



**LEAP Fairness Guide  
School Year 2024-25**

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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:

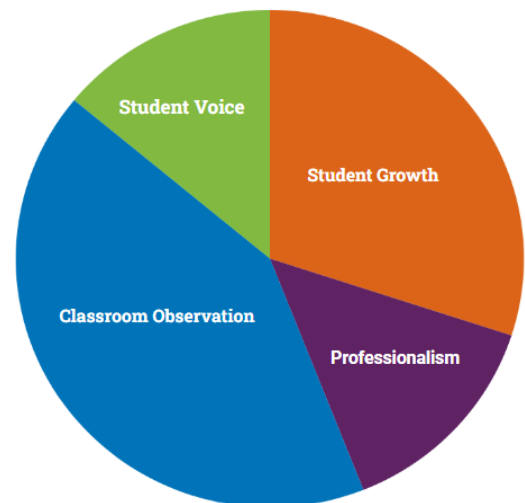
### Professional Practice (70%)

- Observation
- Professionalism
- Student Voice

### Student Growth (30%)

- Student Learning Objectives (SLO)
- Collective School Measure\*

\*For the 24-25 school year, new teachers will not receive a Collective Measure (as it is a lagging measure). This will be resolved for 25-26.



### 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 the DPS Growth and Performance System (GPS)\* are categorized as either **Informal** or **Formal**. Informal observations are not part of the Overall rating calculation but are referenced when reflecting on/reviewing all growth and performance data (body of evidence).*

**Formal Observation:** *Formal, scored observations flow into the GPS tool where the Overall rating is calculated.*

*\*Online training on the GPS will happen in September.*

#### Requirements

- A teacher is required to receive a minimum of 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.
- [The Classroom Observation Form \(COF\)](#) requires any scored (1-7) indicator to include the observed teacher and student behaviors from the Framework for Effective Teaching, along with supporting evidence (comments) so educators have a clear understanding of how the score was determined. (Note: Observers will only evaluate/score indicators that they directly observe.)
- For a Formal scored observation, the evaluator will use the GPS tool to complete [The Classroom Observation Form \(COF\)](#) that includes scores for the pre/co-determined LEAP indicators that the evaluator observes.
- It is required that all formal observations are announced by the Thursday prior to the week of the observation, However, sharing the exact date and time for the observation is not allowed.
- The minimum observation time is **30 minutes**, and best practice is for a formal observation to capture a full lesson (from the start of the lesson to completion).
- It is required that teachers receive two (2) Formal scored observations **prior** to the LEAP mid-year conversation. (Mid-year conversation deadline is the second week of February)

- 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 will not receive more than one Formal Scored Observation during a school week unless they are currently part of the Performance Improvement Process (PIP).

### **Details:**

#### **Please see [LEAP Timeline Overview for Important Dates](#)**

- 1) All 12 indicators will be scored over the course of the year (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 remaining indicators.
  - c) 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.
- 2) A live [feedback session](#) (in-person or virtual) is required following each Formal observation. Observation scores must be in the tool prior to the meeting. 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).

### **Additional Coaching Cycles:**

- 1) A teacher may request an additional coaching cycle which results in observing and scoring previously scored indicators (up to 3 for a maximum of 6 observations total). This **follow-up** formal observation from the additional coaching cycle can be done by: in-building observer, a Peer Observer **in \*collaboration** with the original evaluator, or another LEAP certified observer.
  - a) If a teacher would like more than 6 scored observations they can reach out to an observer (i.e. a current observer, Peer Observer, other in building

observer, etc) for a coaching cycle with scored observation, **based on the availability of the evaluator**. Evaluations beyond six are not guaranteed but can always be requested.

These indicators can be reevaluated either by adding them onto the next observation, or as its own coaching/observation cycle. All coaching cycles and scored observations must be documented in the GPS tool.

*\* Collaboration may include but is not limited to: co-observations/calibration, independent observations, sharing observation notes, actions steps etc.*

- 2) Teachers have **7 school days** after a formal feedback session to request an additional coaching cycle on the requested indicators.
- 3) 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, but a best practice would be a minimum of 15 minutes. Informal observations should include the observed teacher and student behaviors from the lesson, aligned to 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 included in the mean calculation for the end-of-year rating. All Informal observations (scored or not) remain in the GPS tool.

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

- Eligibility Observation is the first step in the Performance Improvement Process. The Evaluator conducts a Formal observation of all 12 indicators on the LEAP Framework. If those scores meet the Eligibility Criteria, the Evaluator can move forward with the Data Gathering Period. See more information about the Performance Improvement Process [HERE](#)

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

- School Leaders and Peer Observers 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 trained designees.
- With the exception of Team Leads and Peer Observers, all of the observers mentioned above may complete **MY and EOY evaluations**.

## **Observation Schedule, Frequency, and Notification**

- Formal observations begin two weeks after the start of school.
- 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 in-person or virtual feedback on the most recent Formal observation has been provided.
- When observations are shared in GPS, a notification will be emailed to the teacher and posted to their Activity Feed. Teachers should be reminded to check their Activity Feed for any notifications at least once a week..

## **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 (with scores) 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.

**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, and Peer Observers. Please note- Teachers may nominate themselves for a Peer Observer or a school leader can recommend that a novice/international teacher receive support from a Peer Observer. Leaders requesting support should fill out [this link](#); teachers requesting support for themselves should use [this survey](#). Peer Observers are additional coaches and do not replace in-building coaches and/or evaluators.

**Late Hires:** All teachers who 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. Teachers must work 119+ days to be considered LEAP Official.

**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:** By default, teachers in the 110-Retired role 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/SLA teachers**

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

- For purposes of LEAP and ELA-S/SLA Designated Classrooms.

- During Spanish Instruction, for ELA-S and SLA classes, the evaluator needs to be LEAP Spanish evaluator certified. This includes iLOT, passing the LEAP certification assessment, and evidence of Spanish fluency (Berlitz/ Spanish Language proficiency exam, Praxis/ ELA-S Certified, etc.)
- An observer is required to be Spanish fluent to evaluate an ELA-S/SLA teacher who is instructing in Spanish.
- 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 do 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).



**4. For evaluators of ELA-S or SLA** (i.e. any Spanish instruction classroom), evaluators must be LEAP Spanish evaluator certified. Proof of Spanish Language proficiency must be provided.

- **Annual Calibration:** Existing leaders/observers must participate in calibration at the start of every year. Opportunities to calibrate on the Framework 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.](#) (Note: 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).

**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 select behaviors, rate and comment on Professionalism indicators at Mid-Year and End-of-Year. 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 enter Professionalism in the GPS tool. They must wait for their school leader to open the form on their end (for MY and EOY) in order to be able to begin self-reflection. A **notification** will come up on the Activity Feed when this has occurred. Teachers may provide their own evidence for each Professionalism

indicator for the Mid-Year and End of Year Conversations 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 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 (30 questions) done annually for teachers in grades 3-12 to examine how students perceive their teachers and experience 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. See dates on the [LEAP Timeline Overview](#). 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, which is the rating assigned by CDE under the Student (Academic) Growth for the State School Performance Framework (SPF).

**Student Learning Objectives SLOs):** Teachers are required to do SLOs (late-hires and teachers taking leave who 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 in 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 are **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 baseline data for each student prior to the SLO being approved.
- Leaders are encouraged to review, request revisions if necessary, and approve SLOs as they are submitted so that teachers may begin assessment and collection of evidence
- 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 (IC) data. The GPS tool does not calculate attribution. An attendance report can be run directly out of IC ([click here for how-to](#)) to help a teacher assess a student's attendance. Teachers may exclude students above 80% attribution if Infinite Campus data is shown to be inaccurate. **KEY:** Student report days are 174.5 days. Missing 35 days/periods is 80%.

- After teachers submit SLO end-of-course levels, an evaluator may request revisions or approve the SLO.
  - If a 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, end-of-course levels), then they should mutually contact [slohelp@dpsk12.net](mailto:slohelp@dpsk12.net) to be connected with 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.

- End-of-Course levels are approved during the EOY Conversation window. Deadlines can be found in the [LEAP Timeline Overview](#).
- If a teacher chooses not to complete an SLO, they receive zero points for Student Growth.

**Collective Measure:** The Collective Measure rating for each school is taken directly from the State's School Performance Framework outcome for Student (Academic) Growth (a lagging measure that does not apply to teachers who were not teaching in a DPS school the year prior).

## 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 Professionalism self-reflection (these forms must be started by the leader before a teacher can self-reflect) and/or Reflections on Practice.
- Leaders are required to enter and share Professionalism scores, comments, and evidence for each teacher at Mid-Year (and Reflections on Practice are strongly encouraged).
- Best practice is for leaders to use the Mid-Year to help teachers understand next steps for growth and improvement, and understand how their end-of-year rating is trending.

**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 (Note:
- Leaders are required to enter the Reflections on Practice, identifying Areas of Strength, Areas of Growth and Next Steps.
- The deadline to share EOY evaluations is two weeks prior to the end of the year. Note: Given the timing/completion of SLOs, teachers and leaders may request an extension but it may not exceed the last day of school.

- Teachers are strongly encouraged (not required) to complete a Professionalism self-assessment and/or Reflections on Practice, and as with mid-year, the leader must start the form in order for the teacher to begin their own reflection (the two parties cannot see each others information until they click on “share”).

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.

### **Finalizing Ratings**

- School Leaders must close out (sign) all teachers’ final ratings.
- Teachers may select one of the following options for finalizing their End-of-Year rating:
  - *This information is pending the language that is being settled on for the new GPS tool and will be added here as soon as it is finalized.*

## **8 Calculating Professional Practice and Student Growth**

### **Calculation:**

Professional Practice is worth 70 points (70%)

- Observation and Professionalism points are calculated using mean scores.
- Student Perception Survey (for teachers with results) points are calculated using category ratings and then points are derived and summed from those ratings.

Student Growth is worth 30 points (30%)

- SLOs percentage of points earned is calculated into a possible 20 points
- The Collective School Measure rating is equated to designated point values

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

A teacher receives an overall performance rating of either Distinguished, Effective, Approaching or Not Meeting.

**This rating is determined using the sum of the Professional Practice points (70%) and Student Growth points (30%) and is based on the following cut points:**

<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
0-54	55-69	70-84	85+

## 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.\*\*

***TBD - How the teacher signs off is currently being finalized in the new tool.***

\*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.

\*\***COMPLETE** EOY appraisals may be closed out/acknowledged by the Growth & Performance team in cases where they have been left “open” 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 their 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 a path to 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 evaluator’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**. 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 scores leading to that rating.

### **15 Appealing 2nd Year of Less than Effective - Non-Probationary Loss of Status 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 the 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.*

\*\*\*\*\*

**Addendum: Non-Instructional/Itinerant (NII) Framework**

**All of the information in this document does not pertain to LEAP NII Teachers.**

**Student Service Objectives (SSOs) for Non-Instructional/Itinerant Teachers (NIIs):**

All Non-Instructional/ Itinerant Teachers (defined as teachers WITHOUT rosters assigned to them in IC) are required to do SSOs (late-hires and NII teachers taking leave who are “Unofficial” are encouraged to do so also). NIIs are required to complete **one** SSO for each school year (see exception below where two SSOs are required). Each SSO will be scored on a 4-point rubric based on criteria met. While only one SSO is required, two SSOs are recommended. Completing two SSOs includes more data, thereby producing a more reliable score.

- When an NII completes more than one SSO, the SSOs will be **weighted equally** for their overall LEAP rating.

- NIIIs and their evaluators should agree on the NIIIs plan for data tracking in alignment with the criteria in their SSO(s) at the beginning of the year.
- Leaders are encouraged to review, request revisions if necessary, and approve SSOs as they are submitted so that NIIIs may begin collection of evidence in a timely manner.
- After NIIIs submit their SSO body of evidence at the end of the school year, an evaluator may request revisions or approve the SSO.
  - If the evaluator requests revisions, the evaluator and NII should discuss the request. If they are unable to reach collaborative consensus on SSOs (i.e. NII-created SSO statements or criteria, the sufficiency of the body of evidence, etc.), then they should mutually contact [ssohelp@dpsk12.net](mailto:ssohelp@dpsk12.net) to be connected with a neutral content-expert (generally the district content specialist/coordinator) for support. The neutral content-expert should provide content-based support to both NII and evaluator. This support is not as arbiter, but rather provides content-specific expertise on the SSO. With this third-party guidance, the NII should re-submit and the evaluator should approve.
  - SSOs need to be approved by the SSO Approval Deadlines which can be found in the [LEAP Timeline Overview](#)
  - If an NII chooses not to complete an SSO, they receive zero points for Student Growth.