



Dedicated to Excellence
Cherry Creek Schools

Cherry Creek Schools

2024-2025

Certified Evaluation Training

This is a self-paced PowerPoint, please read the notes at the bottom of each slide for further details. There is no recording.

Updated: July 2024

CCSD Evaluation Training Topics

1. Statewide Educator Evaluation System

2. CCSD's Educator Evaluation Process

3. Collective and Individual Attribution Components of
Standard V: Measures of Student Learning



SB 191 and how it impacts Colorado Educators:

- Defines Effectiveness for Teachers, Principals, and Special Services Providers (SSPs)
- Requires annual evaluations of educators based on statewide standards
- Requires that evaluations will be based on Professional Quality Standards (I-IV) and Measures of Student Learning Standard (V)
 - Standards I-IV make up 70% of an educator's overall evaluation rating
 - Standard V makes up 30% of an educator's overall evaluation rating
- Provides meaningful ongoing feedback to educators



Effectiveness Rating

Ineffective

Partially
Effective

Effective

Highly
Effective

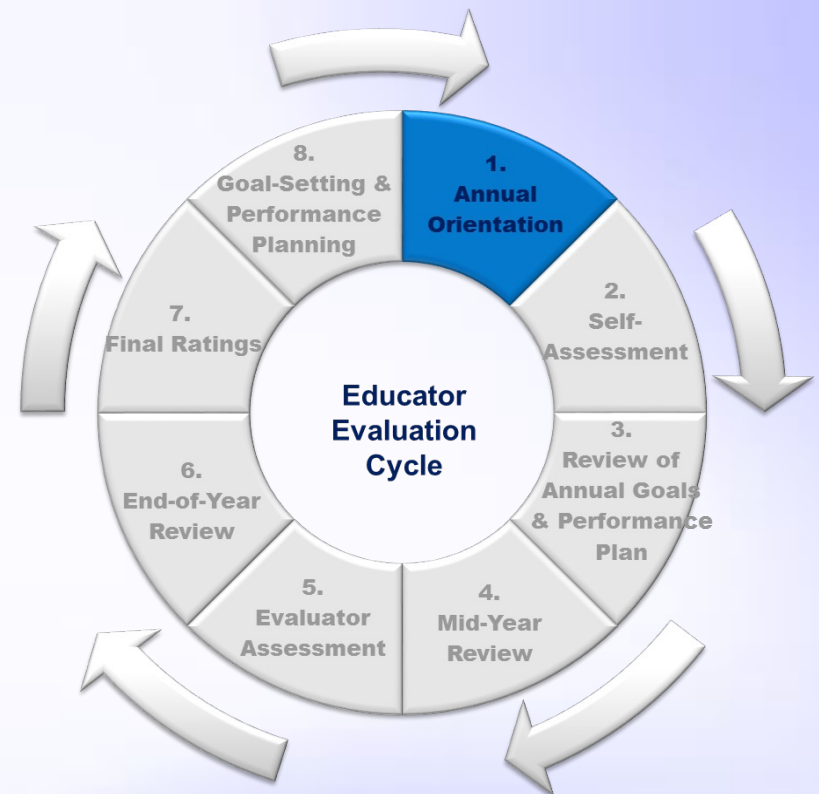


Key Components of the Evaluation Cycle



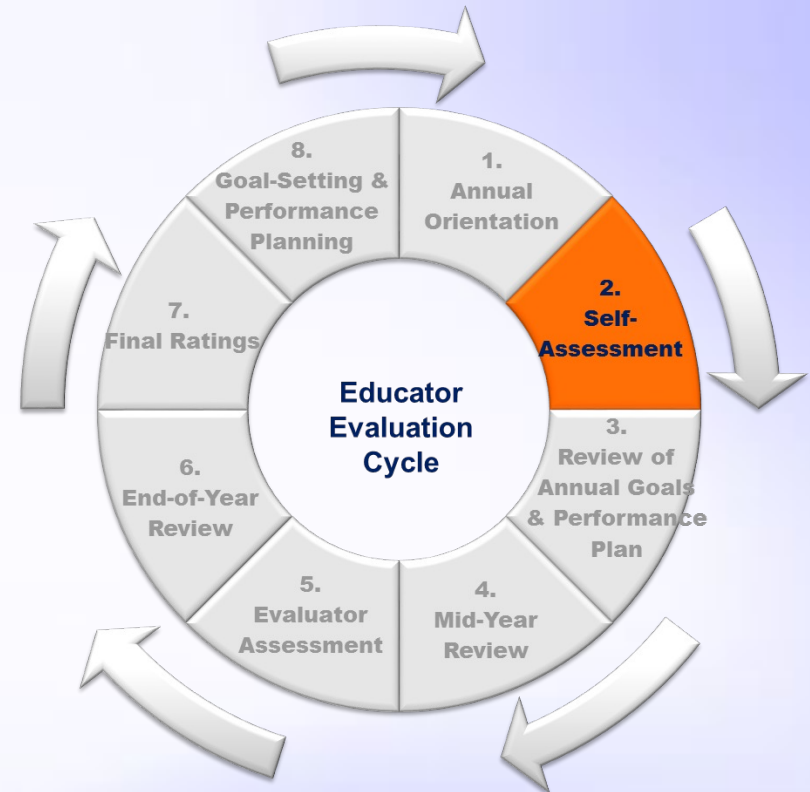
Key Component 1: Training and Orientation

- Within the first 15 working days of school, educators must view this orientation PowerPoint explaining the Cherry Creek evaluation process.



Key Component 2: Self-Assessment

- Each educator shall complete a Self-Assessment.
- The educator and his/her evaluator (who is assigned by the school) should discuss the self-assessment and goals prior to the first observation.
- Self-Assessment must be completed in Saba/Halogen within the first 30 calendar days of the school year.
- The Self-Assessment is a working document. Educators may request to modify their self-assessment at any time.
- After the educator's self-assessment has been completed, the evaluator and educator will meet for a goal-setting conference to discuss an educator's goals and their self-assessment.



Key Component 3: Goals Setting

Professional Practice Goal

- Based on the Professional Practices Standards I-IV
- Purpose of the goal is growth of the educator
- Reflection on growth as an educator
- Written as an individual goal
- Write one each year

Student Learning Objective Goal

- Individual component of Measures of Student Learning Standard V
- Purpose of the goal is to progress monitor
- Reflect on student learning
- Recommendation to develop and monitor the SLO Goal as part of a PLC
- Write one each year

▪Educators should have no more than three goals:

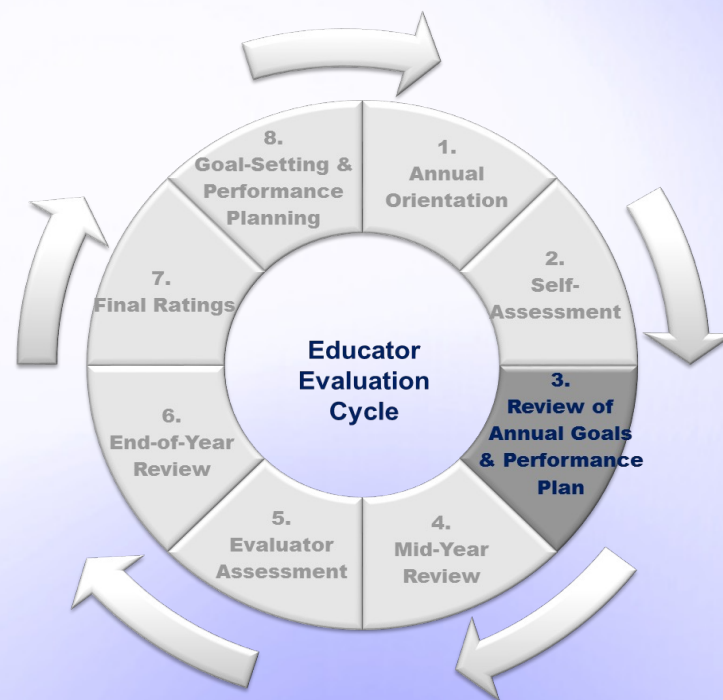
-School Goal

-Professional Practice Goal

-Student Learning Objective Goal

School Goal

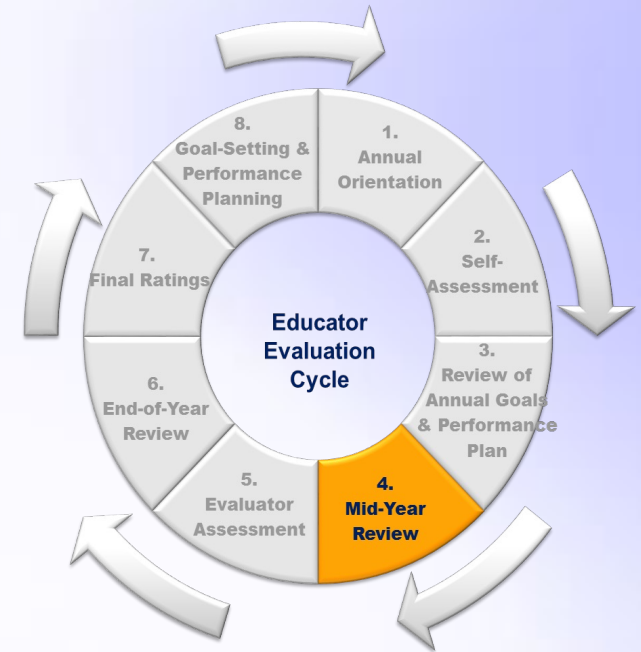
- Based on a school-wide achievement focus
- Created by the principal in collaboration with the building leadership team/guiding coalition
- Recommendation is that student data is utilized and monitored over the course of a school year
- Each teacher is responsible for understanding their role and contribution to the school goal



Key Component 4: Mid-Year Review

This Mid-Year Review will follow the format mutually-agreed upon by the evaluator and educator:

- All data collected up to this point will be shared with the educator
- Progress on their three goals will be reviewed
- If there are performance concerns, they will be shared and discussed
- If concerns exist, the evaluator and teacher should work to address areas of concern and identify additional resources and artifacts to support improvement
- As a result of this review, every person being evaluated should have a clear understanding of their potential final summative rating based on the evidence currently available



Mid-Year Review Dates:

By December 15 for all probationary teachers

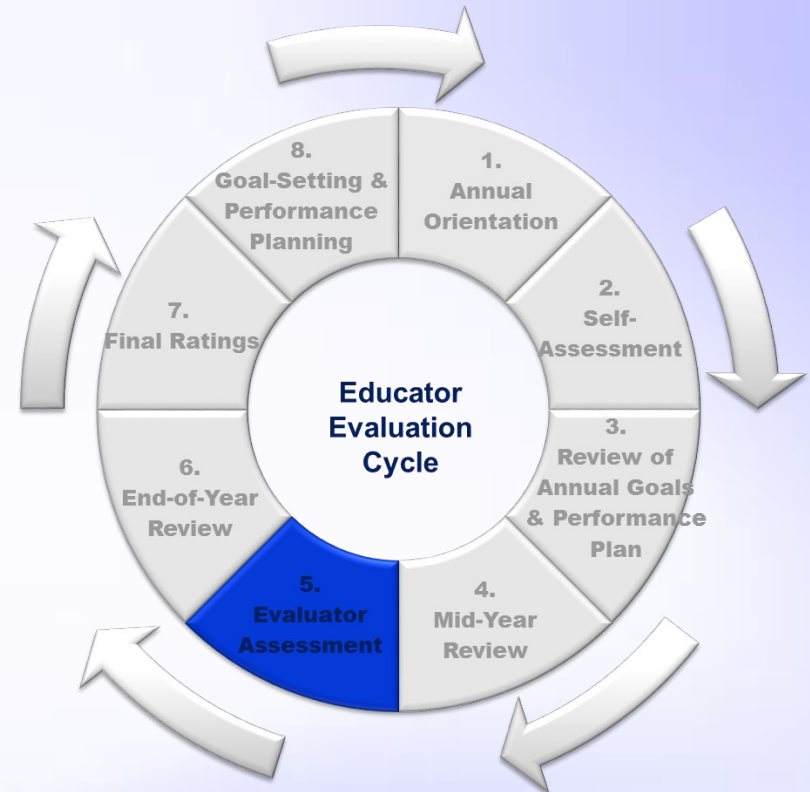
By December 15 for non-probationary teachers with identified performance concerns

By January 15 for SSPs and non-probationary teachers with no identified performance concerns



Key Component 5: Evaluator Assessment

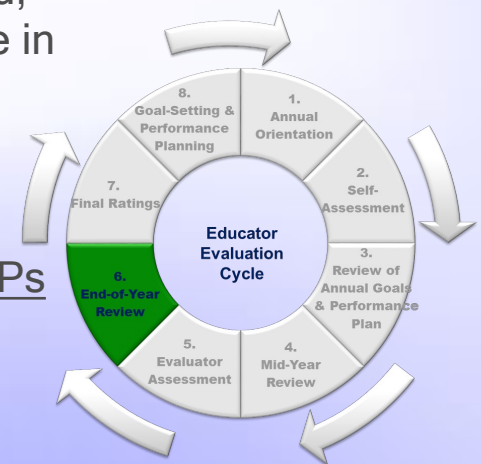
- Evaluators should review the performance of educators and collect data throughout the year
- Data should include observations, feedback, and artifacts
- Evaluations are not solely an end of the year activity, rather something that should be ongoing throughout the year
- Data and evidence collected by evaluators should be recorded in Saba



Key Component 6: End-of-Year Review

The summative evaluation form will calculate performance data recorded throughout the year by an evaluator:

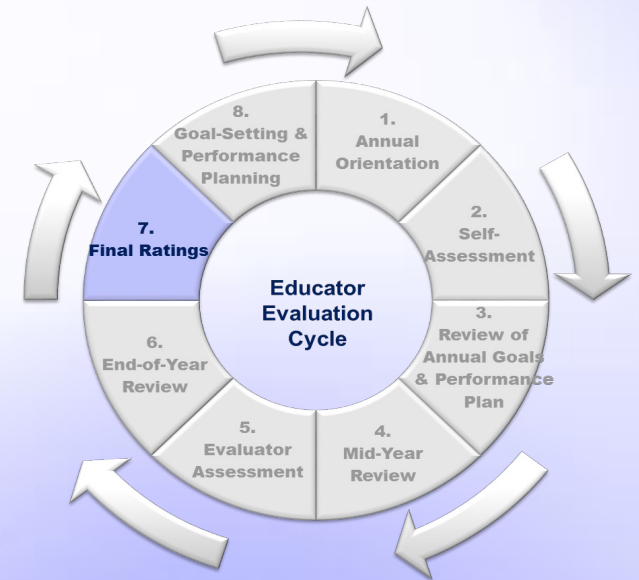
- This calculation combines the overall Professional Practice Rating and overall Measures of Student Learning Rating.
- The final form may be sent to the educator to review
- An end-of-year review of the summative evaluation must take place to review an educator's ratings on their professional practice standards and the final outcome of the educator's Student Learning Objective Goal (format of meeting to be determined mutually)
 - Should the evaluator and educator not agree on the final rating, together they should determine what additional evidence is needed in order to arrive at the most accurate effectiveness rating.
 - The evaluator may adjust performance ratings if agreement is reached; however, submitting additional evidence does not guarantee a change in rating.
- **This review will be held:**
 - ☐ No later than May 1, 2025, for probationary teachers
 - ☐ No later than May 2, 2025, for non-probationary teachers and SSPs



Key Component 7: Final Ratings

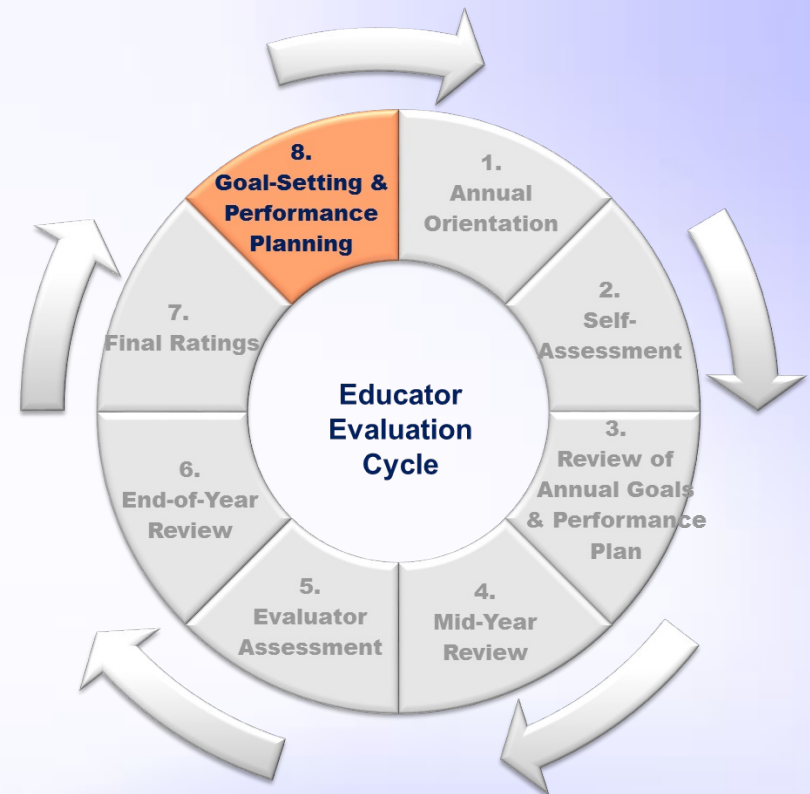
- The summative evaluation rating is due to all educators no later than two weeks prior to the end of the evaluation cycle*:
 - No later than May 9, 2025
 - The educator will acknowledge receipt of the rating within six working days of receiving it
- Please note: based on Colorado law, non-probationary teachers who earn two consecutive years of a final rating of partially effective or ineffective will lose their non-probationary status.
- Further, probationary teachers must earn three consecutive years of effective ratings to earn non-probationary status.

Both the evaluator and educator need to sign off on the final summative evaluation to complete the evaluation year. Failure of both parties to sign off will result in an incomplete evaluation.



Key Component 8: Performance Planning

- Using the element and standard ratings, comments, and artifacts discussed during the end-of-year review and the establishment of the final rating, the educator may write their Professional Practice goal for the following school year.
- This goal should address any areas in which growth and development are needed and identify any professional development or training required.



CCSD Probationary Teacher Process

- ❖ Self-assessment must be completed in Saba within the first 30 calendar days of the school year
 - ❖ **Self-assessment due by September 5, 2024**
- ❖ All probationary teachers will be subject to a minimum of two formal observations
 - Each formal observation will include a pre-conference, an observation, and a post-conference
 - The format for these conferences will be mutually determined (i.e., face to face, via Saba, Teams, etc.)
 - The first observation will take place the first half of the year
 - The second observation will take place the second half of the year
- ❖ An evaluator may choose to do additional observations (formal, informal, walkthroughs, etc.)
- ❖ A goal setting meeting will take place prior to the first observation
- ❖ The Mid-Year Review will take place by **December 15th**
- ❖ The End-of-Year Review of the Summative Evaluation must take place by **May 1st**
- ❖ The Summative Evaluation Rating is due to all educators no later than two weeks prior to the end of the evaluation cycle*: **May 9, 2025**



Non-Probationary Teacher Process

- ❖ Non-probationary teachers, including teachers on a 110, will receive an evaluation every year.
- ❖ Self-assessment must be completed in Saba within the first 30 calendar days of the school year.
 - ❖ **Self-assessment due by September 5, 2024**
- ❖ All non-probationary teachers will be observed each year.
- ❖ A goal setting meeting will take place prior to the first observation.
- ❖ The Mid-Year Review will take place no later than **January 15***
- ❖ The goal setting conference may be combined with the pre-observation conference and the mid-year may be combined with the post-observation conference. The format for these conferences will be mutually determined (i.e. face to face, via Saba, Teams, etc.)
- ❖ The End-of-Year Review of the Summative Evaluation must take place by **May 2, 2025**.
- ❖ The Summative Evaluation Rating is due to all educators no later than two weeks prior to the end of the evaluation cycle**: **May 9, 2025**



Non-Probationary Teacher Process: observations

- ❖ Non-probationary teachers must have at least one observation, the type of observation may be determined by their score on their previous CCSD evaluation.
- ❖ Teachers who have moved to a new school or are new to CCSD (even if they have ported in their non-probationary status), may be asked to follow the formal observation process.
- ❖ The format for observation meetings will be mutually determined (i.e., face to face, via Saba, Teams, etc.)
- ❖ **Observation Options Process:** If a non-probationary teacher scored a 3 or higher on all Professional Practice Standards (I-IV) the previous evaluation year, the teacher is eligible for the **Observation Options Process**.
- ❖ **Growth-Focused Observation Process:** If a non-probationary teacher scored below a 3 on any Professional Practice Standard (I-IV) the previous evaluation year, the teacher will adhere to the **Growth-Focused Observation Process**.
- ❖ An evaluator may choose to do additional observations (formal, informal, walkthroughs, etc.) regardless of which type of observation process a non-probationary teacher qualifies for.

Observation Options Process: for non-probationary teachers who qualify

Observation Options Process: During the Goal-Setting Conference, the evaluator and teacher shall **mutually agree** upon one (or more) of the following options for observation

- ❖ **The first three observation options are only available to non-probationary teachers who scored a 3 or higher on all Quality Standards I-IV during their previous evaluation**
 - Informal Observation(s): defined as unscheduled observations of a teacher that may take place as an evaluator visits a classroom, helps a student, or otherwise observes the teacher in an interaction which reflects the teacher's performance of professional duties. The informal observation will not include a pre-observation conference but may include a post-observation conference. If the evaluator has concerns from the informal observation, a meeting between the evaluator and teacher shall be scheduled within six (6) working days to discuss the observation.
 - Walkthrough Observation(s): brief, structured observation by the evaluator which lasts a minimum of ten (10) minutes. It is followed by written feedback that includes the date and time of the walkthrough. It may also include any professional practice standards, practices, and elements that are observed and should include any other timely, targeted, and actionable information. If the evaluator has concerns from the walkthrough, a meeting between the evaluator and teacher shall be scheduled within six (6) working days to discuss the observation.
 - Peer Observation(s)*: under the guidance of the evaluator, a teacher will select a peer to conduct a formal or informal observation. The teacher being observed will write a reflection based on the feedback provided by the peer observer. This written reflection will be made available to the evaluator by a mutually-agreed upon date.
 - Formal Observation(s): the evaluator and teacher will follow the formal observation process with possible modifications to the pre- and post-observations based on the mutually-agreed upon communication method.
- **Non-probationary teachers who are in their first year in a building, regardless of their previous year's evaluation scores, may be asked to follow a formal observation process.**

Non-Probationary Observations

- ❖ **Growth-Focused Observation Process** If a non-probationary teacher scored below a 3 on any of the Professional Practice Standards (I-IV) the previous year, the teacher will adhere to the **Growth-Focused Observation Process**:
 - ❖ A focus should be placed on growth in the Standard(s) where the teacher scored below a 3 on the previous year's evaluation.
 - ❖ Prior to the Mid-Year Review, **at least one (1) formal observation** with possible modifications to the pre- and post-observations based on the mutually-agreed upon communication methods should take place.
 - ❖ A Mid-Year Review of the teacher's performance to determine whether a second formal observation or Directed Improvement Plan is necessary.

Process for Special Services Providers (SSPs)

- SSPs will receive an evaluation every year.
- Procedures for conducting evaluations will be determined by the evaluator with input from the SSP. The evaluation will include regular collection of data and provide feedback and improvement opportunities which are provided in a timely manner.
- SSPs must receive one formal observation each year. This observation may be done by the evaluator or the expert evaluator.
- SSPs may have expert feedback in their evaluation.
- Types of expert feedback include:
 - Consultation with the evaluator around standards, resources, and training for SSPs
 - Documentation review
 - In-person observations
 - Conference sharing
- The Mid-Year Review will occur no later than January 15.



Process for Non-Teaching Licensed Personnel (NTL)

- Non-Teaching Licensed Personnel will receive an evaluation and observation every year.
- NTLs have a specific rubric that is used for their evaluation.
- The evaluation will include regular collection of data and provide feedback and improvement opportunities in a timely manner.
- NTL evaluations should incorporate comments and findings that align to the specific job description and/or duties of the educator.
- If a Non-Teaching Licensed educator teaches any classes, the teacher rubric will be used.



CCSD Teacher Appeals and Grievance Policies

- ❖ Beginning with the 2014-2015 school year, under Colorado law and related regulations, non-probationary status is lost after a teacher receives a less than effective rating for two consecutive years.
- ❖ In CCSD, non-probationary teachers can grieve their first partially effective or ineffective rating under Policy 4170.1 (Year One Professional Practice Rating Grievance).
- ❖ Based on state law, non-probationary teachers in Colorado can appeal their second consecutive partially effective or ineffective rating. The CCSD process is found in Policy 4170.2 (Professional Practice Rating Appeal).
- ❖ The grounds for either a first-year grievance or second-year appeal are limited to the following*:
 - ❑ The evaluator did not follow rules, statute, or procedure per Policy 4170 and that failure to adhere to those requirements had or may have had a material impact on the final Performance Evaluation Rating assigned to the teacher; and/or
 - ❑ The data relied upon was inaccurately attributed to the Teacher.



Measures of Student Learning

State law requires that 30% of an educator's evaluation in Colorado be based on educator impact on student learning determined by using multiple measures in relationship to the Colorado Academic Standards.

- The Measures of Student Learning component of evaluation is Standard V
- The Measures of Student Learning component must include:
 - An *Individual Attribution*, where student results on a measure are attributed to one licensed person
 - A *Collective Attribution*, where student results on a measure are attributed to more than one licensed person



Measures of Student Learning Weighting

While per state statute, Measures of Student Learning (Standard V) must make up 30% of an educator's evaluation, districts have flexibility in determining the weighting of the individual and collective components.

For the 2024-2025 School Year, CCSD's Measures of Student Learning (Standard V) will be as follows:

- Learning Objectives (SLO) 29%
 - Teacher/SSP Determined and Directed
- Collective score 1%
 - *District Determined: based on school or district department goal



Student Learning Objectives- SLO Goals

In CCSD, the individual component of Standard V is met through the development of a SLO Goal.

This goal, which measures an educator's impact on student learning, is:

- ✓ Based on academic standards
- ✓ Established for a specific group of students (usually a class or content area or a cohort of students within a classroom)
- ✓ Based on an identified period of learning (can be a single unit of study, a quarter, a semester, a school year, etc.)



The SLO Process and PLCs

The SLO process fits within the PLC structure:

1) Learning Goal

- What do we want our students to learn?

2) Progress Monitoring

- How will we know they are learning?

3) Final Outcome and Reflection

- How will we respond when they don't learn?
- How will we respond when they already know it?



The SLO Process and PLCs

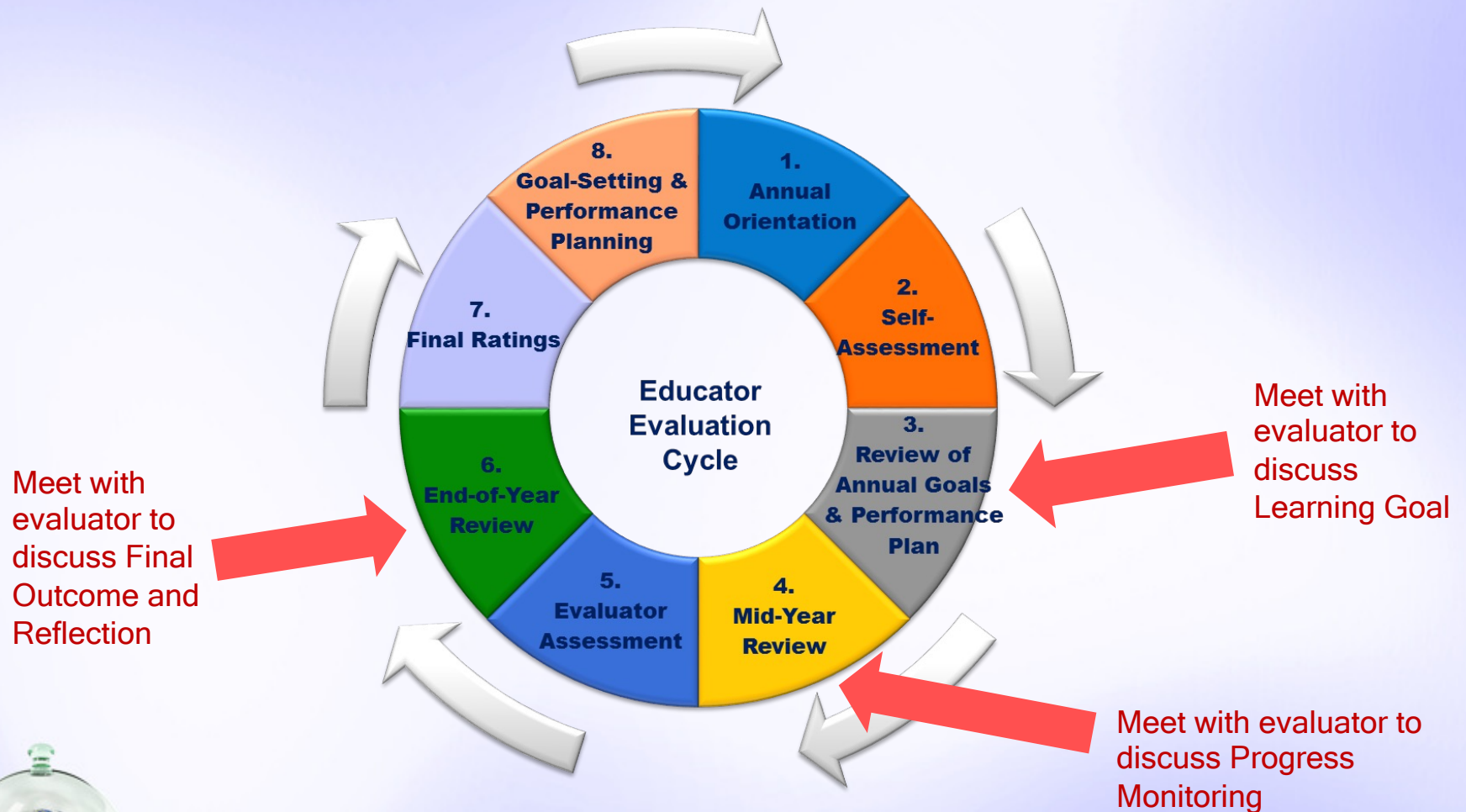
In CCSD, the collective component of Standard V will be met by a teacher or SSP reflecting on their work with their PLC(s) and on their school/district department goal. This reflection will be:

- ✓ Based on a school or districtwide department goal
- ✓ Inclusive of PLC work

The collective score will be automatically calculated within Saba, upon completion of a reflection, as part of the overall summative evaluation score.



How do SLOs fit into the Evaluation Cycle?



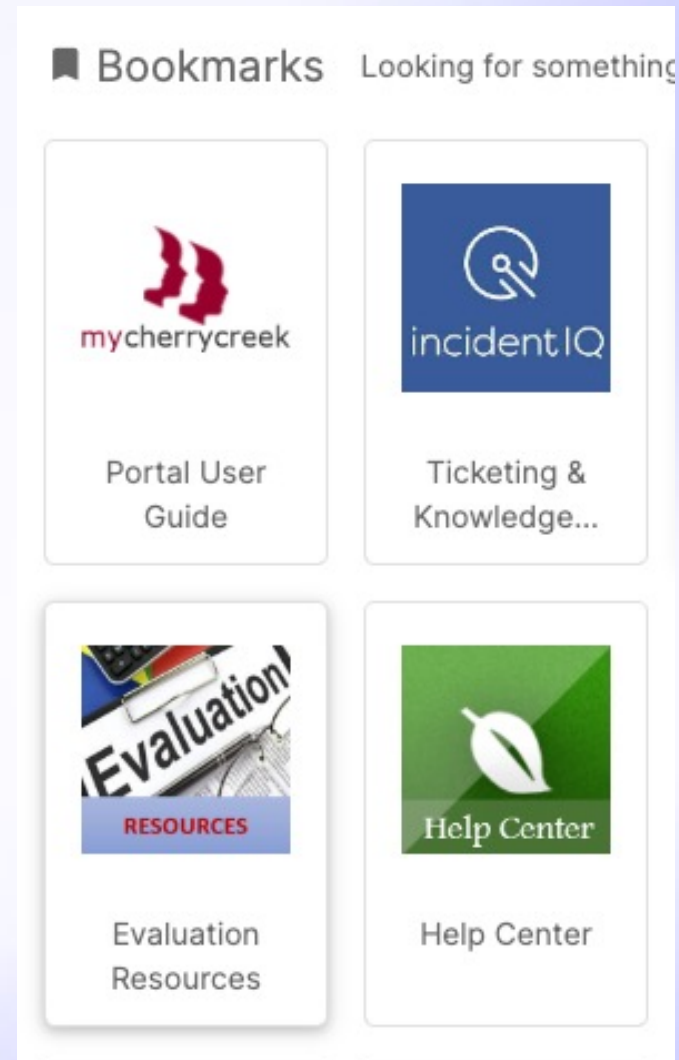
How do I access my Evaluation?



- From your web browser type: <https://my.cherrycreekschools.org/> in the web address field. Login using your Active Directory username and password.
- Select the Saba/Halogen Tile. If the tile doesn't show up automatically, do a keyword search for Saba.
- All Evaluation components will be listed in Saba. For complete Saba training, please see the Evaluation Resources tile.

Evaluation Resources

- To access multiple evaluation and SLO Goal resources, visit the Evaluation Resources tile by going to <https://my.cherrycreekschools.org/>
- Login using your Active Directory username and password, if the tile is not visible do a keyword search to pull it up.





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Have a Fabulous Year!

Please contact your evaluator or
HR191@cherrycreekschools.org
if you have any questions.

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