This checklist is designed to support districts and BOCES in completing their assurances for written evaluation systems and to ensure that the essential elements outlined in the State Board Rules for Written Evaluation Systems are met. This checklist is intended to highlight the major requirements in the State Board Rules; it does not include all the detail included in the rules. For the detail of the requirement, click on the link provided below and follow the citation noted. The notes/comments/evidence column is available for districts to capture information relating to each section for their records. Districts/BOCES are ***not*** required to turn this form in with the assurances document. However, please keep this checklist on file at the district office for reference upon request.

***All*** school districts and BOCES (including those that have chosen to use the Colorado State Model System) should review the checklist to ensure that they have adhered to each requirement.

***Because of the timing of the assurances and the requirements in section 5.01 of the rules, districts/BOCES are assuring what requirements they have met in the school year prior to July 1 of each year.*** Additionally, this checklist may serve as a tool for the coming year to ensure continued adherence to the requirements for written evaluation systems. All State Board Rule references are to 1CCR 301-87.

Districts may use the checklist below to identify high level compliance with the [State Board Rules for Written Evaluation Systems](http://www.cde.state.co.us/educatoreffectiveness/sb-policy) for the licensed personnel whom they employ. For a more detailed explanation of the requirement, please note the rule citation and click on the link above.

District/BOCES Name: Click here to enter your District/BOCES name.

Checklist Completed by: Person completing this form. Title: Title or position of person completing this form.

E-mail address: e-mail address. Telephone: telephone number.

Electronic Signature: \_\_/s/Click here to electronically sign this document. Date: Click here to enter a date.

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| --- | --- | --- | --- | --- | --- | --- |
| Essential Elements of a Licensed Personnel Evaluation System | | | | | | |
| 1 | Districts/BOCES meet the requirements for evaluating licensed personnel annually. | Principal | Teacher | Specialized Service Professionals\* (for 2015) | Initials | Notes/Comments |
| 5.01 (B)  5.03 | 5.01 (B)  5.03 | 5.01 (B)  5.03 | Initials | Click here to enter text. |
| 2 | Districts/BOCES meet the requirements for measuring professional practice against the Quality Standards | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 5.01 (E)(1) | 5.01 (E)(5) | 4.02 | Initials | Click here to enter text. |
| 3 | Districts/BOCES meet the requirements for evaluating professional practice. (50%) | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 2.03 (A) 5.01 (E)(2)(a) | 3.03 (A) 5.01 (E)(6) | 4.04 (A) | Initials | Click here to enter text. |
| *In measuring an educator’s professional practice, districts/BOCES shall ensure that each of the professional practice quality standards has a measurable influence on the professional practice rating. Additionally, districts/BOCES shall ensure that they have included the required measures of professional practice identified in the State Board Rules for Written Evaluation Systems.* | | | | | |
| 4 | Districts/BOCES meet the requirements for evaluating student growth (teachers and principals)/student outcomes (SSPs). (50%) | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 5.01 (E)(3)  (a-l) | 5. 01 (E)(7) | 4.04 (A)  (4) | Initials | Click here to enter text. |
| *Each personnel type has specific requirements for measuring student growth/outcomes that are required, below are some examples, please see the State Board Rules for a comprehensive list:*   * *For Principals, data included in the School Performance Framework.* * *For Teachers, an individual measure and a collective measure as well as results from state assessments and the Colorado Growth Model when available.* * *For SSPs, at least two measures aligned with their role and duties.* | | | | | |
| 5 | Districts/BOCES meet the requirements for weighting of performance on the quality standards and adopted a method for combining professional practice with student growth/student outcomes into a single effectiveness rating | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 2.03 (B)  5.01 (E)(4) | 3.03 (B)  5.01 (E)(9) | 4.03  4.04 (A)(9) | Initials | Click here to enter text. |
| *The district/BOCES shall adopt an educator evaluation scoring matrix to aggregate the professional practice rating and the student growth/outcomes into one final effectiveness rating of ineffective, partially effective, effective, and highly effective.* | | | | | |
| 6 | Districts/BOCES meet the requirements for the frequency and duration of evaluations. | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 5.01 (F)(1) | 5.01 (F)(2) | 4.04 (A)  (5,6,12, &13) | Initials | Click here to enter text. |
| *The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which fair and reliable conclusions may be drawn and shall meet the following requirements;*   * *Principals shall receive at least one evaluation each year that results in a written evaluation report.* * *Probationary teachers shall receive at least two documented observations each year that results in a written evaluation report.* * *Non-probationary teachers shall receive at least one observation that results in a written evaluation report.* * *SSPs shall receive at least one observation by their supervisor or a trained evaluator with relevant expertise.* | | | | | |
| 7 | Districts/BOCES meet the requirements for validating the evaluation methods. | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 5.01 (G) | 5.01 (G) | 5.01 (G) | Initials | Click here to enter text. |
| *Including:*   * *Consistency among the multiple measures used for evaluations;* * *Inter-rater reliablity when the measures are applied by different evaluators; and* * *Consistency of data used to evaluator performance* | | | | | |
| 8 | Districts/BOCES meet the requirements for providing educators with written improvement plans. | Principal | Teacher | SSP\* | Initials | Notes/Comments |
| 5.01 (H) | 5.01 (F)(2),  22-9-106 (3) | 22-9-106  (3) | Initials. | Click here to enter text. |

\*Specialized service professionals (SSP) include: audiologists, school counselors, school psychologists, speech-language pathologists, occupational therapists, orientation and mobility specialists, school nurses, physical therapists, and school social workers. The SSP section is being provided to support districts in planning for the 2015 assurance requirements for SSPs.