

Denver Public Schools

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**PROFESSIONAL EVALUATION HANDBOOK**

**FOR**

**TEACHERS, STUDENT SERVICES PROFESSIONALS, STUDENT SERVICES PROFESSIONALS—ITINERANT,  
CURRICULUM SPECIALISTS, AND EVALUATORS**



**TABLE OF CONTENTS**

Introduction..... 3

    Types of Evaluation..... 3

    Scheduled Evaluations..... 4

Summary of Performance Standards..... 5

Determining Satisfactory or Unsatisfactory Comprehensive Performance Ratings..... 6

Evaluation Process Flowchart..... 7

Evaluation Process..... 8

    1. District-wide Training..... 8

    2. Notification and Orientation..... 8

    3. Pre-Observation Conference..... 8

    4. Observation..... 9

    5. Post-Observation Conference..... 9

    6. Evaluation Data Review Conference..... 9

    7. Remediation Process..... 12

        Remediation Process Flowchart..... 14

    8. Post-Evaluation Conference..... 15

Data Sources..... 17

    Records of Teaching..... 17

    Records of Service – Student Services Professionals and Student Services Professionals – Itinerant..... 18

Glossary..... 19

Appendix of Evaluation Forms – Descriptions..... 23

    Comprehensive Professional Evaluation..... 23

    Performance Standards: Criteria, Rubrics, and Indicators..... 23

    Professional Evaluation Organizer (optional)..... 25

    Consultation Request and Documentation..... 25

    Professional Development Plan..... 25

Professional Evaluation Committee (“1338” Committee)..... 26

    Professional Evaluation Committee Members..... 26

    Student Service Professionals..... 27

**Note!** Reference to “educator” throughout this handbook refers to teachers, Student Services Professionals (SSPs), Student Services Professionals—Itinerant (SSP-I), curriculum specialists, teachers on special assignment (TOSAs), and all others who are employed in positions that are covered by the DCTA agreement.

## INTRODUCTION

Welcome to the Denver Public Schools performance evaluation handbook. We are proud and encouraged by the collaboration that all of us as central and building administrators, elementary and secondary educators, Student Services Professionals (SSPs), Student Services Professionals—Itinerants (SSP-I), and parents created as we developed this evaluation process. Our intention is to design a comprehensive performance evaluation tool and process by working collaboratively and highlighting personal and professional growth through shared responsibilities and meaningful dialogues.

We believe the purposes of comprehensive performance evaluations are to 1) improve student instruction and services, 2) communicate the district's objectives and direct its work force, 3) inspire professional growth and development of licensed personnel, 4) determine and document satisfactory and unsatisfactory performance and 5) measure the level of performance of all personnel covered by the DCTA/DPS Master Agreement.

Our goal is to create a comprehensive performance evaluation process that clearly articulates standards and expectations so administrators and educators can focus on improving student achievement within a system that fully supports their dreams and objectives. Ultimately, our mission as we pursue this goal, is to improve student achievement by defining quality instruction and creating meaningful educator practices in a collaborative process with all who want to make Denver Public Schools the best place to educate all children.

## TYPES OF EVALUATION

The school district has 3 (three) types of evaluations (see Article 10 of DPS/DCTA agreement):

*Probationary evaluations* are conducted on an annual basis (even those who are hired late in the school year) during educators' probationary employment. Evaluators shall ensure that educators receive a minimum of two documented observations; at least one of them should be formal. Probationary educators are those teachers and specialists who hold a valid Colorado educator license. *Educators on any type of authorization (e.g., emergency, adjunct, out of state, TTE) who do not already possess a Colorado educator license will remain on probationary evaluation.*

*Non-probationary evaluations* for educators who have successfully completed their probationary period are conducted in the first year or non-probationary status and then, once every three years.

*Special evaluations* are conducted when a supervisor determines that an educator requires assistance in a non-evaluation year.

### **SCHEDULED EVALUATIONS**

Educators who have a contract with the District are evaluated according to a schedule. They are evaluated every year of probationary status, in the first year of non-probationary status and then, every three years.

Variations to this schedule occur when

- ✓ Hired with 119 days or fewer in the first year (four years probation).
- ✓ Hired as a TIR - teacher in residence (four years probation).
- ✓ Return to being a DPS educator after being a DPS administrator (evaluated in the first year of the change).
- ✓ Hired with an emergency license\* (evaluated every year and for three years after receiving Initial teaching license from the Colorado Department of Education)
- ✓ Hired for a less than 0.5 position (evaluated every year)
- ✓ Break in service\*\* (if rehired, starts process over as a probationary educator)
- ✓ If a teacher is probationary and is on unpaid leave, the probationary period may be extended, depending on the length of the leave.

*\* Must have a Colorado Department of Education license before probationary status can begin. Until that license is obtained, the educator will be evaluated annually; TIRs are the exception (see above).*

*\*\* Approved leaves of absence is treated differently and if non-probationary when leave of absence begins, educator returns as non-probationary*

### **SPECIAL EVALUATIONS – USE THE *COMPREHENSIVE PROFESSIONAL EVALUATION FORM***

Principals and student service managers may conduct a special evaluation when they have concerns about an educator's performance. See Article 10-8 of the Denver Classroom Teachers Association (DCTA) Agreement

Note: Only scheduled evaluations trigger the pay increase for a satisfactory comprehensive performance rating for teachers in ProComp.

### **NON-EVALUATION YEAR – USE THE *NON-EVALUATION YEAR FORM***

According to state statute, supervisors conduct informal observations yearly for non-probationary educators in non-evaluation years.

**SUMMARY OF PERFORMANCE STANDARDS**

The evaluator uses the educator performance standards that best match the educator's job during the comprehensive performance evaluation process. Performance standards are available for these job categories:

<b>CLASSROOM TEACHERS – ALSO USED FOR:</b> <i>Art Teacher – Visual and Dramatic Arts</i> <i>Music Teacher</i> <i>Physical Education Teacher</i> <i>Special Education Teacher (Center Programs)</i>
<b>ADVISOR/ADMINISTRATIVE ASSISTANT</b>
<b>AUDIOLOGIST</b>
<b>COUNSELOR</b>
<b>DEAF AND HARD OF HEARING ITINERANT</b>
<b>FACILITATOR/STAFF DEVELOPER</b>
<b>GIFTED AND TALENTED ITINERANT</b>
<b>LIBRARIAN</b>
<b>NURSE</b>
<b>OCCUPATIONAL THERAPIST/PHYSICAL THERAPIST (OT/PT)</b>
<b>PSYCHOLOGIST</b>
<b>SOCIAL WORKER</b>
<b>SPECIAL EDUCATION ITINERANT/TOSA – ALSO USED FOR:</b> <i>Mild/Moderate</i>
<b>SPEECH LANGUAGE PATHOLOGIST</b>
<b>STUDENT SERVICE PROFESSIONAL (GENERAL/ITINERANT/TOSA) – ALSO USED FOR:</b> <i>Assistive Technology Resource Team (ATRT)</i> <i>Autism ((SSP-I)</i> <i>Behavior Specialist Team (BEST)</i> <i>Charter School</i> <i>Child Find</i> <i>Denver Kids</i> <i>Extended School Year (ESY)</i> <i>Itinerant Special Education</i> <i>Instructional Resource Center (IRC)</i> <i>Multilingual Assessment Services Team (MAST)</i> <i>Medicaid</i> <i>Reading</i> <i>Safe and Drug Free Schools</i> <i>Special Programs</i> <i>Staff Development</i> <i>Teacher on Special Assignment (TOSA)</i> <i>Teams</i> <i>Transitions</i> <i>Truancy Program</i>
<b>VISION ITINERANT</b>

**DETERMINING SATISFACTORY OR UNSATISFACTORY COMPREHENSIVE PERFORMANCE RATINGS**

*A salary increment is based on a Satisfactory comprehensive performance rating.*

Evaluators use the performance evaluation process to identify how well educators meet the five performance standards and corresponding criteria. Evaluators assess educators a rating of "Exceeding (E)", "Meeting (M)", "Developing (D)", or "Not Meeting (NM)" expectations for each performance standard on the Comprehensive Performance form. Educators who exceed expected levels of performance positively influence the performance of students and other staff members. Educators who meet expectations reflect a high standard of performance. Educators who are developing toward or not meeting a performance standard will be offered assistance and professional development opportunities to improve.

When an evaluator and educator complete the comprehensive performance evaluation, the result is a contractual recommendation of either "Satisfactory" or "Unsatisfactory" comprehensive performance for the purposes of determining a pay raise. Only educators rated as "Satisfactory" will receive a pay raise (3% of index if in ProComp; step or longevity if in traditional "step" compensation plan). In order to receive this rating, an evaluator must rate an educator "Developing (D)", "Meeting (M)", or "Exceeding (E)" on all five performance standards.

An evaluator will rate an educator's comprehensive performance as "Unsatisfactory" if she or he determines a "Not Meeting (NM)" expectation:

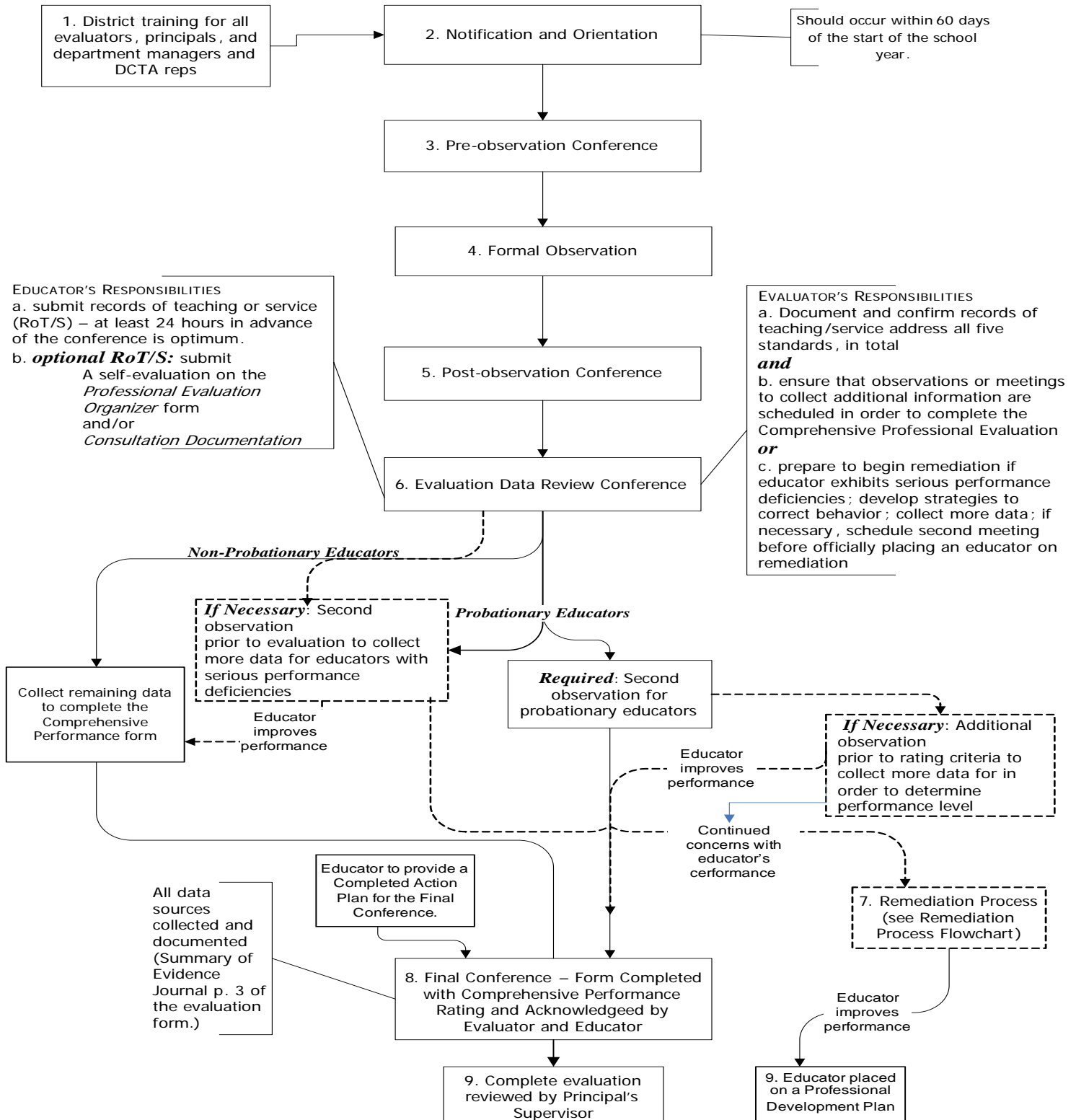
- ♦ For *one (1) or more* performance standards,
- or***
- ♦ For a total of *five (5) or more* criteria (across all performance standards).

To determine whether an educator is "Not Meeting" expectations on a standard, the evaluator must ascertain that the educator is performing at the "Not Meeting" expectation on 50% or more of the criteria for that standard.

If the evaluator perceives that an educator is headed toward an "Unsatisfactory" comprehensive rating, he or she should schedule a meeting with the educator as soon as possible to discuss this concern.

Prior to giving an "Unsatisfactory" rating, it is important that the evaluator meets with the educator a minimum of two times to discuss his or her performance, provide documentation, offer suggestions or assistance for improvement, and monitor performance aimed at improvement. Additionally, the evaluator is to provide an explanation of the "Not Meeting (NM)" expectation in the comments section of the Comprehensive Professional Evaluation form.

**EVALUATION PROCESS FLOWCHART**



## EVALUATION PROCESS

1. **DISTRICT-WIDE TRAINING.** Training will be available for principals, assistant principals, association (Denver Classroom Teachers Association) representatives, student service managers, and teachers.

2. **NOTIFICATION AND ORIENTATION.**

**Notification:** Evaluators, designated by principals or administrative supervisors, notify educators that they are on evaluation that year. A designated evaluator could be a principal, assistant principal, or any other qualified, licensed administrator. Designated evaluators work at the direction of the principal or supervisor and are solely responsible to them.

**Orientation:** An individual or group meeting, held within the first 60 days of the educator's school year, is devoted to explaining the evaluation process. Educators hired after the evaluation orientation, will be provided a similar introduction regarding the process. The evaluator documents the date of notification and orientation on the Summary of Evidence Journal portion of the evaluation form.

The meeting agenda may include the following activities:

- ♦ Distribute the evaluation forms
  - ♦ Present the purpose, performance standards, rubrics, and procedures for conducting the evaluation
  - ♦ Review the responsibilities of the person being evaluated
  - ♦ Share examples of records of teaching or service and how they should be documented, dated, and connected to criterion
  - ♦ Clarify the difference between self-evaluation and consultation
  - ♦ Summarize the process by reviewing the evaluation process flowchart
3. **PRE-OBSERVATION CONFERENCE.** The conference between the educator and evaluator or designee held prior to a formal observation. Both the educator and evaluator bring to the conference a shared responsibility for a productive and professional exchange. The purpose of the conference is two-fold. First, it is in the educator's best interest to review the Professional Evaluation Organizer (optional) form to generate and discuss ideas for records of teaching or service he or she will submit to the evaluator – preferably twenty-four (24) hours in advance to the Evaluation Data Review conference. If the educator would like consultation as a record of teaching or service, who the consultant will be is agreed upon that at this meeting. Second, the educator and evaluator will discuss which performance standards and criteria will be evident during the lesson(s) or activities to be observed. The evaluator documents the date of the pre-observation conference on the Summary of Evidence Journal portion of the evaluation form.

**Optional.** The pre-observation conference may be combined with steps in the objective-setting process, such as analyzing baseline data, reviewing student growth objective drafts, or reaching consensus on those objectives.



4. **OBSERVATION.** An evaluator conducts an educator observation openly and with full knowledge of the educator. The evaluator shall 1) document the observation and include date, time, and notes made during the observation, and 2) share the observation with the educator as per Article 10-2-1-9 of the DCTA agreement.

Note: Learning Walks are not a type of observation to be used for educator evaluations.

The district has classified two types of observations:

A **formal observation** is scheduled in advance, recommended to be at least twenty (20) minutes in length, and includes a pre- and post-observation conference. The evaluator shall make one or more formal observations and include any recommendations for growth. At least one formal observation must be conducted prior to the mid-year structured conference.

An **informal observation** does not follow formal observation requirements and may occur at any time.

According to state statute, evaluators must conduct two observations annually for probationary educators. One of the observations may be informal. An evaluator may choose to conduct more than two observations for any educator in order to gather sufficient data for the comprehensive performance evaluation. When conducting a Comprehensive Performance Evaluation, the evaluator documents all observation dates on the Summary of Evidence Journal part of the evaluation form.

5. **POST-OBSERVATION CONFERENCE:** A meeting where the educator and evaluator review and discuss the evaluator's observation data. Evaluators share observation notes with the educator—who may request copies—and inquire after the purpose of the observed activity, the activities that preceded it and how the activity integrates the educator's short- and long-range goals. Evaluators also ask questions to clarify how the activity is related to performance standards and may make suggestions for growth and conduct additional observations. *A second observation (formal or informal) is required for probationary educators.* The evaluator documents the date of the post-observation conference on the Summary of Evidence Journal page of the Comprehensive Professional Evaluation form.

**Optional:** For efficiency sake, an educator and evaluator can agree to combine this post-observation conference with the data source review conference (below).

6. **EVALUATION DATA REVIEW CONFERENCE.** The conference between the educator and evaluator to discuss an observation(s), records of teaching or service, and other data sources. Educators are to submit their records of teaching or service in advance of this conference (at least twenty-four (24) hours is optimum). The purpose of the conference is to enable the evaluator to gain insight into the educator's style and method of thinking and planning. Both the educator and evaluator bring to the conference a shared responsibility for a productive and professional exchange. The evaluator documents the date of the evaluation data review conference on the Summary of Evidence Journal.

**Optional:** For efficiency sake, an educator and evaluator can agree to combine this evaluation data source review conference with the mid-year conference to review an educator's progress towards obtaining her professional objectives.

#### EDUCATOR'S RESPONSIBILITIES

- a. Submit records of teaching or service in advance of the conference, at least twenty-four (24) hours is optimum.

The educator submits a minimum of three (3) and a maximum (5) five records of teaching or service to the evaluation data review conference by following these guidelines:

- i. ensure that the records represent all (5) five performance standards (a single record of teaching or service may reference multiple performance standards);
- ii. limit record of teaching or service documentation to approximately twelve (12) pages;
- iii. complete and attach to each record a Record of Teaching or Service Cover Sheet containing a brief record description; and
- iv. make a copy of each record and coversheet for the evaluator.

The educator has the opportunity to demonstrate quality performance by selecting evidence to share with the evaluator at the mid-year structured conference. Early in the year, the educator identifies records of teaching or service and begins to collect suitable records that best demonstrate performance. The evaluator documents the date of the mid-year structured conference on the Summary of Evidence Journal.

- b. **Optional.** Submit a self-evaluation on the Professional Evaluation Organizer (optional) form with the records of teaching to emphasize positive evidence of meeting the performance standard criteria.

The purpose of the self-evaluation is for an educator to reflect on the criteria of each standard and provide evidence of meeting them, choose records of teaching or service that best reflect performance, and to make a note of what evidence of performance might be missed during an observation or the records of teaching or service review.

For example, classes taken over the summer, grading policies, student classroom expectations, assessment ideas, examples of student work, and communication with parents could be noted on the Professional Evaluation Organizer (optional) form. Such notes could count as "Interview" data when discussed at conferences or as "Written Communication" if the educator submits the Professional Evaluation Organizer (optional) form to the evaluator (see data sources). The educator may not be able to provide documentation for all criteria because some of it might be completed during observations and conferences.

#### EVALUATOR'S RESPONSIBILITIES

Prior to the evaluation data review conference, the evaluator documents on the Summary of Evidence Journal *his or her* data sources (at least one acquired through formal observation; may not include the records of teaching provided by the educator) referencing five performance standards; a single data source may reference multiple standards.

Following the formal observation and during the mid-year structured conference for non-probationary educators, the evaluator's responsibilities are to do one of the following:

- a. On the Summary of Evidence Journal, confirm that all data sources (at least one acquired through formal observation prior to the conference) are sufficient to document the references to each of the five (5) performance standards provided by the educator (see 6.a. above) and the references to the five (5) performance standards provided by the evaluator. Together they comprise minimum four data sources that reference the five (5) performance standards at least twice, each standard referenced by the records of teaching/service and each standard referenced by the evaluator's own data sources. This provides the minimum and sufficient information to complete the Summary of Evidence Journal. *Any information used to evaluate the educator must be documented on the Summary of Evidence Journal.*

One of these following scenarios will follow journal completion:

- i. the evaluator completes the journal and the educator initials it, indicating he or she has seen the journal;

*or*

- ii. the evaluator and educator agree the journal is complete but the educator would like to submit additional records of teaching in order to raise his or her performance level;

*or*

- iii. the evaluator needs to collect more data in order to determine a performance level.

*and*

- b. Ensure that further observations or meetings to collect additional data are scheduled in order to complete the Comprehensive Professional Evaluation form.

*or*

- c. Prepare to begin the remediation process if the evaluator believes the educator exhibits serious performance deficiencies by:

- i. meeting with him or her to develop strategies to sufficiently meet performance standards;

*and/or*

- ii. collecting (if necessary) more data to complete the Summary of Evidence Journal;

*and/or*

- iii. scheduling (if necessary) another meeting before placing the educator on a remediation plan.

The evaluator may conduct as many data collection activities as necessary to ensure appropriate instructional supervision.

For more information about how to use and fill-out the Summary of Evidence Journal, see its definition and page three of the comprehensive professional evaluation form.

**Required.** A second observation (formal or informal) for all probationary educators.

**Optional.** An educator and evaluator may agree to combine the evaluation data review conference and post-observation conference. Also, the evaluation data review conference may be combined with the objective-setting process, integrating these two processes into a general check-in on whether the educator is on track with objectives, learning content, the way students are grouped, etc.

7. **REMEDIATION PROCESS.** If an evaluator thinks an educator's performance has serious deficiencies and is headed toward an "Unsatisfactory" comprehensive performance rating, the evaluator shall prepare to begin the remediation process at the evaluation data review conference.

**Note!** The outline below corresponds to each section in the Remediation Process Flowchart.

- a. Prior to remediation, the evaluator:
- i. completes a formal observation and collects more data, and schedules a pre- and post-conference to discuss the data;
  - ii. notifies, discusses, and provides documentation of performance concerns with the educator;
  - iii. conducts a second observation, which must be completed before assigning an "Unsatisfactory" comprehensive performance rating;

**Note!** If the educator improves her his performance, the evaluator ends the remediation process and assigns a "Satisfactory" comprehensive performance rating on the Comprehensive Professional Evaluation form. If the educator does not improve her or his performance, the evaluator shall prepare for remediation.

- iv. contacts human resources, the area/assistant superintendent, and the manager (SSI and SSP only) to verify whether there is a performance issue or a corrective action. Together they decide whether to continue with remediation, treat it as a corrective action, or continue the comprehensive professional evaluation.
- b. As the evaluator prepares for remediation, he or she:
- v. assigns an "Unsatisfactory" comprehensive performance rating on the Comprehensive Professional Evaluation form and attaches it to the Remediation Plan;
  - vi. explains the deficiencies to the educator and notifies her or him that remediation will be implemented;
  - vii. jointly writes a remediation plan with the educator; and
  - viii. sends the remediation plan for review to the area/assistant superintendent; it is recommended that the evaluator also send the remediation plan to human resources and it may be sent UniServ personnel.

The remediation plan shall address not more than three (3) identified deficiencies at any time. Each deficiency shall address a criterion and include 1) indicators with measurable outcomes and 2) strategies and resources to improve performance. The educator and evaluator should discuss the needed performance to remedy each deficiency and will have at least thirty (30) and not more than ninety (90) school days to remedy them.

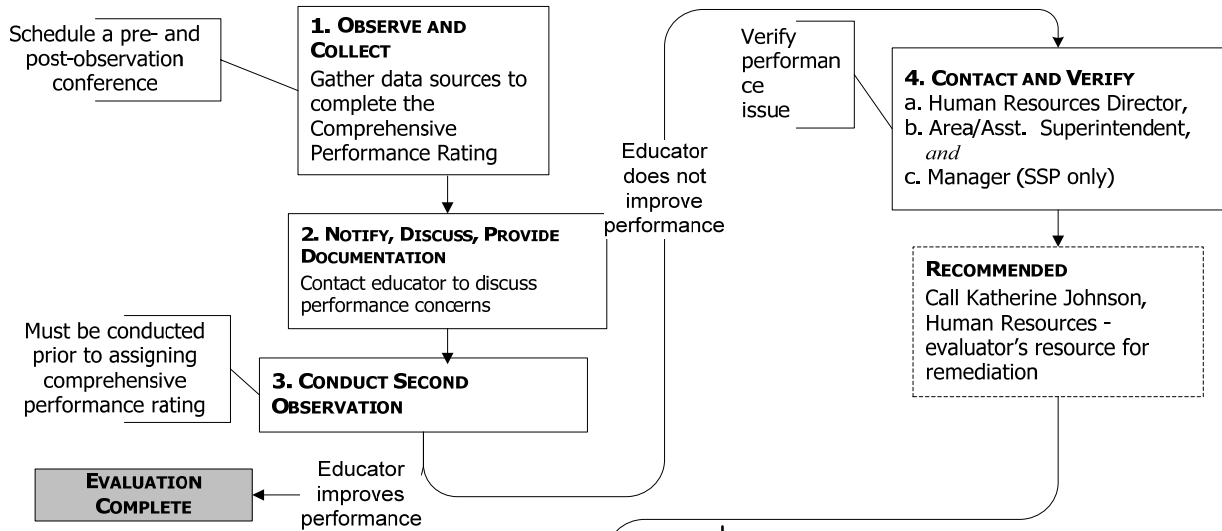
- c. The evaluator is now ready to implement the Remediation Plan.
- ix. Remediation begins when the evaluator gives the educator a Peer Assistance Acceptance/Denial form. If the educator accepts peer assistance, remediation begins when the peer assistant conducts the first meeting with the educator. If the educator denies peer assistance, remediation begins when the educator signs the Peer Assistance Acceptance/Denial form. If the educator refuses to sign the form, the evaluator signs and dates the form.

- Note!* Not more than three teachers specifically trained to provide assistance shall provide peer assistance. Data gathered by the peer assistant(s) shall not be or become part of the comprehensive evaluation. Peer assistant(s) will provide progress reports and recommendations to the educator within ten (10) days of the initial meeting and share recommended strategies with the evaluator. For a probationary educator on a remediation plan, the evaluator may request a peer assistant to aid in remedying deficiencies in addition to other means of assistance.
- x. The evaluator collects at least two data sources for each criterion being addressed by the remediation. Data sources may include records of teaching or service and observations on the Remediation Plan. A single data source may reference multiple performance standards.
  - xi. When all data sources, observations, and records of teaching are documented on the Remediation Plan, the evaluator is ready to assess the outcome of remediation. Possible outcomes:
    - ♦ Educator has demonstrated improvement by achieving the measurable outcomes and is no longer rated "Unsatisfactory" on the Comprehensive Professional Evaluation form.
    - ♦ Though the educator has made progress, he or she has not achieved the measurable outcomes and has not sufficiently improved his or her performance; therefore, the evaluator maintains an "Unsatisfactory" comprehensive performance rating. The evaluator may continue the remediation plan for an additional specific period, but may not exceed a total of 90 remediation days.
    - ♦ The educator has made has not achieved the measurable outcomes and has not improved his or her performance maintaining an "Unsatisfactory" comprehensive performance rating. If the evaluator maintains an "Unsatisfactory", the principal shall make a recommendation to the area/assistant superintendent for educator dismissal. The area/assistant superintendent will review the recommendation and notify the educator, in writing, of either a recommendation denial or confirmation, and state that the recommendation will be sent to the Board for action.
  - xii. Once the outcome of remediation has been assessed, the evaluator implements the consequence of remediation by delaying the educator's satisfactory performance salary increase for a minimum of one year, and until such time as he or she successfully completes a professional development plan. Once the evaluator implements a remediation plan, the educator may be transferred only with the written consent of the evaluator, educator, and principal of the school to which transfer is sought.

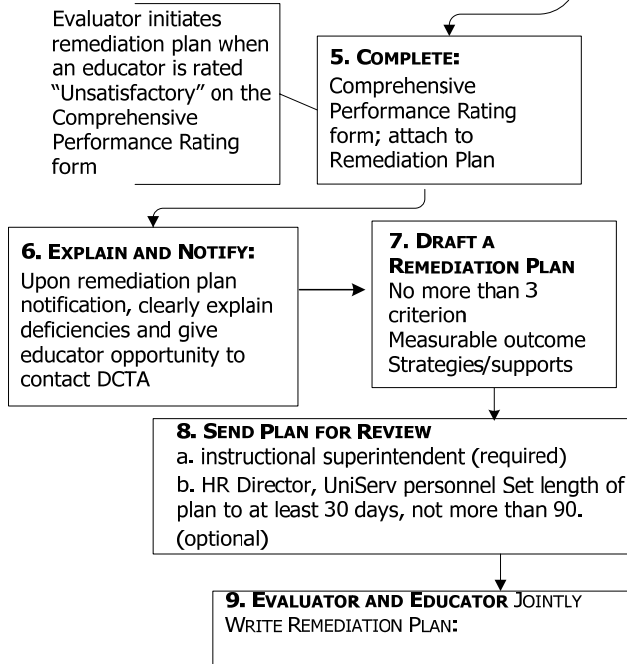
**REMIEDIATION PROCESS FLOWCHART**

See also Article 10 of the Denver Classroom Teacher Association (DCTA) and Remediation Description, Definition and Plan (form).

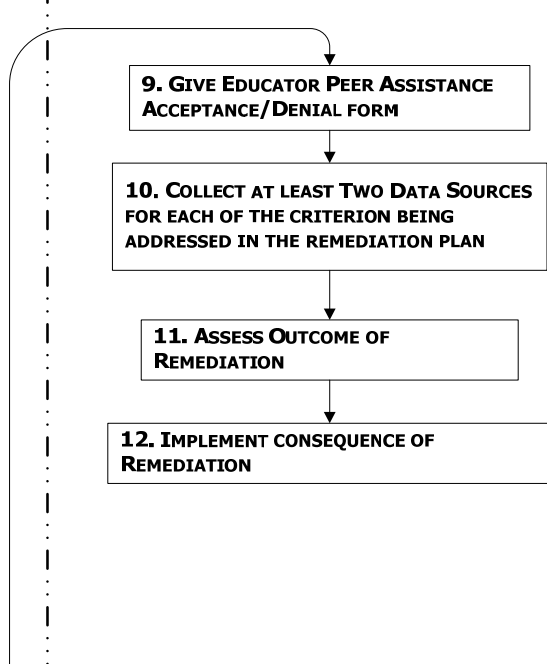
**7.A. PRIOR TO REMEDIATION**



**7.B. PREPARING FOR REMEDIATION**



**7.C. IMPLEMENTING REMEDIATION**



8. **POST-EVALUATION CONFERENCE.** The final comprehensive evaluation occurs when the evaluator confirms on the Summary of Evidence Journal and Comprehensive Professional Evaluation form that there is sufficient data to render summary standard ratings, and hence, a comprehensive performance rating of "Satisfactory" or "Unsatisfactory" performance. At this time, the evaluator completes and/or presents the following forms to the educator:
- a. The Summary of Evidence Journal portion of the Comprehensive Professional Evaluation form with a minimum of ten (10) documented data sources—two per performance standard. A single data source may represent multiple standards. The summary of evidence indicates:
    - i. what three (3) to five (5) records of teaching or service the evaluator collects from the educator;
    - ii. whether they reference all five (5) performance standards;
    - iii. the three (3) to five (5) data sources the evaluator generates and documents; and
    - iv. the educator's initials at the close of the comprehensive performance evaluation, showing that the educator has seen the Summary of Evidence Journal.

A list of all data sources is listed on the Summary of Evidence Journal. A single data source (e.g., observation) may reference multiple performance standards. Though the educator and evaluator may submit additional data, a minimum requirement is that the evaluator's data sources must reference all five (5) performance standards and the records of teaching/service must reference all five (5) performance standards. The Summary of Evidence Journal is a record of all the data sources and records of teaching used for the evaluation. Evaluators should advise educators to submit records of teaching that best exemplifies his or her performance.

The Summary of Evidence Journal also indicates on what date these events occurred: the educator's notification and orientation, pre-observation conference, observation(s), post-observation conference, evaluation data review conference, and the post-evaluation conference with signing of the educator's comprehensive evaluation. The evaluator confirms that all of these dates have been recorded.

*Information used to evaluate the educator must be documented on the Summary of Evidence Journal.*



b. Comprehensive Performance

Using the *Performance Standards: Criteria, Rubric, and Indicators* matrices as guides, the evaluator completes the evaluation form and determines the educator's performance level and rating for each criterion and each standard on the Comprehensive Professional Evaluation form. There are multiple sets of performance standards that are job specific. On pages 6 and 7 of this handbook, see a list of the different ones that are available. All teacher/student service professional evaluation forms are found on the Human Resources website

[http://hrforms.dpsk12.org/doc/Appraisals/prof\\_appraisals.asp](http://hrforms.dpsk12.org/doc/Appraisals/prof_appraisals.asp)

Following the instructions on the Comprehensive Performance form and guidance documented in this handbook, the evaluator:

- i. determines the educator's:
  - ♦ performance rating for each criterion,
  - ♦ summary standard rating, and
  - ♦ comprehensive performance rating;

**and**
- ii. according to state statute, identifies the educator's strengths and areas for improvement;

**and**

- iii. upon rating the educator with "Satisfactory" and "Meeting" or "Exceeding" expectations criterion in each performance standard, offer the educator to complete the educator fields on the Comprehensive Professional Evaluation form. The educator shares the Action Plan that was completed either independently or with the evaluator.

**Note!** The educator then signs and returns the Comprehensive Professional Evaluation form to the evaluator. The educator may choose to schedule a meeting to have a final conversation about the Action Plan or to just schedule a date to return the Comprehensive Professional Evaluation form (without a meeting).

- or**
- iv. upon rating the educator as "Developing (D)" or "Not Meeting (NM)" expectations for one or more performance standards while giving a comprehensive performance rating of "Satisfactory", meet with the educator to review data and suggest criterion to be address in the educator's Action Plan.

It is suggested that the evaluator provides the evaluation to the educator to review a minimum of twenty-four (24) hours prior to the post-evaluation meeting.

For more information on Comprehensive Performance ratings, see Determining Satisfactory or Unsatisfactory Ratings, page 6 of this handbook.

**Optional.** The comprehensive professional evaluation meeting and the objective-setting process may be combined.



**DATA SOURCES**

Collecting data through a variety of sources is an important part of the evaluation process. The list below includes some, but not all, of the data sources that the evaluator considers when filling out the *Comprehensive Professional Evaluation* form. Evaluators can use samples of the data below as long as they are shared with the educator during the evaluation process. Information that the evaluator collects on the Summary of Evidence Journal indicates the type of data (see table below); notification, meeting, and conference dates; time, place, and subject; and the performance standard referenced.

The four types of data are: Interviews (I), Records of Teaching or Service(R), Observation (O), and Written Communication (W). *Written communication cannot be hearsay—it must be signed by the person who wrote the communication.* The following list provides more specific examples of these types of data.

Type of Data	Example
Interview (I)	<ul style="list-style-type: none"> <li>▪ pre-conference, post-conference, evaluation data review conference</li> <li>▪ informal or formal conversations with evaluator</li> </ul>
Record of Teaching or Service (R)	Any record that reflects the teaching and learning process; see list of Records of Teaching and Records of Service examples below.
Observation (O)	<ul style="list-style-type: none"> <li>▪ formal or informal</li> <li>▪ observed participation in committee, department, grade-level, team, and staffing meetings</li> </ul>
Written Communication (W)	<ul style="list-style-type: none"> <li>▪ communication initiated by the educator</li> <li>▪ communication about the educator (signature required)</li> <li>▪ communication such as transcripts or certificates of participation relevant to a performance standard</li> <li>▪ <i>Professional Evaluation Organizer</i> (if educator chooses to submit)</li> </ul>

**RECORDS OF TEACHING**

The educator selects **three (3) to five (5)** records of teaching that best exemplifies his or her performance in specific standards. ***The following list suggests which records of teaching would be meaningful, but the choice of records is not limited to this list:***

- action research
- administrator report
- assignments
- behavior plans
- classroom expectations
- data unique to the individual educator
- grading policy
- Individual Education Plans (IEP)
- lesson plans/lesson plan book
- modified curricula and lessons
- parent communication
- participation in school improvement
- peer-consultation request and documentation form
- rubrics
- status of class
- student work
- teaching portfolio

For the evaluation data review conference, the educator attaches a *Record of Teaching or Service Cover Sheet* to each record and makes a copy of each record—for the evaluator—then submits a set of records to the evaluator at least twenty-four (24) hours in advance of the conference. **Records of teaching or service must reference all five performance standards**, though a single record may reference multiple performance standards.

Consultation may be used as a record of teaching/service. At the pre-observation conference, the evaluator or educator may suggest to include consultation as a record of teaching or service. Consultation to be used as a record of teaching/service is the choice of the non-probationary educator being evaluated. The principal must approve the educator's choice of consultant and the educator who is to serve as the consultant (a non-probationary teacher) must agree serving as a consultant. The evaluator shall not interview the consultant or gather data that would influence the educator's evaluation. Consultants verify their participation by signing the *Consultation Request and Documentation* form that is completed by the educator being evaluated. The educator decides whether or not to use this documentation as a record of teaching/service.

If the educator initially agreed to use consultation, but later decided not to, he or she must provide another record of teaching or service for that agreed-upon performance standard.

Probationary teachers or educators have mentors their first year and should be able to receive the same sort of consultation for use as a record of teaching or service. Therefore, neither consultation nor mentoring may be used as a data source for probationary teachers.

#### RECORDS OF SERVICE—

##### STUDENT SERVICES PROFESSIONALS AND STUDENT SERVICES PROFESSIONALS—ITINERANT

The educator selects **three (3) to five (5)** records of teaching that best exemplifies his or her performance in specific standards. ***The following list suggests which records of service would be meaningful, but the choice of records is not limited to this list:***

action research	participation in school improvement
administrator report	consultation request and documentation form
behavior plans	rubrics
group expectations	student work
Individual Education Plans (IEP)	teaching portfolio
parent communication	

Educators must submit records of service at least twenty-four (24) hours in advance of the mid-year structured conference. Designated personnel will review records of service at the conference—either the specialist and principal and/or designated manager or evaluator. For example the manager for nurses will review the three records of service.

## GLOSSARY

**ACTION PLAN (doc):** A form used to fulfill Colorado State Statute 22-9-106 requirement that requires all educators on evaluation to create a professional improvement plan (Action Plan). The educator completes the action plan to provide the evaluator a record of the learning opportunities that the educator will undertake following his/her professional evaluation. The purpose of the plan is to encourage the educator to undertake professional development activities that will deepen his/her understanding of his/her practice.

This plan may be referred to by the educator and the evaluator to note progress and to provide support of the plan. It also provides a way to record learning that may be used for salary increment, for completing Professional Development Unit (PDU), and/or for submitting paperwork to the Colorado Department of Education (CDE) for renewing one's license.

**ANNUAL OBSERVATION:** The principal or an administrator designated by the principal or the supervising administrator must observe all educators regardless of their contract status. State statute requires that all educators be observed at least once during the school year.

**ASSESSMENT:** The process used to systematically evaluate a learner's skill or knowledge level.

**ASSESSMENT (VARIETY):** A technique where the teacher assesses students with many kinds of assessments such as formative, summative, standards-based, multiple choice, essay, project-based, and verbal.

**AUDIOLOGIST:** A specialist who tests a child's hearing and provides test result information to parents and school staff.

**COMPREHENSIVE PROFESSIONAL EVALUATION FORM (doc):** The evaluator gathers and uses data sources, including records of teaching or service provided by the educator, to determine the overall comprehensive rating of "Satisfactory" or "Unsatisfactory". This rating can be used to determine whether the educator is to be placed on a remediation plan or will receive a performance-based pay increase (should ProComp become reality).

**COORDINATORS AND PROGRAM MANAGERS:** Administrators in special education who oversee [special education programs](#) (web) in their respective groups of schools in Denver Public Schools.

**CORRECTIVE ACTION (BEHAVIORAL OR ILLEGAL ISSUE):** Substantial or repetitive conduct which is considered by the supervisor to be professionally or ethically unacceptable or which is disruptive to normal or orderly functioning of the educator's job assignment. Failure to comply with federal, state, and local laws whether or not they are related to the education profession may be a corrective action issue. These could include but are not limited to missed deadlines, attendance-related issues, inappropriate behavior, insubordination, disruptive conflicts, and rule and policy violations. The difference between a remediation plan and corrective action should be kept different and can run concurrently. For example, if attendance has been an issue, then the corrective action process deals with this deficiency. If classroom management is an issue, then the remediation plan deals with this deficiency.

**COUNSELORS (web):** Licensed personnel assigned to provide counseling services to students.

**CRITERIA (doc):** Measurable behaviors that describes the performance standard.

**EVALUATION:** A systematic method for gathering information about the impact and effectiveness of instruction or intervention. Measurement results can be used to improve the quality and level of student achievement, determine whether student growth objectives have been achieved, and assess the value of instruction or intervention.

**EVALUATION CYCLE:** The academic year during which the educator is evaluated. The evaluation cycle for Denver Public Schools will be a fall-to-spring cycle that begins in the fall and ends the following spring.

**FORMAL OBSERVATION:** A visit to the work setting during which the observer records events that may include a variety of activities applicable to an educator's practice. A formal observation has a pre-conference and post-conference meeting and is at least thirty (30) minutes long. One formal observation must be made prior to the mid-year structured conference.

**INDICATOR:** Suggested guidelines for meeting criteria; they are not to be used as a checklist or a basis for performance evaluation.

**INTER-RATER RELIABILITY:** The extent to which two or more individuals (evaluators) agree. Inter-rater reliability addresses how consistently a rating system is implemented.

**ITINERANT TEACHER OR THERAPIST:** A teacher or therapist who travels to different settings such as the school building, his or her home-school, or a private school in order to provide student services.

**TEACHER LIBRARIAN** (web): A specialist who manages or cares for a library.

**MENTORING:** A career development process that matches less experienced workers with more experienced colleagues for guidance. Mentoring can occur either through formal programs or informal contact and may be delivered in-person or by using various media, such as e-mail or telephone. Probationary educators are matched with a mentor during their first probationary year.

**POST-EVALUATION CONFERENCE:** The conference between the educator and the evaluator or designee in which the final written evaluation is discussed and presented to the teacher for signature. This may be combined with a post-observation conference and/or an objectives conference.

**PROBATIONARY TEACHER:** An educator with a Colorado teacher's license in the first three years of continuous service with Denver Public Schools. Some exceptions apply, see page 5 of this handbook.

**PROFESSIONAL DEVELOPMENT PLAN:** A plan cooperatively developed by the educator and principal following the educator's successful completion of a remediation plan—a framework for the principal to monitor and provide feedback to the educator. By focusing on one of the criterion addressed in the remediation plan (if more than one criterion were addressed, the principal chooses the one to be used in the Professional Development Plan) it also helps ensure that strategies implemented to meet performance standard expectations addressed by the remediation plan continue to be used, and that the educator's new improved performance continues.

**PROFESSIONAL EVALUATION ORGANIZER** (doc): A form to guide the educator through a self-directed examination and may be used by the evaluator to collect data sources to discuss at the pre-formal observation and evaluation data review conferences and to reference while completing the educator's comprehensive professional evaluation.

**QUESTIONING (VARIETY):** A technique where the educator asks open- and closed-ended questions, finds counter-examples, makes connections to previous information, extends the idea, and probes for certainty and clarity of information.

**RECORDS OF TEACHING:** Any record that reflects the teaching and learning process; chosen and submitted by the educator to the evaluator in advance of the evaluation data review conference to demonstrate performance in specific standards; a single record of teaching or service may reference multiple performance standards. *Click on the definition link to view a list of examples.*

**RELIABILITY:** An indicator of score consistency over time or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

**REMEDIATION PLAN (ARTICLE 10) VERSUS CORRECTIVE ACTION (ARTICLE 11):** The evaluator is responsible for determining the type of action to take when faced with an educator's performance or behavioral issues.

**REMEDIATION PLAN (PERFORMANCE ISSUE) (form document):** A written plan for educators rated "Unsatisfactory". The purpose of the plan is to give the educator the opportunity to sufficiently meet performance standards within a reasonable time period; the plan shall be jointly developed by the evaluator and educator. A maximum of three criteria may be address with each deficiency being tied to a criterion and based on collected data for that criterion. The evaluator shall send a copy of the remediation plan to the school's Human Resources' director and the instructional superintendent who may recommend changes to the educator and evaluator. See also Remediation description, flowchart, and plan (form).

**STANDARDS (doc):** The basis for expected educator performance; described by criteria that measures behavior; rated by a rubric. Evaluators determine how well an educator meets performance standards by assigning ratings of "Exceeding (E)", "Meeting (M)", "Developing (D)", or "Not Meeting (NM)" expectations.

**EVALUATION DATA REVIEW CONFERENCE:** An interview designed to gather information from the educator about each of the performance standards and a time to discuss records of teaching or service and observations.

**STUDENT SERVICES COMMITTEE (web):** A committee composed of DCTA members and DPS managers from the following disciplines: nurses, social workers, psychologists, speech pathologists, educational audiologists, teachers of the hearing impaired, teachers of the vision impaired; and special education coordinators, itinerant teachers, and assessment team members. Also included will be ex-officio members from the occupational/physical therapy discipline.

**STUDENT SERVICES PROFESSIONAL—ITINERANT (SSP-I) (web):** An educator serving students' physical, mental, and social needs in order to remove barriers to learning and improve student achievement. SSIs are Student Services Professionals who do not have a home-school assignment and move among a variety of student learning settings all over the district. SSI job assignments: MAST (Multilingual Assessment Services Team), BEST (Behavior Specialist Team), Transitions, ATRT (Assistive Technology Resource Team), Medicaid, Staff Development, Denver Kids, Safe and Drug Free Schools, IRC (Instructional Resource Center), Reading, Out of District, and ESY (Extended School Year).

**STUDENT SERVICES PROFESSIONAL (SSP) (web):** An educator serving students' physical, mental, and social needs in order to remove barriers to learning and improve student achievement. SSPs work in school settings, have a home-school assignment, and may serve students all over the district. SSP job titles: Nurses, School Social Workers, Psychologists, Speech Language Pathologists, Audiologists, Vision and Hearing Itinerants, and OT/PT (Occupational Therapy/Physical Therapy). Student Services Professionals who are also assigned to assessment teams such as BEST (Behavior Specialist Team), MAST (Multilingual Assessment Services Team), Child Find, and Autism serve students all over the district.

**SUMMARY OF EVIDENCE JOURNAL** (doc): The portion of the Comprehensive Professional Evaluation form (page 3) is used by evaluators to document each data source used during the performance evaluation process. Each of the five (5) performance standards must be referenced a minimum of two (2) times. The educator provides three (3) to five (5) records of teaching that combined address all five (5) performance standards. The evaluator provides data sources (e.g., interview, observation, written communication) that combined address all five (5) performance standards. Each record of teaching/service or each data source may address one or more standards. *Any information used to evaluate the educator must be documented on the Summary of Evidence Journal.* Additionally, the journal indicates notification, meeting, and conference dates; the date, time, place, and class of the collected data; the performance standard referenced; and whether sufficient information has been collected to conduct the comprehensive performance evaluation.

APPENDIX OF EVALUATION FORMS—DESCRIPTIONS

**COMPREHENSIVE PROFESSIONAL EVALUATION**

The evaluator shall reference each performance standard's criteria, rubric, and indicators and his or her documentation on the Summary of Evidence Journal while conducting the post-evaluation conference with the educator. The *Comprehensive Professional Evaluation* form has seven basic sections:

1. *Performance Criteria and Standard Rating.* The evaluator rates each criterion in columns A–E (each standard has from three to five criteria) as “Exceeding (E)”, “Meeting (M)”, “Developing (D)”, or “Not Meeting (NM)”. If the evaluator rates 50% or more criteria as NM, the resulting Standard Rating is NM. For example, two (2) out of three (3) criteria, two (2) out of four criteria, or three (3) out of five (5) criteria represents 50% or more. The evaluator provides comments for each Standard Rating that is rated NM.
2. *Comprehensive (overall) Performance Rating.* The evaluator assigns an “Unsatisfactory” rating if one (1) or more of the standards are rated NM, OR, a total of five (5) or more criteria (across all standards) are rated NM. With all other criteria ratings, the evaluator assigns the educator a “Satisfactory” comprehensive rating. If the comprehensive performance rating is “Unsatisfactory” the evaluator must provide comments.
3. *Narrative Summary.* Both the evaluator and educator document the educator's strengths and area(s) for improvement.
4. *Summary of Evidence Journal*

The portion of the Comprehensive Professional Evaluation that is used by evaluators to document each data source used during the performance evaluation process. *Any information used to evaluate the educator must be documented on the Summary of Evidence Journal.*

The journal indicates:

- notification, meeting, and conference dates
- the date, time, place, and class of the collected data
- the performance standard referenced; and
- whether sufficient information has been collected to conduct the comprehensive performance evaluation.

For the comprehensive professional evaluation, each of the five (5) standards must be referenced by two (2) different types of data sources for a total of ten (10) references to the standards. The educator provides five (5) references—a minimum of one for each standard—through the three (3) to five (5) records of teaching. The evaluator provides five (5) references—a minimum of one for each standard—through other data sources (e.g., interview, observation, and written communication). Thus, each standard is referenced at least twice, once by the educator and once by the evaluator, sufficient to complete the Comprehensive Professional Evaluation form.

5. *Action Plan for Professional Development.* Upon rating the educator with “Satisfactory” and “Meeting” or “Exceeding” expectations for each criterion in each performance standard, the evaluator offers the educator the option to either independently or jointly complete the Action Plan. The educator may choose to have a final conversation about the Action Plan, or just schedule a date to return it to the evaluator.



Upon rating the educator as "Satisfactory" and "Developing (D)" or "Not Meeting (NM)" expectations for one or more (summary) Standard Ratings, the evaluator schedules a second evaluation meeting. At that meeting, the educator and evaluator review data and agree upon an Action Plan.

**Note!** The educator should complete the educator comments on the Comprehensive Performance form prior to the second meeting, but should wait until that meeting to create and write the Action Plan with the evaluator, if the plan is to be written jointly.

6. *Required Signatures.*

- ♦ Evaluator
- ♦ Building or Home School Principal (if different from evaluator)
- ♦ Evaluator's Supervisor (e.g., Instructional Superintendent)

7. *Additional Comments.*

**PERFORMANCE STANDARDS, CRITERIA, RUBRICS, AND INDICATORS**

An educator's comprehensive performance rating of either "Satisfactory" or "Unsatisfactory" shall be arrived at through a process using performance standards, criteria, and rubrics to rate each of the five performance standards.

Each performance standard contains criteria (lettered statements A, B, C, etc.) which define the expected performance for the standard.

Each performance standard also contains a rubric that assists educators to:

- ♦ develop a greater expertise
- ♦ understand what is expected of them
- ♦ view a variety of ways to meet expectations, and ultimately, performance standards
- ♦ assess the quality of performance

Below the rubric is a bulleted list of indicator statements that guide both the evaluator and the person being evaluated in the assessment of strengths and weaknesses and in her or his development of professional growth plans. The list of indicator statements is neither all-inclusive nor should they be individually evaluated—they are simply guides for educators and evaluators.

An evaluator conducts a performance evaluation for each performance standard through the use of its criteria and rubrics to determine a rating of "Exceeding (E)", "Meeting (M)", "Developing (D)", or "Not Meeting (NM)" expectations, and then notes it on the Comprehensive Professional Evaluation form. The evaluator also determines a summary Standard Rating for each standard.



**PROFESSIONAL EVALUATION ORGANIZER (OPTIONAL)**

The Professional Evaluation Organizer is an optional form for educators and evaluators to use; it lists each performance standard and the standard's criteria. The purpose of the organizer is to:

- ♦ help familiarize the educator and evaluator with each performance standard and its criteria;
- ♦ guide the educator through an optional self-directed performance examination;
- ♦ help the educator collect records of teaching or service and the evaluator to collect data sources that will be discussed the evaluation data review conference;
- ♦ allow an educator to provide positive evidence of meeting a performance standard; and
- ♦ help the educator reflect on the performance standards in order to select the best records of teaching or service.

**RECORD OF TEACHING OR SERVICE COVER SHEET**

The form used by educators to identify and explain the rationale for choosing records of teaching or service. Attach it to each record.

**CONSULTATION REQUEST AND DOCUMENTATION**

The form used by educators to request that peer evaluation be one of the data sources. The form identifies the consultant and what performance standards are to be addressed. The principal must approve the choice of consultant. On the same form, the educator records the evidence used to guide the discussion. The consultant will meet with the educator being evaluated, and based on evidence gathered, decide on which performance improvement strategies to implement. The educator being evaluated completes the form, the consultant signs the form verifying the information on the form and the educator decides to submit it as a record of teaching or service, or not. Consultants, for this purpose, may not be used as a source of additional data to the evaluation form.

**PROFESSIONAL DEVELOPMENT PLAN**

The professional development plan provides a design for the continued and sustained growth of an educator who has successfully completed a remediation plan. It is to occur over the course of one school year and will begin immediately upon successful completion of the remediation. The focus of the professional development plan is assigned by the principal or evaluator/manager and must address one criterion of one of the performance standards that was emphasized in the remediation plan. The plan will require the educator to complete the study, demonstration, and reflection portions of a professional development unit. The plan is to be developed together with the principal and/or the educator's supervisor who will also gather and document artifacts and data sources, including observed demonstration and conferences.

Note: If the educator chooses to complete a Professional Development Unit (PDU) during the same academic year as the Professional Development Plan, the completed Professional Development Plan must be used by the educator to fulfill some of the requirements of a PDU.

**PROFESSIONAL EVALUATION COMMITTEE (“1338” COMMITTEE)**

The Professional Evaluation Committee shall be composed of teachers, administrators, and community members. The Professional Evaluation Committee shall conduct its work in accordance with Colorado Statute, Article 10 of the Master Agreement and the Professional Compensation for Teachers document. The Professional Evaluation Committee shall be able to create subcommittees with the purpose of ensuring the Professional Teacher Evaluation System is appropriately and fairly adapted for all members of the bargaining unit.

**PROFESSIONAL EVALUATION COMMITTEE MEMBERS – WHEN THE NEW FORMS AND PROCESS WERE DEVELOPED**

<b>Name</b>	<b>Location</b>	<b>Position</b>
Beth Biggs	Southeast Area Superintendent	Co-Chair
Margaret Bobb	Horace Mann Middle School	Teacher Transition Team Member
Kristi Butkovich	Southmoor Elementary	Parent
Kathy Callum	East High School	Principal
Ann Christy	Edison Elementary	Principal
Sally Mentor Hay	Chief Academic Officer	
Anna Holm	South High School	Teacher, Co-Chair
Katherine Johnson	Curriculum and Instruction	Project Lead
Robin Kane	Executive Director of Human Resources	
Molly Leamon	Denver School of the Arts	Special Educator
T. Jason Martinez	Dora Moore K-8	Principal
Gail Paige-Archambeau	Centennial K-8	Principal
Sarie Patterson	East High School	Social worker Transition Team member
Richard Smith	Assistant Superintendent	Northeast
Leslie Stahl	Southmoor Elementary	Teacher
Ruth Montoya-Starr	Denver School of the Arts and Bromwell Elementary	Parent
Natasha Turner	Itinerant	Hearing Impaired Teacher
Carolyn Velasquez	Kepner Middle School	Assistant Principal

**STUDENT SERVICES REPRESENTATION AND SUBCOMMITTEE**

The Professional Evaluation Committee shall include a representative of the student services department and shall establish a subcommittee of DCTA members and managers from the Student Services department whose purpose is to fairly and appropriately adapt the professional evaluation system to the disciplines they represent.

**STUDENT SERVICES WORK GROUP – WHEN THE NEW FORMS AND PROCESS WERE DEVELOPED**

<b>Name</b>	<b>Position</b>
Irma Anthony	Program Manager, Social Work Services
Jodi Bonebrake	Itinerant Teacher
Claire Busby	Psychologist
Diane Deschanel	Nurse
Joncee Feakes	Special Education
Lisa Gessini	Speech Language
Doris Goodteacher	Social Worker
Lydia Hoague	Manager, Counseling
J. Calvin Hosman	Itinerant Teacher
Linda Parker-Long	Nurse
Jean Lyons	Nurse
Jackie Meadows	HR Director
Kelley Morrison	OT/PT
Rich Nass	DCTA Uniserv Director
Steve Nederveld	Social Worker
Sarie Patterson	Social Worker, Co-Chair
Lee Renfrow	HR Director
Chris Saiz	Program Manager
Susan Keyock	Special Education
Cheryl Leidich	Itinerant Teacher
Shirley Scott	ProComp Analyst
Donna J. Shocks	Manager Nursing
Pat Lopez	Student Services
Jane Spence	Counselor