

At – A – Glance Evaluation Guidelines for Teachers 2023-24

*Sections are borrowed from the “Licensed Personnel Subject to the Master Agreement” **Protocol Document**, State Law, and the Master Agreement

The Colorado Professional Teaching Standards are designed to allow a teacher to grow and show improvement in their instruction over the course of the school year. The implementation and evaluation of the system must embody continuous improvement and provide meaningful and credible feedback. Visit the [CDE website](#).

Activity	Timeline	Additional Information	Where Information is Referenced
Orientation for Educators	Within the first three weeks. <ul style="list-style-type: none"> - New hires – three weeks from first day of employment - Returning employees – first three weeks of first quarter 	“No evaluation shall take place until an orientation regarding the performance evaluation system has occurred.”	Master Agreement, Article XII, Section B and C.1. Protocol Document, p. 9 (“Assessment Orientation and Training”)
Self-Assessment	Prior to Goals conference. SMART format (Specific, Measurable, Attainable, Research-based, and Time lined) Meeting with Evaluator by end of first quarter (Oct. 12, 2023)	While you must complete the Self-Assessment, sharing the Self-Assessment document is optional. You will share information from your self-assessment verbally when meeting with your evaluator to finalize your PGP.	Protocol Document, pp.9 and 11 (“Rubric” and “Scope”) Master Agreement, Article XII, Section C.3.
Goals Plan/Professional Growth Plan - MSO/MSL -Student Learning Objective (SLO) -Student Outcome Objective (SOO) -Student Outcome Measures (SOM)	Begin work by August 31, 2023 based on your actual students and team/department collaborations. Final approved Measures = end of first quarter (Oct. 12, 2023)	CSEA and D11 recommend two (2) goals. At least one (1) is required. Teachers: One (1) individual SLO required. You can choose to have more than one. TOSAs: One (1) individual SLO or SOO required (depending upon job duties.) You can choose to have more than one. Evaluated under special rubric SSPs: One (1) individual SOO required but you can have more	Master Agreement, Article XII, Section C.3. District 11 FAQ on MSLs/SLOs CDE MSL Practical Use Guide
Formal Observation	Probationary Two formal observations in the first semester (1x/qtr.) Nonprobationary One formal observation prior to February 15, 2024	Probationary - Minimum of two formals, one each quarter in first semester. Nonprobationary - Minimum of one formal Observation must be a minimum of 30 consecutive minutes.	Master Agreement, Article XII, Section C.2. And Article XII.E.
Post-Observation Conference	Within ten days of formal observation	When completed, document should be attached to RANDA tool.	Master Agreement, Article XII, Section C.5. and F.2.
Informal Observations	Can occur to buttress formal observations	You should be given opportunity to provide feedback and ask questions. Feedback must be timely and used to improve instruction and performance.	Master Agreement, Article XII, Section C.9.
Mid-Year Review	Completed by January 31, 2024	Documented in RANDA to include observed practice to date and suggestions for improvement.	Master Agreement, Article XII, Section C.4. and F.1.
Final Review	Held by last workday in April (Tuesday, April 20, 2024)	Collaboratively discuss areas for growth based on this year’s progress and set goals for the next school year.	Master Agreement, Article XII, Section C.8. and F.3.
Goal Setting/ Planning			CDE User’s Guide, and per statute

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Advocating for your Professional Performance

Here are some things to consider when meeting with your evaluator or reflecting on your instructional practice:

1. “What evidence do you need to see in order for me to be proficient?”
2. “What do you need to see me do in order to be proficient?”
3. “What supports and resources are available to help me become more proficient in this area?”
4. “Would you be able to see ‘this’ if you observed me more often?”
5. “Can you provide a model of ‘this’ to help me better understand?”
6. “What does my instruction in ‘this’ area need to look like in order for me to be Accomplished or Exemplary?”

Keep in Mind

1. MSLS/SLOs are measures of growth over time of your actual students. Don’t let your evaluator (or your own high hopes) drive a decision that is harmful to your effectiveness rating. Be reasonable as you approach these measures. For example, consider the students who will have engaged the instructional process over the predetermined time. Absenteeism, late additions to the cohort, illness and other non-scores should be eliminated as metrics for an SLO. For example, consider setting a reasonable goal based on demonstrated growth of “students who completed both the pre- and post-assessment.”
2. Evidence is not required for every element.
3. Evidence should be used to clarify differing opinions or provide opportunity to show proficiency that couldn’t otherwise be observed.
4. Evidence can be shared before, after and during the observation process.
5. Invite the evaluator to observe more frequently so less “hard” evidence is needed. Keep a record of all invitations to your evaluator, whether they are able to observe you or not.
6. Informal observations do not just occur in the classroom. They can occur during PD, PLCs, faculty meetings and interactions with colleagues and parents. Informal feedback should be in writing with an opportunity for you to respond.
7. When asked to sign your final evaluation, you can request more time to review it before signing and you may also write a rebuttal. If a rebuttal is written it will be uploaded and attached to your evaluation.
8. Be proactive about deadlines. If your scheduled evaluation was missed, check back with your evaluator to reschedule.
9. The evaluator must be an Administrator or Designee, who is trained in the evaluation system. Evaluators are not peers. As the Master Agreement states:

From ARTICLE XII.D. “SCOPE”

Evaluations will be conducted by a person with a principal or administrator license, or both a principal and their designee(s) who have received education and training in the District evaluation instrument as well as in evaluation skills approved by the Department of Education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. Nothing in this Article shall interfere with the Board’s right to terminate a probationary teacher pursuant to Colorado law.