

| | |
|--|--|
| <p>Second Performance Standard # _____</p> <p>Attributes:</p> <ul style="list-style-type: none"> • [Enter attributes directly from the evaluation criteria] | <p>Measurable objectives (Goals/Outcomes)</p> |
|--|--|

Strategies, Timeline and Resources/Additional Assistance; *Principal and/or Evaluator draft a plan, consult with the Assistant Superintendent of Secondary Schools or the Director of Elementary School Leadership, Assistant Superintendent of Human Resources, the educator, and finalize plan during the remediation conference.*

Strategies:

1. [Enter strategies]

Timeline: [Enter timeline]

Resources/Additional Assistance:

1. [Enter resources/additional assistance]

Signature acknowledges receipt of plan for remediation of the standard/criterion, above.

Employee Signature:

Date:

Principal or Evaluator Signature:

Date:

REMEDIATION PLAN – THIRD PERFORMANCE STANDARD, CRITERION

Principal and/or Evaluator Identify the third criterion.

| | |
|---|--|
| <p>Third Performance Standard # _____</p> <p>Attributes:</p> <ul style="list-style-type: none"> • [Enter attributes directly from the evaluation criteria] | <p>Measurable objectives (Goals/Outcomes)</p> |
|---|--|

Strategies, Timeline and Resources/Additional Assistance; *Principal and/or Evaluator draft a plan, consult with Assistant Superintendent of Secondary Schools or the Director of Elementary School Leadership, Assistant Superintendent of Human Resources, the educator, and finalize plan during the remediation conference.*

Strategies:
1. [Enter strategies]

Timeline: [Enter timeline]

Resources/Additional Assistance:
1. [Enter resources/additional assistance]

Signature acknowledges receipt of plan for remediation of the standard/criterion, above.

Employee Signature: _____

Date: _____

Principal or Evaluator Signature: _____

Date: _____

APPENDIX E

MSL Data Models Breakout K-12 2022-2023

| | | Elementary/K-8 | | | | |
|---|---|------------------------------------|--|--|--|---|
| Assessment | Scoring Metric | Assessment Tool Location | MSL Score 3 | MSL Score 2 | MSL Score 1 | MSL Score 0 |
| | | | More Than Expected Growth | Expected Growth | Less than Expected Growth | Much Less than Expected Growth |
| DIBELS | Quintile Report | mCLASS/ EduClimber | Well Above Average/Above Average | Average | Below Average | Well Below Average |
| NWEA - MAP Growth (Math/Reading) | Conditional Growth Percentile (Fall to Winter) | NWEA/ EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |
| Performance Rubrics (Art, Music, PE) | CHSAA Rubric, with outside raters | Rubrics | 1- Superior | 2-Excellent or 3-Good | 4- Fair | 5- Unprepared |
| NEP/LEP Adequate Growth | Overall % of students (NEP, LEP) making Adequate Growth (min student # in caseload is 12) | Adequate Growth Period 2 | 76-100% | 65-75% | 50-64% | 0-49% |
| RMSE (Reading Mastery Signature Edition) | Pace | RMSE | On or above pace to finish curriculum with 90-100% students demonstrating mastery on tests | Within 10 lessons of pace to finish curriculum with 80-89% students demonstrating mastery on tests | Within 20 lessons of pace to finish curriculum and 80% or higher students demonstrating mastery on tests | Further than 20 lessons behind the pace |
| Previous Year's Data | | | | | | |
| CMAS Growth (Grades 4-5) | Median Growth Percentile | EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |

| | | | | | | |
|--|---|--------------------------------------|--|---|---|--|
| (Reading, Math, Science) - only for individual | | | | | | |
| WIDA Access | Percentage of students that move a proficiency level (min # is 12) | Building CLD Spreadsheet (WIDA Data) | 80-100% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 60-79% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 40-59% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 0-39% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) |
| | | Middle School | | | | |
| Assessment | Scoring Metric | Assessment Tool Location | MSL Score 3 | MSL Score 2 | MSL Score 1 | MSL Score 0 |
| | | | More Than Expected Growth | Expected Growth | Less than Expected Growth | Much Less than Expected Growth |
| NWEA - MAP Growth (Math/Reading) | Conditional Growth Percentile (Fall to Winter) | NWEA/ EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |
| Performance Rubrics (Art, Music, PE) | CHSAA Rubric, with outside raters | Rubrics | 1- Superior | 2-Excellent or 3-Good | 4- Fair | 5- Unprepared |
| NEP Adequate Growth | Overall % of students making Adequate Growth (NEP: min student # in caseload is 12) | Adequate Growth Period 2 | 76-100% | 65-75% | 50-64% | 0-49% |
| Previous Year's Data | | | | | | |
| CMAS Growth (Grades 6-8) (Reading, Math, Science) - only for individual | Median Growth Percentile | EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |
| WIDA Access | Percentage of students that move a proficiency level (min # is 12) | Building CLD Spreadsheet (WIDA Data) | 69-100% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 35-68% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 18-34% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 0-17% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) |
| | | High School | | | | |

| Assessment | Scoring Metric | Assessment Tool Location | MSL Score 3 | MSL Score 2 | MSL Score 1 | MSL Score 0 |
|---|---|--|--|---|---|--|
| | | | More Than Expected Growth | Expected Growth | Less than Expected Growth | Much Less than Expected Growth |
| NEP Adequate Growth | Overall % of students making Adequate Growth (NEP: min student # in caseload is 12) | Adequate Growth Period 2 | 76-100% | 65-75% | 50-64% | 0-49% |
| AP/IB/EOY Exam | Mean of their Rostered students (n >= 12) | Grade Book | 80-100% of students | 70-79% of students | 60-69% of students | 0-59% of students |
| Performance Rubrics (Art, Music, PE) | CHSAA Rubric, with outside raters | Rubrics | 1- Superior | 2-Excellent or 3-Good | 4- Fair | 5- Unprepared |
| NWEA - MAP Growth (Math/Reading) | Conditional Growth Percentile (Fall to Winter) | NWEA/ EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |
| <i>Want to have data from two sections for each teacher</i> | | | | | | |
| Previous Year's Data | | | | | | |
| Advanced Placement Exam | Mean of their Rostered students (n >= 12) | AP Reports/ EduClimber | >= 3.0 | 2.0 - 2.9 | 1.0 - 1.9 | < 1.0 |
| International Baccalearate Exam | Mean of their Rostered students (n >= 12) | IB Reports/ EduClimber | >= 4.0 | 3.0 - 3.9 | 2.0 - 2.9 | < 2.0 |
| SAT/PSAT | Median Growth Percentile | EduClimber | 66-99 | 48-65 | 35-47 | 0-34 |
| WIDA Access | Percentage of students that move a proficiency level (min # is 12) | Building CLD Spreadsheet (WIDA Data) | 69-100% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 35-68% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 18-34% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) | 0-17% of movement of a proficiency (step) level (ex. NEP 1 to NEP 2) |

APPENDIX F: Data Changes by Year

2022-2023: RANDA Updates:

No “School wide” data will be used in the evaluation model due to no state-wide SPF data being released.

2021-2022: RANDA Updates:

No “School wide” data will be used in the evaluation model due to no state-wide SPF data being released.

2020-2021: RANDA Updates:

No MSL data for the 2020-2021 school year (MSL is on a one year pause)

RANDA will be based on 100% professional practice (Educators can keep building and fortifying their skills for delivering effective instructional practices in remote/online learning environments, and the sole focus of educator effectiveness this year on professional practices will reinforce these efforts.)

The following requirements associated with Educator Effectiveness remain in place for the 2020-21 school year:

- Complete educator observations, feedback and evidence collection in support of professional practices throughout the school year. Hold end of year conferences and arrive at final effectiveness ratings for each educator, with final professional practices ratings, at least two-weeks prior to the end of the school year.
- Relief from reporting of MSL/O for the 2020-21 school year ONLY – no data will be collected by CDE related to MSL/O.
- Data for educators’ final effectiveness ratings from the 2020-21 school year will be based on professional practices only. Ratings for all the educator quality standards as well as the final professional practice rating will be required to submit to CDE.
- All requirements as outlined by S.B.10-191 and found in state evaluation statute and rule are still in place.
 - For example, the statutory requirements on how an educator’s final effectiveness rating impacts the earning or loss of non-probationary status is not adjusted with this relief from not reporting MSL/O.

2019-2020: RANDA Updates:

On April 1, 2020, Gov. Polis issued an executive order that paused the state law requirements on the frequency and duration of educator evaluations for school districts, charter schools and BOCES to enable schools and districts to focus on providing alternative learning opportunities for their students.

To support districts and BOCES with the flexibility around educator evaluations, some system functions

in the Colorado Performance Management System (COPMS) or RANDA can be adjusted. Districts or BOCES have autonomy through local control to finalize none, some or all of their educators' evaluations.

- The MSL list of options has been modified due to data not available from the 2019-2020 school year. For the 2020-2021 school year, CMAS assessment results from the previous year have been removed as an option and will be replaced the following year when CMAS testing resumes.
- CMAS data for 2020-2021 School Performance framework will be reflected from 18-19 school year or 17-18 school year. Whichever data point causes less harm, as determined by the assistant superintendents of schools, HR and Finance.
- WIDA, and other tests, were able to be issued and completed for 2019-2020 data.
- Portability requests will be handled, individually, through HR involving the 2019-2020 school year.
- Randa evaluations for probationary staff have all been completed. Randa evaluations for non-probationary staff were waived for the 2019-2020 school year. All evaluations have been completed or closed as of May 15, 2020.