

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
CITE 3.0

2014-2015

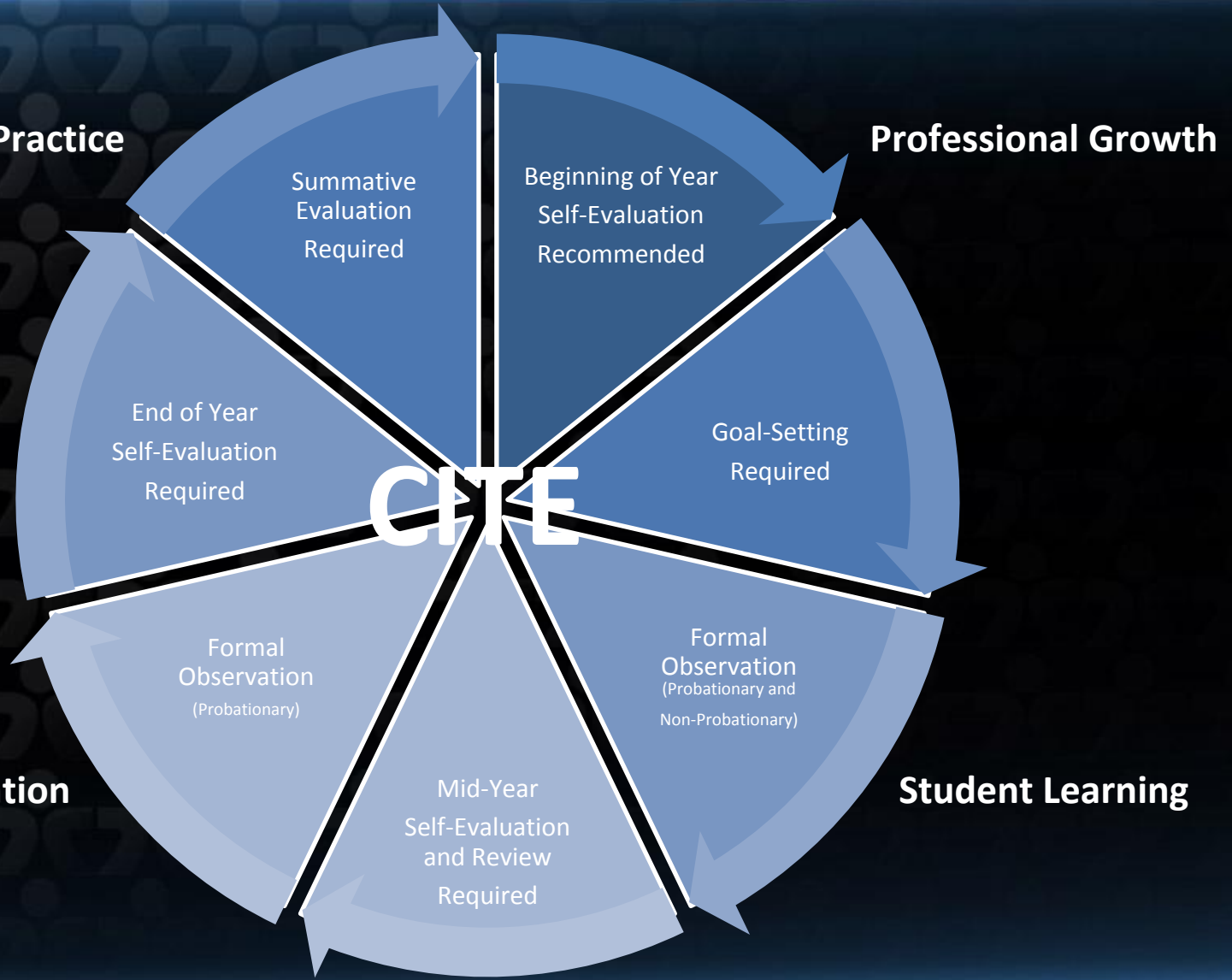
Douglas County School District

INTRODUCTION

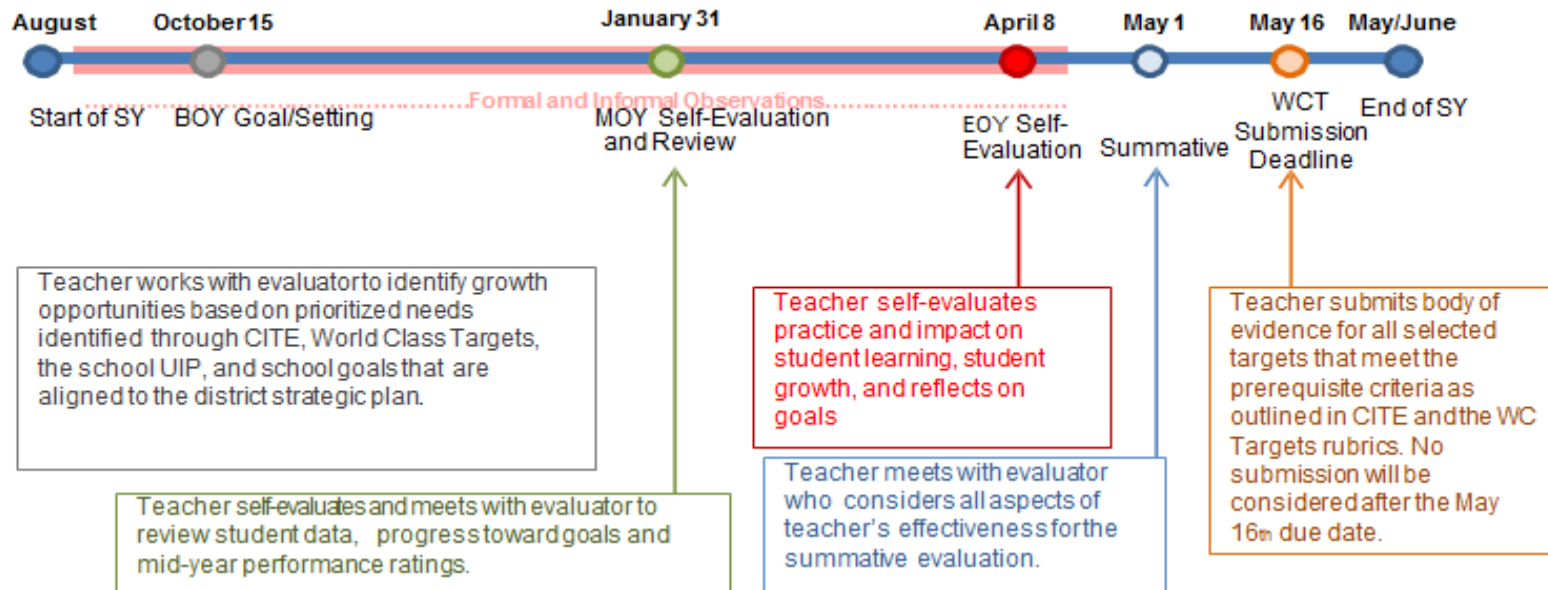


This guide is intended to provide assistance to teachers and evaluators in the main phases of the evaluation process. The phases are articulated so that teachers and evaluators can share the responsibility to meet the professional needs of staff in making continuous improvements in their practice.


EVALUATION CYCLE



EVALUATION TIMELINE LICENSED STAFF



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 (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 (recommended).

3.

- Teacher meets with evaluator to review beginning of the year Self-Evaluation during Goal-Setting Conference.

GOAL-SETTING



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

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 goals by October 15th.

3.

- Teacher meets mid-year with evaluator to review goal progress and student data.

4.

- Teacher meets and discusses final goal progress 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 (1-3 years in District) will be formally observed a minimum of once per semester.

Non-Probationary teachers (4 years or more) 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 backward 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 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 (required).

3.

- Teacher meets with evaluator to review Mid-Year Self-Evaluation, formal observation evidence, informal observations and additional evidence.
- Evaluator completes and submits Mid-Year Evaluation in InspirED Innovation by January 31st.

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).

3.

- Teacher meets with evaluator to review End of Year Self-Evaluation 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.

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.

3.

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

CONVERTING EVIDENCE TO EFFECTIVENESS RATING



1

Ineffective

2

Partially
Effective

3

Effective

4

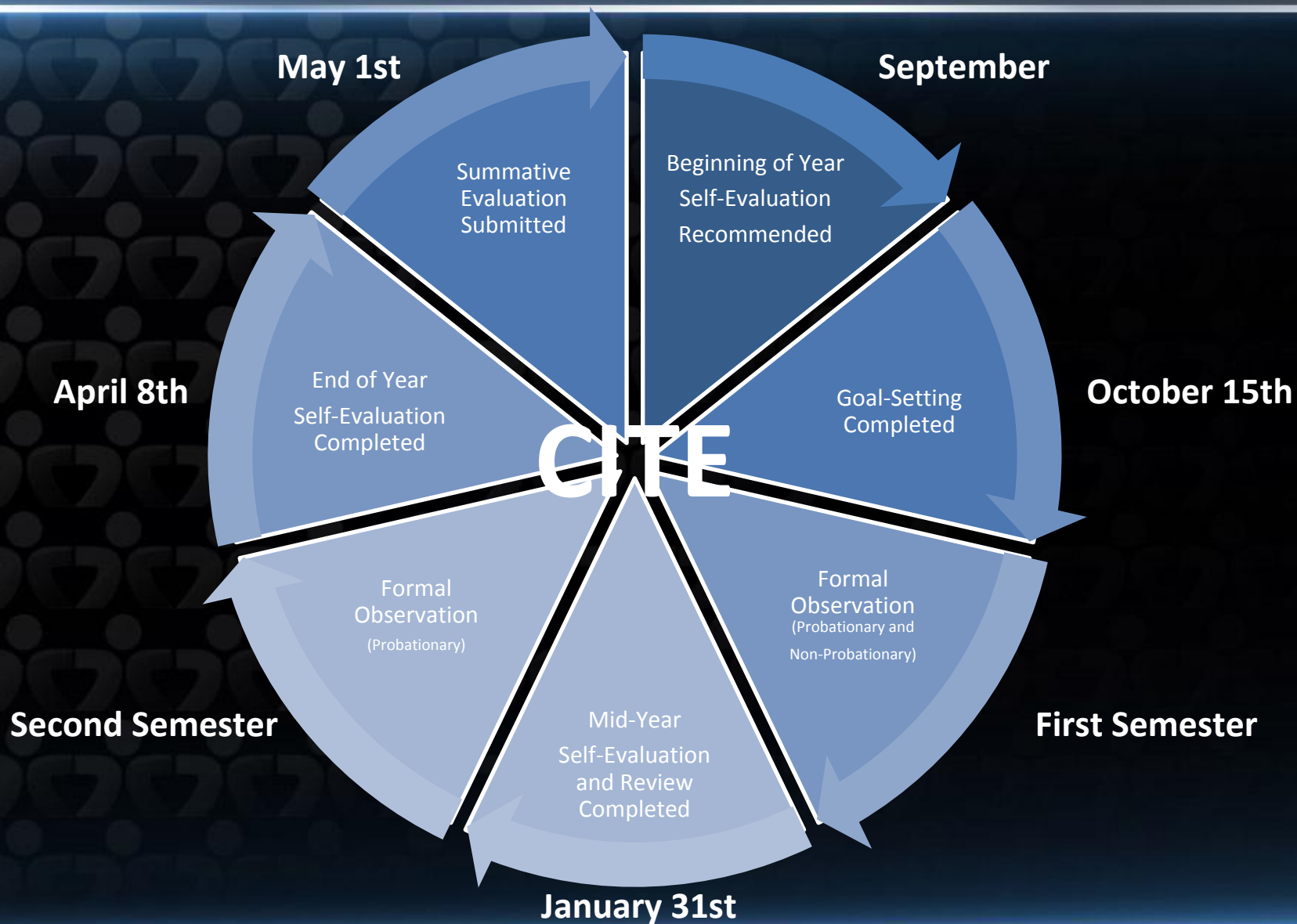
Highly
Effective

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

Levels of mastery and frequency are identified with the terms **Ineffective, Partially Effective, Effective, and Highly Effective.** The rubric describes levels of mastery 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.

TIMELINES






Integrity and Inter-Rater Reliability in Evaluation of Licensed Staff

REVIEW PROCESSES

SECOND LOOK PROCESS



The Second Look process will provide an internal (site-based) review by a team consisting of an alternate evaluator and a “peer reviewer” (in the form of a building PLS/BRT). In buildings which do not have more than one evaluator, or which do not have a PLS/BRT, directors will assist with arrangements for an alternate evaluator or PLS/BRT from other schools as needed.

Feedback

- Alternate evaluators and the PLS/BRT will review evidence on specific CITE elements identified by the licensed staff and/or administrator requesting the review, and, if requested, complete a classroom observation. The team will then provide feedback to the staff member who made the request. Licensed staff members will have the option to share this feedback with their assigned evaluator.
- For those who desire to participate, this process will provide additional feedback on their evidence and performance. It will also provide greater clarity and understanding of particular CITE elements and supporting evidence.


APPEALS PROCESS

- A non-probationary teacher may appeal an overall performance evaluation rating of ineffective or partially effective
- A teacher who objects to an ineffective or partially effective rating may file an appeal within five (5) business days after receiving his or her rating

[Link to Appeals Process](#)

REVIEW PROCESS


Level 1 Review



If the System Performance Department reports a statistically significant anomaly in evaluations, or if a credible report of impropriety by an evaluator in the evaluation process is founded, then the evaluator's direct supervisor shall conduct a review of a sample of 20% of the evaluations completed by the evaluator whose reviews are in question. If the Level 1 Review is the result of an allegation of impropriety involving the evaluator's supervisor, then the next higher supervisor in the chain of command shall conduct the Level 1 Review. A Level 1 Review shall consider the information in the District's records of the observation and data collection procedures used, and documents and evidence in the records used by the evaluator to support the teacher's rating.

REVIEW PROCESS

Level 2 Reviews



If the Level 1 Review finds evaluations conducted improperly and/or unsupported by evidence in the records, the evaluator shall meet with a panel of 3 or 5 impartial District evaluators to review the evaluation process and evidence supporting the ratings. If the Level 2 Review is the result of the evaluator's impropriety, it may be impractical or inappropriate for the evaluator to participate. In such instances, the evaluator's supervisor shall meet with the panel. The decision of the Level 2 Review panel shall be made by consensus.

Determination


- If the Level 2 Review finds that the evidence supports a different evaluation rating for any licensed staff member, then the affected employee shall be notified and an individual summative conference shall be held with the employee and evaluator and/or supervisor to explain in detail any adjustments to the employee's rating. If the Level 2 Review is the result of the evaluator's impropriety, it may be impractical or inappropriate for the evaluator to participate. In such instances, the evaluator's supervisor shall conduct the summative conference.

Appeals from Level 2 Review

- Any employee (including a probationary employee) who disagrees with a change in his or her performance rating resulting from a Level 2 Review may appeal within five (5) business days using the process described in Appendix 2 of the Compensation and Benefits Program – Certified, with the exception that the appeal shall be heard by a member of the Level 2 appeals panel.

EVALUATION RESOURCES

FORMS

- 
- CITE Job-Specific Evaluation Rubrics
 - Professional Growth Plan Sample Form
 - Pre-Observation Sample Form
 - Observation Sample Form
 - Post-Observation Sample Form
 - Link to InspirEd Innovation
 - Staff CITE Training Acknowledgement Form
 - CITE 3.0 Process Teacher Check-List

REVIEW PROCESSES

- Second Look Process
- Appeals Process
- 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



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

EVALUATION