



CCSD Teacher Evaluation Process: Policy 4170

Teacher Status Definitions (from policy 4170)

“Probationary Teacher” is defined as either 1) a District teacher who has not yet received a rating of effective for three consecutive years per the District’s evaluation process and who has not been hired for the following year; or 2) a non-probationary teacher whose performance is deemed partially effective or ineffective for two consecutive years under the terms of this policy.

“Non-probationary Teacher” is defined as a teacher who has completed three (3) consecutive years of effective teaching within the District per the District’s evaluation process as set out in this policy or who maintained non-probationary status on July 1, 2013. As of July 1, 2014, any non-probationary teacher rated “ineffective” or “partially effective” for two consecutive school years will lose non-probationary status and revert to probationary status.

Beginning of the Year Requirements

- **Evaluation Training:** must be completed by all teachers (probationary and non-probationary) within the first 15 working days of their school year. The training can be found as a link in Saba and on the Educator Effectiveness page of the CCSD Backyard.
- **Self-Assessment:** all teachers must complete a self-assessment in Saba by the end of the first 30 calendar days of the school year.
- **Goal Setting for all Teachers** (teachers should have no more than three goals)
 - Professional Practice Goal: based on the professional practice standards I-IV
 - Student Learning Objectives Goal (SLO): based on the measures of student learning standard V
 - School Goal: created by the principal in collaboration with the school’s leadership team/guiding coalition
- **Review of Goals:** all teachers will meet with their evaluator to review their self-assessment and goals prior to the first observation, this meeting may be combined with their pre-observation meeting. *The evaluator and teacher being evaluated shall also mutually agree to a method of communication for the year (i.e., face-to-face meetings, email feedback, and/or via Saba only). At any time the evaluator or teacher can request face-to-face meeting(s).*

Mid-Year Review

All teachers will meet with their evaluator to review progress toward goals and gain a clear understanding of their potential ratings for each professional practice standard on their summative assessment, based on the evidence available at the time. Teachers are encouraged to provide additional artifacts that may be useful to provide a complete picture of their professional practice. If concerns exist, the evaluator and teacher should work to address areas of concern and identify additional resources and artifacts to support improvement; however, artifacts are not required.

*For **non-probationary teachers** where there are performance concerns, the Mid-Year Review shall be a mandatory meeting, and the documented concerns shall include observed practice as related to the quality standards. During the Mid-Year Review, the evaluator and teacher may alter the observation options or growth- focused plan for the rest of the evaluation cycle. The absence of an evaluator-requested meeting implies there are no performance concerns, and the teacher shall still receive a Mid-Year Review via the preferred mode of communication regarding the teacher’s expected professional practice rating. However, the Mid-Year Review for any non-probationary teacher who may be deemed ineffective on the summative evaluation will have taken place on or before December 15. Additionally, at the discretion of the building principal, a mid-year Directed Improvement Plan will be created and monitored throughout the remainder of the evaluation cycle.*

*The mid-year review for **probationary teachers** will take place on or before December 15th. During this review, progress toward achieving school and personal goals should be discussed and the teacher should have a clear understanding of their potential effectiveness rating based on evidence available to date. The Mid-Year Review should provide enough feedback to allow the teacher to reasonably assess and improve upon any performance deficiencies.*

Mid-Year Review Dates

- **By December 15th** for all probationary teachers
- **By December 15th** for non-probationary teachers with identified performance concerns
- **By January 15th** for non-probationary teachers with no identified performance concerns

Observation Process

Please note: this information includes minimums that are required by the District, these totals do not preclude an evaluator from conducting additional observations or holding additional conferences with educators. Data collection should be the driving force behind the number and type of observations; evaluators should schedule as many observations as necessary to provide a reasonably accurate picture of an educator's practices.

Probationary

- All probationary teachers will be subject to a minimum of **two (2) formal observations**.
- The first observation will take place the first half of the year, followed by the mid-year review no later than **December 15th**.
- The second observation will take place the second half of the year, followed by the End-of-Year Review of Summative Evaluation no later than **May 1**.
- Each formal observation will include a **pre-conference, an observation, and a post-conference**.
- *The length of the formal observation will be determined by the evaluator and span enough time to reasonably assess the teacher's performance.*
- *It is recognized that additional formal observations (along with informal observations) may occur as appropriate in the view of the evaluator*
- *The "Post-Observation Conference" shall be defined as a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator's judgements of the teacher's performance based on the formal observation.*

Non-Probationary

- All non-probationary teachers will be subject to a minimum of one (1) observation.
- *Non-probationary teachers who are in their first year in a building may be asked to follow the formal observation process outlined above for probationary teachers.*
- *All other non-probationary teachers will follow one of these processes to meet the state-required minimum of one observation and to provide adequate evidence for the evaluator to determine the professional practice of the teacher (It is recognized that additional formal and/or informal observations may occur as appropriate in the view of the evaluator).*

Observation Options Process: *If a non-probationary teacher scores a 3 or higher on all Quality Standards I-IV, the teacher is eligible the following year for the Observation Options Process. During the Goal-Setting Conference, the evaluator and teacher shall mutually agree upon one (or more) of the options for observation:*

- *Informal Observation(s): At any time, an evaluator may conduct informal observations. Informal observations are 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): A walkthrough means a 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): A teacher will select, under the guidance of the evaluator, a peer to conduct a formal or informal observation of the teacher. 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 as outlined above for probationary teachers and/or with modifications to the pre- and post-observations based on the mutually-agreed upon communication method.*

Growth-Focused Observation Process: *If a non-probationary teacher scores below a 3 on any of the Quality Standards I-IV, the teacher will adhere to the Growth-Focused Observation Process in the following school year. During the Goal-Setting Conference, the evaluator and teacher shall mutually develop a plan that includes:*

- *A focus on growth in the Quality Standard(s) where the teacher scored below a 3 in the previous year*
- *Prior to the Mid-Year Review, at least one (1) formal observation as outlined above for probationary teachers and/or with modifications to the pre- and post-observations based on the mutually-agreed upon communication method.*
- *A Mid-Year Review of the teacher's performance to determine whether a second formal observation is necessary.*

Performance Concerns: Steps and Process

- **Non-probationary teachers** who may be deemed less than effective on their summative evaluation will have had their mid-year review by December 15th and their evaluator will contact the Office of Human Resources to gain guidance on next steps.
 - With the agreement of the Office of Human Resources, the principal may develop an optional **mid-year Directed Improvement Plan (DIP)** to provide further support prior to the end of the year.
 - If the teacher is deemed ineffective in any one or more of the performance standards, a DIP will be developed and put in place the following school year.
 - A **Remediation Plan** can be utilized if the performance of the teacher has not sufficiently improved following two (2) DIP processes, each lasting a minimum of sixty (60) calendar days, within the teacher's work year.
 - The teacher will receive written notice that their overall summative rating is less than effective, a copy of the documentation used to measure their performance, as well as identification of the deficiencies in their performance. This may be accomplished via Saba.
- **Probationary teachers** who are deemed less than effective on their summative evaluation will receive written notice that their overall summative rating is less than effective, a copy of the documentation used to measure their performance, as well as identification of the deficiencies in their performance. This may be accomplished via Saba.

End of the 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 (standards I-IV) and overall Measures of Student Learning Rating (standard V). Beginning with the 2023-2024 school year, the Professional Practice Standards will account for seventy percent of the overall summative evaluation and the Measures of Student Learning Standard will account for thirty percent.

An end-of-the year review of the summative evaluation will take place by **May 1st for probationary teachers** and by **three weeks prior to the end of the evaluation cycle for non-probationary teachers**. Teachers may provide additional artifacts in areas of disagreement and the evaluator may adjust performance ratings if agreement is reached.

Summative Ratings are due to all teachers no later than two weeks prior to the end of the evaluation cycle, teachers 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.**

CCSD Grievance and Appeals Process

Based on Colorado law, and CCSD Policy 4170.2, **non-probationary teachers** can appeal their second consecutive partially effective or ineffective rating (year-two appeals process).

In CCSD, **non-probationary teachers** can grieve their first partially effective or ineffective rating (year one professional practice grievance). **Please refer to the full text of CCSD Policies 4170.1 and 4170.2 for details and timelines.**