



# LEAP Fairness Guide School Year 2023-24

*Final Draft Approved by the LEAP Collaborative Committee, 11/15/2023*

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## 1 Purpose

The LEAP Fairness Guide was developed in consultation with the Denver Classroom Teachers Association (DCTA) to ensure that LEAP is administered fairly and consistently for all teachers.

The Guide includes requirements that Denver Public Schools (DPS) is committed to regarding the teacher evaluation process. It also includes a number of best practices that work toward improving the quality of feedback that teachers receive. Last, it outlines the processes for handling any concerns or questions about whether DPS has followed the requirements of this Guide or Article 10 of the [DCTA Agreement](#). The LEAP Collaboration Committee (LCC), may revise the LEAP Fairness Guide as deemed necessary.

Please contact [leap@dpsk12.org](mailto:leap@dpsk12.org) if you have any questions about the Guide or suggestions for improvement.

## 2 The Components of LEAP

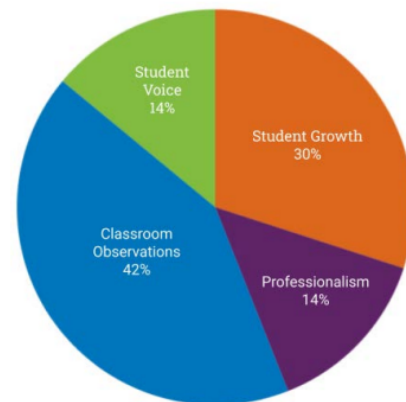
The following measures shall be used to calculate the LEAP End-of-Year rating:

### Professional Practice (70%)

- Student Voice
- Observation
- Professionalism

### Student Growth (30%)

- Student Learning Objectives (SLO)
- Collective School Measure



## 3 Observation

Our goal is to ensure that all teachers are provided with ongoing support and coaching through observation and feedback. Observers are required to use the [LEAP appendices](#) for any course with an appendix.

*Observations entered into SchoolMint are categorized as either **Informal** or **Formal**. Informal observations will remain in SchoolMint and are referenced when reflecting on/reviewing all growth and performance data (body of evidence).*

**Formal Observation:** *Formal observations that are scored will flow into the LEAP Application Tool where Professional Practice components are calculated.*

#### Requirements

- [The Classroom Observation Form \(COF\)](#) should always include the observed teacher and student behaviors from that lesson aligned to the scored indicators and the resulting performance band score (1-7)
- The COF should include bulleted teacher and student behaviors from the Framework for Effective Teaching so educators have a clear understanding of how the score was determined. (Note: Observers will only evaluate/score indicators that they directly observed.)
- A teacher is required to receive three (3) Formal scored observations **after** coaching cycles. The final rating will not be calculated unless the teacher has received three (3) Formal observations that have been scored on a total of 12 indicators.

#### Best Practices

- While the required minimum observation is **30 minutes**, best practice would be for a formal observation to capture a full lesson, from the start of the lesson to completion.
- It is best practice for a teacher to receive two (2) Formal scored observations **prior** to the LEAP mid-year conversation. (Mid-year conversation deadline is the last week of February)
- For a Formal scored observation, the evaluator will use SchoolMint to complete an observation form that includes scores for the pre/co-determined LEAP indicators that the evaluator observes.
- After a Formal scored observation, the teacher will not receive any additional scored observations until feedback on the prior Formal is given and the next coaching cycle is complete.
- Teachers not currently in the Performance Improvement Process (PIP) will not receive more than one Formal Scored Observation during a school week.

#### Details:

- 1) All teachers are required to receive at least three (3) Formal scored observations that will be scored in the District observation tool (SchoolMint).
- 2) All Formal scored observations will be announced by at least the Thursday prior to the week of the observation. Informing the teacher of the exact date and time of the observation is **not allowed**.
- 3) Every indicator (12) will be scored over the course of the year (but not in the same observation unless the teacher receives an Eligibility Observation as the first step of the Performance Improvement Process).
  - a) The first Formal, scored observation must be scored on the four (4) gateway indicators: LE.3, I.1, I.3 and I.5.
  - b) The second and third Formal observations will be scored on the other remaining indicators. These indicators will be co-determined (teacher and observer), with a

maximum of 6 indicators per observation. The agreement will be made during a coaching or feedback session/at the end of a Coaching Cycle.

- 4) Each Formal scored observation will be followed by a live feedback session (in-person or virtually). At the end of this session, the observer and teacher will agree upon the next four to six (4-6) indicators that will be coached on and observed during the next Formal scored observation. If consensus cannot be reached the observer selects two (2) indicators and the teacher selects two (2).
- 5) The teacher can request an additional coaching cycle that results in observing and scoring previously scored indicators; the follow-up formal observation from the additional coaching cycle can be done by the same evaluator alone, or this observation can be done in collaboration between a third party, such as a Peer Observer, and the same evaluator. These indicators can be either added on to the next observation or its own coaching/observation cycle.
- 6) The highest score for each indicator, from all Formal scored observations, will be used to calculate the means used for the Professional Practice observation points that ultimately go toward the total overall rating points. *Prior to this, calculations were done by taking the average of the indicator scores.*

#### **Additional Coaching Cycles:**

- 1) Teachers may request, and leaders can recommend, additional coaching cycles (up to 3) following any of the three required Formal, scored observations. These cycles may be from the in-building observer, a Peer Observer or a third party observer.
- 2) There may be a total of three (3) additional formal scored observations, one (1) after each formal, scored observation only if a coaching cycle is requested by the teacher, with a maximum of 6 scored observations.
  - a) If a teacher would like scored observations beyond six observations they can reach out to an additional observer (i.e. a Peer Observer) for a coaching cycle with scored observation as available.
- 3) Teachers have 7 school days from a formal feedback session to request an additional coaching cycle on the chosen indicators.
- 4) Following this additional coaching cycle the indicators can be scored again (another opportunity to be scored on indicators after a coaching cycle) either in an observation designated only for those indicators or in the next observation in the cycle.
- 5) The observer and teacher have 30 calendar-days to complete the coaching cycle and the Formal, scored observation, from the date of the request (unless it has been decided that the indicators will be scored in the next (scheduled) coaching cycle).

**Informal Observation:** This type of observation has no set minimum time. They may last an entire lesson or only 5-10 minutes. Informal observations should include the observed teacher and student behaviors from the lesson, along with any aligned bulleted teacher and student behaviors from the Framework for Effective Teaching and provide feedback or next steps. Informal observations are a great way to assess where a teacher's performance is aligning and therefore may or may not include scores.



Scores from an Informal observation are not used in the calculation of any ratings. All Informal observations (scored or not) remain in SchoolMint and do not populate in the LEAP Application Tool.

**Eligibility Observations:** If an observer or School Leader believes there is a performance concern, they can initiate an Eligibility Observation.

- Eligibility Observation is the first step in the Performance Improvement Process. The Evaluator conducts one Formal Full observation, during which the Evaluator is required to score all the indicators on the LEAP Framework. If those scores meet the Eligibility Criteria, the Evaluator can move forward with the Data Gathering Period. If the teacher in question has Probationary status, the evaluator can move forward with the Data Gathering Period without taking the step of an Eligibility Observation.

**Observers: Who Can Conduct Observations and Mid-Year and End-of-Year Evaluations?**

- Peer Observers and School Leaders who have been trained and certified under the District’s system are allowed to perform **observations**. School Leaders include: Principals, Assistant Principals, Teacher Leaders (Senior Team Leads and Team Leads), Deans, Principal Residents and Principal Interns, Instructional support roles such as Collaborative Directors, or other designees. (Note: Per ends statement ....)
- With the exception of Team Leads and Peer Observers, all of the observers mentioned above may complete **MY and EOY evaluations**.

**Observation Schedule, Frequency, Notification and Use of Video**

- Formal observations may only begin two weeks after the start of school.
- Observations will be announced in that teachers will be notified at least the Thursday prior to the week before the observation. The specific data and time will never be shared.
- Observations can take place at any point during a teacher’s instructional time. However, observers should not conduct a Formal observation if there is a significant disruption to the lesson time-period (e.g. testing of significant duration, guest speakers, fire drill, or other extenuating circumstances).
- Given that evaluation is meant to be a growth-based system featuring meaningful coaching, observers will work to coordinate observation schedules. Observers should collaborate with teachers and one another to manage observation schedules, in order to space observations throughout the school year. Teachers will not receive a Formal observation during the first two weeks of the school year and will not receive more than one Formal observation during a school week, unless a teacher is in the Performance Improvement Process. Additionally, after a Formal observation, the teacher will not receive an additional scored observation until feedback on the most recent Formal observation has been provided.
- When observations are shared in SchoolMint there are two delivery options for leaders to choose from; *Share via SchoolMint* or *Share via Email and SchoolMint*. Please only select the *Share via Email and SchoolMint* option. After being observed, it is also best practice for a teacher to check their email for any new observation forms and/or coaching and feedback data.

- Videos of instruction can be uploaded into SchoolMint by a teacher or leader. Both teachers and leaders can reflect on these uploaded videos either through a Video Observation Form or Self-Reflection form.
  - Use of video is for coaching and development **only** and may not be used as part of a teacher's body of evidence to inform their overall EOY rating *unless* the teacher authorizes the use of video as part of the evaluation process by executing the [Videotape Consent Form](#), also located on the Resources Tab in SchoolMint.

### Feedback Sessions

- **After Formal Observations:** An in-person or virtual feedback session is required after a Formal observation. The feedback session should be conducted as close to the observation as possible *and no later than ten (10) school days after the observation*. It is also best practice for the draft of the Formal observation to be shared at least 24 hours prior to the conversation. If an observer fails to hold a required feedback conversation within ten school days of a Formal observation, the teacher can file a grievance.
- **After Informal Observation:** After an Informal observation the teacher may receive feedback via email or in-person but it is not required. Best practice is to share feedback on Informal observations within ten school days.

### Disagreement on Indicator Scores (Formal Observations Only)

- Have a conversation with the observer and/or school leader to discuss the scores and what the disagreement is and how it may be resolved. Leaders are not obligated to make any score changes. However, they may reconsider if a teacher's evidence provides the rationale. (Also see Section 14, page 15, 22-23 LEAP Fairness Guide)
- A teacher can open the observation in SchoolMint and add a comment and/or upload evidence via the paperclip icon in the comment box. A notification will go to the observer.
- A teacher may contact LEAP at [leap@dpsk12.org](mailto:leap@dpsk12.org) to ask about the situation with the observer, and/or ask DCTA for advice.

\*Please note that grievances may not be filed specifically for observation scores, only about the observation/feedback *process*.

**Observation Support:** Teachers have access to various instructional leaders during the year who will provide coaching and feedback as well as conduct classroom observations and MY & EOY evaluations. These supports include Senior/Team Leads, content area specialists, and Peer Observers. Please note-Peer Observers require a teacher to opt-in via this [link](#). Peer Observers are additional coaches and do not replace in-building coaches and/or evaluators.

**Late Hires:** All teachers that are hired late still participate in LEAP and receive coaching and feedback through Formal and Informal observations. Regardless of the date of the late hire, best practice is for a leader to observe and coach the teacher.



**Limited Term Assignment:** Teachers with this job title may or may not be in LEAP as it is dependent on their role at the school. Please call the LEAP Team or your HR School Partner to help determine evaluation type.

**110-Retired Teachers:** Returning, retired teachers are not required by the district to be in LEAP. The retired teacher may discuss the option with their school leader and let the LEAP team know of the final decision. Regardless of presence in LEAP, a teacher can expect coaching. Please contact the LEAP Team if you have any questions.

**Teachers on Leave:** Teachers who are on leave during the course of the year will receive observations if/when they return to the classroom.

### **ELA-S teachers**

For ELA-S teachers instructing in Spanish, the following observation and scoring guidelines have been outlined below:

- For purposes of LEAP and ELA-S Designated Classrooms.
  - During Spanish Instruction –an observer is required to be fluent in Spanish in order to conduct a scored observation.
  - During Spanish Instruction – an observer does not need to be fluent in Spanish if they are not intending to score the observation, but solely provide coaching and support as a result of their time in the classroom.
  - During English Instruction - an observer does not have to be fluent in Spanish and may conduct scored and unscored observations.

LEAP is a multi-measure system designed to *incorporate multiple aspects of a teacher’s practice. While scored observations of Spanish instruction must be conducted by an individual fluent in Spanish, the scoring of Professionalism and overall performance rating discussion does not require an individual to be fluent in Spanish.*

### **Observer Certification Requirements:**

1. **iLot (Initial LEAP Observation Training):** New leaders/ observers are required to attend District training to learn about norming on observation. At the conclusion of the training, they are required to watch and score a classroom instruction video to receive LEAP certification. The online assessment (scoring the video) requires the participant to have scores that are 83% adjacent to the normed scores. Observers who do not pass the online assessment on their first opportunity will have two additional chances to take the assessment or go through an in-person certification process with a Peer Observer.

**2. Bias Training for Evaluators Course:** As part of the DCTA 22-25 Agreement, this addition aims to equip evaluators with the ability to recognize and prevent bias from infiltrating observations and professionalism reviews, fostering a more equitable evaluation process.

**3. MLE Evaluator Course:** As a Consent Decree requirement, this course offers valuable insights into observing for language and support strategies to increase accessibility for our Multilingual Learners (MLLs).

- **Annual Recertification:** Existing leaders/observers must be recertified yearly. Opportunities to norm as an Instructional Leadership Team (ILT) are provided in the fall and may be facilitated by a Peer Observer or School Leader. [Request a PO to facilitate](#). Anyone who has not observed for two or more years must register for and participate in the Initial LEAP Observer Training.

## 4 Professionalism

The Professionalism Domain assesses the work teachers do outside of instructional time, individually and collaboratively, and includes a component of teacher self-assessment. Professionalism calculations are based on the first 6 indicators of the Professionalism Framework, unless the evaluated teacher serves in a designated Teacher Leader capacity, in which case the school leader will evaluate the teacher's performance on the seventh indicator as well (P.7). Teachers are encouraged to track their Professionalism progress using the Quick Notes tool that is available within the Professionalism tab in the LEAP Application Tool.

**Professionalism Completion:** During both the Mid-Year and End-of-Year Conversations, teachers self-assess on Professionalism and the school leader rates their teachers.

- Teachers can choose whether or not they self-rate the Professionalism indicators for Mid-Year and End-of-Year. It is voluntary but strongly recommended. This teacher self-assessment is part of the body of evidence, but not the final calculation.
- A school leader is required to rate and comment on Professionalism indicators at End-of-Year, and is strongly recommended to do the same for Mid-Year. School leaders are encouraged to provide evidence with each rating, either in written form or during conversations. Best practice is to holistically assess the teacher's practice on each indicator rather than focus solely on isolated events. Only the End-of-Year ratings are used in the calculation for the overall performance rating.
- Teachers are strongly encouraged, but not required, to rate themselves in the Professionalism tab in the tool as well. Teachers may provide their own evidence for each indicator on the Professionalism Domain to the Mid-Year Conversation no fewer than two school days prior to the scheduled meeting. For example, the teacher can show examples using data from Infinite Campus, data team meetings, Professional Development sessions they attended, records of meetings with parents etc. Leaders should review and consider the evidence and self-reflection





from the teacher when determining a teacher's Professionalism scores, however the self-assessment does not indicate what the teacher's final Professionalism rating will be.

**Dual Schools:** Teachers who are at two schools will have their Professionalism completed by their home school's leader. Home school is defined as the school the teacher attends on Monday mornings or, if not equally at both, the school with the greater FTE (unless agreed otherwise).

#### **Disagreement on Professionalism Indicator Scores**

Teachers who disagree with their leader's Professionalism scores may:

- Discuss the situation with the school leader
- Contact the LEAP help desk for guidance
- Contact DCTA for advice

Teachers who did not receive EOY Professionalism ratings may submit a grievance (see Section 12 & 13).

## **5 Student Perception Surveys (SPS)**

The Student Perception Survey is the LEAP measure that incorporates student voice. As part of LEAP, the Student Perception Survey is a short survey done annually for teachers in grades 3-12 to examine how students perceive their teachers and experience in their classroom.

- SPS is administered during the fall (Mid-October-- Mid-November) and again in February for the make-up or opt-in window.
- Teachers in ECE- 2<sup>nd</sup> grade will not have student perception surveys.
- SPS is not required for students when:
  - Student(s) is identified as COAlt - or other exemption reasons
  - Student(s) is an ELL and at ACCESS levels 1, 2, or 3 and the survey is not translated in their home language
- Teachers must have at least 10 unique student surveys completed in order for student perception results to contribute to the overall rating calculation.
- The LEAP Collaboration Committee previously determined that teachers should have the option to administer SPS a second time. As a result, each spring teachers may opt-in to administer the SPS for a second time. Results from the 2<sup>nd</sup> administration are **aggregated** with those from the fall administration. Teachers who miss the fall administration, or fell short of the 10 students, will **automatically** be added to the spring window. Teachers **may not** opt-out of the fall administration.
- DPS has posted SPS [resources](#) for teachers and school leaders to help explain the calculations, make connections to instruction, and understand the results. Teachers are encouraged to discuss the results with their school leaders and/or teacher leaders.



- For questions about SPS, contact the LEAP team for help, discuss the situation with a school leader and/or contact DCTA for advice.

## 6 Student Growth

**LEAP Student Growth:** As required by law, all Colorado districts must incorporate student growth as 30% of a teacher's rating. For DPS, Student Growth is 20% Student Learning Objectives (SLOs) and 10% from a Collective School Measure that is based on all teachers' SLOs.

**SLOs:** All teachers are required to do SLOs, (late-hires and teachers taking leave that are "Unofficial" are encouraged to do so also). Teachers are required to complete **one** SLO for each school year (see exception below where two SLOs are required). Each SLO will be scored as a percent of points possible. While only one SLO is required, two SLOs are recommended. Completing two SLOs includes more students, thereby producing a more reliable score.

- Teachers must include a minimum of 10 students on at least one SLO unless teachers have less than 10 students rostered to them over the course of the school year. **Teachers with less than 10 students assigned baseline preparedness levels on their first SLO will be required to complete two SLOs.** The rationale for this is to protect teachers from any one student having a significant (potentially negative) impact on their evaluation. This requirement was based on feedback expressed by our teachers.
- When a teacher completes more than one SLO, the SLOs will be **weighted equally** for the teacher's overall LEAP rating.
- All students from a section in Infinite Campus must be included in an SLO. A teacher may also (but does not have to) include multiple sections of a course in a single SLO. If a teacher's second SLO is the same objective but with a different section; the section should be added to the first SLO.
- Teachers and school leaders should review the teacher's body of evidence for each student prior to approving the SLO.
- At the end of the course, all students in the SLO with greater than 80% attribution are required to be given an expectation level and included in growth calculations. Teachers may include students with less than 80% attribution.

Attribution is based on Infinite Campus data and a report can be run directly out of Infinite Fre-scoreCampus ([click here for how-to](#)) for a class for a teacher to assess a student's attendance. Teachers may exclude students above 80% attribution if Infinite Campus data is shown to be inaccurate.

- After teachers submit end-of-course SLO levels, an evaluator may request revisions or approve the SLO.
  - Leaders are encouraged to review and approve SLOs as they are submitted so that teachers may begin assessment and collection of evidence.
  - If approved, the Student Growth rating is PARTIALLY calculated; the rating is not complete until the School Measure rating is loaded.
  - If the leader requests revisions, the leader and teacher should discuss the request. If they are unable to reach collaborative consensus on SLO data (i.e. rigor of standards addressed, appropriate students are included or excluded, baseline levels, end-of-course levels), then they should mutually contact a neutral content-expert (generally the district content specialist/coordinator) for support. The neutral content-expert should provide content-based support to both teacher and leader. This support is not as arbiter, but rather provides content-based expertise on the SLO. With this third-party guidance, the teacher should re-submit and the evaluator should approve.
  - If a teacher chooses not to complete an SLO, they will receive zero points for Student Growth.

**School Measures:** The School Measure is based on the school’s percentage of points earned for the year (for all teachers that submit an SLO)

**State Measures:** There is no plan at this time to reincorporate state measures into the Student Growth rating.

## 7 LEAP Mid-Year and End-of-Year Conversations

**The LEAP Mid-Year conversation** should occur between mid-December and mid-February. During this time, teachers and leaders have the opportunity to do a preliminary assessment of the teacher’s progress to-date for the school year and set goals for the remainder of the year.

- Teachers are encouraged, but not required, to complete a mid-year self-reflection on performance and Professionalism (scores only or scores and comments) in the LEAP Application Tool.
- Leaders are required to enter and share Professionalism scores and comments for each teacher at Mid-Year (and Reflections are strongly encouraged). Best practice is for the leaders to include evidence and cite specific examples of practice.
- Best practice is for leaders to use the Mid-Year to help teachers understand next steps for growth and improvement, and understand the direction the end-of-year rating is currently going.



**LEAP End-of-Year conversations** start in April and go through the end of the year. During this time, teachers and leaders do a final assessment of the teacher’s progress and performance for the school year.

- Leaders are required to complete Professionalism ratings and comments (or update MY evidence and comments as needed which roll over).
- Leaders are required to enter the Reflections on Practice, identifying Areas of Strength, Areas of Growth and Next Steps.
- Leaders share a draft of the ratings and comments with teachers via the LEAP Application Tool. It is best practice to share the draft at least two weeks prior to the end of the school year. Note: Given the timing/completion of SLOs, teachers and leaders may request an extension which may not exceed the last day of school.
- Teachers are encouraged but not required to complete a Professionalism self-assessment and/or Reflections on Practice.

An End-of-Year conversation must occur prior to the end of the school year. If a teacher is on leave, and is LEAP Official (the rating counts toward gaining or losing non-probationary status), and has sufficient data to receive a rating, the leader should reach out to the teacher to **offer** to meet either by phone, in person, or through email exchanges to complete the End-of-Year conversation. A teacher is **NOT required to respond** as they are on leave. If the teacher on leave chooses not to participate in any of these options, the Leader will respect that decision and finalize the EOY without penalizing the teacher in any manner for the decision to not participate in a conversation.

- School Leaders should acknowledge/sign all teachers’ final ratings.
- Teachers may select one of the following options for finalizing their End-of-Year rating:
  - Acknowledge and finalize
  - Finalize by selecting “Refuse to acknowledge.”
  - Choose not to finalize and acknowledge. Note: this has no impact on whether or not the ratings are finalized by the leader.

## 8 Calculating Professional Practice and Student Growth

**Calculation:** There are 70 points possible in Professional Practice.

The Professional Practice data is converted into points using the following:

- Points for Observation and Professionalism are calculated using the mean scores.
- For the Student Perception Survey, teachers who have results, earn combined points that are based on each SPS category.

The Student Growth data is converted into points using SLO outcomes and the Collective School Measure

The total points earned for Professional Practice are added to the points earned from Student Growth.

## 9 Calculating the Overall End-of-Year Rating

A teacher will receive an overall performance rating of Distinguished, Effective, Approaching or Not Meeting.

70% of the rating is from Professional Practice points and 30% is from Student Growth points. The Overall rating is determined by the sum of the points and based on the following cut points



## 10 End of Year Ratings for Late Hires and Leave Teachers (LEAP Unofficial)

A LEAP Unofficial teacher is one who may or may not get an assigned rating at the end of the year due to time constraints with LEAP implementation. If the teacher does get a rating it does not count toward the gain or loss of non-probationary status.

**Late Hires:** If a teacher is hired after the first 68 teacher reporting days passed (typically mid-November) they are considered LEAP Unofficial. While likely eligible to receive a rating as they will meet the end-of-year calculation requirements, this rating will not be recorded in their official record and will not be shared with the Colorado Department of Education.

**Leave Teachers:** Teachers on leave 68 or more teacher reporting days are also considered LEAP Unofficial. Leave teachers may be eligible to receive a rating based on End-of-Year calculation requirements, however this rating will not be recorded in their official record and will not be shared with the Colorado Department of Education. \*Note: Due to the complex nature of intermittent leaves they are not included.

## 11 The LEAP End-of-Year Report

As required by statute, the LEAP End-of-Year Report shall:

- specifically identify when the classroom observations were conducted
- state the teacher’s strengths and areas for future growth;

- include a plan for improvement\*
- identify the data used to support the overall rating; and
- be signed by the evaluator.\*\*

The teacher can choose electronically to (i) acknowledge and sign, (ii) select the option of “refusing to sign,” or (iii) not sign. A signature will not be construed to indicate agreement with the information or the conclusions in the final written evaluation.

\*The entire End-of-Year Report acts as the guide for future professional growth for the next school year by providing the collection of evidence/feedback from throughout the year as well as specific sections to note areas of strength, areas for growth, and recommendations for next steps.

\*\*EOY appraisals may be acknowledged by the Growth & Performance team in cases where they are left incomplete by the school leader?

## 12 Review Process for “Failure to Follow” Guide

If a teacher feels that the District has not followed any **requirement** set forth in this Guide, the teacher is encouraged to resolve the issue at the lowest level possible by speaking with his or her evaluator. They may also submit an inquiry to the LEAP team by emailing [LEAP@dpsk12.org](mailto:LEAP@dpsk12.org). The LEAP team will communicate with the teacher within five (5) school days regarding next steps.

If the concern regarding a requirement of this Guide is not resolved or the teacher does not wish to seek resolution from the LEAP team first, the teacher can submit a grievance under Article 7 of the DPS/DCTA Agreement. The grievance should state how the District has not followed the requirements of this Guide. (Note: Recommendations or suggestions for best practices are not considered requirements of this Guide. For failure to follow suggestions or best practices, the teacher should contact the LEAP team for guidance.)

The teacher’s grievance must comply with the timing deadlines in Article 7. Specifically, any Level 1 grievance must be filed within **fifteen (15) days** after the teacher knew or should have known of the District’s alleged failure to follow the requirements in this Guide.

Failure to follow any **requirements** in this Guide will only be grievable up to Level 2. They cannot be taken to Level 3, as defined by Article 7 of the Agreement.

## 13 Review of Observation or Professionalism Scores during the School Year

If a teacher disagrees with any indicator scores on their Formal observations during the school year or Professionalism ratings assigned at Mid-Year or End-of-Year, the teacher should address concerns at the

school level by discussing with their evaluator and/or Principal. The teacher can also contact DCTA for advice.

Disagreements regarding indicator-level observation scores or professionalism scores are **not grievable** unless an alleged violation of the requirements of this Guide materially impacted the challenged scores. (Note: Failure to follow the recommendations or best practices of this Guide does not constitute a violation of a requirement but can be referred to the LEAP team for potential resolution -- See Section 12 for guidance on filing a grievance.)

## 14 Requests for Redress

Once a LEAP End-of-Year Rating has been established, a teacher may access the Redress process if they believe there has been a computational error in the way the rating was determined. According to Article 10-9-1, because decision bands and boxes have been removed from the evaluation process, the belief that a computational error has been made is now the only remaining grounds for requesting redress. In order for a computational redress to move forward, the teacher would need to provide, in writing, a detailed explanation of how the final rating was mathematically incorrect without attempting to contest the actual scores leading to that rating.

## 15 Non-Probationary Loss of Status Appeals

### **ONLY Non-Probationary Teachers with Two Consecutive Years of Less than Effective Ratings**

Teachers with non-probationary status, in schools recognizing non-probationary status, who have received two consecutive years of Not Meeting and/or Approaching ratings will be notified of and have access to an appeal process before losing non-probationary status if a teacher meets certain qualifications. If a teacher wishes to appeal, they must reach out to the LEAP team to initiate the process; the District will then respond to the teacher with additional information, forms and timelines. Please see Article 10-10-1-1 of the DCTA Agreement for further information regarding the timeline for an appeal.

#### Procedures & Protocols

- According to Article 10-10-2, a non-probationary teacher can seek an appeal of an overall LEAP rating when:
  - The teacher has received two consecutive years of Not Meeting and/or Approaching ratings AND is alleging that one of the following conditions may be true:
    - The evaluator did not follow evaluation procedures that adhere to the requirements of statute or rule and that failure had a material impact on the second consecutive Ineffective Rating that was assigned (e.g. an observation was never completed); AND/OR



- The data relied on to determine the second consecutive Ineffective Rating was inaccurately attributed to the Teacher (e.g., data included in the evaluation was from students for whom the Teacher was not responsible).

The LCC or LCC subcommittee, consisting of an equal number of DPS and DCTA representatives, shall review and revise the Fairness Guide annually. This committee does not create any contractual or employment rights.