Elizabeth Schools
Educator Evaluation System

2020-21

Students are at the heart of everything we do

Educator Effectiveness

Every child in every classroom **deserves excellent teachers** and building **leaders**.

Why Does Educator Effectiveness Matter?

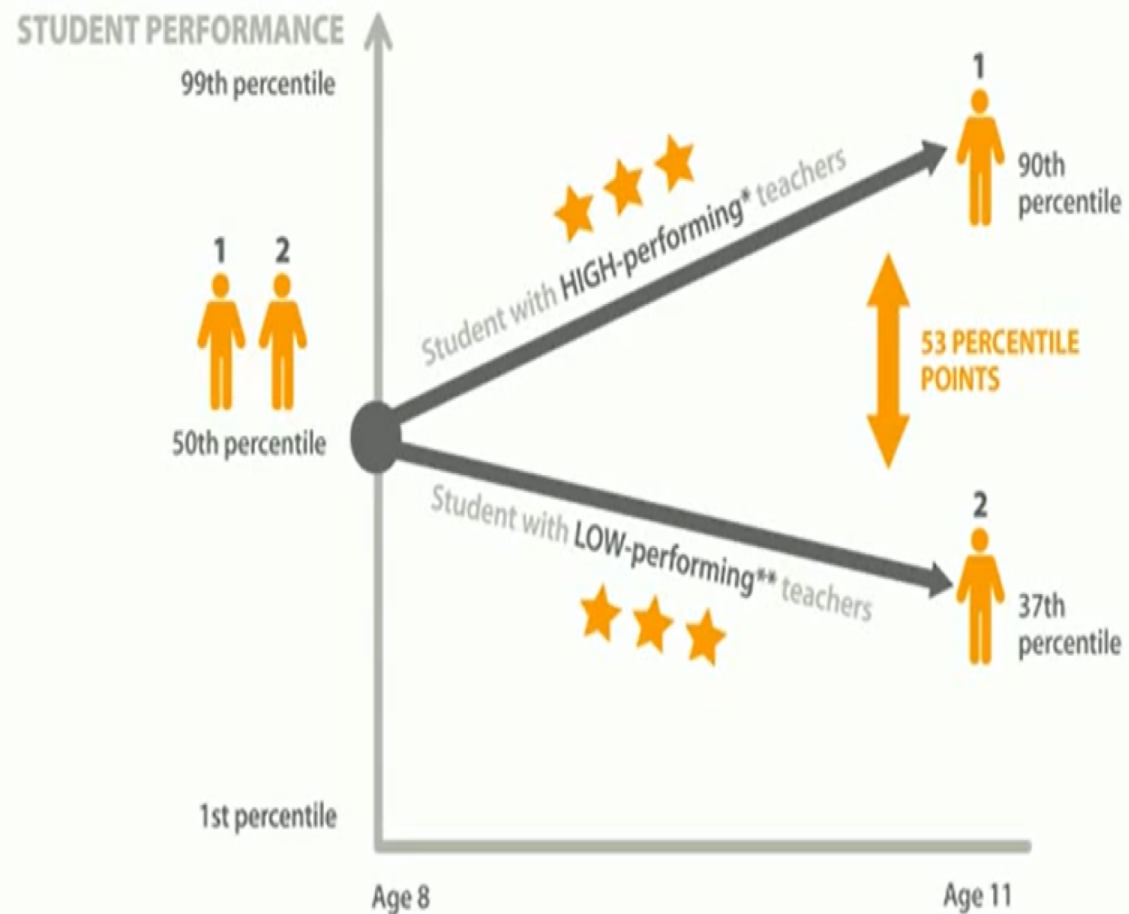"We know that the quality of our educators is by far the single most important factor in driving student achievement..."

-Kati Haycock, *Good Teaching Matters – How Well Qualified Teachers Can Close the Gap*, Education Trust. 1998

Educator Effectiveness Research

1996 STUDY by Sanders and Rivers

*Among the top 20% of teachers.

**Among the bottom 20% of teachers

STUDENT PERFORMANCE

99th percentile

1 90th percentile

1 2
50th percentile

Student with HIGH-performing* teachers

53 PERCENTILE POINTS

Student with LOW-performing** teachers

2 37th percentile

1st percentile

Age 8   Age 11

Educator Effectiveness
Continuous Improvement

- The evaluation system acknowledges the **central role of teachers** and provides the opportunity to reflect and refine their practice in order **to continually meet the needs of their students**.

- The system uses **multiple measures** to determine **student outcomes** and assess **professional practice**.

What does the state require?

Senate Bill 10-191 was passed in 2010. The bill:

- Provides for a system to give feedback to educators aimed at **continuously improving their performance and student outcomes**

- Requires educator evaluations be based on **statewide standards of practice** and **student learning** over time

- Declares **non-probationary status** as status **earned based upon** three consecutive years of demonstrated **effectiveness**

- Provides that **non-probationary status may be lost** based upon consecutive years of **ineffectiveness**

- Requires that **all teachers and principals** be evaluated at least **50 percent** on the academic **growth of their students**.

Priorities

The Elizabeth evaluation system has four key priorities:

- Data should inform decisions, but **human judgment** will always be an essential component of evaluations

- The implementation and evaluation of the system must embody **continuous improvement**

- The purpose of the system is to provide meaningful and credible **feedback that improves performance**

- Educator evaluations must take place within a **larger system** that is **aligned and supportive**

Evaluation Cycle

The year-long cycle includes regular conversations between the principal and teacher.

It is not a one-time event or observation, but rather…

…a **process** that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated.

The cycle **allows districts to determine how many observations are included** prior to the mid-year and final reviews.

Evaluation Cycle

The cycle includes, but is not limited to:

- **Orientation** to the system and tools

- Educator **self-assessment**

- Review of annual performance **goals** and performance plan

- A **mid-year review**

- An evaluator **assessment**

- An **end-of-year review**

- A final **rating**

- Goal-setting and performance **planning for the next school year**

Elizabeth principals...

are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As schools' primary instructional leaders, the principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction and student progress and create structures to facilitate improvement.

Elizabeth principals...

create systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, the principals lead and manage their schools in a manner that supports schools' ability to promote opportunities for students and to continually improve their positive impact on students and families.

Principal Quality Standards

I: Principals demonstrate strategic leadership.

II: Principals demonstrate instructional leadership.

III: Principals demonstrate school culture and equity leadership.

IV: Principals demonstrate human resource leadership.

V: Principals demonstrate managerial leadership.

VI: Principals demonstrate external development leadership.

VII: Principals demonstrate leadership around student academic growth.

Principal Evaluations

Evaluated using: (1) teacher input; (2) teacher evaluation ratings; and (3) teacher improvement.

Evaluated using: (1) SPF data; and (2) at least one other measure of student academic growth.

50% Professional Practice

50% Student Academic Growth

Quality Standards I-VI:
I. Strategic leadership
II. Instructional leadership
III. School culture/equity leadership
IV. HR leadership
V. Managerial leadership
VI. External development leadership

Quality Standard VII:
VII. Leadership around student academic growth

Effective teachers are essential for the success of Elizabeth students and do the following:

1) Have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students.

2) Strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

3) 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.

Effective teachers are essential for the success of Elizabeth students and do the following:

4) Develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation.

5) Communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment.

6) Understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, and engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Teacher Quality Standards

I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach

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

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

IV: Teachers demonstrate professionalism through ethical conduct, reflection and leadership

V: Teachers take appropriate responsibility for student academic growth

Teacher Evaluations

Evaluated using: (1) a measure of individually-attributed growth, (2) a measure of collectively-attributed growth; (3) when available, statewide summative assessments; and (4) where applicable, Colorado Growth Model data.

Evaluated using: (1) observations; and (2) at least one of the following: student perception measures, peer feedback, parent/guardian feedback, or review of lesson plans/student work samples. May include additional measures.

50% Student Academic Growth

50% Professional Practice
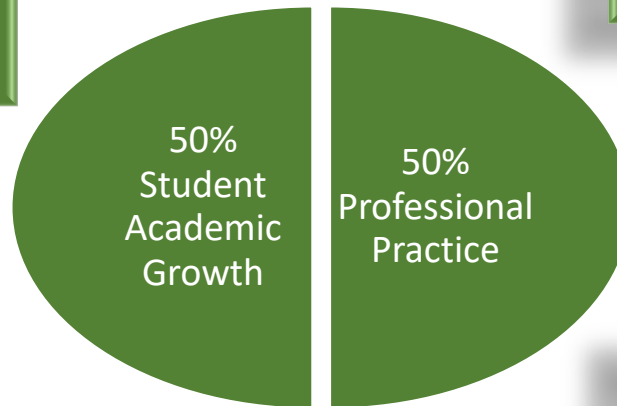
Quality Standard V. Responsibility for student academic growth

Quality Standards I-V:
I. Mastery of content
II. Establish learning environment
III. Facilitate learning
IV. Reflect on practice & demonstrate leadership

Components of the Educator Rubrics

Quality Standard

Rating levels

Element that aligns with standard

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

Level 1	Level 2	Level 3 (Meets State Standard)	Level 4	Level 5
Element c: Teachers engage students as individuals with unique interests and strengths.				
THE TEACHER: Plans for students that have a variety of learning needs and interests. *Adapts the physical environment to support individual student needs.*	. . . and THE TEACHER: *Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.* *Implements learning plan(s) to address student needs.* Encourages contributions of students across a range of ability levels.	. . . and THE TEACHER: Initiates collaboration with colleagues to better understand and respond to student learning needs. *Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.*	. . . and **STUDENTS:** *Actively engage in and monitor their learning.* *Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.*	. . . and STUDENTS: *Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.* *Encourage fellow students to participate and challenge themselves.*

Elizabeth Evaluation System

Components of Professional Practices Evaluation:

- Use of State Model Evaluation Rubric

- Inclusion of student perception survey
  - Conducted and discussed, but not weighted

- Three similar meeting and observation protocols
  - New hires, probationary, non-probationary

- Two types of Observations
  - Drop-in and formal

Drop-in Observations

All teachers will receive **multiple, drop-in observations** each year, a minimum of 5 times for at least 3 minutes. **No immediate written feedback is required**, although any **concerns** on the part of the evaluator need to be **communicated** to the teacher **within 48 hours**.

Drop-in observations need to be **discussed and documented at the mid-year meeting** for probationary teachers, and the **year-end meeting** for non-probationary teachers.

Formal Observations

Defined as…

- Typically un-scheduled and un-announced

- Lasting 30 minutes or more

- Followed by face-to-face feedback within 48 hours

- Concluded with written summary of the face-to-face conversation within 48 hours of conversation (can be as brief or extensive as needed)

Formal Observations

- For an observation to be considered a Formal Observation under this evaluation system, it **must include** the following elements:

- **Communicated/requested** at the initial meeting between the principal and teacher or at any other time during the year prior to end of March

- Once communicated/requested, Formal Observations are typically un-scheduled and un-announced, with the exception that the **principal must tell the teacher before the start of the week** that they will doing the Formal Observation the next week

Formal Observations

- New hires – Two formal observations are required
  - One time/date specific in 1st semester
  - One unannounced in 2nd semester

- Probationary – One formal observation required
  - One unannounced prior to March

- Non-probationary – No formal observations required

Important Note: Additional Formal Observations can be requested by all teachers and principals at any time prior to March, and may be time/date specific.

Formal Observations

- A principal **can extend a drop-in** observation beyond 3 minutes, including more than 30 minutes, but it will **not be considered a Formal Observation** unless it had been previously communicated/requested as described above.

- If a principal has certain things they are looking for, this will be **communicated to the teacher** prior to the formal observation.

- If the teacher has something they want the principal to look for, this will be **communicated to the principal** before the observation.

Meetings between Teacher and Principal
Newly Hired Teachers

All **newly hired teachers**, regardless of experience level, or other status, will have three meetings each year with the principal to review Professional Practices, set and review student outcome goals, and discuss observations.

1st within 8 weeks of start of school

2nd by end of January

3rd by end of April

Newly Hired Teachers

- 1st Meeting
  - Self Evaluation
  - Set Professional Practices Goals (as needed)
  - Discuss Plans for Observations
  - Discuss and Document Student Outcome Goals
- 2nd Meeting
  - Principal Assesses Practices
  - Drop-ins are Discussed and Documented
  - Student Growth is Reviewed
- 3rd Meeting
  - Summative Evaluation on Practices and Student Outcomes

Meetings between Teacher and Principal
Probationary Teachers

All **probationary teachers**, regardless of experience level, or other status, will have three meetings each year with the principal to review professional practices, set and review student outcome goals, and discuss observations.

1st within 6 weeks of start of school

2nd by end of January

3rd by end of April

Probationary Teachers

- 1st Meeting
  - Self assessment (review of document from spring)
  - Review Professional Practices Goals (as needed)
  - Discuss Plans for Observations
  - Discuss and Document Student Growth Goals

- 2nd Meeting
  - Principal Assesses Practices
  - Drop-ins are Discussed and Documented
  - Student growth is Reviewed

- 3rd Meeting
  - Summative Evaluation on Practices and Growth

Meetings between Teacher and Principal
Non-Probationary Teachers

All **non-probationary teachers**, regardless of experience level, or other status, will have two meetings each year with the principal to review professional practices, set and review student learning goals, and discuss classroom observations.

1st within 4 weeks of start of school

2nd by end of April

Process for Teachers to set Targets

- **Collect baseline data -** Baseline data is needed to identify the starting point to assess student learning over time (e.g. pre-test, fall benchmark assessment, rubric on a performance task or project), or information gleaned from students' prior performance on assessments.

- **Analyze the baseline data** - There are many ways to analyze the baseline data. New teachers will need to work with principal's to set targets based on school, content/grade level data.

- **Set meaningful learning targets**. Teachers may create Student Learning Objectives that may include multiple standards. The objectives should focus directly on students' progress towards mastery and be based on at least a year's growth in a year's time.

Process for Teachers to set Targets

- **Monitor students' progress** towards proficiency throughout the class or course and make adjustments to instruction as needed. While the final assessment of students' progress towards meeting the objectives is likely to occur at the end of the class or course, assessing students at multiple points throughout the year provides important information for teachers to use in adjusting and differentiating their instruction to ensure that learning objectives are achieved.

- **Assess students' progress** and determine whether learning objectives have been met. The assessments used and targets for this step will have already been agreed upon by the teacher and their principal.

Targets can be set for individual students, groups of students, or for the whole group.

- Setting targets for **individual students** could be an effective strategy for the special education teacher, where they may have 15 students who have very different goals based on IEPs

- Setting targets for **multiple small groups** could be an effective strategy for interventionists and teachers planning instruction for small group settings

- Setting targets for a **large group** could be an effective strategy for teachers when planning instruction for all students learning new content

Student Learning Outcomes

Elizabeth SCHOOL DISTRICT

Collective=5%

K to 5
- TCAP & CO Growth Model Data (tested grades/subjects only)
- MAP, DRA II, Dibels, Fitness Tests, Benchmark Tests, Unit Tests, ACCESS, CoGAT

6 to 8
- TCAP & CO Growth Model Data (tested grades/subjects only)
- MAP, Fitness Tests, Benchmark Tests, Unit Tests, ACCESS, CoGAT, Semester Tests

9 to 12
- TCAP & CO Growth Model Data (tested grades/subjects only)
- ACT, Student Return Rate, MAP, Graduation Rate, Fitness Tests, Placement Tests, ACCESS, Unit Tests

SPF Collective=5%

K to 5
- School Performance Framework Overall Score

6 to 8
- School Performance Framework Overall Score

9 to 12
- School Performance Framework Overall Score

Individual=40%
20% teacher/20% principal

K to 5
- Rubrics, Teacher Exams, Projects, Portfolios, Presentations, Pre/Post Tests, Perception Data, Peer & Parent Feedback, Student Work Samples, Student Observations, Running Records, Theme Tests, Student Demonstration

6 to 8
- Rubrics, Teacher Exams, Projects, Portfolios, Presentations, Pre/Post Tests, Perception Data, Peer & Parent Feedback, Student Work Samples, Student Observations, Running Records, Theme Tests, Student Demonstration

9 to 12
- Rubrics, Teacher Exams, Projects, Portfolios, Presentations, Pre/Post Tests, Perception Data, Peer & Parent Feedback, Student Work Samples, Student Observations, Running Records, Theme Tests, Student Demonstration