



2016-2017
Educator Evaluation Process

OVERVIEW

Purpose of the Colorado State Model Educator Evaluation System

In accordance with SB 191, the Pikes Peak BOCES follows the Colorado State Model Educator Evaluation System. The BOCES will evaluate all licensed personnel on an annual basis. The purposes of this evaluation system include the following:

- To provide a basis for the improvement of instruction;
- To enhance implementation of programs of curriculum;
- To provide the measurement of satisfactory performance for individual licensed personnel and serving as documentation for an unsatisfactory performance dismissal
- To serve as a measurement of the professional growth and development of licensed personnel;
- To measure the level of performance of all licensed personnel within the BOCES; and
- To measure the effectiveness of all licensed personnel employed by the BOCES according to the Principal and Teacher Quality Standards.

Key Priorities for the Colorado State Model Educator Evaluation System

Key priorities inform every aspect of the Colorado State Model Educator Evaluation System. Successful implementation of the system is dependent upon attending to the priorities, which are guiding principles for the evaluation system of the Pikes Peak BOCES.

PRIORITY ONE: Data should inform decisions, but human judgment will always be an essential component of evaluations.

PRIORITY TWO: The implementation and assessment of the evaluation system must embody continuous improvement.

PRIORITY THREE: The purpose of the system is to provide meaningful and credible feedback that improves performance.

PRIORITY FOUR: The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.

PRIORITY FIVE: Educator evaluations must take place within a larger system that is aligned and supportive.

Who Will be Evaluated?

Licensed individuals, employed by the BOCES, on either a either full-time or part-time basis, that will be evaluated on an annual basis using the Colorado State Model Educator Evaluation system include:

- Principals
- Assistant principals
- Teachers
- School psychologists

- School social workers
- Speech and language pathologists
- Occupational therapists
- Physical therapists
- School counselors
- Audiologists
- School nurses
- Orientation & mobility specialists

Evaluations for the above positions will be conducted by individuals with administrative endorsements who have been trained in the requirements and processes of SB 191. Evaluators may include:

- Executive Director
- Special Education Director
- Assistant Special Education Director
- Principal
- Assistant Principal

Designees who have successfully completed a CDE-approved State Model Educator Evaluator Training program may be used to conduct all or part of licensed employee evaluations. Each licensed employee will be informed at the beginning of each school year regarding by whom their evaluation will be conducted, and the details of the evaluation process.

In addition, the following licensed individuals employed by the BOCES will be evaluated on an annual basis using the PPBOCES Performance Evaluation Form in conjunction with the employee's job description, in accordance with Pikes Peak BOCES Policy GCOC. These evaluations will be conducted by the Executive Director or designee.

- Director of Special Education Director
- Director of Fiscal Services
- Director of Technology
- Director of Two Year Alternative Licensure Program
- Assistant Special Education Director
- Gifted and Talented Coordinator
- Professional Development and Curriculum Coordinator
- Interpreter Coordinator

EVALUATION PROCESS FOR TEACHERS

Definition of Teacher Effectiveness

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.

Teacher Quality Standards

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

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

Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.

Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being 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 in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Element c: Teachers engage students as individuals with unique interests and strengths.

Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

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

Element a: Teachers 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: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.

Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

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

Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

Quality Standard IV: Teachers reflect on their practice.

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

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

Element c: Teachers are able to respond to a complex, dynamic environment.

Quality Standard V: Teachers demonstrate leadership.

Element a: Teachers demonstrate leadership in their schools.

Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.

Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

Element d: Teachers demonstrate high ethical standards.

Quality Standard VI: Teachers take responsibility for Student Academic Growth.

Element a: Teachers demonstrate high levels of student learning, growth and academic achievement.

Element b: Teachers demonstrate high levels of Student Academic Growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of Student Academic Growth.

Evaluation Process for Teachers

Teacher performance will be evaluated in accordance with the Quality Standards I-V described above, using valid and reliable tools that capture information about the Teacher's Professional Practice, including:

- Observations, both formal and informal;
- Student perception measures (e.g. surveys), where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians; or
- Review of teacher lesson plans, student work samples, or other relevant artifacts.

Measures of Student Academic Growth may include the following:

- A measure of individually-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to an individual licensed person;
- A measure of collectively-attributed Student Academic Growth, whether on a school-wide basis or across grades or subjects, meaning that outcomes on that measure are attributed to at least two licensed personnel (e.g., measures included in the school performance framework, required pursuant to section 22-11-204, C.R.S.);
- When available, Statewide Summative Assessment results; and
- For subjects with annual Statewide Summative Assessment results available in two consecutive grades, results from the Colorado Growth Model.
- Additional assessments may include TOWRE, Aimsweb, Dibels, ECAW, progress toward individual IEP goals, and other measures as deemed appropriate.

Pikes Peak BOCES will include teachers in a discussion of which measures are most appropriate to the teachers' classrooms. For teachers teaching two or more subjects, individual Measures of Student Academic Growth shall include Student Academic Growth scores from all subjects for which the teacher is responsible.

Weighting of Performance on Teacher Quality Standards

Measures of Teacher Professional Practice shall compose fifty percent of a teacher's total overall Performance Evaluation Rating, and Measures of Student Academic Growth shall determine the other fifty percent of the overall Performance Evaluation Rating. Each of the Teacher Quality Standards I-V (Professional Practice) shall have a measurable influence on the final Performance Evaluation Rating. Each program administrator will work with each teacher group (SSN, Pathways, LIBERTY, CoLA, PEAK, D/HH, TVI) to determine the weighting of each Quality Standard for their particular group.

Teacher evaluators shall clearly communicate to all teachers the tools that will be used to measure their performance on the Teacher Quality Standards prior to their use, how the selected measurement tools will be used to determine his or her performance on each Teacher Quality Standard, the party or parties responsible for making decisions, and how these multiple measures will be weighted and aggregated to determine final Performance Evaluation Ratings. Teacher evaluators shall clearly articulate to teachers how Student Academic Growth for teachers will be measured.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which fair and reliable conclusions may be drawn. Probationary teachers (which include all teachers in a Board of Cooperative Educational Services, including PPBOCES) shall receive at least two documented observations and at least one evaluation that results in a written evaluation report each academic year. The written evaluation report, informed by a body of evidence collected in the months prior, shall include fair and reliable measures of the teacher's performance against the Teacher Quality Standards and be used to rate a teacher as highly effective, effective, partially effective, or ineffective. Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

Ongoing Data Collection and Analysis. School Districts and BOCES shall collect and analyze data on multiple occasions, in order to provide actionable feedback and support to Educators on a regular basis in an effort to make evaluation an ongoing process rather than an event and to facilitate continuous improvement. PPBOCES provides teachers and evaluators access to Edivation PD360 video library, which can provide teachers with customized and individualized professional development.

EVALUATION PROCESS FOR SPECIALIZED SERVICE PROFESSIONALS

“Specialized Service Professionals” (SSPs) mean licensed personnel who provide support to teachers and students in areas that involve student physical, emotional, and social health and well-being. They include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech and language pathologists.

Definition of Specialized Service Professional Effectiveness

Effective SSPs 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 SSPs 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.

Specialized Service Professionals Quality Standards

The SSP Quality Standards outline the knowledge and skills required for effective specialized service professional practice and will be used to evaluate SSPs in the Pikes Peak BOCES. The full set of Colorado SSP Quality Standards and associated detailed descriptions of knowledge and skills (also known as “Elements”) are used as the basis of SSP evaluations in the BOCES. While there is a single set of SSP Quality Standards which apply to all licensure categories of SSPs, School Districts and BOCES shall ensure that the tools used to evaluate these professionals adequately differentiate the professional practices for each category of SSP.

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.

Performance Evaluation Ratings for Specialized Service Professionals

SSPs in the Pikes Peak BOCES will receive one of the following four Performance Evaluation Ratings: Ineffective, Partially Effective, Effective, and Highly Effective. The BOCES will use the scoring framework developed by CDE. All SSPs in PPBOCES cannot earn non-probationary status.

Local Systems for Evaluating Specialized Service Professionals

The Pikes Peak BOCES will select valid and reliable evaluation measures for each of the nine licensure categories of SSPs employed by the School District or BOCES, which measures shall reflect varying assignments and job duties. The evaluation of SSPs shall:

- Incorporate multiple measures to evaluate SSPs against the SSP Quality Standards, which will be gathered using multiple formats and occasions;
- Collect data from the sites, or a representative sample of the sites, at which the SSP provides services;
- Be based on at least two measures of student outcomes, aligned with the role and duties and the individual SSP being evaluated, which will account for 50% of the SSP's evaluation;
- An observation by the SSP's supervisor(s) or a trained evaluator with relevant professional expertise as at least one of the evaluation measures. The supervisor will consult with the SSP in determining the appropriate approach and timing of the observation, based on the SSP's role and duties;
- Be based on at least one of the following performance measures, when appropriate to the SSP's assigned duties:

- student perception measures, where appropriate and feasible,
- peer feedback,
- feedback from parents or guardians,
- review of student support documentation, and/or
- any other evidence or artifacts relevant to the SSP's assigned duties.

Pikes Peak BOCES will include SSPs from each of the nine groups in a discussion of which measures are most appropriate to their practice, and determine how the multiple measures of SSP performance will be aggregated to provide a single rating for professional practice on SSP Quality Standards I-V (Professional Practice). The SSP Professional Practice rating will then be combined with a single rating for SSP Quality Standard VI (Student Outcomes) to determine a final Performance Evaluation Rating. In developing its weighting policies, the Pikes Peak BOCES shall ensure that SSP Quality Standards I-V are aggregated in such a way that each standard has a measurable influence on the rating for professional practice. The BOCES shall ensure that the weight assigned to each particular measure is consistent with the measure's technical quality and rigor.

The evaluator for each SSP's work will be clearly identified to the SSP at the beginning of each contract year. The supervisor(s) shall be responsible for the SSP's evaluation;

- The supervisor(s) for each SSP shall clearly communicate to the SSP the tools that may be used to measure performance against the SSP Quality Standards prior to their use and the weighting policies that will be used to aggregate data for each SSP Quality Standard into a final Performance Evaluation Rating.
- Supervisors shall clearly articulate for each SSP the category or categories of personnel into which he or she is assigned.
- Supervisors shall clearly communicate to SSPs the consequences of each category of Performance Evaluation Rating;
- A final Performance Evaluation Rating shall be assigned once a year, using a body of evidence collected systematically in the months prior. The complete body of evidence collected leads to a valid and reliable measure of each professional's performance against the SSP Quality Standards; and
- Prior to and multiple times throughout the evaluation process, the supervisor(s) for each SSP shall engage in professional dialogue with the SSP focused on his/her professional practice and growth for the course of the year.

As feasible and appropriate, the PPBOCES may involve professionals with relevant expertise in the evaluation of an SSP.

- The participation of such professionals may consist of observations, review of documents or data relevant to the evaluation, interviews with educators, parents, and/or students, and/or any other review that relates to the performance of the SSP and is appropriate and informative for the evaluation of the SSP.
- For each evaluation in which they participate, PPBOCES will ensure that such professionals have participated in the one of the trainings in evaluation skills described in section 5.03 (B) of these rules and meet at least one of the following requirements:

- a credential and/or license and work experience in the same domain as the SSP being evaluated;
- if currently working in the field, a Performance Evaluation Rating of Effective or Highly Effective; and/or
- thorough knowledge about professional expectations and responsibilities, aligned to the SSP Quality Standards.
- In advance of the SSP's evaluation, the SSP's supervisor is encouraged to establish the role of any expert's participation in the evaluation.
- As a part of the expert's participation in the evaluation process, the expert is encouraged to contribute to actionable feedback for the SSP and shall provide the SSP's supervisor(s) with support designed to advance the supervisor(s)'s knowledge of professional expectations and context.

The PPBOCES will collaborate with SSPs in the selection of the measures to be used for SSP evaluations, to ensure that these measures are relevant and appropriate;

- include an SSP as a member of the BOCES' Advisory Personnel Performance Evaluation Council;
- gather student perceptions of their support experiences, not only as a measure of professional practice for purposes of formal evaluation, but also to provide SSPs with ongoing, informal feedback; and
- consult with Principals in determining the role that SSP final Performance Evaluation Ratings will play in a Principal's Performance Evaluation Rating.

Pikes Peak BOCES shall submit data, as requested by the Department, to allow the Department to monitor implementation of local personnel evaluation systems. The required data shall be consistent with the data collected for all Educators, including the Performance Evaluation Ratings assigned to each SSP and the performance results for SSPs on each of the SSP Quality Standards.

Pikes Peak BOCES shall utilize Elevate Colorado to ensure consistency among the multiple measures used for evaluations, inter-rater reliability when the measures are applied by different evaluators and consistency of data used to evaluate performance (i.e., observation, surveys, Measures of Student Academic Growth, and the Performance Evaluation Ratings that are assigned.

EVALUATION PROCESS FOR PRINCIPALS

Definition of Principal Effectiveness

Effective Principals in the state of Colorado 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, effective Principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective Principals are adept at creating 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, effective Principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families. Principals at PPBOCES shall be evaluated using the Colorado Quality Standards and Elements described below.

Principal Quality Standards

Quality Standard I: Principals demonstrate strategic leadership.

Element a: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.

Element b: School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.

Element c: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students

Element d: Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

Quality Standard II: Principals demonstrate instructional leadership.

Element a: Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

Element b: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.

Element c: Implementing High-quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Element d: High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

Element e: Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

Quality Standard III: Principals demonstrate school culture and equity leadership.

Element a: Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Element b: Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

Element c: Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

Element d: Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.

Quality Standard IV: Principals demonstrate human resource leadership.

Element a: Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

Element b: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.

Element c: Teacher and Staff Evaluation: Principals evaluate staff performance using the District's Educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

Quality Standard V: Principals demonstrate managerial leadership.

Element a: School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

Element b: Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

Element c: Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

Element d: School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

Element e: Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

Element f: Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

Quality Standard VI: Principals demonstrate external development leadership.

Element a: Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

Element b: Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, School District and board policies, and negotiated agreements where applicable.

Element c: Advocacy for the School: Principals develop systems and relationships to leverage the School District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

Quality Standard VII: Principals demonstrate leadership around Student Academic Growth.

Element a: Student Academic Achievement and Growth: Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

Element b: Student Academic Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

Element c: Use of Data: Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of Student Academic Growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional

decision making to maximize the educational opportunities and instructional program for every child.

Evaluation Process for Principals

Principal performance will be evaluated in accordance with the Quality Standards described above using tools that capture information about the following:

- input from teachers employed at the principal's school, provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential; and
- the percentage and number of teachers in the school who are rated as effective, highly effective; partially effective; and ineffective, and the number and percentage of teachers who are improving their performance, in comparison to the goals articulated in the Principal's Professional Performance Plan.

The BOCES may also use other sources of evidence regarding a principal's Professional Practice. Measures that may be used include:

- student perceptions;
- parent/guardian perceptions;
- perceptions of other Administrators about a Principal's professional performance;
- direct observations;
- examination of a portfolio of relevant documentation regarding the Principal's performance against the Principal Quality Standards, which may include but need not be limited to professional development strategies and opportunities, evidence of team development, staff meeting notes, school newsletters; content of website pages, award structures developed by the school, master school schedule, or evidence of community partnerships, parent engagement and participation rates, and school communications plan;
- at least two Measures of Student Academic Growth which are consistent with the Measures of Student Academic Growth used for the evaluation of Teachers in the Principal's school. These measures shall include all areas, including those in subjects and grades that are not tested using Statewide Summative Assessments and in the areas of social skills and behavior, shall reflect the grade levels of all students in the school, and shall reflect the broader responsibility a Principal has for ensuring the overall outcomes of students in the building.

Weighting of Performance on Principal Quality Standards

Measures of Principal Professional Practice shall determine fifty percent of a Principal's overall Performance Evaluation Rating, and Measures of Student Academic Growth shall determine the other fifty percent of the overall Performance Evaluation Rating. More weight will be given to those measures that demonstrate the highest technical quality and rigor. Each of the Principal Quality Standards I-VI (Professional Practice) shall have a measurable influence on the overall Performance Evaluation Rating. Each principal shall work with his/her evaluator to determine specific weighting of the Quality Standards each year.

Principal evaluators shall clearly communicate to all principals the tools that will be used to measure their performance on the Principal Quality Standards prior to their use, how the selected measurement tools will be used to determine his or her performance on each Principal Quality Standard, the party or parties responsible for making decisions, and how these multiple measures will be weighted and aggregated to determine final Performance Evaluation Ratings. Principal evaluators shall clearly articulate to principals how Student Academic Growth for Principals will be measured, and delineate the manner in which these measures are aligned with the Growth Measures for Teachers.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which fair and reliable conclusions may be drawn. Principals shall receive at least one evaluation that results in a written evaluation report each academic year. The written evaluation report, informed by a body of evidence collected systematically in the months prior, shall rate a Principal as highly effective, effective, partially effective, or ineffective.

A Principal Professional Performance Plan shall be developed in collaboration with individual principals and shall outline annual goals for the principal with respect to his or her school's performance and the resources and supports which will be made available to support the principal in achieving the outlined goals. A principal's Professional Performance Plan shall be consistent with the measures that are used to evaluate the principal and how the Principal Quality Standards are weighted for the principal's evaluation. BOCES will include goals related to a principal's and his or designee's ability to conduct meaningful evaluations of licensed personnel.

The Principal Professional Performance Plan shall include the following:

- Goals addressing the number and percentages of effective teachers in the school, and the number and percentage of teachers who are improving, in a manner consistent with the goals for the school outlined in the school's Five Year Plan; and
- Goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey.

PPBOCES PERSONNEL PERFORMANCE EVALUATION ADVISORY COUNCIL

The Pikes Peak BOCES has an Advisory Personnel Performance Evaluation Council, which meets 3 times per year, and has the following representation:

- At least one Teacher;
- At least one Specialized Service Professional;
- One Administrator;
- One Principal representative of the School District or Districts participating in the BOCES;
- One person employed by the BOCES who is defined as licensed personnel pursuant to section 22-9-103 (1.5), C.R.S.;
- One resident who is a parent of a child attending a school within the participating School District(s); and
- One resident who is not a parent of a child attending a school within the participating School District(s).

The Advisory Personnel Performance Evaluation Councils shall consult with the BOCES as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures. The Advisory Council shall provide input to the continuous evaluation of the system.

Pikes Peak BOCES shall provide training to all evaluators and educators to provide an understanding of their local evaluation system and to provide the skills and knowledge needed for implementation of the system. All performance evaluations will be conducted by an individual who has completed a training in evaluation skills that has been approved by the Department. Pikes Peak BOCES has a CDE-approved State Model Educator Evaluator Training program that can provide this training.

Teachers and SSPs may fill the role of an evaluator if they are a designee of an individual with a Principal or Administrator license and have completed a training on evaluation skills that has been approved by the Department.

Pikes Peak BOCES
Evaluation Process Timeline
2016-17

EVALUATION COMPONENT	TIMELINE	FORM
Training	By August 31, 2016	<ul style="list-style-type: none"> • Evaluation Process Tracking Form
Orientation	By August 31, 2016	<ul style="list-style-type: none"> • All forms that have been revised for use during the upcoming school year • Evaluation Process Tracking Form
Self- Assessment	By September 16, 2016	<ul style="list-style-type: none"> • Rubric • Evaluation Process Tracking Form
Review of Annual Goals & Performance Plan	By September 16, 2016	<ul style="list-style-type: none"> • Completed Self-Assessment (Rubric) • Professional Growth Plan • Evaluation Process Tracking Form
Mid-Year Review	By December 16, 2017	<ul style="list-style-type: none"> • Mid-Year Review Form • Evaluation Process Tracking Form
Evaluator Assessment	By April 21, 2017	<ul style="list-style-type: none"> • Rubric • Evaluation Process Tracking Form
End-of-Year Review	By April 28 2017	<ul style="list-style-type: none"> • Completed Self-Assessment (Rubric) • Completed Evaluator Assessment (Rubric) • Evaluation Worksheet • Professional Growth Plan (for current and next years) • Evaluation Process Tracking Form
Final Ratings	By May 5, 2017	<ul style="list-style-type: none"> • Evaluation Worksheet • Teacher Evaluation Worksheet • Evaluation Process Tracking Form

Signed Evaluations to Evaluator's Supervisor	By June 16, 2017	<ul style="list-style-type: none"> Completed Evaluator Assessment (Rubric)
Final Evaluations to HR	By June 30, 2017	<ul style="list-style-type: none"> Completed Evaluator Assessment (Rubric)
Goal-Setting & Performance Planning	By September 2, 2017	<ul style="list-style-type: none"> Evaluation Worksheet Summary Evaluation Sheet Goal-Setting Form Professional Growth Plan Evaluation Process Tracking Form