



# GILPIN COUNTY SCHOOL DISTRICT

10595 Highway 119  
Black Hawk, CO 80422  
(303) 582-3444

*Home of the Eagles!*

## Evaluation of Instructional Staff Guidelines

### **Gilpin County School District RE-1 District Accountability Committee (DAC) Personnel Performance Evaluation Council/Task Force Subcommittee.**

This task force subcommittee of the DAC has been charged with reviewing the Evaluation of Instructional Staff Guidelines, Board Policy GCOA, and GCOA-R. *CRS 22-9-107 (2) Said council shall consult with the local board or board of cooperative services as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said system.*

### **Membership**

*CRS 22-9-107 (1) (a) In the case of a school district, one teacher, one administrator, and one principal from the school district; one resident from the school district who is a parent of a child attending a school within said district; and one resident of the school district who is not a parent....*

### Personnel Performance Evaluation Council Members

Teacher-Kellie Bayne

Administrator-David MacKenzie

Principal-Alexis Donaldson

Resident of school district with a child in the school-Sunshine Vincent

Resident of school district without a child in the school-~~Charlotte Taylor and Barbara~~  
Thielemann

### Other Members

Principal-Heather Huntoon

Teacher-~~Mary Farmer~~

Teacher-~~Sharon Lutes~~

Resident of school district with a child in the school-Dee Adams, Julie Hanssen, ~~Atidah Holbird~~, ~~Mary Beth Sherrod~~, and Mary Sonsino.

Personnel Performance Evaluation Council Members recommend that the Gilpin County School District RE-1 Board of Education adopt the revisions to the State Model for Teacher Evaluation, as documented in the Gilpin County School District RE-1 Evaluation of Instructional Staff Guidelines.

**Adopted by the Board of Education on June 17, 2013**

**Revision Approval and Adoption by the Board of Education on December 13, 2016**



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## GILPIN COUNTY SCHOOL DISTRICT RE-1

### EVALUATION OF INSTRUCTIONAL STAFF

#### ELECTRONIC DOCUMENT RECEIPT

I acknowledge that I have received an electronic copy of the Evaluation of Instructional Staff Guidelines adopted by the Board of Education.

The Evaluation of Instructional Staff Guidelines can also be accessed via the internet on the Gilpin County School District RE-1 website <http://www.gilpin.k12.co.us>

My signature does not constitute agreement; it only signifies that I received an electronic copy of The Evaluation of Instructional Staff Guidelines document.

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Licensed Personnel Name Printed	Signature	Date
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Principal Name Printed	Signature	Date
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## **Mission**

The mission of the Gilpin County School District is to provide a positive, caring culture in a safe environment that is focused on academic excellence.

## **Vision**

It is the vision of the Gilpin County School District to be a Schools of Excellence and a District of Distinction and Destination.

## **Board of Education**

Craig Holmes, President; ~~Brook Ramsey~~ Steve Boulter, Vice President; ~~Charlotte Taylor~~ Sarah Swanson, Secretary/Treasurer; ~~Steve Boulter~~ Brook Ramsey, Member at Large; and Kersten Armstrong, Member at Large.

## **Administration**

David MacKenzie, Ph.D., Superintendent; Alexis Donaldson, Secondary Principal; and Heather Huntoon, Elementary Principal.

## **December 13, 2016 Personnel Performance Evaluation Council Members**

Personnel Performance Evaluation Council Members on December 13, 2016 were Kellie Bayne, teacher; David MacKenzie, administrator; Alexis Donaldson, principal; Sunshine Vincent, resident of school district with a child in the school; and Charlotte Taylor and Barbara Thielemann, residents of the school district without a child in the school. Other members included Heather Huntoon, principal; teachers Mary Farmer and Sharon Lutes; Richard Vickery, patron; and parents with children in school Dee Adams, Julie Hanssen, Atidah Holbird, Mary Beth Sherrod, and Mary Sonsino.

Personnel Performance Evaluation Council Members recommend that the Gilpin County School District RE-1 Board of Education adopt the revisions to the State Model for Teacher Evaluation, as documented in the Gilpin County School District RE-1 Evaluation of Instructional Staff Guidelines.

## **June 17, 2013 Personnel Performance Evaluation Council Members**

The Personnel Performance Evaluation Council (PPEC) members on June 17, 2013 were Kellie Bayne, teacher; Tracy Krug, teacher and parent; Sunny Vincent, teacher and parent; Christine Wilhelm, teacher and parent; Charlotte Taylor, patron; Barbara Thielemann, patron; Alexis

Donaldson, secondary principal; Lisa Schell, elementary principal, and Morris Ververs, Interim Superintendent, and David MacKenzie, Superintendent. The PPEC recommends that the Board adopt the State Model for Teacher Evaluation, as documented in the Evaluation of Instructional Staff Guidelines.

## **COLORADO STATE MODEL EDUCATOR EVALUATION SYSTEM**

### **Introduction**

The Board recognizes that sound appraisal of teaching performance is critical in achieving the educational objectives of the school district. The Board expects its supervisory and administrative staffs to exert reasonable efforts to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree. The Evaluation of Instructional Staff Guidelines is in accordance with Board Policy GCOA and GCOA-R.

*CRS §22-9-102 “The purpose of the evaluation shall be to serve as a basis for the improvement of instruction, to enhance the implementation of programs of curriculum, to serve as a measurement of the professional growth and development of licensed personnel, to evaluate the level of performance of licensed personnel, and to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining nonprobationary status, dismissal, and nonrenewal of contract.”*

### **Process**

The Colorado State Model Educator Evaluation System Process is founded in training and includes an Annual Orientation, Self-Assessment, Review of Annual Goals and Performance Plan, Mid-Year Review, Evaluator Assessment, End-of-Year Review, Final Effectiveness Rating, and Goal-Setting and Performance Review. The District uses the electronic RANDA teacher evaluation management and storage system for teacher evaluation record keeping.

### **Teacher Effectiveness Definition**

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

The teacher evaluation mandate from the Colorado Department of Education: “Teachers will be rated on Quality Standards that measure professional practice and student learning over time. Teachers will be evaluated on six Quality Standards:

- Half of the evaluation will be based on the five Quality Standards that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership. The Quality Standards can be measured using the state-developed rubric that identifies the practices necessary to achieve the standards.
- The ~~sixth~~ **fifth** Quality Standard, student growth, will account for the other half of the evaluation. The standard will be based on multiple measures of student growth or student learning over time, not a single assessment. Teachers must have a team attribution student growth score and at least one individual attribution student growth score. If a teacher teaches a subject that takes the statewide summative exam, it must be used as one of the multiple measures.”

### Quality Standards

- **Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).
- **Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- **Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- **Quality Standard IV:** Teachers reflect on their practice. Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.
- **Quality Standard V:** Teachers demonstrate leadership.
- **Quality Standard VI V:** Teachers are responsible for student growth.

Record; Documentation of service on teams; task forces and committees; Feedback from Walkthroughs; Formative and Summative Assessment of Student Work; Instructional Activities Schedules; Lesson Plans/Units of Study; Notes from parent and community meetings; Parent Feedback; Records of Advocacy Activities; Responses to Feedback; Self-Reflection Templates; Student Achievement Data; Student Feedback; Student Journals/Learning Logs; Student Portfolios; and Student Work.

### ~~STUDENT ACADEMIC ACHIEVEMENT AND PERFORMANCE RATING LEVELS~~

## **PROFESSIONAL PRACTICES RATINGS**

Performance Rating Levels describe performance on professional practices with respect to Colorado's Quality Standards.

~~Basic: Educator's performance on professional practices is significantly below the state quality standard. **Level 1 Practices**~~

~~Partially Proficient: Educator's performance on professional practices is below the state quality standard. **Level 2 Practices**~~

~~Proficient: Educator's performance on professional practices meets state quality standard. **Level 3 Practices-Meets State Expectation**~~

~~Accomplished: Educator's performance on professional practices exceeds state quality standard. **Level 4 Practices**~~

~~Exemplary: Educator's performance on professional practices significantly exceeds state quality standard. **Level 5 Practices**~~

### **Required Measures for Teachers**

Include at least one of the following measures as a part of the annual evaluation process:

Student perception measures, where appropriate and feasible;

Peer feedback;

Feedback from parents or guardians;

Review of teacher lesson plans or student work samples.

### **Additional Evidence/Artifacts**

Evaluation of professional practice may include additional measures such as those that follow. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric: Anecdotal Records; Assessment Plans; Data Analysis.

## **GROWTH**

### **Definition of Student Learning Outcomes**

Fifty percent of an educator's evaluation in Colorado is required to be based on multiple measures of student learning. Calculating student academic growth requires specific conditions to exist. Because student academic growth is difficult to calculate when such conditions do not exist, districts are required to include multiple types of learning outcomes in an educator's body of evidence. **Student learning outcomes** may include student academic growth as well as results from many types of measures that districts may choose to use in educator evaluation. As students progress towards mastery of the Colorado Academic Standards (CAS), a year's growth in a year's time is the minimum expectation for student growth, or for student learning outcomes.

### **Colorado Requirements**

There are four basic requirements outlined in State Board Rules to be considered as districts design systems to incorporate the results from multiple measures of student learning into their educator evaluation systems:

1. Each educator is required to have at least one measure of student learning that is individually attributed, meaning that results are attributed to an individual educator.
2. Each educator is required to have at least one measure that is collective, meaning that the student results on the measure are attributed to more than one educator.
3. Results from statewide assessments must be included, when available and appropriately connected to the subject, grade, or course for each educator.
4. Results from the Colorado Growth Model must be included for subjects with statewide results in two consecutive years.

### **State Assessment Results (CMAS) in the 2016/2017 School Year and Beyond**

Beginning with the 2015-16, local boards could use statewide assessment results in educator evaluations in two ways:

First, to use the results in evaluations in the same year that the assessment was administered, the results must be available at least two weeks prior to the last class day of the school year.

Second, districts may use the results from the prior assessment year (except for 2014/15) in educator evaluations. When districts use prior year results, it means that state assessment results are the “first data point in” to an educator’s evaluation at the beginning of the year, rather than the “last data point in” at the end of the year.

The timing of results from state assessments is an important consideration for use in educator evaluations.

- House Bill 15-1323 clarifies that beginning with the 2015-16 school year, and in subsequent years, local boards may use “same year” statewide assessment results as a measure of student learning for that year’s evaluation rating only if the results are available two weeks prior to the last class day of the school year, or evaluation cycle.
- If the “same year” results are not available in time to use them to inform an educator’s “same year” evaluation, the statewide assessment results must be included, as available and appropriate, as a measure in the educator’s evaluation the following school year.
- For educators who are new to a district, state growth measures from the prior year will not be available.

Results from other measures, such as locally-developed interim assessments, may generate results that are available at the end of each instructional period and that are directly related to the

group of students that the educator taught in the current year. This means that the measures of student learning portion of an educator's evaluation will likely consist of both prior year and current year data. It is important to understand this in order to weight each measure so that there is relevance for the educator and so that results from the prior year are not weighted such that a higher rating negates local measures, or that a low rating prohibits an educator from overcoming it with local measures.

### **Assessment Identification**

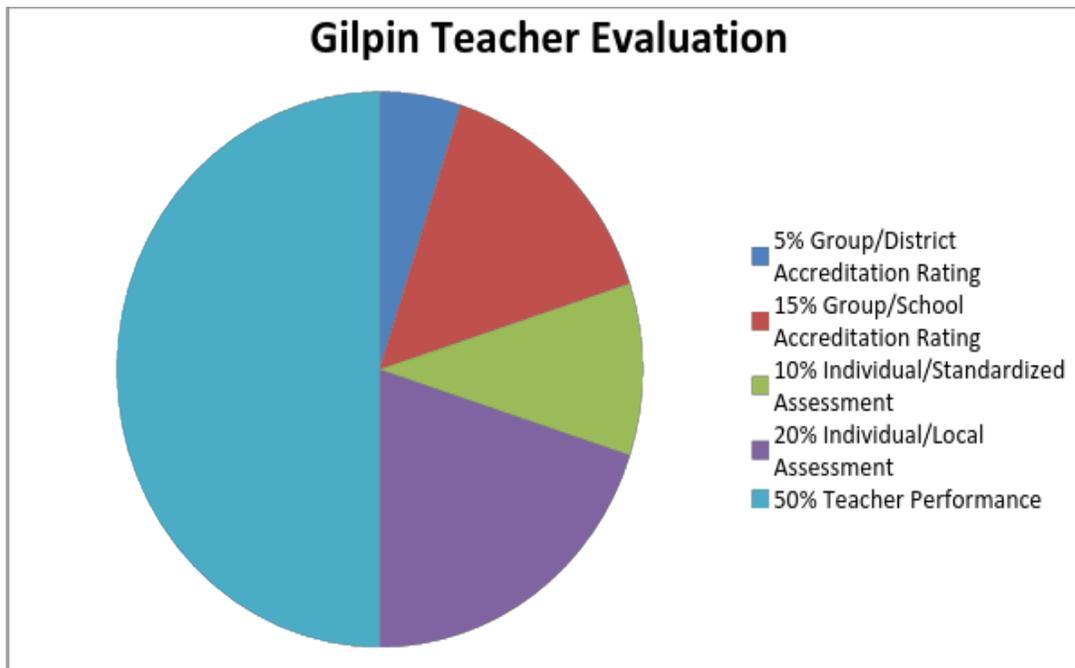
Districts can identify many assessments that may be used in educator evaluation. Districts are advised to keep the assessment selection process simple by selecting the assessments that will have the greatest impact on student learning and are the most appropriate for measuring student learning impacted by an educator.

### **Gilpin Teacher Evaluation**

The 50% of the teacher evaluation attributed to student learning outcomes is comprised of individual and collective group measures for each teacher. For individual teacher measure, 20% will be an assessment result of the teacher's choice. For the teacher school-wide measure, 10% will be the collective ELA or math assessment. The collective group measure will be accounted for with 5% attributed to the district performance framework accreditation rating and 15% attributed to the school performance framework accreditation rating.

### **Statewide Summative Data Required**

When statewide summative data is available, it is required as one of the multiple measures to inform student learning outcome ratings. Statewide summative data can be applied to teachers in either an individual or collective attribution. This data will be available in three forms:



- The Median Growth Percentile (MGP) from the Colorado Growth Model (CGM)
  - 4th - 9th 8th grade ELA and math
  - 1st -12th grade English language proficiency growth (WIDA ACCESS)
- Proficiency scores
  - 3rd grade - 9th 8th grade ELA and math, 5th, 8th, 11th grade science, and 4th, 7th, and 11th grade social studies, 9th and 10th grades PSAT, and 11th grade SAT
- Data from the School Performance Framework

#### Multiple Years of Student Growth Data Use

Research has shown that student growth outcomes can vary widely from year to year even in classrooms of highly effective teachers. The principal and the teacher will determine if combining student growth over multiple (typically three) years is appropriate.

#### Using Student Learning Objectives for Student Learning Outcomes

Student Learning Objectives (SLOs) are defined by S.B. 10-191 as “a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measurable gains in student performance during the course of instruction.” In practical terms, a principal and teacher together agree on a baseline and an assessment that has been aligned to the Colorado Academic Standards for measuring an aspect of student learning. SLOs can be used to focus and organize the calculation of teachers’ contributions to student learning outcomes.

The goal of the system is to measure student learning in order to inform instructional practice, identify successful teaching practices, and to ensure that students are making a year's growth of learning in a year's time.

### **Revisions**

Personnel Performance Evaluation Council will annually assess the effectiveness of the evaluation system and make recommendations for revision.

### **Information Collection**

The evaluator will directly observe the teacher as well as compile other data in accordance with the district's evaluation system. Peer, parent or student input may be obtained from standardized surveys. No evaluation information will be gathered by electronic devices without the consent of the teacher. The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments.

### **Evaluation Frequency and Duration**

All licensed personnel, including full-time and part-time teachers, shall be regularly evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable them to make fair, professional, and credible evaluations of the personnel for whom they are responsible for evaluating.

Probationary teachers receive at least two documented observations (formal) and one evaluation that results in a written evaluation report (summative) each academic year. Non-probationary teachers receive at least one documented observation (formal) each year and one evaluation that results in a written evaluation report (summative) each academic year. All teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

### **Documentation**

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the performance of the teacher and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the teacher's license renewal process.
2. Specific information about the strengths and weaknesses in the performance of the teacher.
3. Documentation identifying when a direct observation was made.

#### 4. Identification of all data sources.

The evaluation report will be discussed with the teacher. Both the evaluator and the teacher will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the teacher disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator. The evaluator will maintain a cumulative file of all pertinent data relating to each teacher's evaluation, including the evaluation report. This file will be available for the teacher's review and will include any written comments or documents submitted by the teacher.

#### **Professional Growth Plan**

The development of a Professional Growth Plan through the goal setting process is a mutual effort between the professional educator and evaluator. The purpose is to improve instruction as evidenced through increased student achievement and to improve professional teaching practices.

#### **Scoring Measures of Student Learning Outcomes**

Scoring Measures of Student Learning Outcomes are:

**Much Less Than Expected**

**Less Than Expected**

**Expected**

**More Than Expected**

#### **Non-Probationary Status**

Earning non-probationary status takes three consecutive years of effective or highly effective evaluation ratings. The loss of non-probationary status occurs after two consecutive years of a partially effective or ineffective rating. Each district shall have an appeals process for an educator to appeal their second consecutive ineffective/partially effective rating.

#### **Unsatisfactory performance**

A teacher whose evaluation indicates performance is unsatisfactory will be given:

1. A notice of deficiencies;
2. A remediation plan developed by the evaluator and the teacher;
3. A reasonable period of time to correct the deficiencies; and
4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.

Further evaluations of a teacher on a remediation plan will occur on a different cycle than the annual evaluation, if necessary. If the teacher's next evaluation shows the teacher is performing satisfactorily, no further action need be taken. If the teacher's next evaluation indicates the teacher still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or other appropriate action.

### **Appeal**

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures. The teacher may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation. The CDE Model Appeals Process Guidance will be followed when an appeal is requested:

[http://www.cde.state.co.us/educatoreffectiveness/model\\_appeals\\_process\\_guidance](http://www.cde.state.co.us/educatoreffectiveness/model_appeals_process_guidance) .