Douglas County School District
Learn Today, Lead Tomorrow

CONTINUOUS
IMPROVEMENT OF
TEACHER
EFFECTIVENESS

LEADERSHIP
EFFECTIVENESS THROUGH
ANALYSIS AND
DATA

Evaluation Guidebook

DCSD Evaluation Guidebook (C I T E and L E A D)

Purpose of Evaluation:

Douglas County School District is proud to employ some of the best educators in Colorado. Our evaluation system is designed to support educators in their professional growth. Educators and Evaluators will engage in a process of collaborative goal setting, reflection and observations. Evaluators will support educator growth and continuous improvement of educator effectiveness through ongoing, frequent, observation, actionable feedback and coaching.

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 (50%) 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 beliefs,

Key Considerations of Evaluation:

- Data always informs the process, but human judgement will always be a part of an effective evaluation system

- The system encourages continuous improvement; both educator and evaluator have responsibility in the continuous improvement process

- The system supports and encourages risk taking and reflective dialogue between educator and evaluator

- The completion of the summative evaluation is only one part of a comprehensive evaluation system

- The process should be collaborative in nature.

- The ultimate goal of any evaluation system is to impact student growth and achievement

Background:

Senate bill 10-191 was passed in 2010 to support school districts with the evaluation of educator effectiveness. School districts have the autonomy to create evaluation systems and tools that meet the unique needs of their district so long as the system meets or exceeds the expectations set forth in legislation. Douglas County School District adopted CITE in 2012 and has continued to revise and enhance the system to meet the unique needs of educators .

Contacts:

The Douglas County CITE and LEAD Evaluation System is supported with joint efforts from Educator Effectiveness and the Assessment and System Performance Office.

Throughout this guidebook evaluators will find technical support documents marked with this icon.

CITE

Continuous Improvement of Teacher Effectiveness

Who: *CITE is designed for evaluation of all full and part-time licensed teachers in Douglas County School District. The majority of teachers will use the "Generalist" Rubric. Other rubrics have been developed to support those teachers and educators who serve students in unique roles in which the Generalist Rubric does not accurately describe their work.*

Available rubrics include:

- **Generalist (General Education Classroom Teachers K-12, Specials, and Electives Teachers)**

- **Educator Rubric (Most Special Education Teachers, OT, TVI, TODHH, ESL, GT, Interventionists, Literacy Specialists, Assistive Technology Teachers, Behavior/Autism Specialists)**

- **Teacher Librarian Rubric**

- **Elementary Digital Librarian Rubric**

- **IB PYP Rubric**

- **IB MYP Rubric**

- **PLS (Professional Learning Specialist) Rubric**

- **School Nurse Rubric**

- **Counselor Rubric**

- **Child Find Rubric(s): Psychologist; Social Worker; SLP or OT**

- **Technology Specialists Rubric**

- **IAS (IEP and Assessment Specialists) Rubric**

- **Strategist Rubric (only for CIPG department staff)**

Evaluator Resources:

1. **Job Codes, Workday Profile and Rubric Alignment**
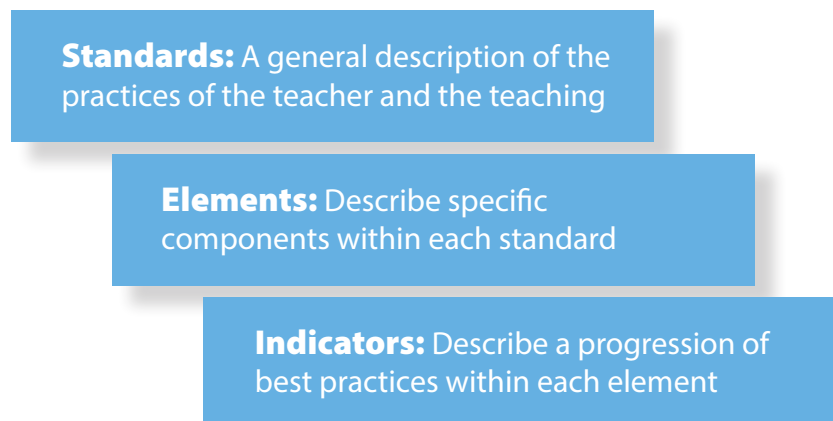2. **Which Rubric Do I Pick?**

CITE
Continuous Improvement of Teacher Effectiveness

Rubrics are all arranged in a similar format. The standards are divided into two sections that describe the professional and the practice. For example the Generalist Rubric describes professional practices for the Teacher and the Teaching.

The Teacher

Standard 1: Culture & Climate
Standard 2: Professionalism

The Teaching

Standard 3: Planning
Standard 4: Assessment
Standard 5: Instruction

The rubric is made up of five Standards. Each standard is comprised of various elements that describe the standards more deeply and each element has 4 levels of indicators that describe degrees of professional practice related to each rubric's practice.

Standards: A general description of the practices of the teacher and the teaching

Elements: Describe specific components within each standard

Indicators: Describe a progression of best practices within each element

* DCSD has 15 rubrics. Most teachers will use the Generalist rubric. Teachers should consult with the principal or contact the Director of Educator Effectivness if you are unsure of which rubric to use.

Continuous Improvement of Teacher Effectiveness

The excellence of our teachers and the teaching, combined with the curriculum, lead students to Educational Excellence through deep, sustainable learning.

The Teacher

Standard 1- CULTURE AND CLIMATE: Teacher models and collaborates with all students to create a respectful and positive culture and climate.

1.1 Teacher creates an environment that is safe.

1.2 Teacher uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.

1.3 Teacher establishes an environment that honors diversity.

1.4 Teacher models and establishes positive relationships with all students.

1.5 Teacher creates a well-managed, student-centered learning environment with established routines and procedures.

Standard 2 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.

2.1 Teacher works collaboratively with colleagues for the benefit of students.

2.2 Teacher creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities.

2.3 Teacher demonstrates application of professional learning to practice.

2.4 Teacher differentiates communication with families based on the individual needs of the student.

2.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

The Teaching

Standard 3 - PLANNING: Teacher purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.

3.1 Teacher purposefully plans for the integration of content in aligned lessons.

3.2 Teacher purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.

3.3 Teacher purposefully plans for the authentic integration of collaboration, communication, critical thinking and creativity, and, where appropriate, the other 21st century skills.

3.4 Teacher utilizes/analyzes a variety of formal and informal assessment data to purposefully plan for instruction to meet the differentiated needs of students.

Standard 4 - ASSESSMENT: Teacher uses a variety of formal and informal assessment data that requires students to demonstrate mastery.

4.1 Teacher measures students' level of understanding of content by using quality formal and informal assessments.

4.2 Teacher measures students' use of higher order thinking skills by using quality formal and informal assessments.

4.3 Teacher measures students' use of collaboration, communication, critical thinking and creativity, and, where appropriate, in the other 21st century skills using quality formal and informal assessments.

4.4 Teacher uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.

4.5 Teacher provides students with quality feedback. (precise, accurate, timely, encouraging)

Standard 5 - INSTRUCTION: Teacher facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.

5.1 Teacher facilitates learning opportunities for students to demonstrate content knowledge that is transferable and sustainable.

5.2 Teacher facilitates learning opportunities for students to demonstrate higher-order thinking skills.

5.3 Teacher facilitates authentic opportunities for students to develop and demonstrate growth in collaboration, communication, critical thinking and creativity and, where appropriate, in the other 21st century skills.

5.4 Teacher utilizes current pedagogical expertise and content knowledge in their professional practice.

5.5 Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.

5.6 Teacher gives explicit and actionable feedback to students throughout the teaching/learning cycle.

5.7 Teacher demonstrates responsiveness and flexibility in the classroom and throughout instruction.

5.8 Teacher facilitates learning opportunities to engage all students through voice and choice.

5.9 Teacher facilitates opportunities for all students to use tools and available technology to enhance learning.

Which Rubric do I pick?

Generalist:
K-12 Classroom Teacher
K-12 Specials Teacher
K-12 Electives Teacher

Educator Rubric:
Assistive Technology
Autism/Behavior Specialist
Center Based Special Ed Teacher
Early Childhood (ECE) Special Ed Teacher
Early Childhood SLP
Early Childhood OT
English as a Second Language (ESL)
Interventionist
Literacy Specialist
Mental Health
Occupational Therapist (OT)
Speech Language Pathologist (SLP)
Moderate Needs Teacher
Teacher of Visually Impaired (TVI)
Teacher of Deaf and Hard and Hearing (ToDHH)

LEAD:
Principals
Assistant Principals

Other Individual Rubrics:
IB PYP
IB MYP
Teacher Librarian
Digital Elementary Librarian
Counselor
School Nurse
(IEP and Assessment Specialists)and IAS
Strategists (for CIPG Staff only)
Professional Learning Specialist (PLS)
Child Find Rubric(s): Psychologist; Social Worker; SLP or OT
Technology Specialists Rubric

DCSD Evaluation Cycle

BOY Tasks	Fall Connection	MOY Connection	Spring Connection	EOY Tasks
Training*	Reflect on self-assessment	MOY Self-Assessments	Finalize progress towards professional practices	EOY Self-Assessment
Annual Orientation	Review Goals	Review progress on professional practices (CITE 1-5) (Mid-year Review)	Finalize student data for Measures of Student Learning/Student Outcomes (CITE 6)	Complete Summative Evaluation
InspirED set-up	Discuss SLOs/SOOs to meet Measures of Student Learning/ Student Outcomes requirement	Review progress towards goals and Professional growth plan; determine next steps	Determine goals for next year and begin preliminary professional growth plan	Review and approve SLOs/SOOs in InspirED
Self-Assessments		Review student progress towards Measures of Student Learning/Student Outcomes (CITE 6)		
Goal Setting				
Determine Measures of Student Learning/ Student Outcomes (CITE 6)				

The overall structure and timing of these events are determined by each individual school principal to meet the unique needs of each staff member within given district due dates.

Ongoing
Observation, data collection, provide feedback and opportunities for reflection

Other activities
Coaching, professional development, educator support, peer observations

*Training is required for all new to the DCSD evaluation system; annual orientation (review) is required for all other staff.

DCSD Evaluation Cycle (Beginning of Year)

BOY Process and suggested timeframes:	Description	Educator	Evaluator
Training *Prior to being evaluated*	Any educator new to DCSD must be trained on our district's evaluation processes and tools. This training is designed to provide the foundational knowledge for all employees. Common language, expectations and understanding will help to ensure reliability and accuracy of the evaluation system.	Educator's new to DCSD must complete this training.	Ensure that all new educators are aware of the training and have access to complete the course. Submit all new educator names to Director of Educator effectiveness via Google form.
Annual Orientation *Within the first month of school*	This annual orientation is a time to discuss any changes to the evaluation system from the previous year. Evaluators should articulate all measures to which educators will be held accountable and address any school specific requirements necessary to meet expectations. Evaluators should communicate to educators who their evaluator will be, and what the evaluation process or plan is for their school (frequency of observations, method of feedback delivery, educator responsibilities, evaluator responsibilities, etc.)	All educators in DCSD must acknowledge that they have completed the annual orientation. (Be sure to ask for clarification in any expectations or processes that you are unsure of.) Acknowledgement form can be accessed here.	All schools should provide annual orientation on the DCSD CITE evaluation system within the first month of school, and note any school specific expectations.

InspirED Set-up *As soon as possible*	InspirED is DCSD's platform for Evaluation. Additionally, InspirED houses professional development course catalog/transcripts, assessment library, and elementary progress reports (EPR). K-8 educators also have access to Alpine Achievement from the dashboard. Access InspirED here.	All staff, new and returning, will be required to login to InspirED and set up their profile. This is required every year. All educators will select their primary location, instructional area and rubric. Additionally, SSPs (Specialized Service Professionals) will need to select their model for Measures of Student Learning/ Student Outcomes (CITE 6) - click here for more information.	At the start of every year, evaluators will need to set up their staff list in InspirED. If an employee is split between multiple locations, it is up to the supervisor(s) to decide how to collaboratively evaluate this employee. All licensed personnel must be evaluated: FT, PT, 110. Long term substitutes are not required to have an evaluation in InspirED, although you may elect to. Please verify that all educators are assigned the correct rubric according to job code.
Self Evaluation *Within the first two months of school*	While the beginning of the year self-evaluation is optional, many evaluators may require it. This provides an opportunity for educators to reflect on their practice, identify their own strengths and challenges and have open dialogue with their evaluator about each of those.	Every educator is encouraged to complete the self-evaluation at the beginning of the year. Find out from your evaluator if they require this at the beginning of the year.	Review self-evaluations submitted by educators to support goal setting conversations. Celebrate strengths and discuss with educators areas they would like support and/or resources.
Goal Setting *Within the first two months of school*	It is required for every educator to have a professional growth plan (goals with actions steps and milestones). This growth plan should align goals, building initiatives, and district priorities. (CITE 2.2) This provides the educator opportunity to discuss action steps, identify resources and/or support(s), and actively reflect on progress towards goals. These goals may be year long or shorter term goals. The goal setting process may be completed as many times throughout the year as is desired or updated if a goal has been achieved.	Work with your evaluator to complete the goal setting process reflecting on strengths and areas of growth identified in the self-evaluation. Goals will be recorded in InspirED. • Access optional CITE goal planning form here. • Access optional LEAD goal planning form here.	Evaluator may hold a beginning of the year conference* with the person being evaluated to collaboratively determine what the educators goals should be. Discuss strength and weakness and what will be required and what support is needed to meet each goal. Evaluators and educators work collaboratively towards monitoring progress toward those goals throughout the year. *Goals for returning staff members may have been set and discussed at the end of the year meeting for the previous year. This meeting will allow educator and evaluator to reflect and confirm whether or not these goals are still appropriate.*

Determine Measures of Student Learning/ Student Outcomes (CITE 6) *By the end of September for 1st semester or year long goals* *By the end of January for 2nd semester*	Measures of Student Learning/Student Outcomes (CITE 6) makes up half of every educator's overall performance rating. It is important to understand how this score will impact their rating. Determining how the Measures of Student Learning/Student Outcome will be progress monitored is important to establish early in the year. Measures of Student Learning/ Student Outcomes (CITE 6) should represent student growth resulting from an individual educator in the Individual Attribution, and student growth resulting from two or more educators in the Collective Attribution. Expectations for targets are "rigorous yet realistic" for each student.	Upon knowing the schoolwide expectations for Measures of Student Learning/Student outcomes, an educator's primary role will be to identify the significant learnings that they will want to include in the Measures of Student Learning/ Student Outcomes. Educators will want to consider which learning targets make up a significant portion of the expected learning in their classes. Another consideration will be determining which classes and students to include. While all students don't need to be represented, educators will want to ensure they select a representative sample of students they impact.	Evaluators are responsible for communicating specific expectations for Measures of Student Learning/Student Outcomes (CITE 6) to their staff. Schools may choose to use or require any third-party assessments such as i-Ready, and/ or classroom-created assessments used to document the growth of students. Determining targets and expectations for progress monitoring should be a collaborative process between evaluator and evaluatee. The process and expectations for determining Measures of Student Learning/Student Outcomes (CITE 6) should be purposeful and communicated early to staff members.

DCSD Evaluation Cycle (Fall and MOY)

Fall Connections

Ongoing	Description	Educator	Evaluators
Observation, data collection, provide feedback and opportunities for reflection	Throughout the year, evaluators will conduct classroom observations. Other evidence of educator practice may be collected through other formal and/or informal methods to include, team meetings, student interactions, correspondence, etc. While there are minimum requirements for evaluation outline in SB. 10-191 (probationary employees will receive at least two formal observations, and non-probationary will receive at least one formal observation) evaluators will likely develop an evaluation plan that constitutes far more observation time in order to fairly and accurately gain enough insight and information to make an accurate evaluation of teaching practice.	An educator and evaluator may discuss what types of evidence and/or artifacts could be used as evidence to demonstrate proficiency of a particular professional practice.	Evaluators may develop an evaluation plan to include who each educator's evaluator will be, the expectations, the frequency and components of observation and what opportunities there will be to hear feedback and have reflective conversations with their evaluators.
Shared Progress "Snapshots"	An evaluator may elect to share progress towards the final summative evaluation throughout the year via the Shared Progress tool, often times referred to as a "snapshot".	Engage with evaluator in discussion about any feedback that might be received. An evaluator may require acknowledgment of a "snapshot."	An evaluator may elect to collect evidence and ratings throughout the year as a means of supporting ongoing growth conversations. These ratings may change throughout the year based on observation and discussion with the evaluator.

Other activities Coaching, professional development, educator support, peer observations	A final summative evaluation represents only the final piece of an educators evaluation. Evaluation is informed through ongoing observation and reflective conversations. Additionally, the process is meant to support continuous improvement and the CITE rubric is meant to be used as part of a growth conversation. Coaching, professional development and educator support are supports available to educators.

MOY Connections			
MOY Reviews	The evaluation system in DCSD is flexible to meet the demands and unique needs of each school. **Therefore a MOY Review is optional and/or may be conducted on a flexible timeline.** Some evaluators will choose to conduct a formal MOY conference and create a formal MOY Review. Others may structure observations and coaching and/or evaluation conversations ongoing throughout the year. Regardless of structure, every educator should have a clear picture of what is expected and what steps should be taken to achieve performance goals by the end of the year.		
Review progress on Professional Practices (CITE 1-5) Review progress towards goals and professional growth plan; determine next steps Review student progress towards Measures of Student Learning/Student Outcomes (CITE 6)	Prior to the beginning of second semester, the evaluator and teacher should review progress towards professional growth goals. This is a good time to discuss possible overall ratings for each of the elements in CITE. Every educator should have a clear picture of what is expected and what steps should be taken to achieve performance goals by the end of the year. This MOY connection also provides a time to collaboratively discuss progress toward individual Measures of Student Learning/ Student Outcomes (CITE 6) and determine if adjustments need to be made to any targets.	Meet with evaluators to review progress towards CITE 1-5 and Measures of Student Learning/ Student Outcomes (CITE 6). Review student progress and have collaborative discussion about student progress so far.	Meet with educators to discuss progress towards CITE 1-5 and Measures of Student Learning/ Student Outcomes (CITE 6). Review student progress and have collaborative discussions about student progress so far.

DCSD Evaluation Cycle (Spring and EOY)

Spring Connections

Finalize progress towards professional practices	Prior to the end of the year, educator and evaluator should meet to discuss and finalize progress and/or changes towards progress on their overall evaluation.
Finalize student data for Measures of Student Learning/Student Outcomes (CITE 6)	Educator and evaluator should discuss final Measures of Student Learning/Student Outcomes (CITE 6) data and reflect on any goals for next year.
Determine goals for next year and begin preliminary professional growth plan	Goal setting for the next year based on final ratings on summative EOY evaluation, school goals, etc. can be started at this time.

EOY Tasks

	Description	Educator	Evaluator
Complete Summative Evaluation by May 1st	A final summative evaluation is required for every educator. A final summative evaluation will include an overall proficiency rating for CITE standards 1-5, combined with a rating based on the level of attainment for the Measures of Student Learning/Student Outcomes (CITE 6), to make up an overall effectiveness rating. Educators will receive all three scores.		Principal will complete and submit the final summative evaluation in InspirED.

Review and approve SLOs/SOOs in InspirED by May 1st		Educators will submit final assessment data for SLOs/SOOs through InspirED.	Evaluators must review and approve (or send back for revisions) all SLOs/SOOs prior to May 1st. Schools will communicate their internal deadline for final assessment data to be submitted to their evaluator in order to allow time for review and revisions.
Acknowledge rating	Scores will be released approximately 1 week later with final effectiveness ratings. Educators should acknowledge their final rating in InspirED. Link to InspirEd.		
Second Look Process/Appeals	A teacher may access two processes to review and/or challenge an evaluation rating: (1) the Second Look process and (2) the appeal process. The appeal process is available for a non-probationary teacher who earns two consecutive years of an "ineffective" rating, after the second year of receiving that rating. By contrast, the Second Look process may be used by any teacher, once per year. No other process may be used to review and/or challenge an evaluation rating, e.g., the grievance process set out in the DCSD Employee Guide for non-teachers. (GCN-R-1) Appeals Process		

Evaluation Considerations for Principals/Assistant Principals (LEAD)	
Rubric	Principals and Assistant Principals are evaluated using the Leadership Effectiveness through Analysis & Data (LEAD) rubric. This rubric is comprised of 28 elements distributed across 5 distinct standards. The first two standards are designed to measure the effectiveness of The Leader and the the last three standards are designed to measure the effectiveness of The Leading. Standard 1 - Culture and Climate Standard 2 - Professionalism Standard 3 - Operational Leadership Standard 4 - Instructional Leadership Standard 5 - Strategic Leadership LEAD Rubric
Measures of Student Learning (LEAD 6)	
Evaluation Process	The evaluation system for Principals and Assistant Principals follow many of the same requirements as do other educators. Like the CITE evaluation process, the LEAD evaluation process has at its core the expectation of ongoing coaching and feedback from those who evaluate building/department leaders. This coaching and feedback should be oriented in a growth-mindset whereby the leader's strengths are celebrated and actionable next steps are provided for areas of growth.

Observations

Evaluation in DCSD is designed to be a collaborative process with both evaluator and evaluatee taking collective responsibility for the collection or demonstration of evidence that shows proficiency towards the CITE 1-5 standards and professional practices. "Evidence towards proficiency may be collected through ongoing observation, measures required through SB. 10-191 and other optional additional measures ".

Observations required:	Probationary	Non-probationary
SB 10-191. "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 reliable conclusions and findings may be drawn." Principals may determine the schedule, frequency and duration of observations needed to gather sufficient data most effective for their school.	At least two documented observations and at least one evaluation that results in a written summative evaluation report each year.	At least one documented observation every year and one evaluation that results in a written summative evaluation report each year.

Formal Observation Cycle: A formal observation may consist of a pre-conference, observation and post conference. Evaluators will determine the process and timelines for the formal observation cycle at their school.

Evidence
Evidence is an observational and/or anecdotal description or measure of educator practice that illustrates an educator's proficiency towards standards and elements of professional practice. Evidence may also include artifacts such as documents, photographs, rubrics, assessments, lesson plans, etc. that may be uploaded into InspirED to further illustrate how an educator is meeting each of the standards and/or elements of professional practice. There are no requirements to upload additional evidence. Individual school principals or evaluators may ask educators to provide evidence if they feel further information is needed to accurately determine levels of proficiency. Educators have the opportunity to upload evidence that they would like the evaluator to consider as part of a body of evidence when determining proficiency toward standards and elements of professional practice.

Evaluation Considerations for SSPs (Specialized Service Professionals)

Who is an SSP?	SSPs are generally individuals that provide a specialized service for students. The nine Specialized Service Professionals recognized by the state of Colorado are:	
	• Counselor • Audiologist • Registered Nurse • Occupational Therapist • Physical Therapist	• Psychologist • Social Worker • Speech-Language Pathologist • School Orientation Specialist
Rubrics	Some SSPs in DCSD are evaluated using the "Educator" rubric. The Educator rubric aligns closely to the Generalist rubric to highlight the collaboration between the SSP and the classroom teacher. Each specialty has a set of "look-fors" to add specificity to the Educator rubric.	Other SSPs have a specialized rubric.
	SSPs using Educator Rubric : Speech-Language Pathologists ECE Speech-Language Pathologists Occupational therapists ECE Occupational therapists Mental Health Providers (Psychologists, Social Workers)	Specialized SSP Rubrics Audiologists School Nurses Counselors Evaluator Resource: CDE Practical Guides to Evaluating Specialty areas.

Measures of Student Learning/Student Outcomes (CITE 6)	Senate Bill 10-191 requires all certified educators, including specialized service professionals (SSPs), to have an evaluation that is 50 percent educator performance (CITE 1 - 5) and 50 percent student performance (Measures of Student Learning/ Student Outcomes). Measures of Student Learning/Student Outcomes (CITE 6) represent the state required 50 percent student performance portion of an educator's evaluation. Also, Senate Bill 10-191 requires an Individual Attribution and Collective Attribution for all teachers. Specialized service professionals are only required to have an Individual Attribution. The Individual Attribution is data that is attributed to a single educator, and the Collective Attribution is data that is attributed to a group of educators. In DCSD, the basic model is 40 percent Individual Attribution, and 10 percent Collective Attribution. SSPs are able to opt into their predominant school's model, or to be part of a 50 percent Individual Attribution model with no Collective Attribution per state law. Click here for further guidance related to SSP decisions points
Evaluation Process	The process for an SSP is nearly identical to that of any non-SSP educator. Evaluators and SSPs should collaboratively determine multiple measures that will determine proficiency towards the professional practice standards and elements. SB. 10-191 "Measures shall be gathered using multiple formats and on multiple occasions." SSPs may also be evaluated by a trained evaluator with relevant professional experience. Evaluators must communicate to SSPs at the beginning of each year who their evaluator will be.

Measures of Student Learning/Student Outcomes (CITE 6)
Assessment Data Used in Educator Evaluations

Why is assessment data used in educator evaluations?

Senate Bill 10-191 changes the way all educators (principals/assistant principals, teachers and specialized service professionals) are evaluated in Colorado with the ultimate goal of continuously supporting educators' professional growth and, in turn, accelerating student results.

The evaluation requirements include opportunities for reflection, review, professional development and growth. Senate Bill 10-191 also requires that half of an educator's annual evaluation is based on the Quality Standard (Measures of Student Learning/Student Outcomes) that measures student learning/student outcomes over time.

How does DCSD approach educator evaluations?

Senate Bill 10-191 created the requirement of a state educator evaluation instrument. The state educator evaluation instrument may be used by districts, or districts may develop their own rubrics, tools, and personal evaluation system. The quality standards and elements in a locally-developed evaluation system must meet or exceed the state standards and elements, as determined by Colorado Department of Education (CDE). With these guidelines in mind, the Douglas County School District chose to create its own evaluation system for educators. Continuous Improvement for Teacher Effectiveness (CITE) is the DCSD educator evaluation process and instrument. This instrument continues to evolve and will always be crosswalked to the state instrument as is required by law.

What is Student Performance?

As mentioned before, Senate Bill 10-191 requires all certified educators, including Specialized Service Professionals (SSPs), to have an evaluation that is 50 percent educator performance (CITE 1 - 5) and 50 percent student performance (Measures of Student Learning/ Student Outcomes). Measures of Student Learning/ Student Outcomes (CITE 6) represent the state required 50 percent student performance portion of an educator's evaluation.

Also, Senate Bill 10-191 requires an Individual Attribution and Collective Attribution for all teachers. Specialized Service Professionals (SSPs) are only required to have an Individual Attribution. The Individual Attribution is data that is attributed to a single educator, and the Collective Attribution is data that is attributed to a group of educators. In DCSD, the basic model is 40 percent Individual Attribution, and 10 percent Collective Attribution. SSPs are able to opt into their predominant school's model, or to be part of a 50 percent Individual Attribution model with no Collective Attribution per state law.

The 2015 - 2016 school year marked the first full implementation of Senate Bill 10-191, meaning all educators and SSPs received an overall effectiveness rating for CITE 1 - 6. The overall effectiveness rating is the portability score reported to CDE, and is the score educators and SSPs "take" with them if they move to a new district, hence the term, "portability score."

What is the role of educators in collecting Student Performance data?

As an educator, your primary role will be to identify the significant learnings that you will want to include in the Individual Attribution. You will want to consider which learning targets make up a significant portion of the expected learning in your classes.

Another consideration will be determining which classes and students to include. While all of your students don't need to be represented in your Individual Attribution, you will want to insure that you have a representative sample large enough to not negatively impact your results. To learn more about representative sample, use this link.

Once these two decisions have been made, you will need to create a Student Learning Objective (SLO), and/or a Student Outcome Objective (SOO) if you are an SSP, for every objective you want to make part of Student Performance.

The Student Learning Objective (SLO) process will be documented in InspirED. To learn more about how to complete the Student Learning Objective process in InspirED, click this link.

All data used for the SLO process must be aligned to an assessment in the assessment library. To learn more about using the assessment library, click this link.

To learn more about selecting an assessment for this process, click this link.

The Student Outcome Objective (SOO) process for SSPs is also documented in InspirED. To learn more about how to complete the Student Outcome Objective process in InspirED, click this link. To learn more about Measures of Student Learning/Student Outcomes for SSPs, click this link.

**Where do I learn more about Measures of Student Learning/Student Outcomes (CITE 6)?**

• Measures of Student Learning/Student Outcomes Website

Determining a Final Educator's Effectiveness Rating in Douglas County School District:

An educator's final evaluation is composed of three scores: Professional Practice Rating (CITE 1-5), Student Performance Rating (CITE 6) and an Overall Rating. Professional practice score is based on their CITE rubric. The student performance score is determined by multiple measures of student growth and achievement.

The Overall Rating is determined by averaging the final evaluation scores for both professional practice and student performance. The average is rounded to the nearest whole number when reporting the final rating. This overall rating applies to an educator's portability and probationary/non-probationary status.
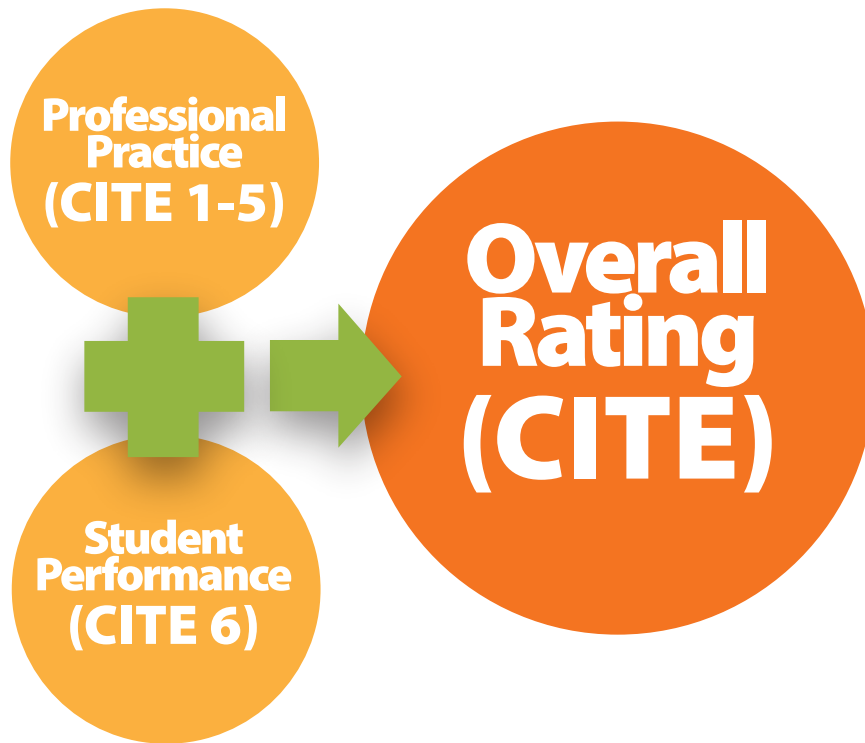
Sample scoring Professional Practice (CITE 1-5)	Student Performance (CITE 6)	Sum	Average	Final Overall Rating
(3)	Lower than expected (2)	5	2.5	(3)
(4)	Expected (3)	7	3.5	(4)

The combined overall (CITE 1-6 rating) is used by CDE for portability purposes and determining probationary or non-probationary status. *See appendix for implications of ratings for earning/losing non-probationary status.*

Example of InspirED Innovation display of the three ratings appears below:

4 Overall Rating

Professional Practice
4 CITE 1-5 Rating

Measures of Student Learning
Expected - 3 CITE 6 Rating

Standard 5
Instruction
16%

Standard 4
Assessment
9%

Standard 3
Planning
7%

Standard 2
Profession-alism
9%

Standard 1
Culture & Climate
9%

Standard 6
Student Performance
50%
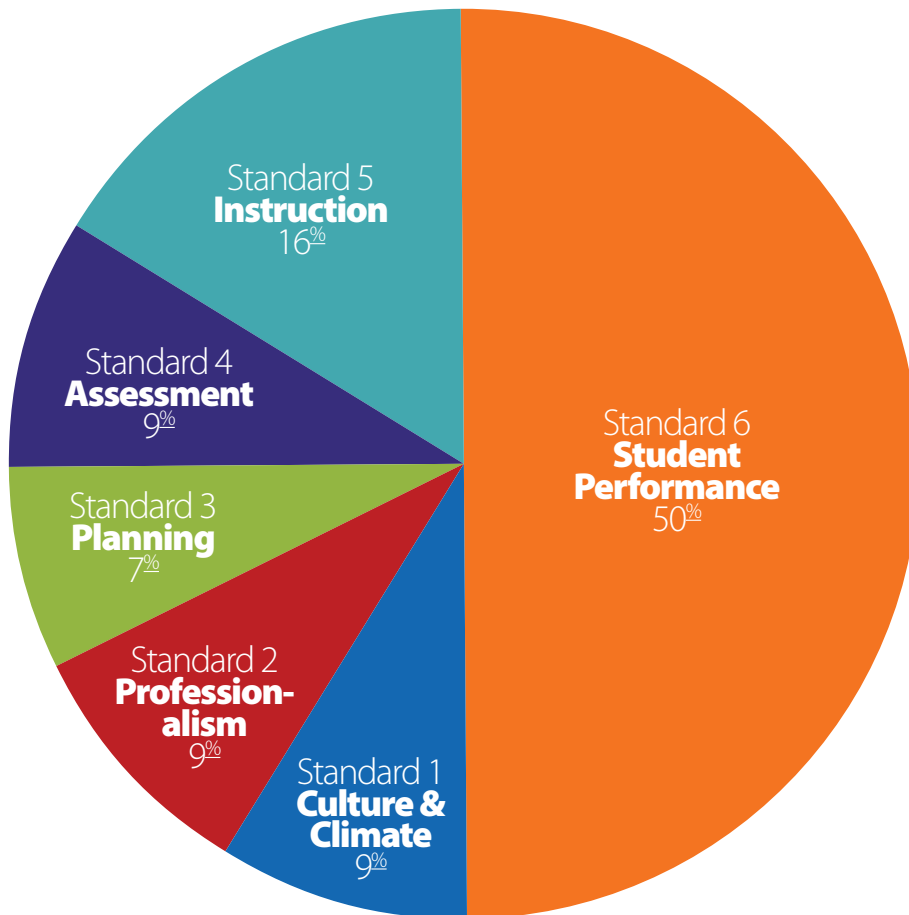
Colorado Department of Education Guidance and Resources:

The Colorado Department of Education has significant guidance documentation (mostly centered around the implementation of the evaluation system using CDE's suggested resources,) but the information may help to answer further questions:

• "S.B. 10-191 requires that 50 percent of an educator's evaluation be based on professional practices and 50 percent be based on multiple measures of student learning. Educators will earn a professional practice score based on the (appropriate) rubric and a measures of student learning/ student outcome score based on multiple measures (determined at a building level). The professional practices score and the measures of student learning/ student outcome scores are combined to determine an overall effectiveness rating of 1, 2, 3 or 4." (Colorado Department of Education)

• There are several approaches and methods for combining these measures to arrive at a final effectiveness rating for educators using the state measurement tool. (Determining Final Effectiveness Ratings Using the Colorado State model Evaluation System)

• Additional Guidance Documents:
  ◦ A Resource Guide for Deepening the Understanding of Teachers' Professional Practice
  ◦ Measures of Student Learning Guidance for Teachers
  ◦ SB 10 - 191

Sample Timeline for Measures of Student Learning/Student Outcomes (CITE 6)

	Educator	Evaluator
August	Consider possible Measures of Student Learning/Student Outcomes (CITE 6)	Begin conversations with staff related to Measures of Student Learning/Student Outcomes (CITE 6) • Discuss expectations for: ○ Processes for determining which learning outcomes are represented and/or measures being used ○ Processes for determining which students make up a representative sample ○ Practices used for target setting ○ Time frame represented (generally, at least 6-8 weeks is needed for students to show growth) Set the School Model in InspirED; contact ASPO or Educator Effectiveness for support **Did you know?** You can customize the windows for: Creating SLO, entering Baseline Data and entering/adjusting Targets, and entering Final Data in InspirED; contact ASPO or Educator Effectiveness for support
August	Determine measures for SLOs/SOOs for Individual Attribute Discuss with Evaluator during BOY connection / Goal-setting meetings	
September - January	Gather and enter baseline data in InspirED	Provide support to educators in collecting representative baseline data
Ongoing	Progress monitor and adjust instruction to meet targets	Engage in data discussion with teachers/teams/departments about progress towards student learning/student outcomes (CITE 6) goals.
October - January	Define and enter targets in InspirED	Close window for adjusting targets

Douglas County School District | **CITE** & **LEAD** Evaluation Guidebook

at MOY Connection	MOY Review* Collaboratively review progress monitoring and or benchmark data. Decide if any adjustments to targets are appropriate. Make adjustments if necessary.	
Ongoing	Progress monitor and adjust instruction to meet targets	Engage in data discussion with teachers/teams/departments about progress towards CITE 6 goals.
March - April	Enter final data in InspirED and send to evaluator for review	Review and approve or send for revision
May 1st		Assure that all SLOs are approved
at EOY Connection	Discuss final CITE 6 rating and how it will combine with CITE 1-5 ratings for overall rating.	

*MOY Reviews are optional and/or my be conducted on a flexible timeline.

Determining ratings:

The ratings for CITE 1-5 are informed through classroom observations, ongoing discussion, coaching conversations, emails, meetings, PLCs. An educator may also submit evidence for an evaluator to consider as evidence of their proficiency towards a professional practice.

An additive approach creates the growth model:

When determining a rating for each element, an evaluator will first consider if all of the components of the level 2 indicator are being met. If yes, they will then determine if all of the components of the level 3 elements are being met. If not, the educator would be rated at a level 2. If yes, then the evaluator will then consider if all of the components of the level 4 indicator are being met. In our growth model, a level 2 represents foundational practice. The next level builds on that foundational skill and adds additional components that increase the impact of that teaching practice and rating to a level 3.

Example:

5.4 Teacher utilizes current pedagogical expertise and content knowledge in their professional practice.			
1: Teacher inconsistently demonstrates pedagogical expertise, and/or content knowledge.	2: Teacher demonstrates pedagogical expertise, flexibility and content knowledge.	3: Teacher demonstrates pedagogical expertise and content knowledge that aligns targets, assessments, instructional methods, intended outcomes and promotes rigor.	4: Teacher's intentional actions and willingness to take risks, guide and motivate students toward high expectations for learning resulting from teacher's pedagogical expertise.
	Step 1: Does educator meet this indicator? **If yes**, check to see if the educator also meets the components of level 3. **If no**, the educator is rated as a 1.	**Step 2:** Does educator also meet the additional elements of this indicator? **If yes**, the rating is at least a 3, but check to see if the educator also meets the components of level 4. **If no**, the educator is rated as a 2.	**Step 3:** Does educator also meet the additional elements of this indicator? **If yes**, the educator is rated as a 4. **If no**, the educator is rated as a 3.

Determining Overall (Final Effectiveness) Rating:

An educator's overall final effectiveness rating is calculated by averaging , and then rounding up, the rating from professional practices, (CITE 1-5) (determined by cut scores), and the rating from Measures of Student Learning/Student Outcomes (CITE 6).

Douglas County School District—CITE Effectiveness Cut Scores 2018-2019

Rubric	1	2	3	4
Generalist	28 - 55	56 - 79	80 - 99	100 - 112
Educator*	29 - 57	58 - 82	83 - 103	104 - 116
IB MYP Teacher	28 - 55	56 - 79	80 - 99	100 - 112
IB PYP Teacher	28 - 55	56 - 79	80 - 99	100 - 112
Strategist	21 - 41	42 - 59	60 - 75	76 - 84
Professional Learning Specialist (PLS)	23 - 45	46 - 65	66 - 82	83 - 92
Child Find or Assessment:Diagnostic Professional - SLP and OT	26 - 51	52 - 74	75 - 92	93 - 104
Child Find or Assessment:Diagnostic Professional - Social Worker	26 - 51	52 - 74	75 - 92	93 - 104
Teacher Librarian	26 - 51	52 - 74	75 - 92	93 - 104
Technology Specialist	26 - 51	52 - 74	75 - 92	93 - 104
Child Find or Assessment/Diagnostic Professional - Psychologist	27 - 53	54 - 76	77 - 96	97 - 108
School Nurse	25 - 49	50 - 71	72 - 89	90 - 100
Digital Elementary Librarian	28 - 55	56 - 79	80 - 99	100 - 112
IEP and Assessment Specialist (IAS)	29 - 57	58 - 82	83 - 103	104 - 116
Director of Schools	31 - 61	62 - 88	89 - 110	111 - 124
Director SPED	31 - 61	62 - 88	89 - 110	111 - 124
Audiologist	32 - 63	64 - 90	91 - 114	115 - 128
Counselor	32 - 63	64 - 90	91 - 114	115 - 128
Dean and Administrative Intern	32 - 63	64 - 90	91 - 114	115 - 128
Principals and Assistant Principals (LEAD)	32 - 63	64 - 90	91 - 114	115 - 128
SPED Coordinators	32 - 63	64 - 90	91 - 114	115 - 128

*Educator Rubric:

Assistive Technology
Autism/Behavior Specialist
Center Based Special Ed Teacher
Early Childhood (ECE) Special Ed Teacher
Early Childhood SLP
Early Childhood OT
ESL
Interventionist
Literacy Specialist
Mental Health
OT
SLP
Moderate Needs Teacher
TVI
ToDHH

Implications for earning/losing non-probationary status:

Chart adapted from CDE User's Guide

PERFORMANCE EVALUATING RATING	IMPLICATIONS FOR EARNING OR LOSING NON-PROBATIONARY STATUS
DCSD Rating: 1 **(CDE rating : Ineffective)**	Beginning with evaluations conducted during the 2013-14 school year, for probationary teachers, a rating of ineffective shall not count towards the accrual of years required to qualify for non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher who is rated as ineffective for two consecutive years shall lose non-probationary status. Beginning with the 2014-15 school year, a teacher whose performance is deemed ineffective shall receive written notice that his or her performance evaluation rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance and identification of deficiencies. A rating of ineffective in the 2014-15 school year shall 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 shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year.
DCSD Rating: 2 **(CDE Rating: Partially effective)**	Beginning with evaluations conducted during the 2013-14 school year, for a probationary teacher, a rating of partially effective shall not count towards the accrual of three years of effectiveness needed to reach non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, for a non-probationary teacher, a rating of partially effective shall 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 shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year.
DCSD Rating: 3 **(CDE Rating: Effective)**	Beginning with evaluations conducted during the 2013-14 school year, a probationary teacher shall receive a rating of effective (or highly effective) for three consecutive years to earn non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher must maintain an effective or higher rating to retain non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.
DCSD Rating: 4 **(CDE Rating: Highly Effective)**	For the purposes of gaining or losing non-probationary status, a rating of highly effective shall have the same implications as a rating of effective.

CITE Frequently Asked Questions

The most important factor in student growth is having an effective educator. Douglas County School District has designed the CITE evaluation tool in collaboration with educators, administrators and community members from across the district to ensure that effective educators are in every classroom, in every school across Douglas County School District.   Most importantly, the CITE evaluation system is designed to support educator growth in a continuous improvement model. The CITE evaluation is a cumulative process that takes place in a larger system of ongoing observation and feedback ending with a summative review. The evaluation system is meant to be one of collaboration and shared responsibility between the evaluator and evaluatee.

Do I have to upload evidence?

The art and science of teaching is very complex. While evaluators are in classrooms often observing practice, it is unlikely that an evaluator will see the entire picture of what an educator accomplishes within one or even two lessons. You have the opportunity to be a part of your evaluation and help to complete that picture of who you are as an educator and professional by uploading evidence, if you wish. There is no requirement for educators to add any of their own evidence to InspirED.

Do I have to have evidence for every element?

No. *However the more evidence that is in InspirEd, the more holistic the picture of who you are as an educator becomes.*

How does uploading evidence impact my rating?

An evaluator may consider uploaded evidence as an aspect of a larger body of evidence in determining proficiency levels.

Appendix

What are CITE 1-5?

CITE stands for Continuous Improvement of Teacher Effectiveness. CITE serves as the evaluation tool, or rubric, in Douglas County School District. The rubric is built around 5 teacher quality standards that are essential to a teacher or educator's practice. Each standard, crosswalked to Colorado Teacher Quality Standards, contains elements that describe a range of four attainment levels for educators within each standard. CITE 1-5 makes up 50 percent of an educator's overall evaluation rating.

The standards are as follows:
Standard 1:   **Culture and Climate**
Standard 2:   **Professionalism**
Standard 3:   **Planning**
Standard 4:   **Assessment**
Standard 5:   **Instruction**

What are Measures of Student Learning/ Student Outcomes (CITE 6)?

Measures of Student Learning/Student Outcomes (CITE 6) is the educator quality standard based on student growth. Measures of Student Learning/ Student Outcomes (CITE 6) determines 50 percent of an educator's overall evaluation rating. (The other 50 percent is based on professional practices.) Each year, educators in partnership with their evaluator, will determine what measures and/or assessments will be included in the educator's CITE 6 rating. Measures of Student Learning/Student Outcomes (CITE 6) ratings are reported as either "More than expected growth", "Expected growth", "Less than expected growth" or "Much less than expected growth."

Are Measures of Student Learning/Student Outcomes (CITE 6) tied to pay?

No. Your Measures of Student Learning/Student Outcomes (CITE 6) rating is not tied to pay. At this time, no part of a licensed educator's evaluation is tied to pay. The pay for performance plan was paused in the 2017-2018 school year.

How do CITE 1-5 and CITE 6 come together to form an overall score?

Your overall rating from the professional practices CITE 1-5 (1-4) will be added to your overall rating from Measures of Student Learning/Student Outcomes (CITE 6). This score is then divided by two to account for the 50 percent requirement for both professional practice and student growth. Scores are rounded to the nearest whole number following normal rounding rules.

How many times will I be observed?

Minimum policy expectations require that a probationary educator have two formal observations in the course of a school year and non-probationary educators will have at least one formal observation in the course of a school year. However, as described above, the art and science of teaching is very complex. While evaluators are in classrooms often observing practice, it is unlikely that an evaluator will see the entire picture of what an educators accomplishes within one or even two lessons. Evaluators will conduct informal observations throughout the school year. Informal observations may consist of scheduled or unscheduled walkthroughs, observation in team meetings, parent meetings, through interactions and communication with parents, students and colleagues or through any of the other numerous responsibilities that an educator encounters throughout the school year.

[Click here](#) to visit the Colorado Department of Education (CDE) Guidelines and expectations for all districts related to educator effectiveness.

What is a probationary educator?

A probationary educator is an educator that has not yet achieved three consecutive years of proficient or innovative ratings. A non-probationary educator can lose their non-probationary status and become probationary after two consecutive years of less than proficient ratings.

What is a non-probationary educator?

Once an educator receives 3 consecutive years of effective ratings, the educator becomes non-probationary. A non-probationary educator can lose their non-probationary status after two consecutive years of less than proficient ratings.

Is there a quota or limit to the number of educators rated 4 (formerly Innovative) across the district, or within a building?

No. There is no quota or limit to the number of educators in a building or across the district that can be rated as a 4.

Is "backwards planning" required?

*Planning for effective instruction and balanced assessment is essential to achieving effective instruction and balanced assessment. **However, there is no requirement for educators to use any one prescribed type or framework for planning from the district level.** School expectations may require a particular planning process that supports the instructional framework and/or philosophy of the school. The planning process is evaluated through Standard 3 of the CITE rubric.*

What is Senate Bill 10-191?

Senate Bill 10-191 (sometimes referred to as SB191) was legislation passed in 2012 related to educator effectiveness and describes requirements for educator evaluation for all school districts in Colorado. The Colorado Department of Education created an evaluation tool that school districts could choose to adopt if they wished. Another option for districts was to create their own evaluation system that met or exceeded the state's expectations. Douglas County School District created the CITE Evaluation System.

Requirements of Senate Bill 10-191:

- *All teachers and specialized service providers are to be evaluated with a system that bases 50% of the evaluation on professional practice and 50% on student growth or student outcomes that include statewide assessment data when available.*

- *A probationary teacher will be evaluated at least twice yearly, and a non-probationary teacher will be evaluated at least once yearly.*

- *Three consecutive years of effectiveness must be demonstrated to become non-probationary. A teacher will lose their non-probationary status after two consecutive years of partial or ineffectiveness.*

What is InspirEd?

InspirED is Douglas County School District's digital warehouse for the GVC, Unit Planner, CITE and LEAD Evaluation Systems, Elementary Progress Reports (EPR) and Professional Development System (PD). InspirED supports educators and evaluators work throughout the entire observation process. This tool allows the educator to be informed about evaluation ratings and/or feedback from their evaluator. InspirED allows educators to upload evidence, if they wish, to help inform evaluators of best instructional practices in their classroom.

Do I have to share my self evaluation with my evaluator?

The evaluation process in Douglas County School District is designed around a belief in Continuous Improvement and support for individual growth. Educators will complete the self-evaluation 3 times a year with a requirement to share the middle-of-year and end-of-year self-evaluations with their evaluator. Sharing the beginning-of-year self-evaluation is optional. Sharing your self-evaluation with your evaluator helps to inform the evaluator about what areas in which you feel you need support or individualized professional development. Growth conversations between the educator and evaluator will happen most effectively when the self evaluation is shared and discussed openly so that an evaluator can support the educator.

Do I have to set goals within InspirEd?

The evaluation process in Douglas County School District is designed around a culture of Continuous Improvement and support for individual growth. Educators will set growth goals at the beginning of the year based on the professional practices defined in CITE 1-5.

Where can I find more resources?

Click here to go to the Measures of Student Learning/Student Outcomes (CITE 6) Website.

Can I appeal my evaluation? What is the process for an appeal?

Douglas County School District has three processes in place to ensure evaluation integrity, inter-rater reliability and consistent evaluation of the CITE Standards across the District and within each school: Mid-year Second Look, End of Year Appeals, and Level 1 and 2 Reviews.

- *An educator or the educator's evaluator may request additional input (or "Second Look" into the mid-year review rating). The input from the second look review may be used for the summative rating.*

- *A non-probationary educator may appeal a rating of "1" or "2" for either their Professional Practice (CITE 1-5) or Overall (CITE 1-6) rating.*

Appeals Process

What is the "Second Look" appeal process?

An educator or the educator's evaluator may request additional input (or "Second Look" into the mid-year review rating). The input from the "Second Look "Review may be used for the summative rating.

Do I have to collect data for Measures of Student Learning/Student Outcomes (CITE 6)?

Whether or not Measures of Student Learning/ Student Outcomes (CITE 6) are part of an educator's evaluation is determined by Senate Bill 10-191 Rules. The job code that is in workday for an employee is what drives the requirements, not necessarily the rubric that you selected.

Who should I contact if I have more questions?

Director of Educator Effectiveness
erica.mason@dcsdk12.org
303-387-0068

Measures of Student Learning/ Student Outcomes (CITE 6) For Evaluators

TOPICS:

[Entering in InspirED](#)

[Reporting](#)

[Making Measures of Student Learning/ Student Outcomes (CITE 6) Meaningful](#)

[More Resources](#)

Entering in InspirED

When I setup my model, how do I know who I need to include?

Your model will include those educators who have a job code that requires Measures of Student Learning/Student Outcomes (CITE 6). Please refer to this *document* to see who must be included in the CITE 6 model. Also, accessing this link will take you to a step-by-step guide for *Setting Your Model, Managing Instructional Areas* or, *Setting Assessment Categories.*

Reporting

How do I know which staff members need to do Measures of Student Learning/Student Outcomes (CITE 6) and which do not?

Whether or not an educator needs to do Measures of Student Learning/Student Outcomes (CITE 6) is determined by Senate Bill 10-191 Rules. The job code assigned to an educator's job profile drives the requirements, not necessarily the rubric that they have selected. Click *here* for a list of all educators required to do CITE 6 and how to check their job code in Workday.

Who is "exempt", "excused" or "excluded"?

In InspirED you may sometimes see either exempt, excused or excluded in the Measures of Student Learning/Student Outcomes (CITE 6) column.

Exempt means this educator has a job profile that is exempt from Measures of Student Learning/ Student Outcomes (CITE 6). These educators do not need to collect CITE 6 data. Please check to make sure the rubric they have selected matches their job code in Workday.

Excused is a reporting code that we use to report when an educator who is typically required to do Measures of Student Learning/Student Outcomes (CITE 6), has not completed CITE 6 due to special circumstances, such as being on leave, changing positions mid-year, or being hired late. (See FAQ regarding these scenarios). Each of these scenarios is different. Please contact the Director of Educator Effectiveness for individual situations.

Excluded means that an educator who is required to do Measures of Student Learning/Student Outcomes (CITE 6) has been inaccurately left out of the model when the model was set up or that there is not a required assessment category assigned to their "instructional area" within the model.

As the educator's evaluator, can I choose to "exempt" or "excuse" them from Measures of Student Learning/Student Outcomes (CITE 6) if the collection of data seems to not fit their job?

We do not have the option to internally exempt educators from Measures of Student Learning/ Student Outcomes (CITE 6) if they have a job code in Workday that requires CITE 6. Click *here* for a list of all educators required to do CITE 6. There are certain scenarios when an educator may be "excused".

What are the impacts if an educator who is required to do Measures of Student Learning/ Student Outcomes (CITE 6) does not?

At the end of the evaluation cycle, HR reports an overall score to CDE comprised of the CITE 1-5 data and Measures of Student Learning/Student Outcomes (CITE 6) data, if required, or just the CITE 1-5 data, if not required. If this report generates an error showing that educators have completed evaluations without Measures of Student Learning/ Student Outcomes (CITE 6) that require it, we will contact you to let you know. The options to fix this error are as follows: 1) reopen the evaluation and have the educator submit CITE 6 data, 2) submit a job request to HR change the job code in Workday to match the rubric they've selected (this may have budgetary impacts) or 3) submit a code to the state that exempts them from one year. (This will have portability impacts).

What is the impact of reporting an exempt/ excused code for Measures of Student Learning/Student Outcomes (CITE 6) when an educator is required to complete it?

The code that is reported to the state will result in a year that essentially does not count towards the educators continuous years of effectiveness or ineffectiveness, or portability.

What if an educator refuses to do Measures of Student Learning/Student Outcomes (CITE 6)?

This educator will have a "1-much less than expected" entered in InspirED for their Measures of Student Learning/Student Outcomes (CITE 6) data. This may impact (lower) the educator's overall rating (CITE 1-5 and CITE 6 combined) which will be reported to CDE as the educator's overall rating.

What needs to be done if an educator changes jobs mid-year? (A job change could be a described as a job-code change, a within-district change or a within-building change).

Please inform the Director of Educator Effectiveness of any mid-year job changes so that proper updates can be made in InspirED.

How should Measures of Student Learning/ Student Outcomes (CITE 6) data be handled if an educator is on leave, has been on leave, goes on leave or is hired late in the year?

Each of these instances may handled differently. Please consult the Director of Educator Effectiveness and/or HR for to discuss individual situations.

Do I need to report Measures of Student Learning/Student Outcomes (CITE 6) data for an educator that was non-renewed, is moving or left before the end of the school year?

Typically, yes. Although, each situation has different implications. Please consult the Director of Educator Effectiveness or HR for to discuss individual situations.

What assessments can be used for Measures of Student Learning/Student Outcomes (CITE 6)?

Administrators define the types of assessments that can be used for Measures of Student Learning/ Student Outcomes (CITE 6) when setting the model. This can include classroom assessments, 3rd party assessments, or a blend of both.

Making Measures of Student Learning/ Student Outcomes (CITE 6) Meaningful

How do I help align our assessment practices and the learning outcomes for our students to Measures of Student Learning/Student Outcomes (CITE 6)?

The Data Talks Graphic Organizer is one resource used by ASPO that begins to allow educators to consider the key learning outcomes for their students, and the assessments, both formal and informal, that are aligned to the key learning. The large blue box is a place for educators to identify a key learning outcome. The blue box in the center allows educators the opportunity to further define the key learning by considering the sub-skills related to the key skill/understanding identified. Sub-skills may be the success criteria found within a rubric if this scoring mechanism is used to provide feedback related to the key skill/ understanding.

For example, if a kindergarten teacher identifies "Reading" as the key skill to focus on, they might identify alphabetic principle and phonemic awareness as sub-skills that they will target. If the individual teaches third grade, they may identify fluency and comprehension as sub-skills that they will target.

Next, educators can consider and list all the informal and formal assessments they use to support student learning (informal) and evaluate learning (formal).

Finally, educators can draw lines between each of their assessments and the specific sub-skill(s) assessed in each assessment. This helps educators identify those assessments aligned to the key skills and subskills they are teaching, and may want to use within a SLO/SOO.

If this is a need for you and your staff, please feel free to reach out to the ASPO: Nathan (Nate) Burgard and Tammy Melanson.

How might I use i-READY in a way that is more aligned to our school goals?

i-READY has a Standards Mastery assessment option that can be used to assess and progress monitor school goals. To learn more about this option, click here. The Student Analysis Playsheet may also be a useful resource if this option is used. To learn more about this or other ways to align the use of i-READY to school goals, please feel free to reach out to the ASPO: Nathan (Nate) Burgard and Tammy Melanson.

More Resources

Where can I learn more about Measures of Student Learning/Student Outcomes (CITE 6)?

There are many resources to guide you in learning more about CITE 6. Access resources through the CITE 6 Resource Website or this CITE 6 Guidance document.

Who should I contact if I have more questions?

You can contact either the Director of Educator Effectiveness, or the Assessment and System Performance Office (ASPO).