

Colorado Springs School District 11
Dr. Michael J. Thomas, Superintendent

Performance Evaluation System Protocol

***Licensed Personnel
Subject to the Master Agreement***



Revised September 2019

Department of Human Resources

ACKNOWLEDGEMENT

During the 2010-2011 school year, the Advisory School District Personnel Performance Evaluation Council (the "Council") met with representatives from all employee groups, and worked collaboratively to develop fair, equitable, and comprehensive evaluation tools to measure staff performance and effectiveness, encourage employee growth, and increase student achievement through high performance of all staff.

During the 2012-2013 school year, the Council conducted a situation analysis to determine the best route to take in order to comply with the new requirements for teacher evaluations set forth in SB 10-191, the Educator Effectiveness Act. Based upon the new requirements, the Council recommended that the District adopt the Colorado Department of Education ("CDE") New Teacher Evaluation Model. This revised Performance Evaluation System Protocol reflects the new requirements of SB 10-191.

We offer many thanks to the Council for its diligent work in analyzing requirement needs.

Danniella Ewen, Executive Director
Department of Human Resources
September 2019

NO CREATION OF CONTRACT OR PROPERTY RIGHTS

THIS PERFORMANCE EVALUATION SYSTEM IS NOT INTENDED TO AND DOES NOT CREATE ANY CONTRACT OR PROPERTY RIGHT OR IMPOSE ANY OBLIGATION IN ADDITION TO OR APART FROM THOSE RIGHTS AND OBLIGATIONS, IF ANY, EXPRESSLY ESTABLISHED BY STATUTE.

DISCLAIMER

SUBJECT TO APPLICABLE LAW, AN EMPLOYEE MAY BE REMOVED FROM HIS/HER POSITION, TERMINATED FROM THE DISTRICT, OR SUBJECT TO OTHER DISCIPLINARY ACTION, REGARDLESS OF HIS/HER PERFORMANCE IN THE EVALUATION PROCESS, FOR REASONS BEYOND THE SCOPE OF THE EVALUATION PROCESS INCLUDING, BUT NOT LIMITED TO FAILURE TO ADHERE TO THE DISTRICT'S GENERAL WORK RULES, LEGAL REQUIREMENTS, JOB EXPECTATIONS OR BOARD POLICIES, OR FOR ANY OTHER REASON PERMITTED BY LAW. IN ADDITION, NOTHING IN THIS PERFORMANCE EVALUATION SYSTEM SHALL INTERFERE WITH THE DISTRICT'S RIGHT TO TERMINATE OR "NON-RENEW" A PROBATIONARY EMPLOYEE PURSUANT TO COLORADO LAW.

UNLESS OTHERWISE EXPRESSLY PROVIDED BY THE MASTER AGREEMENT, FAILURE TO STRICTLY COMPLY WITH THE TIMELINES SET FORTH IN THIS PERFORMANCE EVALUATION SYSTEM WILL NOT INVALIDATE AN EVALUATION.

REQUEST FOR HEARING/APPEAL

AN EMPLOYEE MAY REQUEST A REVIEW HEARING WITH HUMAN RESOURCES ON THE APPLICATION OF THE EVALUATION PROCEDURES.

FURTHER, TO THE EXTENT REQUIRED BY LAW, A NON-PROBATIONARY EMPLOYEE, WHO RECEIVES AN OVERALL RATING OF "INEFFECTIVE," MAY REQUEST A HEARING REGARDING THE RATING.

TABLE OF CONTENTS

	<u>Page</u>
DISTRICT PERFORMANCE EVALUATION PROTOCOL PURPOSE AND OVERVIEW	1
<i>District Statement of Vision</i>	1
<i>District Statement of Mission</i>	1
Introduction	1
Application	2
Colorado Teacher Quality Standards and Elements	2
Specialized Service Professional Quality Standards and Elements.....	3
PURPOSE	6
Goals	6
Objectives	6
Expectations / Satisfactory vs. Unsatisfactory Levels of Performance	7
Implications of Overall Rating on Probationary/Non-Probationary Status.....	8
“Effective” Teacher Defined	9
Educator Evaluation Cycle.....	9
Evaluation Orientation and Training	9
Data Collection	10
Rubric	10
Frequency of Evaluation	10
Advisory School District Personnel Performance Evaluation Council.....	11
Evaluation Forms.....	11
PROCEDURAL GUIDELINES	11
Scope	11
Professional Growth Plan.....	11
Measures of Student Learning/Outcomes	12

Observation	12
Conferences.....	12
Second Quarter/Mid-Year Conferences	12
Notice of Deficiencies	13
Remediation Plan	13
Summative Evaluation Report.....	13
Evaluation Timelines	15
APPENDIX A: Glossary of Terms	18
APPENDIX B: Evaluation System Timeline for Probationary Employees.....	21
APPENDIX C: Evaluation System Timeline for Non-Probationary Employees	25
APPENDIX D: Methods of Collecting/Types of Data.....	28

DISTRICT PERFORMANCE EVALUATION PROTOCOL PURPOSE AND OVERVIEW

District Statement of Vision

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

District Statement of Mission

We dare to empower the whole student to profoundly impact our world.

Introduction

Senate Bill 10-191, the Great Teachers and Leaders Act, requires that 50 percent of an educator's evaluation be based upon professional practices ("Professional Practice") and 50 percent be based upon multiple measures of student learning ("Measures of Student Growth/Outcomes"). Educators will earn a Professional Practice score based upon a rubric (the "Rubric") and a Measures of Student Growth/Outcomes score based upon multiple measures. The Professional Practice score and the Measures of Student Growth/Outcomes score are combined to determine an overall rating of "Ineffective," "Partially Effective," "Effective" or "Highly Effective."

In the Performance Evaluation System, there are four Professional Practice quality standards, which are evaluated using the Rubric. These standards are content, environment, instruction, reflection and leadership (the "Quality Standards"). Each of the Quality Standards has a varied number of associated elements that are scored individually to evaluate such Standard (the "Elements"). Employees will receive a rating of "Level 5 Practices, Level 4 Practices, Level 3 Practices, Level 2 Practices, and Level 1 Practices" on each Element of and on each Quality Standard, as well as on the Rubric as a whole. Employees are assigned points based upon such ratings for an overall Professional Practice score.

In the Performance Evaluation System, the District will identify the different Measures of Student Growth/Outcomes comprising an educator's body of evidence for the 50 percent Measures of Student Growth/Outcomes portion of their evaluation. Educators are assigned ratings of "More Than Expected," "Expected," "Less Than Expected" and "Much Less Than Expected" on the Measures of Student Growth/Outcomes portion of the evaluation and are assigned points based upon such ratings.

The Professional Practice score and the Measures of Student Growth/Outcomes score are combined for an overall score, which is translated into an overall rating of "Highly Effective," "Effective," "Partially Effective" or "Ineffective."

Application

This Performance Evaluation System applies to employees who are licensed by the Colorado Department of Education and who are subject to the provisions of the Master Agreement. Personnel to whom this Performance Evaluation System applies shall hereafter be referred to as "employee" or "employees."

Colorado Teacher Quality Standards and Elements

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).

Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards; and their District's organized plan of instruction.

Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasis literacy and mathematical practices.

Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines taught.

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working towards common goals as a community of learners.

Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of the students.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

Element E: Teachers provide students with opportunities to work in teams and develop leadership.

Element F: Teachers model and promote effective communication.

Quality Standard IV: Teachers reflect on their practice.

Element A: Teachers demonstrate high standards for professional conduct.

Element B: Teachers link professional growth to their professional goals.

Element C: Teachers respond to a complex, dynamic environment.

Element D: Teachers demonstrate leadership in the schools, community, and the teaching profession.

Specialized Service Professional Quality Standards and Elements

Definition of an Effective Specialized Service Professional

Effective specialized service professionals in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective specialized service professionals develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the outcomes and development of their students.

Quality Standard I: Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.

Element a: Specialized service professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element b: Specialized service professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Element c: Specialized service professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.

Element d: Specialized service professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

Element e: Specialized service professionals demonstrate knowledge of and expertise in their professions.

Quality Standard II: Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Element a: Specialized service professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Element b: Specialized service professionals demonstrate respect for diversity within the home, school, and local and global communities.

Element c: Specialized service professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

Element d: Specialized service professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Element e: Specialized service professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

Quality Standard III: Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Element a: Specialized service professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.

Element b: Specialized service professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Element c: Specialized service professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

Element d: Specialized service professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

Element e: Specialized service professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element f: Specialized service professionals communicate effectively with students.

Element g: Specialized service professionals develop and/or implement services and/or specially designed instruction unique to their professions.

Quality Standard IV: Specialized service professionals reflect on their practice.

Element a: Specialized service professionals demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element b: Specialized service professionals link professional growth to their professional goals.

Element c: Specialized service professionals respond to complex, dynamic environments.

Quality Standard V: Specialized service professionals demonstrate collaboration, advocacy and leadership.

Element a: Specialized service professionals collaborate with internal and external stakeholders to meet the needs of students.

Element b: Specialized service professionals advocate for students, families and schools.

Element c: Specialized service professionals demonstrate leadership in their educational setting(s).

Element d: Specialized service professionals contribute knowledge and skills to educational practices and their profession.

Element e: Specialized service professionals demonstrate high ethical standards.

Quality Standard VI: Specialized service professionals take responsibility for student outcomes.

Element a: Specialized service professionals generate high levels of student outcomes consistent with the requirements of their respective professions.

Element b: Specialized service professionals demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.

PURPOSE

The basic purposes of the statewide system to evaluate the effectiveness of licensed personnel are:

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, fifty percent of which evaluation is determined by the academic growth of their students;
- To ensure that all licensed personnel receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness; and
- To ensure that all licensed personnel are provided the means to share effective practices with other Educators throughout the state. (CDE Rules and Regulations 0.0)

Goals

Employee performance evaluations shall encourage communication between the evaluating supervisor and the employee, and they shall provide opportunities for setting directions for the future. Both the evaluating supervisor and the employee shall participate in the process, which is ongoing and involves individual growth as well as accountability.

The evaluation system should be understood by all involved; both the evaluating supervisor and the employee have responsibilities in the process. Among other things, Colorado Springs School District 11's (the "District's") performance evaluation system is designed to identify performance criteria and performance issues, provide for individual creativity, promote personal growth, and meet legal requirements. The effectiveness of the District's programs and services to students are measured by the quality and efficiency of its staff.

Employee proficiency may also be increased through other means. To complement the evaluation process, activities such as supervisor coaching, peer mentors, and other staff development programs are encouraged. An employee newly assigned to a position may seek not only the assistance of his/her immediate supervisor, but also, to the extent feasible, support and help from a variety of resources.

Objectives

The objectives of this Performance Evaluation System are to provide the highest quality of support services for District students, staff, and community. Specifically, the Performance Evaluation System is designed to, among other things:

- Provide a basis for the improvement of instruction
- Enhance the implementation of programs of curriculum

- Serve as a measurement of the professional growth and development of the employee
- Measure the effectiveness of employees in the District
- Promote and improve communication between the employee and evaluating supervisor
- Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and needs for improvement
- Ensure that consistent procedures are used for the evaluation of all employees, within an aligned and supportive system
- Serve as the measurement of satisfactory performance for individual employees
- Serve as documentation for dismissal due to unsatisfactory performance
- Provide information to substantiate personnel decisions, including promotions, transfers and demotions

Expectations / Satisfactory vs. Unsatisfactory Levels of Performance

This Performance Evaluation System evaluates employees on both Professional Practices and Measures of Student Growth/Outcomes, and scores for each are combined for an overall rating. An employee's performance is "satisfactory") if **ALL** of the following occur:

- A. The employee receives ratings of "Partially Proficient," "Proficient," "Accomplished," or "Exemplary" (i) on each Quality Standard appearing on the Rubric; **AND** (ii) on the Rubric as a whole; **AND**
- B. The employee receives an overall rating of either "Effective" or "Highly Effective" after combining the Professional Practice score and the Measures of Student Growth/Outcomes score. (Hereinafter referred to as "Satisfactory").

An employee's performance is "unsatisfactory" if **ANY** of the following occur:

- A. The employee receives a rating of "Basic" on any one Quality Standard;
- B. The employee receives a rating of "Partially Proficient" on the Rubric as a whole; **OR**
- C. The employee receives an overall rating of "Ineffective" or "Partially Effective" after combining the Professional Practice score and Measures of Student Growth/Outcomes score.

(Hereinafter referred to as "Unsatisfactory").

Implications of Overall Rating on Probationary/Non-Probationary Status

As discussed above, the employee's Professional Practice score and his/her Measures of Student Growth/Outcome score will be combined to determine an overall effectiveness rating of "Ineffective," "Partially Effective," "Effective" or "Highly Effective." An employee's overall effectiveness rating will have the following implications for earning or losing non-probationary status:

2. Ineffective

- A. For evaluations conducted during the 2013-2014 school year, for probationary employees, a rating of "Ineffective" shall not count towards the accrual of years towards non-probationary status.
- B. Beginning with evaluations conducted during the 2014-2015 school year, a non-probationary employee who is rated as "Ineffective" for two consecutive years will lose non-probationary status.

3. Partially Effective

- A. For evaluations conducted during the 2013-2014 school year, for a probationary employee, a rating of "Partially Effective" will not count towards the accrual of three years of effectiveness need to reach non-probationary status.
- B. Beginning with evaluations conducted during the 2014-2015 school year, for a non-probationary employee, a rating of "Partially Effective" will be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status. Non-probationary status in this instance will only be lost if the employee is subsequently rated "Partially Effective" or "Ineffective" during the following year.

4. Effective

- A. Beginning with evaluations conducted during the 2013-2014 school year, a probationary employee must receive a rating of "Effective" (or "Highly Effective") for three consecutive years to earn non-probationary status.
- B. Beginning with evaluations conducted during the 2014-2015 school year, a non-probationary employee must maintain an "Effective" (or "Highly Effective") rating to retain non-probationary status. Two consecutive ratings below "Effective" (i.e. ratings of "Ineffective" or "Partially Effective") shall result in the loss of non-probationary status.

5. Highly Effective

For purposes of gaining or losing non-probationary status, a rating of "Highly Effective" shall have the same implications as a rating of "Effective."



SUBJECT TO APPLICABLE LAW, EMPLOYEES MAY BE REMOVED FROM THEIR POSITIONS, TERMINATED FROM THEIR EMPLOYMENT WITH THE DISTRICT, OR SUBJECT TO OTHER DISCIPLINARY ACTION FOR REASONS OTHER THAN PERFORMANCE AS MEASURED BY THIS PERFORMANCE EVALUATION SYSTEM.

IN ADDITION, NOTHING IN THIS PERFORMANCE EVALUATION SYSTEM SHALL INTERFERE WITH THE DISTRICT'S RIGHT TO TERMINATE OR "NON-RENEW" A PROBATIONARY EMPLOYEE PURSUANT TO COLORADO LAW.

"Effective" Teacher Defined

As determined by the Performance Evaluation System, 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.

Educator Evaluation Cycle

	Senate Bill 10-191		The District
1.	Training and Annual Orientation	→	Annual Evaluation Orientation and Training
2.	Reflection and Self-Evaluation	→	Self-Assessments
3.	Review Annual Goals/Development Plan	→	Professional Growth Plan and Measures of Student Learning/Outcomes
4.	Mid-Year Review		Mid-Year Conference/Rubric Review
5.	Observation(s)	→	Observation(s) and Conference(s)
6.	End-of-Year Review	→	Summative Evaluation Conference/End of Year Review
7.	Final Ratings	→	Final Effectiveness Rating
8.	Goal Setting/Development Plan	→	Goal Setting (Optional)
	Repeat Evaluation Cycle		Repeat Evaluation Cycle

Evaluation Orientation and Training

Each evaluating supervisor is responsible for acquainting the employee under his/her supervision with the Performance Evaluation System. This includes providing employees with a copy of this Performance Evaluation System protocol document, as well as copies of applicable evaluation forms, including a form or other document containing the Quality Standards and Elements of each Quality Standard being evaluated, and a link to the orientation video. No evaluation may

take place until an orientation regarding the Performance Evaluation System has occurred. Employees assigned to more than one building/department will have a "home" building/department designated by Human Resources, and the evaluating supervisor for that building or department is responsible for the orientation and evaluation of such employees.

Data Collection

The methods of data collection shall include observations and may include, but are not limited to, the items listed in Appendix D.

Rubric

The employee will use the Rubric to self-assess, based upon reflection of his/her own performance. To effectively facilitate the goals conference and subsequent evaluation annual process teachers are highly encouraged, but not required, to discuss his/her self-evaluation. The supervisor will use the Rubric to assess, record, and review data related to each Quality Standard (including each of the Elements of such Quality Standard) and to evaluate the employee's level of performance. The employee will be rated based upon his/her performance on the listed Elements, Quality Standards and the Rubric as a whole by the evaluating supervisor who completes the Rubric. The employee has the right to provide artifacts and evidence to demonstrate completion of a particular element. What is included in the final version of the Rubric is determined by the evaluating supervisor at his/her sole discretion. A copy of the Rubric is reviewed and signed by the evaluating supervisor and the employee during the evaluation conference.

- Comments from the evaluating supervisor are required for ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.

Frequency of Evaluation

All employees, probationary and non-probationary, will receive a summative evaluation annually. This summative evaluation will be consistent with the goals and purposes set forth in this document. At a minimum, probationary employees will have at least two documented observations/conferences, one during each of the first two quarters of the school year (30-minute minimum each). At a minimum, non-probationary employee will have at least one documented observation/conference on or before February 15th (30-minute minimum). For non-probationary employees, evaluating supervisors are highly encouraged to observe employees as early in the school year as possible. Both probationary and non-probationary employees will receive a written summative evaluation report on or before the last workday in April.

Advisory School District Personnel Performance Evaluation Council

The District shall have an Advisory School District Personnel Performance Evaluation Council (the "Council"), which shall, at a minimum, consist of the following members: one teacher, one administrator, and one principal from the District, one resident of the District who is a parent of a child attending school in the District, and one resident of the District who is not a parent of a child attending school in the District. The Council will consult with the Board of Education as to the fairness, effectiveness, credibility, and professional quality of the Performance Evaluation System and its processes and procedures, and shall conduct an ongoing evaluation of said processes.

Evaluation Forms

Forms used in the evaluation process are available online on the District's Educator Effectiveness CDE Webpage <https://www.d11.org/Page/1760>.

PROCEDURAL GUIDELINES

Scope

The scope of the evaluation is to reflect a teacher's performance on an annual basis.

As soon as the employee's self-evaluation has been completed, the evaluating supervisor and employee should review the school's annual goals to ensure alignment with the goals included in the employee's Professional Growth Plan. This step allows the employee to consider the unique context for that year with respect to the school's culture, student body, community issues and changes in district initiatives and to adjust professional and school goals.

Professional Growth Plan

A yearly Professional Growth Plan is required for all employees and shall utilize growth plan results from the prior year where appropriate. The Professional Growth Plan provides an important opportunity for employees to engage in reflection and self-evaluation. The Professional Growth Plan is a written improvement/development plan that, among other things, reviews the results of the Rubric and includes at least one S.M.A.R.T. (specific, measurable, attainable, research-based, and time-lined) goal aligned with the District's Strategic Plan. While attainment of a S.M.A.R.T. goal is desirable, such attainment is insufficient for purposes of assessing the performance of an employee if he/she does not achieve a Satisfactory level of performance. The Professional Growth Plan will be specific as to what improvements, if any, are needed in the employee's performance and will also set forth recommendations for improvement, including recommendations for additional education, supports, and training. Copies are kept by the evaluating supervisor and employee.

Measures of Student Learning/Outcomes

There are four basic requirements within the District that schools can create and incorporate results from multiple measures of student learning into the educator's evaluation.

1. Each educator is required to have at least one, but no more than two, measures of student learning; one of which must be individually attributed, meaning that the results are attributed to an individual educator.
2. Each educator is highly encouraged 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.

Observation

Observation of the employee may be unannounced or prearranged. At least one observation will be prearranged if requested by the employee. While observations of the performance of an employee may be valuable and necessary to determine whether he/she is performing at a Satisfactory level, such observations are not the only means by which an employee's level of performance will be measured. An employee's evaluation will be based upon a review of documentation, other observations, and conferences, with information provided by the employee, and/or information obtained from other sources.

Conferences

A conference between the evaluating supervisor and the employee is held within ten working days of an observation. At the conference, the evaluating supervisor will discuss the observed activity, the observation report prepared by the evaluating supervisor, the employee's version of the Rubric, the evaluating supervisor's final version of the Rubric, and any other information that pertains to the employee's performance with respect to the Quality Standards and Elements. Both the evaluating supervisor and the employee should date the Rubric for each conference.

Second Quarter/Mid-Year Conferences

The evaluating supervisor will hold a mid-year conference with each non-probationary employee on or before January 31st. A mid-year conference is an opportunity for the evaluating supervisor to discuss with the employee the employee's performance on the Rubric at that point in time. The second quarter observation conference serves as the mid-year conference for probationary employees.

Notice of Deficiencies

A Notice of Deficiencies will be given to an employee within ten working days of the conference if the employee's performance is at an Unsatisfactory level. The employee will be given a reasonable time period in which to improve his/her performance, as determined by the evaluating supervisor based upon individual circumstances. Generally, deficiencies must be remedied prior to the end of the school year. The evaluating supervisor should contact Human Resources for procedural assistance with the Notice of Deficiencies. A Notice of Deficiencies must contain: (i) a written notice that the employee's evaluation contains an Unsatisfactory rating (as defined above and in Appendix A); (ii) a copy of the documentation relied upon in measuring the employee's performance; and (iii) identification of deficiencies. A Notice of Deficiencies also includes a description of the specific deficiencies, optional comments, and the expectation of improvement to a Satisfactory level of performance.

Remediation Plan

After the Notice of Deficiencies has been issued to the employee, a Remediation Plan must be jointly developed within ten working days of receipt to assist the employee in improving to a Satisfactory level. The Remediation Plan must include professional development and indicators of satisfactory performance.

However, fulfilling the components of the Remediation Plan is insufficient for purposes of assessing the performance of an employee if he/she does not achieve the intended result of achieving a Satisfactory level of performance within the allotted time. As a general rule, an employee's involvement and active participation in the development of S.M.A.R.T. goals and a Professional Growth Plan are expected to be significant. Further, while an employee participates in the development of a Remediation Plan, the evaluating supervisor has discretion to identify the performance deficiencies, level of expected improvement, and a reasonable timeline for improvement. Progress will be monitored and additional observations and conferences may take place. If the next performance evaluation indicates the employee's performance has improved to a Satisfactory level, no further action will be taken solely on the basis of the earlier evaluation. If the employee does not improve to this level, the evaluating supervisor may make additional recommendations for improvement, or recommend disciplinary action, dismissal, or other action.

Summative Evaluation Report

The Summative Evaluation Report is prepared by the evaluating supervisor and is reviewed with the employee. It will focus on the overall performance of the employee based upon the Quality Standards and Elements set forth in the Rubric. The methods of data collection shall include observations and may include, but are not limited to, the items listed in Appendix D.

- The Summative Evaluation Report will be specific as to what improvements, if any, are needed in the performance of the employee and will clearly set forth recommendations

for improvement for the following year, including recommendations for education and training. S.M.A.R.T. goals will be written and must be aligned with the District's Strategic Plan.

- The Summative Evaluation Report will be specific as to the strengths and weaknesses in the performance of the employee being evaluated.
- The Summative Evaluations Report will specifically identify when direct observations were made and conferences held, and what data sources were used.
- If no concerns were noted, the evaluating supervisor indicates the employee's performance is at a Satisfactory level.
- The evaluatee shall be given a reasonable period of time to provide artifacts/evidence to support a change in rating(s) on the summative evaluation report.
- If the employee's level of performance is Unsatisfactory, a Notice of Deficiencies and a Remediation Plan will be completed, subject to any applicable timelines set forth in the Master Agreement. An employee's performance must improve to a Satisfactory level after an opportunity for improvement has been provided.
- Comments from the evaluating supervisor are required for ratings of "Basic" or "Partially Proficient" on a Quality Standard and are recommended for all other rating levels.
- The Summative Evaluation Report will be signed by the employee and the evaluating supervisor. The signature of the employee indicates that the Summative Evaluation Report contents were reviewed with him/her and does not necessarily indicate agreement with the report. If the employee disagrees with any information on the Summative Evaluation Report, he/she may attach a written explanation or other relevant document(s). The employee must sign and return the Summative Evaluation Report within seven working days. A copy is kept by the employee.
- A copy of the Summative Evaluation Report is sent to the evaluating supervisor's immediate supervisor. The evaluating supervisor's immediate supervisor reviews and signs the Summative Evaluation Report, and forwards it to Personnel Support Services to be entered into PeopleSoft; then it is forwarded to Human Resources to file in the employee's personnel folder. Professional or Administrator License.

Evaluations will be conducted by an individual holding a current Colorado Department of Education principal or administrator license or both a principal and his/her designee. Individuals evaluating employees will have received education and training in the District's evaluation instrument, as well as evaluation skills approved by the Colorado Department of Education, that will enable them to make fair, professional and credible evaluations of the employee they are evaluating.

Evaluation Timelines

By the end of the first quarter of the school year (or otherwise indicated):

- Orientation to the Performance Evaluation System must be completed during the first three weeks of the first quarter, except for new hires, whose orientation must be completed in the first three weeks of employment.
- Development of a Professional Growth Plan should include at least one S.M.A.R.T. goal aligned to the District's Strategic Plan.
- The employee must complete the Rubric to assist in gathering baseline assessment data to measure his/her levels of performance.
- For probationary employees, the supervisor must document at least one observation (30 minute minimum).
- The evaluating supervisor collects evidence of performance by other means, including, but not limited to, the items listed in Appendix D.

By the end of second quarter of the school year:

- For probationary employees, the supervisor must document at least one additional observation (30 minute minimum).
- The evaluating supervisor collects evidence of performance by other means, including, but not limited to, the items listed in Appendix D.

Mid-year Conferences

- Mid-year conferences with non-probationary employees shall be completed by January 31st, and second observation conferences with probationary employees shall be completed by the second quarter of the school year.

After each observation:

- The evaluating supervisor will prepare a written observation report, complete the Rubric, and conference with the employee within ten working days of the observation.
- If appropriate, the supervisor will create a Notice of Deficiencies and provide it to the employee within ten working days of the conference. A Remediation Plan will be provided to the employee within ten working days of the Notice of Deficiencies.

Between the development of the Professional Growth Plan and the end of the school year:

- Ongoing collection of data regarding performance, including additional observations, preparation of observation reports and Rubrics, and/or conferences as deemed appropriate by the evaluating supervisor.

- Ongoing attention to S.M.A.R.T. goals, the Professional Growth Plan, and levels of performance.
- If Unsatisfactory performance (as defined above and in Appendix A) is identified at any time during this process, it will be addressed with a Notice of Deficiencies and a Remediation Plan prepared within a timeframe consistent with the Master Agreement.

By the last workday of April:

- For non-probationary employees, the supervisor must document at least one observation (30 minute minimum).
- Completion of a Summative Evaluation Report that includes the dates of all observations, the Rubric, the Professional Growth Plan, specific strengths and weaknesses, data sources, and comments describing the employee's performance on the Elements of and the Quality Standards on the Rubric, as well as the Rubric as a whole. The Summative Evaluation will also include the employee's performance on the Measures of Growth/Outcomes.

At any time during the school year:

- A probationary employee or a non-probationary employee will be provided with a Notice of Deficiencies if he/she does not perform at a Satisfactory level. Specifically, the employee may be provided with a Notice of Deficiencies advising that an adverse job action may result if the deficiencies are not corrected in a reasonable period of time. The Notice of Deficiencies must include written notice that the employee's performance evaluation shows an Unsatisfactory rating, a copy of the documents relied upon in measuring the employee's performance, and identification of deficiencies. A Notice of Deficiencies also includes optional comments and the expectation of improvement to a Satisfactory level.
- A Teacher proposed for a remediation plan has the right to request and be given a second evaluation by a different district evaluator prior to the implementation of the remediation plan.
- Within ten working days after a Notice of Deficiencies is provided, the employee and the evaluating supervisor will jointly develop a Remediation Plan to address the deficiencies. The Remediation Plan will include a reasonable timeline for improvement (as determined by the evaluating supervisor), and a statement regarding resources, which include performance indicators of success, and shall be provided to help the employee correct the deficiencies and improve his/her performance to a Satisfactory level.
- If the next performance evaluation shows that the employee is performing at a Satisfactory level, no further action will be taken concerning the original performance evaluation. If the evaluation shows the person is still not performing at a Satisfactory level, he or she will receive written notice that his or her performance evaluation shows a

rating of Unsatisfactory, a copy of the documentation relied upon in measuring the employee's performance, and identification of deficiencies.

- An additional observation and conference shall take place after an employee is placed on a Remediation Plan, and data from other sources may be collected for purposes of determining whether the required improvements have been made to a Satisfactory level.
- The evaluating supervisor must, by the end of the stated timeline for correction of deficiencies, determine whether or not the employee's performance has improved to a Satisfactory level for a sustained period of time and, thereafter, complete a Summative Evaluation Report.

DISCLOSURE

EXCEPT AS EXPRESSLY PROVIDED IN THE MASTER AGREEMENT, FAILURE TO STRICTLY COMPLY WITH THE TIMELINES SET FORTH IN THIS PERFORMANCE EVALUATION SYSTEM DOCUMENT WILL NOT INVALIDATE AN EVALUATION, UNLESS SUCH FAILURE IS PREJUDICIAL TO THE EMPLOYEE.

DISCIPLINARY ACTION/REMOVAL/DISMISSAL/NON-RENEWAL

SUBJECT TO APPLICABLE LAW, AN EMPLOYEE MAY BE REMOVED FROM HIS/HER POSITION, TERMINATED FROM THE DISTRICT, OR SUBJECT TO OTHER DISCIPLINARY ACTION REGARDLESS OF HIS/HER PERFORMANCE IN THE EVALUATION PROCESS, FOR REASONS BEYOND THE SCOPE OF THE EVALUATION PROCESS INCLUDING, BUT NOT LIMITED TO, FAILURE TO ADHERE TO THE DISTRICT'S GENERAL WORK RULES, LEGAL REQUIREMENTS, JOB EXPECTATIONS, OR BOARD POLICIES, OR FOR ANY OTHER REASON PERMITTED BY LAW. MOREOVER, NOTHING IN THIS PERFORMANCE EVALUATION SYSTEM SHALL INTERFERE WITH THE DISTRICT'S ABILITY TO TERMINATE OR "NON-RENEW" A PROBATIONARY EMPLOYEE PURSUANT TO COLORADO LAW.

APPENDIX A:

Glossary of Terms

➤ **Data Collection Tools**

The methods of data collection include observations and may include, but are not limited to, the items listed in Appendix D.

➤ **Evaluating Supervisor**

An administrator with a principal or administrator license, or both a principal and his/her designee(s) who has received education and training in the District's evaluation instrument, as well as in evaluation skills approved by the Colorado Department of Education that will enable him/her to make fair, professional, and credible evaluations of personnel whom he/she is responsible for evaluating. (Master Agreement, July 1, 2011- June 30, 2013)

➤ **Evaluation Cycle**

Is aligned with S.B. 10-191 and includes, but is not limited to: Evaluation Orientation and Training, the Rubric, S.M.A.R.T. Goals (reflection and self-evaluation), Professional Growth Plan, Mid-Year Conferences, Observations and Conferences, Summative Evaluation Conference, Summative Evaluation Report, New Professional Growth Plan, and Repeat the Evaluation/Evaluation Cycle.

➤ **Evaluation Frequency**

All employees, probationary and non-probationary, will be evaluated on an annual basis. Probationary employees will have at least two documented observations/conferences, one during each of the first two quarters (30-minute minimum each). Non-probationary employees will have at least one documented observation/conference on or before February 15th (30-minute minimum).

➤ **Evaluation for Licensed Personnel**

Includes procedures outlined in the Performance Evaluation System Protocol.

➤ **Evaluation Report**

Among other things, includes Summative, Rubric, Professional Growth Plan, Notice of Deficiencies (if any) and Remediation Plan (if any) for review during evaluation conference between evaluator and employee.

➤ **Formal Observation and Conference**

Any observation of at least 30 minutes, which is followed up, within ten working days, by a post-observation conference.

➤ **Notice of Deficiencies**

A written document with attachments provided to an employee who has exhibited an Unsatisfactory level of performance. It must include written notice that the employee's

performance is Unsatisfactory, a copy of the documents relied upon in measuring performance, and identification of deficiencies.

➤ **Professional Growth Plan**

A written document used to, among other things, identify areas found to be in need of development on the employee and evaluating supervisor's baseline assessment and on previous evaluations. It also provides the employee an opportunity for reflection and self-evaluation.

➤ **Remediation Plan**

A written document used to address Unsatisfactory performance. The Remediation Plan is developed for purposes of, among other things, documenting areas in need of improvement and specifying actions to improve performance. The Remediation Plan should specify Quality Standards and Elements to be improved and should contain, among other things, goals, activities, reasonable timelines, and information concerning resources and assistance that are available.

➤ **Rubric**

A document containing the Quality Standards and Elements used to measure an employee's level of performance on the Professional Practice portion of the evaluation. Provides an opportunity for the employee to engage in reflection and self-evaluation.

➤ **Satisfactory**

An employee's performance is "Satisfactory" if **ALL** of the following occur:

- A. The employee receives ratings of "Partially Proficient," "Proficient," "Accomplished," or "Exemplary" (i) on each Quality Standard appearing on the Rubric; **AND** (ii) on the Rubric as a whole; **AND**
- B. The employee receives an overall rating of either "Effective" or "Highly Effective" after combining the Professional Practice and the Measures of Student Growth/Outcomes scores.

➤ **S.M.A.R.T. Goal**

A goal which is specific, measurable, attainable, research-based, and time-lined, as well as aligned with the District's Strategic Plan.

➤ **Summative**

Overall rating of performance resulting from a combination of ratings on the Rubric and the Measures of Student Growth/Outcomes portion of the evaluation.

➤ **Unsatisfactory**

An employee's performance is "Unsatisfactory" if **ANY** of the following occur:

- A. The employee receives a rating of "Basic" on any one Quality Standard appearing on the Rubric;
- B. The employee receives a rating of "Basic" on the Rubric as a whole; **OR**

- C. The employee receives an overall rating of “Ineffective” or “Partially Effective” after combining the Professional Practice and Measures of Student Growth/Outcomes scores.

➤ **Unscheduled Observation**

An unannounced observation followed by the evaluating supervisor's completion of an observation report and an observation conference.

APPENDIX B:

Evaluation System Timeline for Probationary Employees

✓	ACTION: BY THE END OF THE FIRST QUARTER OF THE SCHOOL YEAR	
	Orientation	The evaluating supervisor meets with the employee to orient the employee to the Performance Evaluation System. The orientation takes place within the first three weeks of the quarter, except for new hires, whose orientation takes place within the first three weeks of employment. Current evaluation forms will be provided to the employee and are available on the District's Intranet.
	Evaluation – Professional Growth Plan	The evaluating supervisor and the employee develop a Professional Growth Plan.
	Evaluation – Rubric	The employee completes the Rubric to assist in gathering baseline assessment data on his/her levels of performance.
	Observation	The evaluating supervisor conducts at least one documented observation of the employee (30 minute minimum).
	Data Collection	The evaluating supervisor and the employee collect data regarding performance by other means.
	Evaluation	With regard to each observation and prior to the conference, the evaluating supervisor completes written observation documentation and the Rubric.
	Conference	The evaluating supervisor holds a conference with the employee within ten days of the observation.
	Documentation	If applicable, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference and places the employee on a Remediation Plan within ten working days of providing the Notice of Deficiencies.
✓	ACTION: BY THE END OF THE SECOND QUARTER OF THE SCHOOL YEAR	
	Observation	The evaluating supervisor conducts a second documented observation of the employee (30 minute minimum).

	Evaluation	With regard to each observation and prior to the evaluation conference, the employee completes the Rubric and provides evidence to assist in gathering assessment data to measure his/her levels of performance and completes a portion of the observation report. The evaluating supervisor completes the observation report and the Rubric.
	Data Collection	The methods of data collection shall include observations, and may include, but are not limited to, the items listed in Appendix D.
	Conference	The evaluating supervisor holds an observation conference with the employee within ten working days of the observation.
	Documentation	If an Unsatisfactory level of performance is identified at any time during this process, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference and places the employee on a Remediation Plan within ten working days of providing the Notice of Deficiencies. In addition, the evaluating supervisor may issue a Notice of Deficiencies/develop a Remediation Plan whenever he/she deems it appropriate.
✓	ACTION: BETWEEN DEVELOPMENT OF THE PROFESSIONAL GROWTH PLAN AND THE END OF THE YEAR	
	Data Collection	The methods of data collection shall include observations, and may include, but are not limited to, the items listed in Appendix D.
	Evaluation – Professional Growth Plan	Ongoing attention to S.M.A.R.T. goals, the Professional Growth Plan, and levels of performance.
	Documentation	If employee exhibits an Unsatisfactory level of performance any time during this process, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference and places the employee on a Remediation Plan within ten working days of the receipt of the Notice of Deficiencies.
✓	ACTION: BY THE LAST WORKDAY OF APRIL	
	Evaluation	The evaluating supervisor completes a Summative Evaluation Report that includes, among other things, the dates of all observations, the Rubric, the Professional Growth Plan, specific strengths and weaknesses, data sources, and comments describing the employee's performance on the Quality Standards and Elements.

	Sign-Off	The Summative Evaluation Report must be signed by the evaluating supervisor's immediate supervisor, forwarded to Personnel Support Services for data entry into PeopleSoft, and then forwarded to Human Resources.
✓	ACTION: AT ANY TIME DURING THE SCHOOL YEAR	
	Documentation – Notice of Deficiencies	If an Unsatisfactory level of performance is identified at any time during this process, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference. In addition, the evaluating supervisor may issue a Notice of Deficiencies/develop a Remediation Plan whenever he/she deems it appropriate.
	Documentation – Remediation Plan	After a Notice of Deficiencies is provided, the employee and the evaluating supervisor will develop a Remediation Plan to address the deficiencies and provide it to the employee within ten working days of receiving the Notice of Deficiencies. The employee is expected to immediately seek the assistance of his/her evaluating supervisor and to begin correcting the deficiencies, notwithstanding whether a finalized Remediation Plan has been completed.
	Observation and Conference	An additional observation and conference will take place after an employee is placed on a Remediation Plan, and data from other sources may be collected for purpose of determining whether the required improvements have been made to a Satisfactory level.
	Determination	The evaluating supervisor must, by the end of the stated timeline for correction of deficiencies, determine whether the employee's performance has improved to a Satisfactory level for a sustained period of time and then complete a Summative Evaluation Report.

DISCLOSURE

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DISCLAIMER

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GENERAL WORK RULES, LEGAL REQUIREMENTS, JOB EXPECTATIONS OR BOARD POLICIES, OR FOR ANY OTHER REASON PERMITTED BY LAW. IN ADDITION, NOTHING IN THIS PERFORMANCE EVALUATION SYSTEM SHALL INTERFERE WITH THE DISTRICT'S RIGHT TO TERMINATE OR "NON-RENEW" A PROBATIONARY EMPLOYEE PURSUANT TO COLORADO LAW.

APPENDIX C:

Evaluation System Timeline for Non-Probationary Employees

✓	ACTION: BY THE END OF THE FIRST QUARTER OF THE SCHOOL YEAR	
	Orientation	The evaluating supervisor meets with the employee to orient the employee to the Performance Evaluation System. The orientation takes place within the first three weeks of the quarter, except for new hires, whose orientation takes place within the first three weeks of employment.
	Evaluation – Professional Growth Plan	The evaluating supervisor and the employee develop a Professional Growth Plan.
✓	ACTION: BETWEEN DEVELOPMENT OF THE PROFESSIONAL GROWTH PLAN AND THE END OF THE YEAR	
	Data Collection	The methods of data collection shall include at least one observation, and may include, but are not limited to, the items listed in Appendix D.
	Evaluation – Professional Growth Plan	Ongoing attention to S.M.A.R.T. goals, the Professional Growth Plan, and levels of performance.
	Mid-Year Conference	For non-probationary employees, mid-year conferences must take place on or before January 31st. For probationary employees, second observation conferences must take place by the end of the second quarter of the school year.
✓	ACTION: BY February 15th <u>or</u> by the end of the 3rd Quarter	
	Observation	The evaluating supervisor conducts at least one documented observation of the employee (30 minute minimum).
	Data Collection	The evaluating supervisor and the employee collect evidence of performance by other means.
	Evaluation	With regard to each observation, but prior to a review conference, the evaluating supervisor completes a written observation report and the Rubric.
	Conference	Within ten working days of each observation, the evaluating supervisor schedules and participates in a review conference with the employee.

	Documentation	If applicable, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference and places the employee on a Remediation Plan within ten days of provision of the Notice of Deficiencies.
✓	ACTION: BY THE LAST WORKDAY OF APRIL	
	Evaluation	The evaluating supervisor completes a Summative Evaluation Report that includes, among other things, the dates of all observations, the Rubric, the Professional Growth Plan, specific strengths and weaknesses, data sources, and comments describing the employee's performance on the Quality Standards and Elements.
	Sign-Off	The Summative Evaluation Report must be signed by the evaluating supervisor's immediate supervisor, forwarded to Personnel Support Services for data entry into PeopleSoft, and then forwarded to Human Resources.
✓	ACTION: AT ANY TIME DURING THE SCHOOL YEAR	
	Documentation – Notice of Deficiencies	If the employee exhibits an Unsatisfactory level of performance, the evaluating supervisor provides a Notice of Deficiencies within ten working days of the evaluation conference. In addition, the evaluating supervisor may issue a Notice of Deficiencies/develop a Remediation Plan whenever he/she deems it appropriate.
	Documentation – Remediation Plan	After a Notice of Deficiencies is provided, the employee and the evaluating supervisor will develop a Remediation Plan to address the deficiencies and provide it to the employee within ten working days of the employee's receipt of the Notice of Deficiencies. The employee is expected to immediately seek the assistance of his/her evaluating supervisor and to begin correcting the deficiencies, regardless of whether a finalized Remediation Plan has been completed.
	Observation and Conference	An additional observation and conference will take place after an employee is placed on a Remediation Plan, and data from other sources may be collected for the purpose of determining whether the required improvements have been made to a Satisfactory level.
	Determination	The evaluating supervisor must, by the end of the stated timeline for correction of deficiencies, determine whether the employee's performance has improved to a Satisfactory level for a sustained period of time and then complete a Summative Evaluation Report.

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APPENDIX D:

Methods of Collecting/Types of Data

Methods of Collecting/Types of Data	Standards			
	I	II	III	IV
Student Achievement Data	♦	♦	♦	♦
Student Feedback	♦	♦	♦	
Parent Feedback	♦	♦	♦	
Lesson Plans/Units of Study	♦	♦	♦	♦
Feedback from Walkthrough Observations	♦	♦	♦	
Instructional Activities Schedules	♦	♦	♦	
Student Journals/Learning Logs	♦	♦	♦	
Student Work	♦	♦	♦	
Anecdotal Records			♦	
Formative and Summative Assessment of Student Work			♦	
Self-Reflection Templates			♦	♦
Assessment Plans				♦
Data Analysis Record				♦
Responses to Feedback				♦
Student Portfolios				♦
Documentation of service on teams, task forces, and committees				
Notes from parent and community meetings				
Records of Advocacy Activities				

The above are examples of items that may be used to provide evidence of effectiveness on any given Quality Standard or Element. The evaluating supervisor or employee being evaluated may use additional items to address specific issues that need further explanation or illustration during the end-of-year performance discussion.

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