

A stylized graphic of a human figure in shades of gray and white, with a bright blue light source at the center of the torso. The figure is composed of a circular head, a central torso, and two large, curved arms or wings extending outwards. The background is dark blue with abstract, curved shapes.

CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS

PROCESS GUIDE

2016-2017

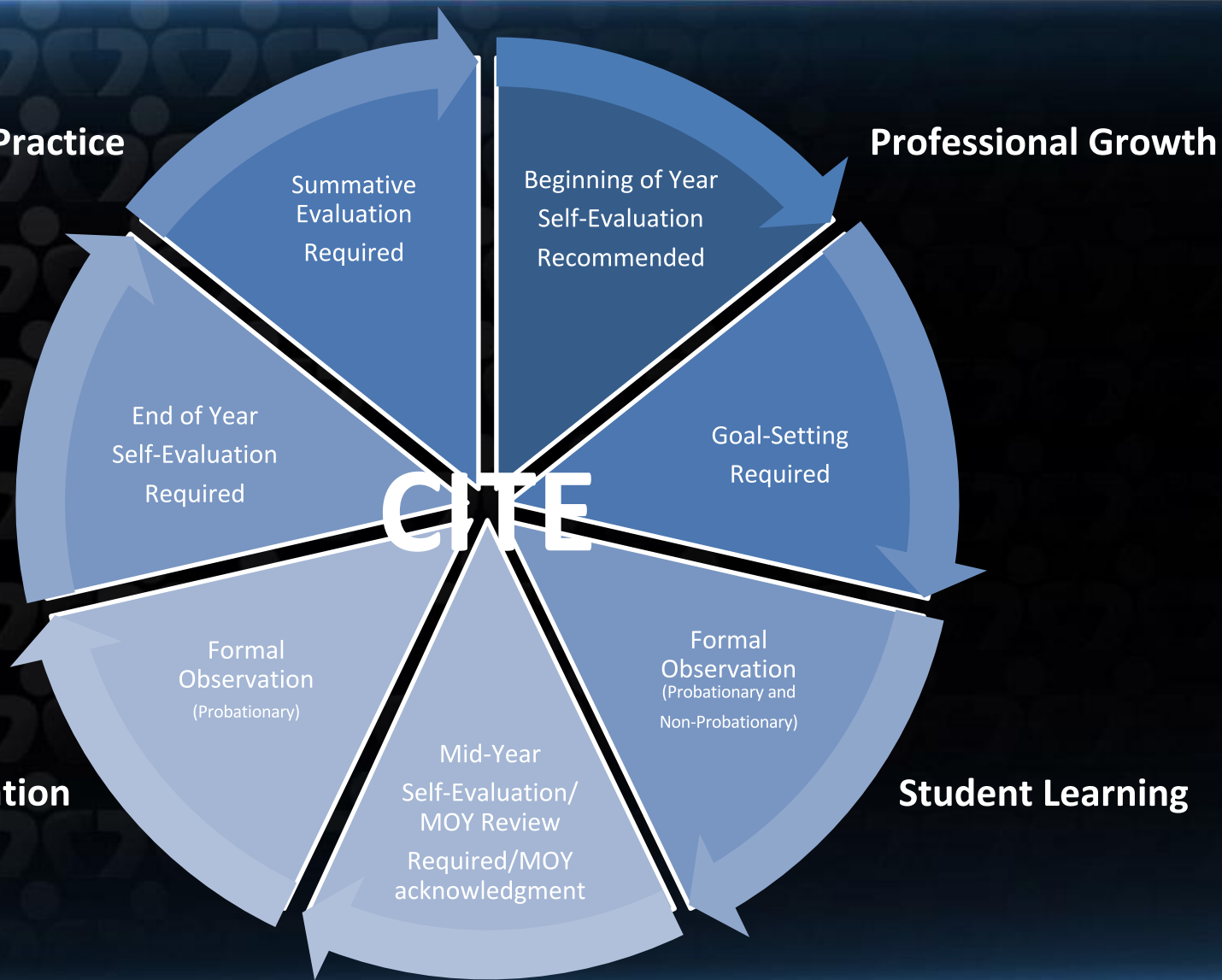
Douglas County School District

INTRODUCTION

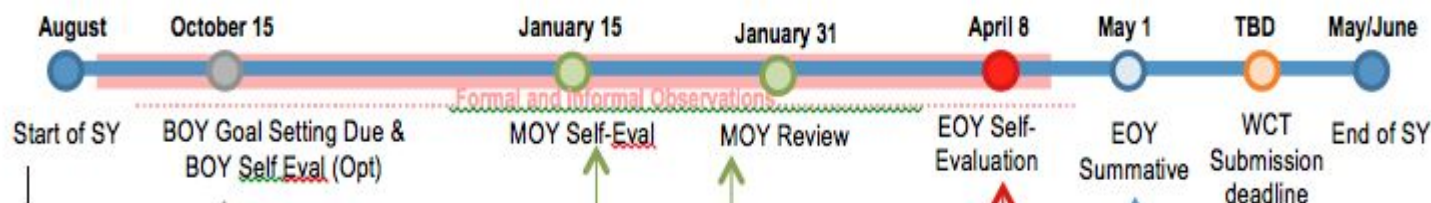


This guide is intended to provide assistance to teachers and evaluators in the main phases of the evaluation process. The phases are articulated so that teachers and evaluators can share the responsibility to meet the professional needs of staff in making continuous improvements in their practice.

EVALUATION CYCLE



EVALUATION TIMELINE LICENSED STAFF



Teacher works with evaluator to identify growth opportunities based on prioritized needs identified through CITE, World Class Targets, the school UIP, and school goals that are aligned to the district strategic plan. Beginning of the Year Self Evaluation to be completed by teacher (optional).


Teacher self-evaluates and meets with evaluator to review student data, progress toward goals and mid-year performance ratings.

Teacher self-evaluates practice and impact on student learning, student growth, and reflects on goals

Teacher meets with evaluator who considers all aspects of teacher's effectiveness for the summative evaluation, including student data used for CITE 6.

Teacher submits body of evidence for all selected targets that meet the prerequisite criteria as outlined in CITE and the WC Targets rubrics. Candidates must be Innovative overall and earned an Innovative rating on specific CITE elements.

BEGINNING OF YEAR SELF-EVALUATION



At the beginning of each school year, teachers *self-evaluate* and set professional goals aligned to the learning needs and growth targets of their students, as well as targeted areas of growth focused on CITE performance standards and elements.

BEGINNING OF YEAR SELF-EVALUATION



1.

- Teacher selects designated CITE rubric in InspirED Innovation (August/September).
- Teacher reviews and reflects on current performance levels based on CITE Standards, Elements and rubric criteria.

2.

- Teacher completes Beginning of the Year Self-Evaluation in InspirED Innovation (optional-October 15th Deadline).

3.

- Teacher meets with evaluator to review beginning of the year Self-Evaluation during Goal-Setting Conference. Teacher and evaluator also discuss potential goals related to student data for measures of student learning (CITE 6).

GOAL-SETTING



Goal-Setting directly aligns a teacher's professional growth to current performance levels, needs of students, and the District's Strategic Plan.

Professional Growth Goal Setting (One Pager)

GOAL-SETTING



1.

- Teacher develops personalized goals aligned to Self-Evaluation and student performance needs.
- Teacher inputs professional goal(s) into InspirED Innovation.

2.

- Teacher and evaluator meet to review and discuss professional goals by October 15th.

3.

- Teacher meets mid-year with evaluator to review goal progress and student data including data for measures of student learning (CITE 6).

4.

- Teacher meets and discusses final goal progress, and student data, including data for measures of student learning (CITE 6) at Summative Evaluation Conference.

FORMAL OBSERVATION



The *Observation Cycle* is the formal process of unit/lesson planning, pre-observation conferencing, observation, reflection, and post-observation conferencing. It also includes the body of evidence that reflects knowledge, skill, and impact of teacher's practice.

Probationary teachers will be formally observed a minimum of once per semester.

Non-Probationary teachers will be formally observed a minimum of once per year.

FORMAL OBSERVATION



1. Pre-Observation Conference

- Teacher engages in professional conversations with evaluator to discuss planning, GVC alignment, data and student learning outcomes.

2. Classroom Observation

- Evaluator collects evidence by observing teacher and students during an instructional time period.

3. Post-Observation Conference

- Teacher and evaluator analyze, reflect and discuss the observed lesson, student learning outcomes and overall levels of effectiveness.
- Teacher and evaluator identify next steps for continued professional growth.


4. Evidence

- Formal observation evidence uploaded into InspirED Innovation and rated by evaluator.

5. Additional Evidence

- Teacher and evaluator discuss additional documented evidence of performance: analysis of teacher evidence, informal observations, review of student work/data, and other evidence.

MID-YEAR SELF-EVALUATION AND REVIEW



At mid-year, teachers *self-evaluate* and rate their overall performance on evaluation criteria (required) based on progress towards student learning targets, professional goals, informal observations, formal observation feedback and additional evidence.

The *Mid-Year Review* (required) provides feedback of performance on evaluation criteria and considers both professional practice and student learning.

MID-YEAR REVIEW AND ACKNOWLEDGEMENT



After mid-year evaluation meeting between teacher and evaluator, teacher must acknowledge mid-year rating in InspirED Innovation.

(By acknowledging the rating, the teacher is not necessarily agreeing to the rating, but merely acknowledging receipt of rating and suggested growth measures.)

MID-YEAR SELF-EVALUATION AND REVIEW



1.

- Teacher reviews and reflects on mid-year performance levels based on CITE Standards, Elements and rubric criteria.


2.

- Teacher completes Mid-Year Self-Evaluation in InspirED Innovation by January 15th (required).

3.

- Teacher meets with evaluator to review Mid-Year Self-Evaluation, formal observation evidence, informal observations, growth targets for measures of student learning (CITE 6), and other evidence.
- Evaluator completes and submits Mid-Year Evaluation in InspirED Innovation by January 31st.
- Teacher required to Acknowledge MOY evaluation rating by Feb 7th

END OF YEAR SELF-EVALUATION



At the end of each school year, teachers *self-evaluate* and rate their overall performance on evaluation criteria based on progress towards student learning targets, professional goals, informal observations, formal observation feedback and additional evidence.

END OF YEAR SELF-EVALUATION



1.

- Teacher reviews and reflects on end of year performance levels based on CITE Standards, Elements and rubric criteria.

2.

- Teacher completes End of Year Self-Evaluation in InspirED Innovation by April 8th (required). Teacher submits measures of student learning data (CITE 6).

3.

- Teacher meets with evaluator to review End of Year Self-Evaluation and student data during Summative Evaluation Conference.

SUMMATIVE EVALUATION



The *Summative Evaluation* addresses the culmination of evidence that considers both professional practice and student learning.

SUMMATIVE EVALUATION



1.

- Evaluator reviews teacher End of Year Self-Evaluation and a comprehensive body of evidence to determine summative performance levels.
- Teacher submits all data for Measures of Student Learning in InspirED Innovation by May 1st.

2.

- Evaluator completes Summative Evaluation and holds individual conference with teacher to review, discuss and complete summative performance levels with all CITE Standards and Elements.
- Evaluator submits teacher Summative Evaluation in InspirED Innovation by May 1st. (Note, this includes all data including measures of student learning (CITE 6))

3.

- Finalized Summative Evaluations are released for teacher review in InspirED Innovation by May 6th.

CONVERTING EVIDENCE TO EFFECTIVENESS RATING



1

Ineffective

2

Transitioning

3

Proficient

4

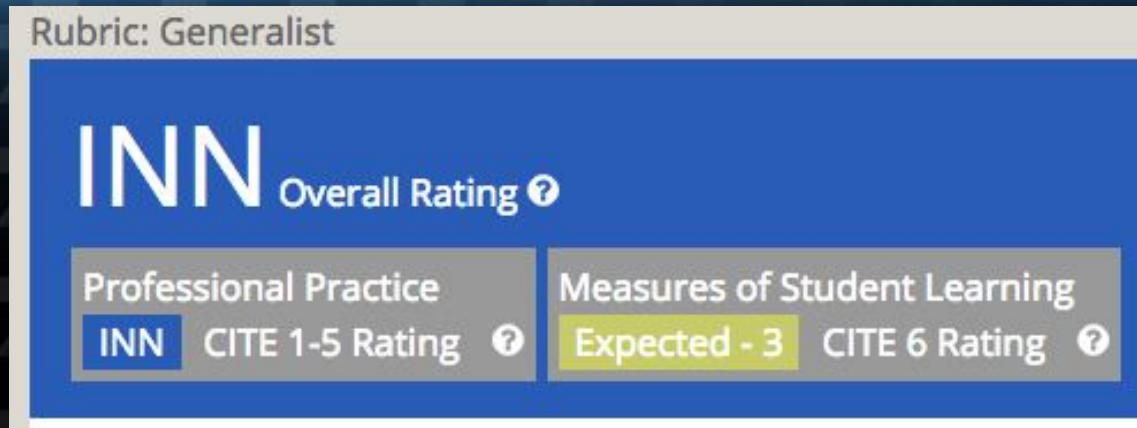
Innovative

A body of evidence is reviewed for each assessed standard and element.

Levels of mastery and frequency are identified with the terms **Ineffective, Transitioning, Proficient, and Innovative**. The rubric describes levels of expertise and frequency for each element.

A number (1–4) is assigned that reflects the rating of the teacher's effectiveness on each assessed standard/element.

UNDERSTANDING SUMMATIVE RATINGS



Rubric: Generalist

INN Overall Rating ⓘ

Professional Practice	Measures of Student Learning
INN CITE 1-5 Rating ⓘ	Expected - 3 CITE 6 Rating ⓘ

The screenshot shows a user interface for a rubric titled 'Generalist'. At the top, it says 'INN Overall Rating' with a help icon. Below this, there are two columns of information. The left column is for 'Professional Practice' and shows a rating of 'INN' with 'CITE 1-5 Rating' and a help icon. The right column is for 'Measures of Student Learning' and shows a rating of 'Expected - 3' with 'CITE 6 Rating' and a help icon.

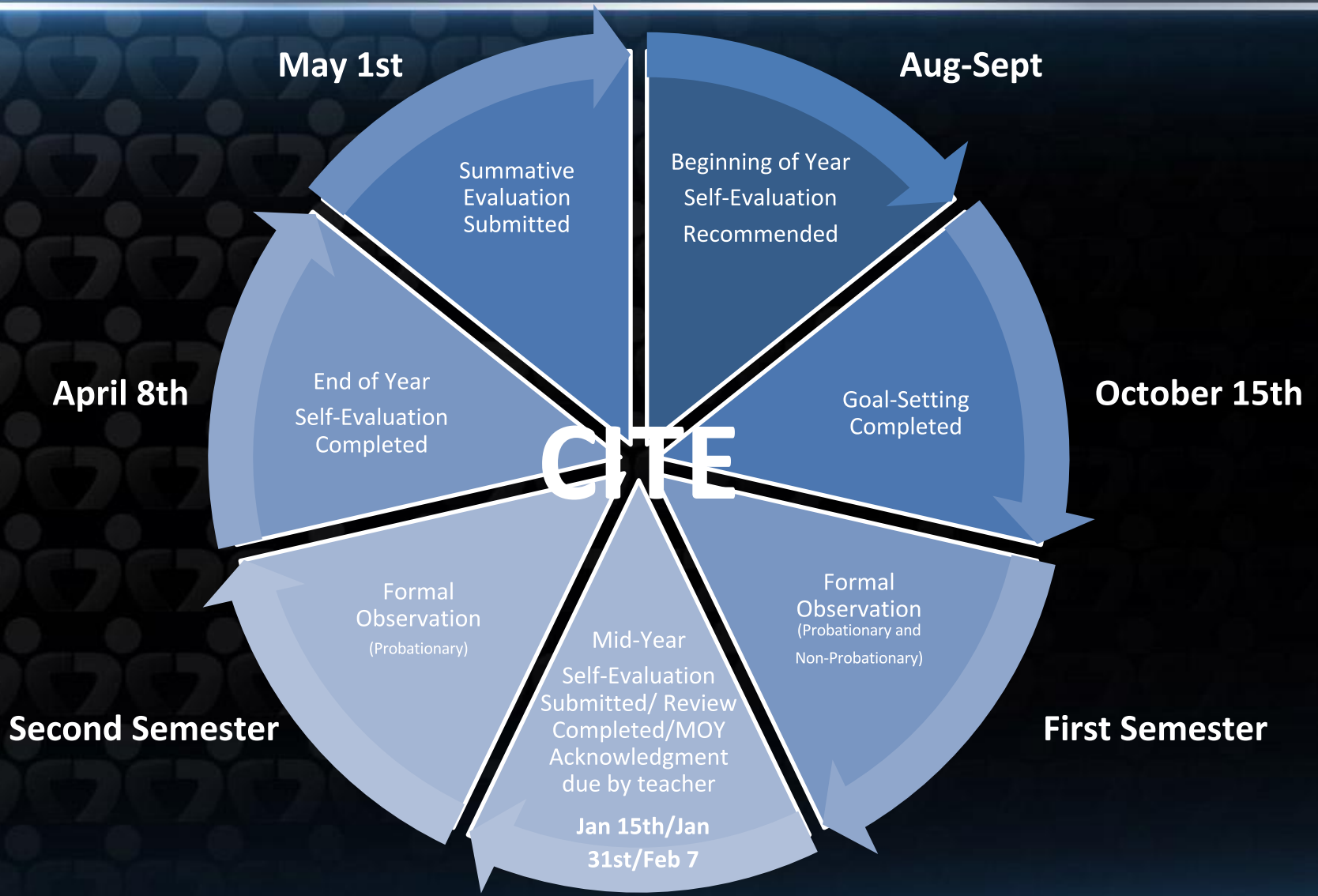
All teachers will receive 3 ratings:

- (1) Professional Practice rating (CITE 1–5)
- (2) Measures of Student Learning Rating (CITE 6)
- (3) Overall Rating (CITE 1 – 6).

The Professional Practice rating determines compensation.

Senate Bill 10–191 requires the Overall Rating to be used to determine probationary/non-probationary status and is the portability rating. To learn more about how the overall rating is determined, click the [link](#).

TIMELINES






Integrity and Inter-Rater Reliability in Evaluation of Licensed Staff

REVIEW PROCESSES

Review Processes



DCSD has three processes in place to ensure evaluation integrity, inter-rater reliability and consistent evaluation of the CITE standards across the District and within each school:

- **MID-YEAR Second Look**
- **END-OF-YEAR Appeals**
- **LEVEL 1 & 2 REVIEWS**

MID-YEAR SECOND LOOK PROCESS

“Second Look” Evaluation Data Review

A teacher or the teacher’s evaluator may request additional input (or “Second Look”) into the mid-year review rating.

The additional input from a second look may be used for the summative rating.

Second Look Process 2016-2017

GNC-R-1

SUMMATIVE (EOY) APPEALS PROCESS

- A non-probationary teacher may appeal a rating of Ineffective or Transitioning for either their **Professional Practice (CITE 1-5)** or **Overall (CITE 1-6)** rating
- A probationary teacher may appeal a rating of Ineffective or Transitioning for their **Professional Practice (CITE 1-5)** rating.

Formal Appeals Process

Appeals Process One Pager (Steps to Follow)

END OF YEAR REVIEW PROCESSES



Level 1 or Level 2 Reviews are processes that may be initiated to ensure the proper implementation of the evaluation system.


Reviews are only conducted if:

- There is a credible report of impropriety by an evaluator in the evaluation process or
- The System Performance Department reports a statistically significant anomaly in evaluations

Level 1 and 2 Review Processes (GNC-R)

EVALUATION RESOURCES

FORMS

- 
- CITE Job-Specific Evaluation Rubrics
 - Professional Growth Plan Sample Form
 - Pre-Observation Sample Form
 - Link to InspirEd Innovation
 - Staff Training Acknowledgement Form
 - CITE Effectiveness Scores

REVIEW PROCESSES

- Second Look Process
- Formal Appeals Process
- Appeals Process One Pager (Steps to Follow)
- Board Policy for: INTEGRITY AND INTER-RATER RELIABILITY IN EVALUATION OF LICENSED STAFF
- Board Policy for: INTEGRITY AND INTER-RATER RELIABILITY IN EVALUATION OF LICENSED STAFF PROCESS

Additional Resources



Evaluation Guide Documents

[CITE Evaluation Expectations for Educators](#)

[CITE Evaluation Process Checklist -2016-17](#)

[CITE Rubric Submission/Revision Process](#)

[CITE Process and Training Acknowledgement Form](#)

[MOY Acknowledgement Shift](#)

[Overall Evaluation Rating Explanation](#)

[Professional Growth Goal Setting- One Pager](#)

[World Class Target General Information](#)



The fidelity of the evaluation process is contingent upon clear communication, effective collaboration and comprehensive best-practice.

EVALUATION