

EVALUATION OF INSTRUCTIONAL STAFF

The primary purpose of evaluation is to improve instruction and student learning. In addition to improvement of instruction, evaluation assists teachers and administrators in developing and strengthening their professional abilities, enhances the implementation of programs in the curriculum, serves as the measurement of satisfactory performance for individual teachers, serves as documentation for unsatisfactory performance proceedings, serves as a measurement of the teacher's professional growth and development, and provides data used to evaluate the overall level of performance of teachers within the district.

The School District proposes to conduct annual evaluations for probationary teachers each year. Professional teachers will be evaluated the last year of their multi-year contract. Professional teachers who receive a negative evaluation may be issued a one year probationary contract and evaluated again during the probationary contract year.

The District's evaluation tool will encompass the Colorado Teachers' Evaluation Rubric:

- i. Quality Standard 1 - "Teachers demonstrate mastery of and pedagogical expertise in the content they teach" – 10%
- ii. Quality Standard 2 - "Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students" – 10%
- iii. Quality Standard 3 - "Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students" – 10%
- iv. Quality Standard 4 - "Teachers reflect on their practice" – 10%
- v. Quality Standard 5 - "Teachers demonstrate leadership" – 10%
- vi. Quality Standard 6 - "Teachers take responsibility for student academic growth" – 50%

This evaluation process will continue to be reviewed by the district evaluation committee, the administration and the Board of Education.

OBJECTIVES OF THE PERFORMANCE REVIEW PROCESS

1. To help teacher achieve greater instructional effectiveness through emphasis upon continuous planned appraisal and self-appraisal.
2. To identify and build upon the positive strengths and characteristics of each teacher.
3. To provide uniform and systematic procedure for identifying areas in which a teacher may need assistance.
4. To provide a continuing record of teacher performance.
5. To assist in utilizing a teacher's instructional capabilities most effectively.
6. To promote a cooperative effort between the evaluator and the evaluatee in improving instruction.

OBSERVATIONS

Evaluations shall be based upon documented observations and a process of systematic data gathering. The evaluator will identify and document, to the extent possible, all relevant sources of data used as the basis for evaluation judgments. No evaluation information will be gathered by electronic devices (such as tape or digital audio or video recording) without the prior written consent of the evaluatee. All observations of the work performance of a teacher shall be conducted openly and with the full knowledge of the teacher. Observation of a teacher may be conducted with or without prior notice at any time.

OBSERVATION OF TEACHERS

Two documented observations will be conducted each year for teachers being evaluated that year. These observations should be between thirty (30) and forty (40) minutes each, and should be completed by November 15th and February 15th of each school year. Alternatively, the evaluator may elect to do a series of shorter, "single-subject" observations. Such observations must be documented, should add up to a total of at least sixty (60) minutes of evaluation time, and should be completed no later than February 15th of each school year.

A "summative" evaluation conference shall be held between the teacher and evaluator following the completion of the data-gathering process. The final post-observation conference and the summative evaluation conference may be held simultaneously. The

evaluator will prepare a written evaluation report that will include documentation identifying when each observation was made, identification of all data sources, and specific information about the strengths and weaknesses in the performance of the teacher. 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. The teacher may attach any written comments to the evaluation report before the report is reviewed by the 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 signed and submitted by the evaluator.

Each administrator's own evaluation will include an assessment of the administrator's performance in conducting teacher evaluations in accordance with this policy and the implementing regulation.

APPEAL

The conclusions of the evaluator will not be subject to further review except as otherwise provided for in this document. The evaluatee 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 substantially followed during the evaluation. The sole and exclusive remedy for any teacher if the procedures were not substantially followed is that the evaluator will be directed to comply with the policy to the extent practicable in the circumstances. Accordingly, teachers should bring any issues of noncompliance to the attention of the evaluator and, if the matter is not corrected promptly, to the evaluator's supervisor as soon as practicable after the departure from policy or procedure has occurred.

Some flexibility is necessary for proper administration of the evaluation system. Minor deviations or variances in the procedures will be allowed.

The evaluation policy and system adopted by the school district and any other evaluation, improvement plan, remediation plan, or action which results from implementing the policy and system, do not create a precondition for the Board of Education to take any action to change the contract status or assignment of an employee or to take any other personnel action. The evaluation policy and system do not create any property right, expectancy or entitlement in continued employment that is not otherwise provided by law. Any misapplication of a procedure, or failure to apply procedure, or to adhere to a prescribed time line, shall not impede or prevent the Board of Education from nonrenewing a teacher's contract, or otherwise changing an employee's contract status or assignment pursuant to the terms of an employee's contract or state law. The content of

an evaluation, and any improvement or remediation plan may not be appealed or grieved under district policies and procedures.

IMPROVEMENT/ PROFESSIONAL GROWTH PLAN

An “Improvement/Professional Growth Plan” shall be included as part of every summative evaluation. This consists of recommendations from the evaluator for measures to improve in any areas of relative weakness. The plan should be specific regarding the targeted improvements and clearly set forth recommendations and specific suggestions for improvement. These suggestions may include recommendations for additional education and training. If no areas of weakness are identified, the administrator will provide suggestions for the teacher’s continued professional growth based on the teacher’s professional goals and the needs of the District. The professional growth recommendations may include consideration of an advanced degree, additional training in some specific area, or implementation of a new technique.

REMEDIATION PLAN

If a teacher has any deficiencies that constitute unsatisfactory performance, the evaluator shall provide a written notice of such deficiencies. Such notice may be included in the summative evaluation report, or may be provided to the teacher at any other time as a separate document. Thereafter, a remediation plan shall be prepared and implemented in accordance with law. The remediation plan shall be written by the building principal and approved by the superintendent. The plan shall be specific regarding the teacher’s deficiencies and the improvements that are needed in the performance of the teacher. The strategies for improvement shall be developed in cooperation with the teacher, and shall clearly set forth specific strategies and requirements. These strategies and requirements may include but are not necessarily limited to additional education and training, observations of other teachers, mentoring, and reading assignments. It will be made clear that the purpose and goal of the remediation plan is to correct the deficiencies that have been identified by the administration, and not merely to complete the strategies and requirements listed in the plan. The plan shall include a statement of the criteria that will be used to determine whether each deficiency has been corrected, provisions for monitoring progress through scheduled observations and other means, and reasonable time lines for the completion of the remediation plan and correction of the deficiencies.

A re-evaluation will be conducted on or about the scheduled plan completion date. If the re-evaluation shows that the teacher is now performing satisfactorily, no further action shall be taken. If such re-evaluation shows the teacher is still not performing satisfactorily, the evaluator shall either make additional recommendations and continue the remediation plan, or may recommend dismissal of the teacher.

ADOPTION DATE: January 15, 1985
REVISED AND ADOPTED: September 19, 1990
REVISION DATE: January 15, 1997
REVISION DATE: February 17, 1999
REVISION DATE: February 28, 2006
REVISION DATE: December 17, 2007
REVISION DATE: October 24, 2016

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (Certificated Personnel Performance Evaluation Act)

C.R.S. 22-63-301 (grounds for dismissal)
C.R.S. 22-63-302 (8) (burden of proof)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
CFBA*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff
IK, Academic Achievement