User's Guide

Colorado State Model Educator Evaluation System

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COLORADO DEPARTMENT *of* EDUCATION

AUGUST 1, 2013

August 20, 2013

Dear Colorado Educators,

Thank you for adopting the Colorado Model Evaluation System for Principals and/or teachers. This user's guide is a very important resource to support implementation in your district or BOCES.

Since posting this resource on August 1st, many Colorado educators have kindly pointed out areas for refinement. Because we value the many partnerships that we have formed with educators throughout Colorado, we have determined that the user's guide needs some fine tuning.

This user's guide includes some "red line" sections. The red lines are intended to provide educators with an indication of where the user's guide will be changed. If you hover over any red lined section a "pop up" will provide you with the expected changes.

Our goal is to provide Colorado educators with resources that are clear, concise, and accurate. In order to achieve our goal, revisions are needed. Once again, we thank you for adopting the Colorado Model Evaluation System and look forward to our continued partnership.

Sincerely,

Your Educator Effectiveness Team, CDE

A revised version will be posted on Sept. 6th. Using this version for training should not pose a problem, the refinements should not impact any training, self-assessments, etc. The Excel rubrics have all of the chages already made.

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Introduction[1]

With the passage of Senate Bill 10-191 (S.B. 10-191), Colorado is improving its approach to evaluating the performance of principals, teachers and specialized service professionals (referred to as other licensed personnel in law and State Board of Education rules). Implementation of this new approach will take time and commitment from both the state and its school districts. The principal and teacher evaluation systems are being planned, developed and implemented thoughtfully with a focus on continuously improving educator performance and student results.

Passed in 2010, S.B. 10-191 is designed to make the licensed educator evaluation process more comprehensive, professionally useful and focused on student achievement. Implementation of S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use. CDE believes creating a model evaluation system provides more consistent, fair and rigorous educator evaluations, saves districts valuable resources and enables them to focus on improving teaching, learning and leading. By adopting the model system, districts have more time to provide meaningful and actionable feedback to their educators, which translates into increased professional growth for educators and better instruction for students.

CDE is piloting the Colorado State Model Evaluation System in 27 districts. **(See Appendix A for information about the districts)**. Results of this pilot test are informing statewide implementation of S.B. 10-191. The intense and tightly focused pilot period is consistent with the timeline for implementation set out in S.B. 10-191 **(see Exhibit 1)**. The pilot test period began with the 2011-12 school year and continues through the 2015-16 school year, when all districts in Colorado are expected to fully implement principal, teacher and specialized service professionals (SSP) evaluation systems.

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1 Introductory materials for this guide were adapted from the State Council for Educator Effectiveness Report and Recommendations submitted to the Colorado State Board of Education on April 13, 2011

EXHIBIT 1: Pilot Test Timeline

YEAR ONE 2011-12 Development and Beta Testing	YEAR TWO 2012-13 Pilot and Rollout	YEAR THREE 2013-14 Pilot and Rollout	YEAR FOUR 2014-15 Full Statewide Implementation
COLORADO DEPARTMENT OF EDUCATION ACTIVITIES			
• Develop Colorado State Model Systems for teachers and principals • Beta-testing of rubrics and tools • Develop technical guidelines on Professional Practices and Measures of Student Learning (student growth) • Provide differentiated support for districts • Populate and launch online, Educator Effectiveness resources • Develop state data collection and monitoring system • Develop tools for district/BOCES implementation of system	• Usability study of rubrics • Support pilot districts through resources, training, tools, etc. • Convene pilot districts to share lessons learned • Analyze pilot district data and make adjustments to materials as needed • Train all non-pilot districts that are using the model system • Develop draft rubrics for all specialized service professional groups (referred to as other licensed personnel in law and Colorado State Board of Education rules) • Make recommendations on specialized service professionals to Colorado State Board of Education	• Statewide technical assistance on rollout of teacher/principal systems • Continued development of evaluation system for specialized service professionals • Pilot test specialized service professional rubrics • Support all districts through resources, trainings, tools, etc. • Convene pilot districts to share lessons learned • Analyze state data and make adjustments to the system as needed • Validate scores resulting from implementation of teacher and principal systems • Develop criteria for approval of evaluation training courses	• Finalize processes, procedures and materials for statewide implementation of teacher/principal systems • Continue support to districts via resources and training • Ensure there are evaluator training courses throughout the state • Analyze data and make adjustments as needed • Make recommendations for continuous improvement of the state model system • Validate scores resulting from implementation of specialized service professionals systems

The Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is an optional, Colorado-created system with associated tools and supports available to all Colorado school districts. The Colorado Department of Education will support pilot districts during the pilot test and initial rollout period to ensure that the resulting model system is workable in and credible to the field, adaptable for use under the varying contexts represented by the collection of districts and scientifically sound in terms of its psychometric properties.

Districts may choose to develop their own principal and teacher evaluation systems if they ensure that all required components are included and state technical guidelines are met. Lessons learned from implementation of both the state model system and unique district systems will be used to improve the state model system at the close of the 2011-15 development and testing period.

Purposes of the Evaluation

According to the rules for administration of a state system to evaluate the effectiveness of licensed personnel, the basic purposes of this system are:

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous and valid methods, 50 percent of which 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

- To ensure that all licensed personnel are provided the means to share effective practices with other educators throughout the state

Key Priorities for the Colorado State Model Educator Evaluation System

Key priorities inform every aspect of the Colorado State Model Educator Evaluation System. Successful implementation of the system is dependent upon attending to the priorities, which should be treated as guiding principles for the evaluation system.

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

While the technical nature of this user's guide may give the impression that evaluation is a scientific process that relies solely on objective data, evaluations ultimately rely on the perception and professional judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and bias. The most technically impressive evaluation system will fail if the human aspects of the system are neglected. The processes and accompanying materials included in this guide are directed towards techniques to improve individual judgment and minimize error and bias. For example, it is essential that evaluators have adequate training to exercise judgment in a way that is fair and unbiased. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods, so they can make appropriate decisions about their implications. The implementation of the evaluation system is designed to provide as much information as possible about ways to make fair, reliable and credible judgments.

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

The Colorado State Model Educator Evaluation System is being implemented over a four-year period. Development and beta-testing activities began in the 2011-12 school year. The pilot and rollout period is intended to capture what works and what doesn't (and why), and provide multiple opportunities to share lessons learned. In that spirit, the state will monitor and act on the following:

- How well the model system addresses the purposes as articulated in S.B. 10-191

- What school districts do that works or does not work

- What other states do that works

- Changes in assessment practice and tools expected over the next few years, especially with respect to measures of student learning

- Research and best practice findings with respect to educator evaluations

The system represents the best possible approach for measuring professional performance against the Colorado Quality Standards for teachers and principals, however it will be adjusted or adapted as new knowledge is made available.

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

The goal of the Colorado State Model Educator Evaluation System is to provide honest and fair assessments about educator performance and meaningful opportunities to improve.

The collection of information about educator effectiveness and feedback to educators will take place on an ongoing basis, and not be restricted to the dates and processes set for formal evaluations. Evaluators and the educators being evaluated should discuss instructional improvement both formally and informally throughout the year.

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

Change is always difficult and communication is vital. Every stakeholder from students, families, teachers, related service providers, administrators, school board members and others need to be operating with the same information and with a clear picture of what the new system is, how it will be implemented and how it will impact them. The new evaluation system and its goal of continuous learning provide opportunities to engage parents and guardians of students and the students themselves in a collaborative process to assure that every student has his or her best chance of graduating from high school and being prepared for academia or career.

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

Improving the ways educators are evaluated will lead to improvement in their effectiveness and to improved outcomes for students. For this to occur, evaluation must be part of a larger system that is also effective. Educator evaluation systems that are aligned across all levels and components of the system, and among all positions being evaluated, are most likely to be supportive of educators and lead to improvements in performance. School districts that use the Colorado State Model Evaluation System are committed to the process of ensuring that the education system operates in a way that is coherent and supportive of both educator effectiveness and student outcomes.

Evaluation System Components

The implementation of the Colorado State Model Educator Evaluation System should be understood as a process rather than a single event. While it is true that the evaluation process will result in annual ratings for every teacher, principal, assistant principal and specialized service professional in Colorado, gathering evidence about performance and providing feedback to enable educators to improve should occur on an ongoing basis and be integrated into the daily business of teaching and learning.

Educating children is a complex activity requiring multiple skills and aptitudes. A significant and indispensable part of the definition of effective educators is the ability to obtain growth in student academic performance. Colorado expects that effective educators will not only ensure student academic growth but they will also ensure that:

- All students are learning in ways that will prepare them for college or a career by the time they graduate from high school

- All students are prepared for future civic responsibilities

- Families of their students are engaged in school activities and support their children

Colorado educators will be evaluated on measures of student learning as well as their demonstrated performance against the Quality Standards, including their ability to attain positive outcomes for the students they teach. The use of professional growth plans will guide their professional planning, goal-setting, and professional development.

The Colorado State Model Educator Evaluation System includes the following components:

1. The Statewide Definition of Effectiveness

All districts and Boards of Cooperative Educational Services (BOCES) are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting. These definitions are included in the sections for individual groups.

2. Colorado Educator Quality Standards and Their Related Elements

The Principal and Teacher Quality Standards outline the knowledge and skills required of an effective educator and will be used to evaluate all licensed educators in Colorado. All school districts and BOCES will base their evaluation of licensed educators on the full set of Quality Standards and associated detailed elements, or they should adopt their own locally developed standards that meet or exceed the state's Quality Standards and elements. School districts that adopt their own locally developed standards must crosswalk those standards to the state's Quality Standards and elements, so the school district or BOCES is able to report the data required.

3. Measures Used to Determine Overall Effectiveness Rating

- Determining the professional practices rating
- Determining rating on measures of student learning
- Combining professional practices and student learning ratings

The Colorado State Model Educator Evaluation System is intended to provide support, incentives and rewards for educators as they engage in the challenging work of enabling and empowering students to learn. The effectiveness definitions and Quality Standards provide clear guidance about state priorities for effective education. Fifty percent of the effectiveness rating is based on professional practices and 50 percent is based on measures of student learning. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of performance standards to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined at the local level, provided they ensure that data are regularly collected, associated feedback and improvement opportunities are regularly provided and educators receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Standards

The use of four performance standards (Highly Effective, Effective, Partially Effective and Ineffective) to rate educator performance allows more precision about professional expectations, identifies those educators in need of improvement and recognizes performance that is of exceptional quality.

6. Appeals Process

Teachers and specialized service professionals who receive a second consecutive rating of Ineffective or Partially Effective and who are not employed on an at-will basis may appeal their rating using the process set forth in State Board of Education rules for teachers. Districts and BOCES may choose to, but are not required to, provide this appeals process for specialized service professionals who are employed on an at-will basis. Rules regarding the state-approved appeals process may be found by clicking here.

The state frameworks **(Exhibit 19)** for teacher, principal and specialized service professional evaluation systems illustrate the components for each group.

Requirements for the Colorado State Model Educator Evaluation System

The Colorado State Model Educator Evaluation System is built upon the state's definitions of effective educators as well as on the standards for each group of professionals for whom evaluation materials have been developed. This guide describes the components, processes and materials needed to adequately implement the system as well as examples of completed evaluations for a teacher. It should be noted that the evaluation components and process are the same for all of Colorado's licensed educators. In addition, the materials are aligned in terms of format, tone and language. This approach was adopted by CDE to make the evaluator's job easier.

The evaluation process **(See Exhibits 2 and 3)** consists of nine steps, beginning with training and ending with the development of professional growth goals and an individual professional growth plan for the subsequent year. This process should take about one school year **(See Exhibit 4)** with both the evaluator and the person being evaluated having responsibilities **(See Exhibit 5)** before, during and after each step in the process.

EXHIBIT 2: The Colorado State Model Educator Evaluation System Evaluation Process

2 Annual Orientation

3 Self Assessment

4 Review of Annual Goals & Performance Plan

5 Mid-Year Review

6 Evaluator Assessment

7 End-of-Year Review

8 Final Ratings

9 Goal-Setting & Performance Planning

1 Training

EXHIBIT 3: The Colorado State Model Educator Evaluation Process Components

1
Training

Every evaluator involved in using the Colorado State Model Evaluation System must have been trained by a CDE approved training program. This process helps to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision making process.

2
Annual Orientation

Each district should provide an orientation on the evaluation system, including all measures to which the educator will be held accountable, no later than the end of the first two weeks of school each year. This will ensure that educators who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.

3
Self Assessment

Each educator should complete a self-assessment by the end of the first month of the school year. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers and school for the current year.

4
Review of Annual Goals & Performance Plan

As soon as the educator's self-assessment has been completed, the evaluator and person being evaluated should review the school's annual goals to ensure alignment with the goals included in the educator's performance plan. This step allows the teacher to consider the unique context for that year with respect to the school's culture, student body, community issues and changes in district initiatives and to adjust professional and school goals.

5
Mid-Year Review

The educator being evaluated and the evaluator should schedule time to review progress toward achieving school and personal goals. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date.

6
Evaluator Assessment

Evaluators should review the performance of educators being evaluated throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.

7
End-of-Year Review

The evaluator and educator being evaluated discuss the educator's performance ratings on the rubric and measures of student learning, self-assessment ratings, artifacts and any evidence needed to support the evaluator ratings.

8
Final Ratings

Should the evaluator and the educator being evaluated not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the correct rating. The suggested two-week period provides adequate time to collect and summarize the evidence and have a discussion to determine final ratings.

9
Goal-Setting & Performance Planning

Using the element and standard ratings, comments and artifacts discussed during the end-of-year review and the establishment of final ratings, the educator being evaluated will develop a professional growth plan and new student learning targets designed to address any areas in which growth and develop are needed, professional development or training required and other resources needed to fully implement the professional growth plan.

EXHIBIT 4: Suggested Annual Timeline and Forms for Conducting Evaluation

EVALUATION COMPONENT	TIMELINE	FORM
Training	**Prior to the opening of school**	• Evaluation Process Tracking Form
Orientation	**Within the first two weeks of school**	• All forms that have been revised for use during the upcoming school year • Evaluation Process Tracking Form
Self Assessment	**Within the first month of school**	• Rubric • Evaluation Process Tracking Form
Review of Annual Goals & Performance Plan	**Within the first month of school**	• Completed Self-Assessment (Rubric) • Goal-Setting Form, • Professional Growth Plan • Evaluation Process Tracking Form
Mid-Year Review	**Prior to beginning of second semester**	• Mid-Year Review Form • Evaluation Process Tracking Form
Evaluator Assessment	**One month prior to the last day of school**	• Rubric • Evaluation Process Tracking Form
End-of-Year Review	**Three weeks prior to the last day of school**	• Completed Self-Assessment (Rubric) • Completed Evaluator Assessment (Rubric) Evaluation Worksheet • Goal-Setting Form • Professional Growth Plan *(for current and next years)* • Evaluation Process Tracking Form
Final Ratings	**Two weeks prior to the last day of school**	• Evaluation Worksheet • Summary Evaluation Sheet Evaluation Process Tracking Form
Goal-Setting & Performance Planning	**Prior to the next evaluation cycle**	• Evaluation Worksheet • Summary Evaluation Sheet • Goal-Setting Form Professional Growth Plan • Evaluation Process Tracking Form

EXHIBIT 5: Responsibilities of Evaluator and Person Being Evaluated Before, During and After Each Step of Evaluation Process

Evaluation Process Step	To be done by:	To be done:		
		Before	**During**	**After**
	School District Supt. or Executive Director of BOCES	Determine who will evaluate each educator and notify all involved of the assignments.		
Training	Evaluator	Review and be thoroughly familiar with User's Guide and all other required evaluation documents.	Actively participate in all training activities to ensure a thorough understanding of what is expected and when it is to be completed.	Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.
	Person Being Evaluated			
Orientation	Evaluator	Request information about changes to system since previous year.	Discuss changes to evaluation system since previous year, articulate all measures to which educators will be held accountable, and agree on how to address any new requirements in order to meet expectations.	Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.
	Person Being Evaluated			
Self Assessment	Evaluator	Encourage a thoughtful, comprehensive and honest approach to self-assessment.		
	Person Being Evaluated	Review rubric and other evaluation materials.	Thoughtfully reflect on past performance and identification of strengths, weaknesses and ability to meet state standards during current school year.	Review self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed.
Review of Annual Goals & Performance Plan	Evaluator	Hold beginning of year conference with person being evaluated to determine what sources of evidence/artifacts will be used to measure performance against professional practices.	Review Professional Growth Plan, Goal-Setting Form, and prior years' evaluations to finalize goals and performance plan.	Monitor progress toward achieving goals and addressing all items in performance plan throughout the year.
	Person Being Evaluated	Send Professional Growth Plan and Goal-Setting Form to evaluator so he/she has time to review it.	Honestly and openly discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses.	Review Professional Growth Plan and Goal-Setting Form periodically throughout the year to ensure adherence to both.
Mid-Year Review	Evaluator	Review Professional Growth Plan and Goal-Setting Form.	Discuss progress toward achieving annual school goals and professional performance goals. Adjust Professional Growth Plan if necessary.	Provide ongoing feedback based on multiple school visits, data, targeted development activities and other information.
	Person Being Evaluated	Provide Professional Growth Plan and Goal-Setting Form to evaluator in time to allow for review prior to discussion.		Request discussions with evaluator to share progress and adjust Professional Growth Plan if necessary.

Evaluation Process Step	To be done by:	To be done:		
		Before	**During**	**After**
Evaluator Assessment	Evaluator	Become familiar with all materials collected during the year for the purpose of determining levels of performance.	Assign rating level to each standard and element based on performance associated professional practices.	Provide a copy of the rubric and other materials used to determine rating levels to the teacher being evaluated.
	Person Being Evaluated	Provide all information requested by evaluator.	Cooperate in the assessment.	Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/ evidence if necessary.
End-of-Year Review	Evaluator	Schedule appointment at the location of the person being evaluated to assure that additional artifacts/ evidence will be conveniently located should it be necessary to review them.	Reflect on the extent to which professional and school goals have been met and determine growth areas to target during the coming year.	Provide written comments to the person being evaluated summarizing discussion and noting any follow-up necessary.
	Person Being Evaluated	Provide additional artifacts/ evidence to support rating levels under consideration.		Prepare additional evidence if called for during end-of-year review.
Final Ratings	Evaluator	If needed, schedule appointment to conduct final performance discussion.	Assign a rating for each element and standard to determine professional practices rating for the year.	Process all necessary paperwork and notify human resources department of final ratings for evaluation.
	Person Being Evaluated	If needed, provide evaluator with additional artifacts/ evidence prior to appointment.	Openly and honestly discuss year's performance and work with evaluator to determine final professional practices ratings for the year.	Sign off on final ratings. If there is disagreement between evaluator and person being evaluated regarding rating level, person being evaluated should be notified of the district appeal process.
Goal-Setting & Performance Planning	Evaluator	Determine professional development offerings of the state and school district for the coming year and map them against the materials of the person being evaluated.	Agree upon professional development and other improvement necessary during the coming year as well as the resources needed to complete the work and how accomplishment of goals will be measured.	Offer suggestions for revisions to Goal-Setting Form, Professional Growth Plan and student learning targets as appropriate and submit all required paperwork. Provide resources necessary to implement plans.
	Person Being Evaluated	Prepare Goal-Setting Form, Professional Growth Plan, and student learning measures to be used in discussion and provide them to evaluator in advance of the discussion.		Revise Goal-Setting Form, Professional Growth Plan and student learning in alignment with performance discussions and final ratings on professional practices.

Evaluation Process: Components and Forms

The Colorado State Model Educator Evaluation System is a standards-based approach to determining performance with respect to state standards. This section of the guide provides guidance on the forms that are used to complete the process. These sample forms describe the performance of an educator who is currently performing at a level that meets state standards. Blank forms for use in completing evaluations are included in the section for each employee group *(teachers, principals/assistant principals and specialized service professionals).*

Keeping Track of Progress

One of the key issues that educators who use this process have discussed is the need to be able to quickly and easily keep track of their progress in completing the evaluation process throughout the year. Exhibit 6 provides a simple form that may be used to monitor progress toward completing each step in the process.
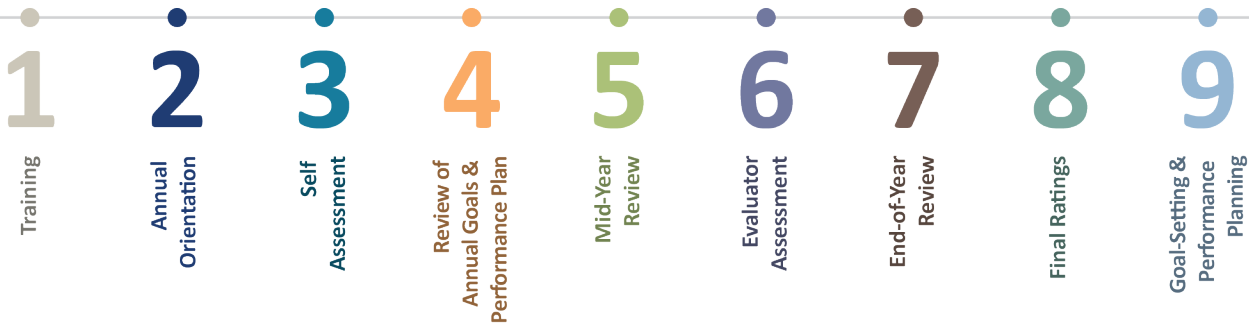
EXHIBIT 6: Example of Completed Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
Sara Seidel	Science Teacher	Montlieu Middle School	8
SUPERVISOR APPROVAL		EVALUATOR APPROVAL (if different from supervisor)	

ACTIVITY	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training	8/5/12	*Sarah Seidel*	*Mary Johnson*	Ms. Seidel was trained by CDE staff members at the regional training in Del Norte.
Orientation	8/31/13	*Sarah Seidel*	*Mary Johnson*	Montlieu Middle School faculty meeting at opening of 2013-14 school year.
Self-Assessment	9/9/13	*Sarah Seidel*	*Mary Johnson*	Completed in online system.
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Ratings				
Goal-Setting and Performance Planning				

Throughout this section, this evaluation process graphic will be used to help you understand where in the process each form or process will be used. The tracking form is used throughout the evaluation process and will provide evaluators and persons being evaluated with a clear picture of what they have completed and identify their next steps for adhering to evaluation requirements.

Evaluation Process | *Evaluation Process Tracking Form*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

Rubric for Evaluating Colorado Educators

The centerpiece of the Colorado State Model Evaluation System is the set of rubrics designed for specific educator groups. These standards-based instruments that are cumulative in nature provide descriptions of professional practices for each performance rating level. The cumulative nature requires that all practices in initial rating levels are met in order to be rated at that level or above. Evaluators rate the educator on each element of each standard and then use the ratings to determine the overall professional practices rating. This overall rating will account for 50 percent of the educator's effectiveness rating. **Exhibit 7** illustrates the components of the rubric.

Components are defined as follows:

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness (SCEE) recommended Quality Standards for teachers, principals/assistant principals and specialized service professionals. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado State Board of Education and the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards reflect the professional practices and focus on the measures of student learning needed to achieve effectiveness. Standards I-V for teachers and specialized service professionals (I-VI for principals and assistant principals) relate to professional knowledge and practices that contribute to effective teaching, while Standard VI (VII for principals and assistant principals) establishes measures of student learning as a requirement for demonstrating effectiveness. S.B. 10-191 requires that these standards serve as the foundation for all educator evaluations in Colorado.

Performance Rating Levels describe performance on professional practices with respect to Colorado's Quality Standards. **Exhibits 8 and 9** further illustrate the focus of each of the following rating levels:

Basic: Educator's performance on professional practices is significantly below the state Quality Standard.

Partially Proficient: Educator's performance on professional practices is below the state Quality Standard.

Proficient: Educator's performance on professional practices meets state Quality Standard.

Accomplished: Educator's performance on professional practices exceeds state Quality Standard.

Exemplary: Educator's performance on professional practices significantly exceeds state Quality Standard.

Elements of the Standard are the mandatory items that each Colorado district must address in its evaluation system.

Professional Practices are the day-to-day activities in which educators engage as they go about their daily work. Professional practices included in the rubric are those one would expect an educator to demonstrate at each level of the rating scale.
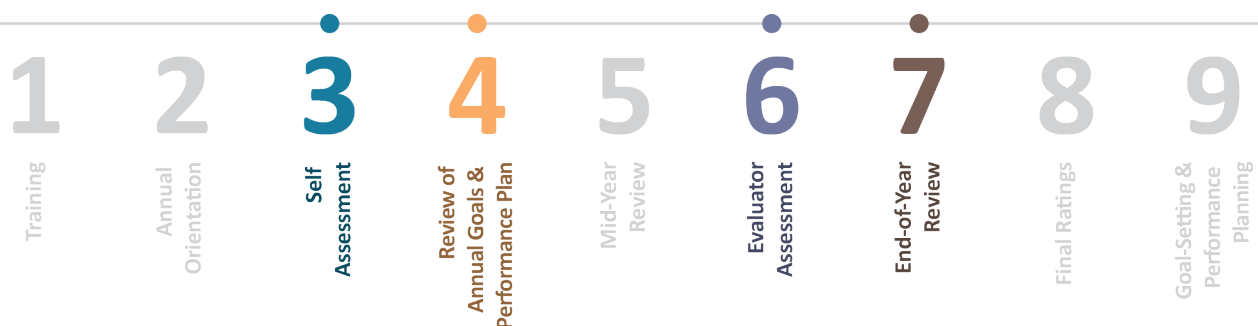
Artifacts are the documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts so long as they agree on their rating levels. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance. Artifacts other than those included as examples may also be used. As **Exhibit 10** illustrates, a single artifact may be used to provide evidence for multiple standards.

It should be noted that while artifacts are not a requirement in every standard, there are some measures that teachers and principals must have somewhere in their body of evidence. Principal artifacts must include teacher feedback, the number and percent of ineffective, partially effective, effective and highly effective teachers in their building, and the number of teachers improving their practice over time. For teachers, they must have at least one of the following measures, student feedback, peer feedback, a review of lesson plans or student work, or parent feedback.

Comments may be provided by the educator being evaluated and/or the evaluator. Both have the opportunity to provide comments on the performance of the educator being evaluated.

Summary of Ratings for the Standard summarizes individual element ratings for the standard. Summary ratings are included in the summary rating worksheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Evaluation Process | *Rubric for Evaluating Colorado Educators*

1 Training   2 Annual Orientation   3 Self Assessment   4 Review of Annual Goals & Performance Plan   5 Mid-Year Review   6 Evaluator Assessment   7 End-of-Year Review   8 Final Ratings   9 Goal-Setting & Performance Planning

EXHIBIT 7: Components of the Rubric for Evaluating Colorado's Educators *(Teacher Example)*

Quality Standard →

Performance Rating Levels →

Elements of the Standard →

Professional Practices →

QUALITY STANDARD I				
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	. . . and THE TEACHER: Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives.	. . . and THE TEACHER: ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and STUDENTS: ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and STUDENTS: ✓ Discuss strengths and next steps regarding their learning with their teachers.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

Examples of Artifacts & Evidence Provided by Artifacts →

Artifacts that may be used to support rating	Evidence provided by artifact
Student achievement data	
Student feedback	
Parent feedback	
Lesson plans/units of study	

RATINGS (# Points per rating at this level)	B (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Provides instruction that is aligned with the Colorado Academic Standards, their district's organizes plan of instruction, and the individual needs of students.						
Demonstrates knowledge of student literacy development in reading, writing, speaking and listening.						
Demonstrates knowledge of mathematics and understands how to promote student development in numbers and operations, algebra, geometry, and measurement, and data analysis and probability.						
Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.						
OVERALL RATING FOR THE STANDARD						

Evaluator Comments & Response to Evaluation →

Evaluator Comments:	Comments of person being evaluated (optional)

EXHIBIT 8: Definitions of Rubric Rating Levels

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Educator's performance on professional practices is significantly below the state Quality Standard.	Educator's performance on professional practices is below the state Quality Standard.	Educator's performance on professional practices meets state Quality Standard.	Educator's performance on professional practices exceeds state Quality Standard.	Educator's performance on professional practices significantly exceeds state Quality Standard.

EXHIBIT 9: Focus of Rubric Rating Levels *(Teacher Example)*

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	. . . and **THE TEACHER:** Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives.	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and **STUDENTS:** ✓ Discuss strengths and next steps regarding their learning with their teachers.

↑

~~The focus of the Basic rating level is the educator whose performance does not meet state performance standards and who is not achieving at expected levels.~~

↑

The focus of Partially Proficient and Proficient levels is what educators do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels.

↑

The focus of Accomplished and Exemplary ratings shifts to the outcomes of the educator's practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under rating levels 2 and 3.

EXHIBIT 10: Crosswalk Between Artifacts and Standards *(Teacher Example)*

Artifacts	Standards				
	I	II	III	IV	V
Student Achievement Data	♦	♦	♦	♦	♦
Student Feedback	♦	♦	♦		
Parent Feedback	♦	♦	♦		
Lesson Plans/Units of Study	♦	♦	♦	♦	
Feedback from Walkthrough Observations	♦	♦	♦		
Instructional Activities Schedules	♦	♦	♦		
Student Journals/Learning Logs	♦	♦	♦		
Student Work	♦	♦	♦		
Anecdotal Records			♦		
Formative and Summative Assessment of Student Work			♦		
Self-Reflection Templates				♦	
Assessment Plans				♦	
Data Analysis Record				♦	
Responses to Feedback				♦	
Student Portfolios				♦	
Documentation of service on teams, task forces, and committees					♦
Notes from parent and community meetings					♦
Records of Advocacy Activities					♦

Artifacts listed in Exhibit 10 are examples of items that may be used to provide evidence of proficiency on any given standard. The evaluator or teacher being evaluated may use additional artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion.

Completing and Scoring the Rubric

The process for completing and scoring the rubric is the same for all educators, regardless of their position in the education system. The steps, listed below, are described in detail in this section of the user's guide.

1. Identifying the professional practices for which there is adequate evidence that the person being evaluated has demonstrated adequate performance

2. Rating the elements

3. Using element ratings to determine ratings for standards

4. Using standard ratings to determine the overall professional practices rating

The person completing the rubric should mark all items that describe the performance of the educator during the year-long evaluation cycle. Evidence of proficiency on non-observable professional practices will be determined by an examination and discussion of the practice and any necessary artifacts provided by both the evaluator and the person being evaluated. In the example below **(Exhibit 11)**, the person completing the rubric has indicated that there is adequate evidence that the educator being evaluated has demonstrated performance on all of the items in the Basic, Partially Proficient, Proficient and Exemplary columns since all of those items have been checked. Only a single item in the Accomplished column is left unchecked. As the discussion of scoring the rubric will indicate, such a pattern of evidence results in a rating of Proficient for the element.

EXHIBIT 11: Identifying Performance Level on Professional Practices

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QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	. . . and **THE TEACHER:** Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives.	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and **STUDENTS:** ✓ Discuss strengths and next steps regarding their learning with their teachers.

Rating the Elements and Standards

The rater, whether the educator being evaluated who is completing a self-assessment or the evaluator who is rating the educator, should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating.

For example, Quality Standard I has six elements:

QUALITY STANDARD I

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

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

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

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

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

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

The rater should begin with the Basic column of the rubric and work across the row to Exemplary, marking each professional practice that describes the performance of the educator for the period for which he or she is being evaluated. **(See Exhibit 12)** To determine the rating for each element, the rater:

1. Begins with the professional practices listed under the Basic column and marks every practice for which there is adequate evidence that the educator being evaluated has demonstrated that practice. The evaluator continues marking professional practices across the columns until all practices for that element have been checked or the evaluator has determined that there is inadequate evidence of performance on the practice. **(See Exhibit 12)** All professional practices that describe the educator's performance should be marked.

2. Scores each element by determining the appropriate rating. The rating for each element is the highest rating for which *all* professional practices are marked and *all* practices below that level are marked.

The teacher whose performance is illustrated in Exhibit 12 would be rated as Proficient on Element A, even though at least one professional practice under Accomplished and the single practice under Exemplary were marked. Proficient is the highest rating for which all professional practices were marked and all professional practices below that rating were marked. Therefore, this educator would be rated Proficient on Element A.

EXHIBIT 12: The Rubric Scoring Process *(Teacher Example)*

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	. . . and **THE TEACHER:** Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives.	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and **STUDENTS:** ✓ Discuss strengths and next steps regarding their learning with their teachers.

Exhibit 13 provides an example of how professional practices for an entire standard would be marked while Exhibit 14 illustrates how those markings would be translated to scores on elements and standards.

EXHIBIT 13: Example of Rating All Elements for a Standard

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE TEACHER: Uses lesson plans that reflect: ✓ Daily review and revision. ✓ Instructional objectives appropriate for students. ✓ Explicit connections to specific learning objectives and approved curriculum.	. . . and **THE TEACHER:** Implements lesson plans based on: ✓ Student needs. ✓ Colorado Academic Standards. ✓ District's plan of instruction. ✓ Stated learning objectives.	. . . and **THE TEACHER:** ✓ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and **STUDENTS:** ✓ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and **STUDENTS:** ✓ Discuss strengths and next steps regarding their learning with their teachers.

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

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE TEACHER: ✓ Demonstrates an understanding of literacy content and skills. ✓ Emphasizes literacy connections while teaching content.	. . . and **THE TEACHER:** Makes complex reading accessible to students by: ✓ Adjusting content to students' skill levels. ✓ Integrating literacy skills and knowledge into lessons. ✓ Providing relevant content that addresses students' interests.	. . . and **THE TEACHER:** Provides instruction that enhances students': ✓ Critical thinking and reasoning. ✓ Information literacy. ✓ Literacy skill development.	. . . and **STUDENTS:** Meet or exceed expectations for: ✓ Oral communication. ✓ Written communication. ✓ Critical thinking. ✓ Problem solving skills. ✓ Literacy skills.	. . . and **STUDENTS:** Apply literacy skills: ✓ Across academic content areas. ○ To understand complex materials.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ELEMENTARY TEACHERS** responsible for teaching language arts and/or reading.				
THE TEACHER: ✓ Emphasizes literacy connections while teaching content other than reading, English, or language arts.	. . . and **THE TEACHER:** Integrates literacy skills into lessons and assignments across subject areas, including: ✓ Phonological awareness. ✓ Phonics. ✓ Vocabulary. ✓ Comprehension. ✓ Fluency. ✓ Writing. ✓ Speaking. ✓ Listening skills. Engages students in instruction that is: ✓ Purposeful. ✓ Explicit. ✓ Systematic.	. . . and **THE TEACHER:** Provides literacy instruction that is: ✓ Needs-based. ✓ Intensive. ✓ Of sufficient duration to accelerate learning.	. . . and **STUDENTS:** Apply literacy skills *(reading, writing, speaking, and listening)*: ✓ Across academic content areas. ✓ To new/unfamiliar material. ✓ To understand complex materials. ○ While communicating during unstructured time. ✓ Outside the classroom.	. . . and **STUDENTS:** Exceed teacher's expectations for students of their age, grade, and/or ability levels in: ✓ Reading. ○ Writing. ✓ Speaking. ✓ Listening.
This section describes professional practices that should be demonstrated by **SECONDARY TEACHERS** responsible for teaching English, language arts and/or reading.				
THE TEACHER: ✓ Teaches students how to apply literacy skills throughout the content they are teaching.	. . . and **THE TEACHER:** Integrates literacy skills into lessons, including: ✓ Vocabulary. ✓ Comprehension. ✓ Fluency. ✓ Writing. ✓ Speaking. ✓ Listening skills. Engages students in instruction that is: ✓ Purposeful. ✓ Explicit. ✓ Systematic.	. . . and **THE TEACHER:** Provides instruction that is: ✓ Needs-based. ✓ Intensive. ✓ Of sufficient duration to accelerate learning.	. . . and **STUDENTS:** Apply literacy skills *(reading, writing, speaking, and listening)*: ✓ Across academic content areas. ✓ To new/unfamiliar material. ✓ To understand complex materials. ✓ While communicating during the school day. ✓ Outside the classroom.	. . . and **STUDENTS:** Exceed teacher's expectations for students of their age, grade, and/or ability level in: ✓ Reading. ○ Writing. ✓ Speaking. ✓ Listening.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS,** regardless of grade level or subject taught.				
THE TEACHER: ✓ Includes relevant math concepts in discussions that do not have math as the primary focus. ✓ Promotes and encourages students to make explicit math connections across content.	. . . and **THE TEACHER:** ✓ Emphasizes to students why they need to learn math content and skills. ✓ Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.	. . . and **THE TEACHER:** ○ Emphasizes interdisciplinary connections to math. ○ Models mathematical thinking.	. . . and **STUDENTS:** ✓ Share ideas and solutions to challenging problems. ○ Use the language of math to talk about what they are doing.	. . . and **STUDENTS:** ✓ Interpret mathematical information in ways that make it relevant to their learning.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.				
THE TEACHER: Focuses math instruction beyond: ✓ Recall of facts. ✓ Development of computational skills. ✓ Math as a series of rote procedures. Models: ✓ Appropriate mathematical communication. ✓ A variety of mathematical practices.	. . . and **THE TEACHER:** Presents concepts: ✓ In sequence. ✓ In a manner appropriate to students' age and grade. ✓ Helps students understand mathematics as a discipline. ✓ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.	. . . and **THE TEACHER:** Establishes an effective mathematics environment by: ✓ Challenging students to think deeply about the problems. ○ Requiring students to explain their solutions. ○ Posing questions that stimulate students' curiosity and encourage them to investigate further. ✓ Actively engaging students in doing math. ✓ Using real-world examples for problems whenever possible.	. . . and **STUDENTS:** ○ Solve problems in a variety of ways. ✓ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.	. . . and **STUDENTS:** ○ Recognize when they make procedural errors and take steps to correct them. ✓ Expand their learning by using mathematical concepts in subjects other than math.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE TEACHER: ✓ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ✓ Uses instructional materials that are accurate and appropriate for the lesson being taught. ✓ Employs a variety of instructional strategies to address student needs.	. . . and **THE TEACHER:** Provides explanations of content that are: ✓ Accurate. ✓ Clear. ✓ Concise. ✓ Comprehensive.	. . . and **THE TEACHER:** Engages students in: ✓ A variety of explanations and multiple representations of concepts and ideas. ✓ A variety of inquiry methods to explore new ideas and theories.	. . . and **STUDENTS:** ✓ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. Use a variety of inquiry tools and strategies to: ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. ○ Problem solve.	. . . and **STUDENTS:** Routinely: ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE TEACHER: ✓ Emphasizes key concepts and connects them to other powerful ideas within the content area. ✓ Connects lessons to other disciplines and/or content areas.	. . . and **THE TEACHER:** Implements instructional strategies to ensure that instruction: ✓ Articulates content and interdisciplinary connections. ✓ Integrates literacy skills across content areas.	. . . and **THE TEACHER:** ✓ Clarifies and elaborates on interdisciplinary connections for students. ✓ Provides instructional strategies that include literacy, numeracy, and language development across content areas.	. . . and **STUDENTS:** Make connections between: ✓ Prior learning and the current lesson. ✓ Other disciplines and/or content areas and the current lesson. ✓ Employs instructional strategies that include literacy, numeracy, and language development across content areas.	. . . and **STUDENTS:** ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.

○ Professional Practice is **Observable** during a classroom observation.
□ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
THE TEACHER: Selects instructional materials and strategies based on their: ✓ Relevance. ✓ Central contexts. ✓ Foundational evidence base. ✓ Links lessons to students' prior knowledge. ✓ Encourages and provides opportunities for students to make connections to prior learning.	. . . and **THE TEACHER:** Delivers lessons and units and uses instructional strategies that: ✓ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. ✓ Provides supports that facilitate engagement.	. . . and **THE TEACHER:** ✓ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. ✓ Provides opportunities for students to self-select tasks that accelerate their learning.	. . . and **STUDENTS:** ✓ Interact with materials that are relevant to them. ✓ Ask questions and solve problems that are relevant to them. ○ Make connections to prior learning to understand current content.	. . . and **STUDENTS:** ✓ Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).	*Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.*

The rating for each standard is determined by the total number of points accumulated on individual element ratings for that standard. For example, a rating of Basic receives zero points and a rating of Exemplary receives four points. As Exhibit 14 illustrates, the points for each standard are added together and the rating for the standard is determined based on the total number of points possible for that standard.

EXHIBIT 14: Determining the Rating for a Standard
*(Example of Standards weighted equally, based on the **secondary** teacher rubric example)*

QUALITY STANDARD I						
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).						
Performance Rating Level: (Number of Points):	**B** **(0)**	**PP** **(1)**	**P** **(2)**	**A** **(3)**	**E** **(4)**	**# Points For Each Rating**
A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			♦			2
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				♦		3
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		♦				1
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			♦			2
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				♦		3
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			♦			2
TOTAL POINTS EARNED FOR STANDARD						**13**

1	2	3	4	5	6	7	8	9
Training	Annual Orientation	Self Assessment	Review of Annual Goals & Performance Plan	Mid-Year Review	Evaluator Assessment	End-of-Year Review	Final Ratings	Goal-Setting & Performance Planning

The rubric scoring process is designed so that professional practices have the same weight as student outcomes when determining an educator's effectiveness score: Ineffective, Partially Effective, Effective or Highly Effective. To do this, Quality Standards one through five were given a collective value of 540 points.

S.B. 10-191 allows districts and BOCES to determine the weight given to each standard. ~~This means the standards may be weighted equally as in the example provided here or differentially as in the example provided in Appendix B. To weight the standards equally, the total points available for the collection of standards (540) is divided by the number of standards (five) to arrive at the total number of points possible to earn for each standard (108).~~

~~To determine the number of points earned for each standard, the percentage of points earned for the standard is multiplied by 108, the total number of points available for the standard. In this case, 108 would be multiplied by the total number of points earned for the elements (13) divided by the total number of points possible to earn for the elements (24, or four points possible for each element multiplied by six elements). Therefore, 108 multiplied by the result of 13 divided by 24 provides a score for the standard of 58.5. An overall rating of Proficient for Standard I as shown in Exhibit 15.~~

~~The overall standard rating is determined by referring to the following scoring guide when standards are weighted equally:~~

~~**Determining the Overall Standard Rating:**~~
~~*(When standards are weighted equally)*~~

~~0 to 21 points   =   Basic~~
~~22 to 43 points   =   Partially Proficient~~
~~44 to 65 points   =   Proficient~~
~~66 to 87 points   =   Accomplished~~
~~88 to 108 points   =   Exemplary~~

~~For score sheets on customized weighting, see Appendix C and D.~~

Determining the Overall Professional Practices Rating

The overall rating for professional practices is determined by the individual scores for Standards I through V for teachers and specialized service professionals and Standards I through VI for principals. The ratings for the final standard for each group (Educators take responsibility for student academic growth) are used to determine performance on measures of student learning. As **Exhibit 15** illustrates, once the rating for each standard is determined, the standard ratings are used to determine the overall rating on professional practices. **Exhibit 15** provides an example of calculating the overall professional practices rating when all standards are weighted equally. ~~For an example of differential weighting of the standards, see **Appendix B**.~~

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

Step-by-Step Process for Determining Overall Professional Practices Rating for Each Standard When Weighted Equally

A

Determine the total number of points possible for a standard:

$$\frac{540 \text{ points for all standards collectively}}{5 \text{ (number of standards)}} = 108$$

B

Calculate the total number of points earned for the standard:

0. Each Basic element rating = 0 points.
1. Each Partially Proficient element rating = 1 points.
2. Each Proficient element rating = 2 points.
3. Each Accomplished element rating = 3 points.
4. Each Exemplary element rating = 4 points.

Add all of the element ratings to obtain the total number of points earned for the standard

C

Calculate the Score for the Standard

Add up the total number of points earned for all elements in the standard and divide that number by the total number of points it is possible to earn for an element (4) multiplied by the number of elements. In the example provided for Standard I, the teacher earned 13 points, which is divided by (4 X 6) resulting in the proportion, or percentage, of the 108 possible points available the teacher earned for the standard.

For Standard I, it would look like this:

$$\frac{13}{(4 \times 6)} \times 108 = \frac{13}{24} \times 108 = .542 \times 108 = 58.5$$

EXHIBIT 15: Determining the Overall Professional Practices Rating
(Example of All Standards Weighted Equally)

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.			♦			2
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				♦		3
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		♦				1
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			♦			2
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				♦		3
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			♦			2
	Total Points Earned for Standard I						13
	Determine Score for the Standard I ~~13 X 108 = 58.5~~ ~~24~~						58.5
	Rating for Standard I = Proficient			♦			

Evaluation Process | *Determining the Rating*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	**PP** 1 pt	**P** 2 pts	**A** 3 pts	**E** 4 pts	**#** **Points** **Earned**
II. **SAFE,** **INCLUSIVE AND** **RESPECTFUL** **LEARNING** **ENVIRONMENT** **FOR DIVERSE** **POPULATION** **OF STUDENTS**	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				♦		3
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				♦		3
	C. Teachers engage students as individuals with unique interests and strengths.				♦		3
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			♦			2
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			♦			2
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				♦		3
	Total Points Earned for Standard II						**16**
	Determine Score for the Standard II $\frac{16}{24} \times 108 = 72.0$						**72.0**
	Rating for Standard II = Accomplished				♦		

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	**PP** 1 pt	**P** 2 pts	**A** 3 pts	**E** 4 pts	**#** **Points** **Earned**
III. **EFFECTIVE** **INSTRUCTION** **AND AN** **ENVIRONMENT** **THAT** **FACILITATES** **LEARNING**	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.			♦			2
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				♦		3
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		♦				1
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			♦			2
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					♦	4
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					♦	4
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			♦			2
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.		♦				1
	Total Points Earned for Standard III						19
	Determine Score for the Standard III ~~19 X 108 = 64.1~~ ~~32~~						64.1
	Rating for Standard III = Proficient			♦			

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	**PP** 1 pt	**P** 2 pts	**A** 3 pts	**E** 4 pts	**#** **Points** **Earned**
IV. **REFLECTIONS** **ON PRACTICE**	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.		♦				1
	B. Teachers link professional growth to their professional goals.		♦				1
	C. Teachers are able to respond to a complex, dynamic environment.		♦				1
	Total Points Earned for Standard IV						3
	Determine Score for the Standard IV $\frac{3 \times 108}{12} = 27.0$						27.0
	Rating for Standard IV = Partially Proficient		♦				
V. **LEADERSHIP**	A. Teachers demonstrate leadership in their schools.		♦				1
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		♦				1
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				♦		3
	D. Teachers demonstrate high ethical standards.		♦				2
	Total Points Earned for Standard V						7
	Determine Score for the Standard V $\frac{7 \times 108}{16} = 47.3$						47.3
	Rating for Standard V = Proficient			♦			
OVERALL RATING FOR PROFESSIONAL PRACTICES				♦			

Total number of points possible to earn for the standard = (# of Elements) X (4 points per element)

4 elements X 4 pts. per element = 16

108 is the total number of points for all standards (540) divided by the number of standards (5).

540/5 = 108

7 = Number of points earned for the standard.

47.3 = Score for the Standard

Determining the Overall Rating for Professional Practices when Standards Are Weighted Equally

Scoring of the rubric is designed so that professional practices have the same weight as student outcomes when determining an educator's effectiveness score: Ineffective, Partially Effective, Effective or Highly Effective. To do this, Quality Standards I through IV for teachers and specialized service professionals and Standards I through IV for principals were given a collective value of 540 points in order to place the professional practices score on the same scale as measures of student learning. This is in keeping with requirements of S.B. 10-191 that professional practice and measures of student learning (student growth) be equally weighted in determining the educator's effectiveness rating.

QUALITY STANDARD	Total Points Earned
1.Mastery of and Pedagogical Expertise in the Content They Teach	58.5
2. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students	72.0
3. Effective Instruction and an Environment that Facilitates Learning	64.1
4. Reflection on Practice	27.0
5. Leadership	47.3
Total Points for All Standards	**268.9**

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	**268.9**
109 to 216 points	Partially Proficient	**Overall Professional Practices Rating =**
217 to 324 points	Proficient	
325 to 432 points	Accomplished	**Proficient**
433 to 540 points	Exemplary	

EXHIBIT 16: Example of How to Complete Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet and the goal-setting form and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the teacher and evaluator will know improvements have been made.

QUALITY STANDARD I

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

	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction, and the individual needs of their students.			✓		
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				✓	
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.		✓			
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.			✓		
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				✓	
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.			✓		
Overall Rating for Standard I			✓		

Comments:	Artifacts that may be used to support rating:
Ms. Seidel's work this year has been proficient and above, except for mathematics. This was reflected in her instructional strategies exemplified by presentations of lower level skills and expectations for students. Classroom materials in mathematics were not of sufficient quality to engage students or to challenge their problem solving and critical thinking skills. **Recommended actions for improvement:** During the upcoming school year, she should take intensive and significant steps to upgrade her mathematics skills. **Resources needed to complete these actions:** As requested, Ms. Seidel will be allowed to leave school 30 minutes early every Tuesday and Thursday during first semester next year in order to attend an evening mathematics class. We will also discuss the possibility of her attending mathematics professional development offerings as they are offered by the school district.	• Student achievement data • Student feedback • Parent feedback • Peer feedback • Lesson plans/units of study • Feedback from walkthrough observations • Instructional activities schedules • Student journals/learning logs • Student work

Comments on teacher's performance agreed upon during end-of-year performance discussion

Actions for improvement agreed upon during end-of-year performance discussion

Resources the school/district will provide to help the teacher improve

Ratings determined by an examination of professional practices documented as in evidence during the school year

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				✓	
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				✓	
C. Teachers engage students as individuals with unique interests and strengths.				✓	
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.			✓		
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.			✓		
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				✓	
Overall Rating for Standard II				✓	

Comments:
Ms. Seidel did a remarkable job in this area during this school year. She demonstrated student-focused approaches to instruction and customized lessons to assure that all of her students' needs were met. Her students had no discipline issues this year in spite of the fact that they had in previous years.

Recommended actions for improvement:
Maintain current levels of performance while working to improve communication and collaboration with families to assure that they are actively involved in helping their children and fully aware of the students' strengths and weaknesses.

Resources needed to complete these actions:

Artifacts that may be used to support rating:
- Student achievement data
- Student feedback
- Parent feedback
- Peer feedback
- Lesson plans/units of study
- Feedback from walkthrough observations
- Instructional activities schedules
- Student journals/learning logs
- Student work

Evaluation Process | *Teacher Evaluation Worksheet*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

	B	PP	P	A	E
A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.			✓		
B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				✓	
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.		✓			
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.			✓		
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					✓
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					✓
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.			✓		
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.		✓			
Overall Rating for Standard III			✓		

Comments:
Ms. Seidel is nearing accomplished work in this area. Her biggest challenges are the integration of research-based strategies into her lessons and using appropriate assessment methods to determine students' strengths and weaknesses.

Recommended actions for improvement:
The evaluator would add recommended actions here.

Resources needed to complete these actions:

Artifacts that may be used to support rating:
- Student achievement data
- Student feedback
- Parent feedback
- Peer feedback
- Lesson plans/units of study
- Feedback from walkthrough observations
- Instructional activities schedules
- Student journals/learning logs
- Student work
- Anecdotal records
- Formative and summative assessments of student work

QUALITY STANDARD IV Teachers reflect on their practice.	B	PP	P	A	E
A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.		✓			
B. Teachers link professional growth to their professional goals.		✓			
C. Teachers are able to respond to a complex, dynamic environment.		✓			
Overall Rating for Standard IV		✓			

Comments:	Artifacts that may be used to support rating:
Ms. Seidel needs significant work in this area. The natural starting point for her is the linkage of professional growth and professional goals to her self-identified strengths and weaknesses. She should develop a professional growth plan that includes all of these elements and bring it to her final evaluation conference for discussion. **Recommended actions for improvement:** **Resources needed to complete these actions:**	• Student achievement data • Lesson plans/units of study • Self-reflection templates • Assessment plans • Data analysis record • Responses to feedback • Student portfolios

QUALITY STANDARD V Teachers demonstrate leadership.	B	PP	P	A	E
A. Teachers demonstrate leadership in their schools.		✓			
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.		✓			
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				✓	
D. Teachers demonstrate high ethical standards.			✓		
Overall Rating for Standard V			✓		

Comments:	Artifacts that may be used to support rating:
While Ms. Seidel is extremely student-focused and does a great job of working with students, her leadership skills are not as well developed. She has not taken advantage of opportunities to assume leadership roles either within the school or the district. **Recommended actions for improvement:** I am recommending Ms. Seidel for several committees during the coming year. She needs to accept the assignment for at least one committee and begin the process of assuming a leadership role on that committee. Long-term, she needs to be more proactive in identifying and taking on leadership roles. **Resources needed to complete these actions:**	• Student achievement data • Documentation of service on teams, task forces, and committees • Notes from parent and community meetings • Records of advocacy activities

EXHIBIT 17: Example of How to Complete Goal-Setting Form for Teachers

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
Sarah Seidel	Teacher – Science	Montlieu Middle School	6 through 8

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD		Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
I. **TEACHERS DEMONSTRATE MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH.**	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.	P					
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.	A					
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.	PP	List at least three goals for the next school year that will help you improve in terms of quality teaching and improvement on measures of student learning. Goals should be specific, measureable and achievable within a two to three year time frame. Action steps associated with each goal should be achievable within one year. These goals should be aligned with the Unified Improvement Plan and address areas that need to be improved according to the results of the ratings on professional practices. Please note that this process does not require a goal for each standard, but rather that the teacher prioritize the work that needs to be done and address the standards and elements most in need of improvement.				
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.	P					
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.	A					
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.	P					
	Overall Rating for Standard I	P					

Evaluation Process | *Goal-Setting Form*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

EXHIBIT 18: Example of How to Complete the Professional Growth Plan

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Science	Montlieu Middle School	6 through 8	May 14, 2011	NA

Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
Professional Growth Goal #1:					
1.					
2.					
3.					
Professional Growth Goal #2:					
1.					
2.					
3.					
Professional Growth Goal #3:					
1.					
2.					
3.					

Record three professional growth goals aligned with your evaluation results. Your goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional steps are needed.

Evaluation Process | *Professional Growth Plan*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

EXHIBIT 19: Mid-Year Performance Discussion

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED
Sarah Seidel	Teacher – Science	Montlieu Middle School	6 through 8	May 14, 2011	NA

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Evaluation Process | *Mid-Year Performance Discussion*

1 Training
2 Annual Orientation
3 Self Assessment
4 Review of Annual Goals & Performance Plan
5 Mid-Year Review
6 Evaluator Assessment
7 End-of-Year Review
8 Final Ratings
9 Goal-Setting & Performance Planning

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Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students.

Colorado State Model Evaluation System for Teachers

1. Statewide Definition of Effectiveness

All districts and BOCES are required to use the following state-approved definition of teacher effectiveness for teacher evaluation.

Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as skills needed for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

2. The Colorado Teacher Quality Standards and Their Related Elements and Artifacts[1]

The Teacher Quality Standards outline the knowledge and skills required of an effective teacher and will be used to evaluate teachers in the state of Colorado. All school districts and BOCES shall base their evaluations of licensed classroom teachers on the full set of Teacher Quality Standards and associated detailed elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and elements. School districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Teacher Quality Standards and elements, so that the school district or BOCES is able to report the data required.

QUALITY STANDARD I
Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

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

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

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

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

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

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

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

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

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

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

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1 These are from the Rules issues on Nov. 9, 2001 and approved on Feb. 15, 2012.

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.

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

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

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

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

ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

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

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

QUALITY STANDARD IV
Teachers reflect on their practice.

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

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

QUALITY STANDARD V
Teachers demonstrate leadership.

ELEMENT A: Teachers demonstrate leadership in their schools.

ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.

ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

ELEMENT D: Teachers demonstrate high ethical standards.

QUALITY STANDARD VI
Teachers take responsibility for student academic growth.

ELEMENT A: Teachers demonstrate high levels of student learning, growth and academic achievement.

ELEMENT B: Teachers demonstrate high levels of student academic growth in the skills necessary for post-secondary and workforce readiness (See Appendix C), including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.

Please note: Standard VI is not included as a part of determination of ratings on professional practices that is described in this User's Guide. It is described in a separate document that can be found on the CDE Educator Effectiveness website here.

3. Measures Used to Determine Effectiveness Rating

The Colorado State Model Educator Evaluation System for teachers is intended to provide support, incentives and rewards for teachers as they engage in the challenging work of enabling and empowering students to learn. The teacher effectiveness definition and Colorado Teacher Quality Standards provide clear guidance about state priorities for effective teaching. The use of multiple measures for teacher performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the teacher's professional practice and impact on measures of student learning. The use of performance standards to rate teacher performance allows more precision about professional expectations, identifies those teachers in need of improvement and recognizes performance that is of exceptional quality.

The measures used to determine the teacher's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a teacher's performance, and include:

- **Measures of professional practice** (Standards I-V) selected by the district that meet state technical guidelines, including formal observations plus at least one other measure.
- **Multiple measures of student academic growth** (Standard VI) that are appropriate for the teacher's teaching assignment, that represent the best available assessments for that assignment, that also include growth scores shared among groups of teachers and that meet state technical guidelines.
- Procedures for prioritizing or **weighting** measures of performance that ensure that measures of student learning represent at least 50 percent of total performance and are prioritized by technical quality, and that measures of professional practice are prioritized by local objectives.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined on a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and teachers receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Rating Levels

Four **performance rating levels (or performance standards)**: Highly Effective, Effective, Partially Effective and Ineffective. The status implications described in **Exhibit 3** apply for each teacher performance evaluation rating.

6. Appeals Process

An **appeals process** that permits non-probationary teachers to appeal a second consecutive performance evaluation that falls below Effective. Additional information about Rules governing Colorado's state-approved appeals process may be found here.

The state framework for the teacher evaluation system, developed by the State Council for Educator Effectiveness (SCEE), illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student learning. As Exhibit 20 illustrates, Quality Standards I through V deal with professional practice while Quality Standard VI deals with measures of student learning.

EXHIBIT 20: Framework for System to Evaluate Teachers

STATE COUNCIL FOR EDUCATOR EFFECTIVENESS
Framework for System to Evaluate Teachers
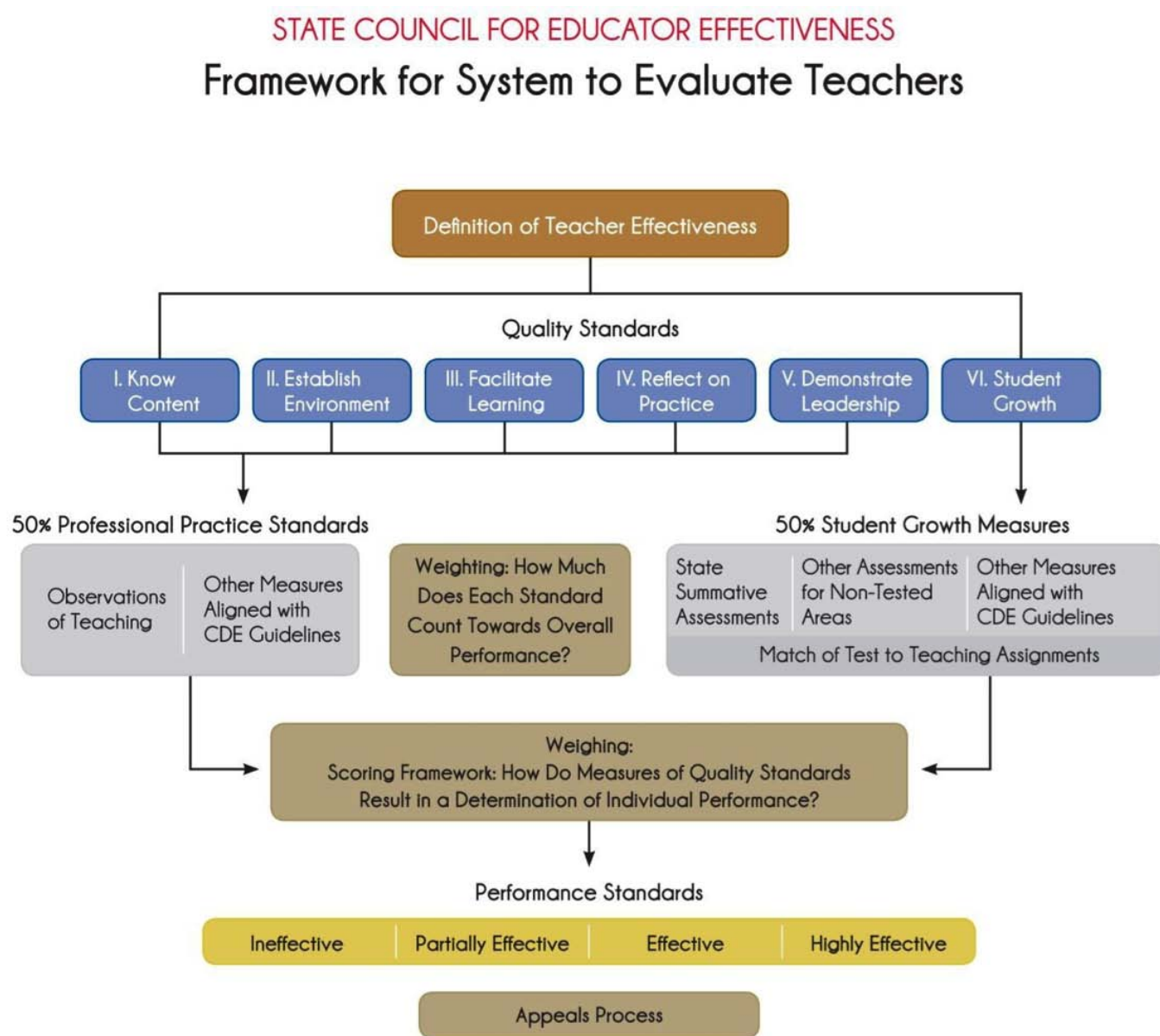
EXHIBIT 21: Implications for Earning or Losing Non-probationary Status by Performance Evaluation Rating

Performance Evaluating Rating	Implications for Earning or Losing Non-probationary Status
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.
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.
Effective	Beginning with evaluations conducted during the 2013-14 school year, a probationary teacher shall receive a rating of 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 rating to retain non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.
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.

Teacher Evaluation Process: Forms

Teacher Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)

ACTIVITY	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success **(See Appendix E)**. Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER: Uses lesson plans that reflect: ○ Daily review and revision. ○ Instructional objectives appropriate for students. ○ Explicit connections to specific learning objectives and approved curriculum.	. . . and **THE TEACHER:** Implements lesson plans based on: ○ Student needs. ○ Colorado Academic Standards. ○ District's plan of instruction. ○ Stated learning objectives.	. . . and **THE TEACHER:** ○ Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.	. . . and **STUDENTS:** ○ Interact with the rigorous and challenging content. ○ Perform at a level consistent with or above expectations.	. . . and **STUDENTS:** ○ Discuss strengths and next steps regarding their learning with their teachers.
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.				
THE TEACHER: ○ Demonstrates an understanding of literacy content and skills. ○ Emphasizes literacy connections while teaching content.	. . . and **THE TEACHER:** Makes complex reading accessible to students by: ○ Adjusting content to students' skill levels. ○ Integrating literacy skills and knowledge into lessons. ○ Providing relevant content that addresses students' interests.	. . . and **THE TEACHER:** Provides instruction that enhances students': ○ Critical thinking and reasoning. ○ Information literacy. ○ Literacy skill development.	. . . and **STUDENTS:** Meet or exceed expectations for: ○ Oral communication. ○ Written communication. ○ Critical thinking. ○ Problem solving skills. ○ Literacy skills.	. . . and **STUDENTS:** Apply literacy skills: ○ Across academic content areas. ○ To understand complex materials.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by **ELEMENTARY TEACHERS** responsible for teaching language arts and/or reading.				
THE TEACHER: ○ Emphasizes literacy connections while teaching content other than reading, English, or language arts.	. . . and **THE TEACHER:** Integrates literacy skills into lessons and assignments across subject areas, including: ○ Phonological awareness. ○ Phonics. ○ Vocabulary. ○ Comprehension. ○ Fluency. ○ Writing. ○ Speaking. ○ Listening skills. Engages students in instruction that is: ○ Purposeful. ○ Explicit. ○ Systematic.	. . . and **THE TEACHER:** Provides literacy instruction that is: ○ Needs-based. ○ Intensive. ○ Of sufficient duration to accelerate learning.	. . . and **STUDENTS:** Apply literacy skills *(reading, writing, speaking, and listening)*: ○ Across academic content areas. ○ To new/unfamiliar material. ○ To understand complex materials. ○ While communicating during unstructured time. ☐ Outside the classroom.	. . . and **STUDENTS:** Exceed teacher's expectations for students of their age, grade, and/or ability levels in: ○ Reading. ○ Writing. ○ Speaking. ○ Listening.
This section describes professional practices that should be demonstrated by **SECONDARY TEACHERS** responsible for teaching English, language arts and/or reading.				
THE TEACHER: ○ Teaches and provides opportunities for students to apply literacy skills.	. . . and **THE TEACHER:** Integrates literacy skills into lessons, including: ○ Vocabulary. ○ Comprehension. ○ Fluency. ○ Writing. ○ Speaking. ○ Listening skills. Engages students in instruction that is: ○ Purposeful. ○ Explicit. ○ Systematic.	. . . and **THE TEACHER:** Provides instruction that is: ○ Needs-based. ○ Intensive. ○ Of sufficient duration to accelerate learning.	. . . and **STUDENTS:** Apply literacy skills *(reading, writing, speaking, and listening)*: ○ Across academic content areas. ○ To new/unfamiliar material. ○ To understand complex materials. ○ While communicating during the school day. ☐ Outside the classroom.	. . . and **STUDENTS:** Exceed teacher's expectations for students of their age, grade, and/or ability level in: ○ Reading. ○ Writing. ○ Speaking. ○ Listening.
○ Professional Practice is **Observable** during a classroom observation. ☐ Professional Practice is **Not Observable** during a classroom observation.				

QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by **ALL TEACHERS,** regardless of grade level or subject taught.				
THE TEACHER: O Includes relevant math concepts in discussions that do not have math as the primary focus. O Promotes and encourages students to make explicit math connections across content.	. . . and **THE TEACHER:** O Emphasizes to students why they need to learn math content and skills. O Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.	. . . and **THE TEACHER:** O Emphasizes interdisciplinary connections to math. O Models mathematical thinking.	. . . and **STUDENTS:** O Share ideas and solutions to challenging problems. O Use the language of math to talk about what they are doing.	. . . and **STUDENTS:** O Interpret mathematical information in ways that make it relevant to their learning.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.				
THE TEACHER: Focuses math instruction beyond: O Recall of facts. O Development of computational skills. O Math as a series of rote procedures. Models: O Appropriate mathematical communication. O A variety of mathematical practices.	. . . and **THE TEACHER:** Presents concepts: O In sequence. O In a manner appropriate to students' age and grade. O Helps students understand mathematics as a discipline. O Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.	. . . and **THE TEACHER:** Establishes an effective mathematics environment by: O Challenging students to think deeply about the problems. O Requiring students to explain their solutions. O Posing questions that stimulate students' curiosity and encourage them to investigate further. O Actively engaging students in doing math. O Using real-world examples for problems whenever possible.	. . . and **STUDENTS:** O Solve problems in a variety of ways. O Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.	. . . and **STUDENTS:** O Recognize when they make procedural errors and take steps to correct them. ☐ Expand their learning by using mathematical concepts in subjects other than math.

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QUALITY STANDARD I

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
THE TEACHER: ○ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ○ Uses instructional materials that are accurate and appropriate for the lesson being taught. ○ Employs a variety of instructional strategies to address student needs.	. . . and **THE TEACHER:** Provides explanations of content that are: ○ Accurate. ○ Clear. ○ Concise. ○ Comprehensive.	. . . and **THE TEACHER:** Engages students in: ○ A variety of explanations and multiple representations of concepts and ideas. ○ A variety of inquiry methods to explore new ideas and theories.	. . . and **STUDENTS:** ○ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. Use a variety of inquiry tools and strategies to: ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. ○ Problem solve.	. . . and **STUDENTS:** Routinely: ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them.
ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
THE TEACHER: ○ Emphasizes key concepts and connects them to other powerful ideas within the content area. ○ Connects lessons to other disciplines and/or content areas.	. . . and **THE TEACHER:** Implements instructional strategies to ensure that instruction: ○ Articulates content and interdisciplinary connections. ○ Integrates literacy skills across content areas.	. . . and **THE TEACHER:** ○ Clarifies and elaborates on interdisciplinary connections for students. ○ Provides instructional strategies that include literacy, numeracy, and language development across content areas.	. . . and **STUDENTS:** Make connections between: ○ Prior learning and the current lesson. ○ Other disciplines and/or content areas and the current lesson. ○ Employs instructional strategies that include literacy, numeracy, and language development across content areas.	. . . and **STUDENTS:** ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
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QUALITY STANDARD I

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
THE TEACHER: Selects instructional materials and strategies based on their: ○ Relevance. ○ Central contexts. ○ Foundational evidence base. ○ Links lessons to students' prior knowledge. ○ Encourages and provides opportunities for students to make connections to prior learning.	. . . and **THE TEACHER:** Delivers lessons and units and uses instructional strategies that: ○ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. ○ Provides supports that facilitate engagement.	. . . and **THE TEACHER:** ○ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered. ○ Provides opportunities for students to self-select tasks that accelerate their learning.	. . . and **STUDENTS:** ○ Interact with materials that are relevant to them. ○ Ask questions and solve problems that are relevant to them. ○ Make connections to prior learning to understand current content.	. . . and **STUDENTS:** ○ Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.

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Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).	*Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.*

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER: O Creates a classroom environment conducive to learning.	. . . and **THE TEACHER:** Creates a classroom environment that features: O Mutual respect. O Positive relationships between and among students. O Empathy for each student.	. . . and **THE TEACHER:** O Creates a classroom environment which values diverse perspectives. O Establishes a nurturing and caring relationship with each student.	. . . and **STUDENTS:** O Respect their classmates and teacher(s).	. . . and **STUDENTS:** O Engage in respectful and open dialogue with each other and their teacher.
ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
THE TEACHER: Creates a classroom environment in which diversity is: O Respected. O Used to further student learning.	. . . and **THE TEACHER:** O Uses instructional approaches and materials that reflect students' backgrounds. O Acknowledges the value of each student's contributions to the quality of lessons. O Is welcoming to diverse family structures.	. . . and **THE TEACHER:** Establishes processes that result in: O A sense of community among students. O Effective interactions among students. O Respect for individual differences. O Positive social relationships. O Common goals for all students.	. . . and **STUDENTS:** O Respect the uniqueness of fellow students.	. . . and **STUDENTS:** O Actively seek a variety of perspectives to complete group assignments.
ELEMENT C: Teachers engage students as individuals with unique interests and strengths.				
THE TEACHER: O Implements lessons that reflect student interests.	. . . and **THE TEACHER:** O Uses results of student interest inventories to design lessons and materials. O Encourages students to expand and enhance their learning. O Acknowledges students for their accomplishments.	. . . and **THE TEACHER:** O Asks appropriately challenging questions of all students. O Scaffolds questions. O Gives wait time equitably. O Ensures that all students participate in class activities.	. . . and **STUDENTS:** O Actively engage in classroom activities. O Discuss content and make connections between current lesson and their interests.	. . . and **STUDENTS:** O Encourage fellow students to participate and challenge themselves. O Actively engage in collaborative learning and group processes.

O Professional Practice is **Observable** during a classroom observation.
□ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
THE TEACHER: ○ Adapts lesson plans to address individual student needs. □ Implements recommendations of specialists and colleagues to address student needs.	. . . and **THE TEACHER:** □ Designs instruction to address learning needs of all students. ○ Monitors the quality of student participation and performance.	. . . and **THE TEACHER:** □ Solicits input from colleagues to understand students' learning needs. ○ Uses multiple strategies to teach and assess students. ○ Challenges and supports students to learn to their greatest ability.	. . . and **STUDENTS:** ○ Advocate for themselves. ○ Articulate their learning needs to their teacher and/or parent.	. . . and **STUDENTS:** ○ Apply coping skills to classroom situations. ○ Share coping strategies with fellow students. ○ Help fellow classmates by offering support.
ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
THE TEACHER: ○ Establishes a classroom environment that is inviting to families and significant adults.	. . . and **THE TEACHER:** ○ Maintains respectful relationships with students, their families, and/or significant adults. □ Uses a variety of methods to initiate communication with families and significant adults.	. . . and **THE TEACHER:** □ Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. □ Coordinates flow of information between families and colleagues who provide student services.	. . . and **STUDENTS:** ○ Communicate freely and openly with teachers. **FAMILIES AND SIGNIFICANT ADULTS:** □ Discuss student performance with the teacher. □ Participate in school-based activities.	. . . and **FAMILIES AND SIGNIFICANT ADULTS** □ Partner with the teacher to support student strengths and address next steps for learning.
ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				
THE TEACHER: ○ Provides clear expectations to guide student classroom behavior. ○ Holds students accountable for adherence to school and/or class rules.	. . . and **THE TEACHER:** ○ Puts procedures in place to maximize instructional time.	. . . and **THE TEACHER:** ○ Makes maximum use of instructional time. ○ Maintains a safe and orderly environment.	. . . and **STUDENTS:** ○ Stay on task during class periods. ○ Work without interruption. ○ Abide by school and class rules.	. . . and **STUDENTS:** ○ Accept responsibility for their behavior and use of time. ○ Help other students stay on task.

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Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).	*Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.*

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
THE TEACHER: ○ Differentiates instruction. ○ Modifies content to assure that students are able to work at their ability levels.	. . . and **THE TEACHER:** □ Studies recent/current research to expand personal knowledge of how students learn. ○ Builds on the interrelatedness of students' intellectual, social, and emotional development.	. . . and **THE TEACHER:** ○ Applies knowledge of current developmental science to address student needs. □ Collaborates with colleagues with experience in developmental science to improve the quality of lessons.	. . . and **STUDENTS:** ○ Seek materials and resources appropriate for their personal approach to learning.	. . . and **STUDENTS:** Seek to understand: ○ How they learn best. ○ Where their time and efforts are best used.
ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				
THE TEACHER: □ Uses assessment results to guide adjustments to instruction. ○ Has explicit student outcomes in mind for each lesson.	. . . and **THE TEACHER:** ○ Aligns instruction with academic standards and student assessment results. ○ Monitors instruction against student performance and makes real-time adjustments. ○ Assesses required skills.	. . . and **THE TEACHER:** ○ Encourages students to take academic risks. ○ Makes sure students meet learning objectives while increasing mastery levels.	. . . and **STUDENTS:** ○ Monitor their level of engagement. ○ Confer with the teacher to achieve learning targets.	. . . and **STUDENTS:** Initiate activities to: ○ Address their learning strengths and next steps. ○ Take academic risks.
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
THE TEACHER: ○ Incorporates evidence-based strategies into lessons.	. . . and **THE TEACHER:** ○ Makes connections between student data and research-based practices.	. . . and **THE TEACHER:** ○ Individualizes instructional approach to meet unique needs of each student.	. . . and **STUDENTS:** ○ Embrace new and unique ways of learning as they are introduced through research-based lessons.	. . . and **STUDENTS:** ○ Apply skills and knowledge learned in the classroom.

○ Professional Practice is **Observable** during a classroom observation.
□ Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
THE TEACHER: O Uses available technology to facilitate classroom instruction.	. . . and **THE TEACHER:** O Employs strategies and procedures to ensure that students have equitable access to available technology. O Monitors the use of available technology in the classroom.	. . . and **THE TEACHER:** Uses available technology to: O Enhance student learning. O Develop students' knowledge and skills. O Enhance creative and innovative skills. O Provide engaging and motivating learning experiences.	. . . and **STUDENTS:** O Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. O Produce creative and innovative products.	. . . and **STUDENTS:** Use available technology to: O Accelerate their learning. O Apply team building and networking skills. O Deepen critical thinking skills. O Communicate effectively.
ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
THE TEACHER: O Has high expectations for all students. O Holds students accountable for their learning.	. . . and **THE TEACHER:** O Sets student expectations at a level that challenges students. O Incorporates critical thinking and problem-solving skills.	. . . and **THE TEACHER:** O Challenges all students to learn to their greatest ability. O Explicitly teaches higher-order thinking and problem-solving skills. O Ensures that students perform at levels meeting or exceeding expectations.	. . . and **STUDENTS:** O Help set their learning objectives. O Apply higher-order thinking and problem-solving skills to address challenging issues.	. . . and **STUDENTS:** O Monitor their progress toward achieving teacher's high expectations. O Seek opportunities to test their problem-solving and higher-order skills.
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
THE TEACHER: O Includes all students in individual and group activities.	. . . and **THE TEACHER:** Plans lessons that: O Provide opportunities for students to participate using various roles and modes of communication	. . . and **THE TEACHER:** O Flexibly groups students. O Adjusts team composition based on lesson objectives and student needs. O Varies group size, composition, and tasks to create opportunities for students to learn from each other.	. . . and **STUDENTS:** O Fulfill their assigned roles within the team. O Assume leadership roles in their teams.	. . . and **STUDENTS:** O Utilize group processes to build trust and promote effective interactions among team members. O Participate in teams in ways that build trust and ownership of ideas among team members.

O Professional Practice is **Observable** during a classroom observation.
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QUALITY STANDARD III

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: ~~Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.~~				
THE TEACHER: ○ Communicates effectively with students.	. . . and **THE TEACHER:** ○ Models effective communication skills. ○ Encourages students to communicate effectively.	. . . and **THE TEACHER:** ○ Teaches students to be effective communicators. ○ Provides opportunities for students to practice communication skills.	. . . and **STUDENTS:** ○ Apply effective written and oral communication skills in their work.	. . . and **STUDENTS:** ○ Use academic language in spoken and written work.
ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
THE TEACHER: ☐ Provides actionable feedback to students, families, and significant adults. ○ Involves students in monitoring their learning. ○ Assesses learning outcomes appropriately.	. . . and **THE TEACHER:** ☐ Implements appropriate strategies for assigning grades. ☐ Evaluates student performance based on multiple measures. ☐ Includes documentation of student progress toward mastery of state content standards in assessment plans..	. . . and **THE TEACHER:** ○ Uses a variety of assessment methods. ○ Provides actionable, timely, specific and individualized feedback about the quality of student work. ○ Teaches students to use feedback to improve their learning.	. . . and **STUDENTS:** ○ Self-assess on a variety of skills and concepts. ○ Articulate their personal strengths and needs based on self-assessment. ○ Effectively use formal and informal feedback to monitor their learning.	. . . and **STUDENTS:** Assume ownership for: ○ Monitoring their progress. ○ Setting learning goals. ○ Applying teacher feedback to improve performance and accelerate their learning.

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QUALITY STANDARD IV
Teachers reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE TEACHER: ☐ Collects and analyzes student data to inform instruction. Uses data to: ☐ Support student learning. ☐ Inform practice.	. . . and **THE TEACHER:** ☐ Collects multiple examples of student work to determine student progress over time.	. . . and **THE TEACHER:** Applies knowledge of student learning, development, and growth to the development of : ☐ Lesson plans. ☐ Instructional strategies.	. . . and **THE TEACHER:** Develops student learning plans based on: ☐ Multiple examples of student work. ☐ Other data points. ☐ Information gathered from students, families, and colleagues.	. . . and **THE TEACHER:** ☐ Monitors and evaluates personal behavioral changes to determine what works for students.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: ☐ Implements performance feedback from supervisor and/or colleagues to improve practice. Actively engages in professional development focused on: ☐ Addressing student needs. ☐ School and district initiatives. ☐ Meeting professional goals.	. . . and **THE TEACHER:** Engages in professional development activities based on: ☐ Likelihood of having a positive impact on student learning. ☐ Alignment with Colorado Academic Standards and school and district initiatives. ☐ Current research. ☐ Student needs.	. . . and **THE TEACHER:** ☐ Advocates for professional development that is evidence based and targeted toward improving student outcomes. ☐ Applies knowledge and skills learned through professional development to professional practice.	. . . and **THE TEACHER:** ☐ Implements new and different instructional strategies based on current research and district initiatives. ☐ Adapts teaching skills to meet student needs	. . . and **THE TEACHER:** ☐ Develops and follows a long-term professional development plan.
ELEMENT C: Teachers are able to respond to a complex, dynamic environment.				
THE TEACHER: Collaborates with colleagues to: ☐ Implement new ideas to improve teaching and learning. ☐ Support struggling students. ☐ Contribute to campus goals.	. . . and **THE TEACHER:** ☐ Maintains a positive, productive and respectful relationship with colleagues.	. . . and **THE TEACHER:** ☐ Initiates and leads collaborative activities with colleagues to: ☐ Analyze student data and interpret results. ☐ Apply findings to improve teaching practice. ☐ Support struggling and/or advanced/above grade level students.	. . . and **THE TEACHER:** ☐ Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	. . . and **THE TEACHER:** ☐ Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.

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☐ Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

QUALITY STANDARD V
Teachers demonstrate leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
THE TEACHER: ☐ Participates in school activities expected of all teachers. ☐ Works collaboratively for the benefit of students and families. ☐ Supports school goals and initiatives.	. . . and **THE TEACHER:** ☐ Contributes to school committees and teams.	. . . and **THE TEACHER:** ☐ Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families.	. . . and **THE TEACHER:** ☐ Shares lessons learned with colleagues. ☐ Confers with school administrators to improve teacher working and student learning conditions.	. . . and **THE TEACHER:** Initiates and leads collaborative activities that: ☐ Partner with families to coordinate learning between home and school. ☐ Share ideas to improve teaching and learning. ☐ Support struggling students.
ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
THE TEACHER: ☐ Shares expertise with colleagues. ☐ Supports the work of colleagues. ☐ Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning.	. . . and **THE TEACHER:** Collaborates with colleagues to: ☐ Support student growth and development. ☐ Provide input into policies and procedures that affect school climate and student learning. ☐ Partner with families.	. . . and **THE TEACHER:** ☐ Leads professional growth and development activities whenever possible.	. . . and **THE TEACHER:** ☐ Participates in district-wide decision-making processes that impact the school community, including families	. . . and **THE TEACHER:** ☐ Advocates for the inclusion of teachers and families in education and government decision-making processes.
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
THE TEACHER: ☐ Partners with every family to support student success.	. . . and **THE TEACHER:** ☐ Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs.	. . . and **THE TEACHER:** ☐ Contributes to school and/or district committees to advocate for students and their families.	. . . and **THE TEACHER:** ☐ Advocates for students and the school to external agencies and groups.	. . . and **THE TEACHER:** ☐ Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.

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QUALITY STANDARD V
Teachers demonstrate high ethical standards.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate leadership in their schools.				
THE TEACHER: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to standards of professional practice.	. . . and **THE TEACHER:** ○ Models ethical behavior, including honesty, integrity, fair treatment, and respect for others.	. . . and **THE TEACHER:** ☐ Maintains confidentiality of student, family, and fellow teacher interactions as well as student data.	. . . and **THE TEACHER:** ○ Helps students understand the importance of ethical behavior as an individual and member of society.	. . . and **STUDENTS:** Demonstrate: ○ Honesty ○ Respect for others.

○ Professional Practice is **Observable** during a classroom observation.
☐ Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).	*Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.*

Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the Goal-Setting Form and at that time they should agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the teacher and evaluator will know improvements have been made.

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

	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction, and the individual needs of their students.					
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.					
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.					
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.					
E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.					
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.					
Overall Rating for Standard I					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement:	• Student achievement data
	• Student feedback
	• Parent feedback
	• Peer feedback
	• Lesson plans/units of study
	• Feedback from walkthrough observations
	• Instructional activities schedules
	• Student journals/learning logs
Resources needed to complete these actions:	• Student work

QUALITY STANDARD II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.					
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.					
C. Teachers engage students as individuals with unique interests and strengths.					
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.					
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.					
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Artifacts that may be used to support rating:
- Student achievement data
- Student feedback
- Parent feedback
- Peer feedback
- Lesson plans/units of study
- Feedback from walkthrough observations
- Instructional activities schedules
- Student journals/learning logs
- Student work

QUALITY STANDARD III
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

	B	PP	P	A	E
A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.					
B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.					
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.					
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.					
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.					
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Artifacts that may be used to support rating:
- Student achievement data
- Student feedback
- Parent feedback
- Peer feedback
- Lesson plans/units of study
- Feedback from walkthrough observations
- Instructional activities schedules
- Student journals/learning logs
- Student work
- Anecdotal records
- Formative and summative assessments of student work

QUALITY STANDARD IV Teachers reflect on their practice.					
	B	**PP**	**P**	**A**	**E**
A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.					
B. Teachers link professional growth to their professional goals.					
C. Teachers are able to respond to a complex, dynamic environment.					
Overall Rating for Standard IV					

Comments: Recommended actions for improvement: Resources needed to complete these actions:	**Artifacts that may be used to support rating:** • Student achievement data • Lesson Plans/Units of Study • Self-Reflection Templates • Assessment Plans • Data Analysis Record • Responses to Feedback • Student Portfolios

QUALITY STANDARD V Teachers demonstrate leadership.					
	B	**PP**	**P**	**A**	**E**
A. Teachers demonstrate leadership in their schools.					
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.					
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.					
D. Teachers demonstrate high ethical standards.					
Overall Rating for Standard V					

Comments: Recommended actions for improvement: Resources needed to complete these actions:	**Artifacts that may be used to support rating:** • Student achievement data • Documentation of service on teams, task forces, and committees • Notes from parent and community meetings • Records of Advocacy Activities

Teacher Summary Evaluation Score Sheet

This form provides a summary of the teacher's ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.						
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.						
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.						
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.						
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.						
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.						
	Raw Points Earned for Standard I =						
	Determine Overall Rating for Standard I: ~~0 to 4 = Basic~~ ~~5 to 9 = Partially Proficient~~ ~~10 to 14 = Proficient~~ ~~15 to 19 = Accomplished~~ ~~20 to 24 = Exemplary~~						
	Rating Level for Standard I =						
	Determine Contribution of Standard I to the Final Professional Practices Rating: (Standard I weight [ex. .25=25%]) * 540 * Total raw Standard I points / 24 = Standard I points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard I = *(this number will be used in the overall professional practices calculation)*						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.						
	C. Teachers engage students as individuals with unique interests and strengths.						
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.						
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.						
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.						
	Raw Points Earned for Standard II =						
	Determine Overall Rating for Standard II: 0 to 4 = Basic 5 to 9 = Partially Proficient 10 to 14 = Proficient 15 to 19 = Accomplished 20 to 24 = Exemplary						
	Rating Level for Standard II =						
	Determine Contribution of Standard II to the Final Professional Practices Rating: (Standard II weight [ex.25%=.25]) * 540 * Total raw Standard II points / 24 = Standard II points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard II = *(this number will be used in the overall professional practices calculation)*						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.						
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.						
	Raw Points Earned for Standard III =						
	Determine Overall Rating for Standard III: 0 to 5 = Basic 6 to 12 = Partially Proficient 13 to 19 = Proficient 20 to 26 = Accomplished 27 to 32 = Exemplary						
	Rating Level for Standard III =						
	Determine Contribution of Standard III to the Final Professional Practices Rating: (Standard III weight [ex.25%=.25]) * 540 * Total raw Standard III points / 32 = Standard III points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard III = (this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
IV. REFLECTIONS ON PRACTICE	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	Raw Points Earned for Standard IV =						
	Determine Overall Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard IV =						
	Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex.25%=.25]) * 540 * Total raw Standard IV points / 12 = Standard IV points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard IV = (this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
V. LEADERSHIP	A. Teachers demonstrate leadership in their schools.						
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.						
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.						
	D. Teachers demonstrate high ethical standards.						
	Raw Points Earned for Standard V =						
	Determine Overall Rating for Standard V: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 10 = Proficient 11 to 13 = Accomplished 14 to 16 = Exemplary						
	Rating Level for Standard V =						
	Determine Contribution of Standard V to the Final Professional Practices Rating: (Standard V weight [ex.25%=.25]) * 540 * Total raw Standard V points / 16 = Standard V points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard V = (this number will be used in the overall professional practices calculation)						

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.		
2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
4. Teachers reflect on their practice.		
5. Teachers demonstrate leadership.		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	
109 to 216 points	Partially Proficient	Overall Professional Practices Rating =
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	

Goal-Setting Form for Teachers

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD	Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
I. TEACHERS DEMONSTRATE MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.					
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.					
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.					
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.					
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.					
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.					
	Overall Rating for Standard I					

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD	Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
II. TEACHERS ESTABLISH A SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.					
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.					
	C. Teachers engage students as individuals with unique interests and strengths.					
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.					
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.					
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.					
	Overall Rating for Standard II					

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD		Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
III. TEACHERS PLAN AND DELIVER EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING FOR THEIR STUDENTS	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.						
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.						
	Overall Rating for Standard III						

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD		Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
IV. TEACHERS REFLECT ON THEIR PRACTICE	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	Overall Rating for Standard IV						
V. TEACHERS DEMONSTRATE LEADERSHIP	A. Teachers demonstrate leadership in their schools.						
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.						
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.						
	D. Teachers demonstrate high ethical standards.						
	Overall Rating for Standard V						

Professional Growth Plan for Colorado Teachers

Record three professional growth goals aligned with your evaluation results. Your goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional steps are needed.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
Professional Growth Goal #1:					
1.					
2.					
3.					
Professional Growth Goal #2:					
1.					
2.					
3.					
Professional Growth Goal #3:					
1.					
2.					
3.					

Mid-Year Performance Discussion

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff.

Colorado's Model Evaluation System for Principals and Assistant Principals

Principals and assistant principals have many areas of responsibility. They are the holders of the school's vision and facilitate the strategies needed to accomplish the school's goals. They provide instructional leadership to their teachers, manage interpersonal dynamics within the school and external relations outside the school, and oversee budget, human resources and other operational functions. Ultimately, the principal is held accountable for the success of the school.

Principals and assistant principals in Colorado will be evaluated on measures of student learning as well as their demonstrated leadership abilities, including their ability to effectively support the teachers in their schools. The use of Professional Growth Plans will guide their professional planning, goal-setting, professional development and evaluation criteria. The Colorado State Model Evaluation System for principals includes the following components:

1. The Statewide Definition of Principal and Assistant Principal Effectiveness:

All districts and BOCES are required to use the state-approved definitions for effectiveness for the person or group whose evaluations they are conducting.

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

2. The Colorado Principal Quality Standards and Their Related Elements and Artifacts[1]

The Principal Quality Standards outline the knowledge and skills required of an effective principal and will be used to evaluate principals in the state of Colorado. All School Districts and BOCES shall base their evaluations of their principals on either the full set of Principal Quality Standards and associated Elements included below, or shall adopt their own locally developed standards that meet or exceed the Principal Quality Standards and Elements. A School District or BOCES that adopts its own locally developed standards shall crosswalk those standards to the Principal Quality Standards and Elements, so that the school district or BOCES is able to report the data required by section 6.04 of these rules.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

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

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

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

ELEMENT D: Distributive Leadership
Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.

QUALITY STANDARD II
Principals demonstrate instructional leadership

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

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

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

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

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

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1 These are from the Rules issues on Nov. 9, 2001 and approved on Feb. 15, 2012.

QUALITY STANDARD III
Principals Demonstrate School Cultural and Equity Leadership

ELEMENT A: Intentional and Collaborative School Culture

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

ELEMENT B: Commitment to the Whole Child

Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

ELEMENT C: Equity Pedagogy

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

ELEMENT D: Efficacy, Empowerment, and a Culture of Continuous Improvement

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

QUALITY STANDARD IV
Principals Demonstrate Human Resource Leadership

ELEMENT A: Professional Development/Learning Communities

Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

ELEMENT B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff

Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.

ELEMENT C: Teacher and Staff Evaluation

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

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

ELEMENT A: School Resources and Budget

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

ELEMENT B: Conflict Management and Resolution

Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

ELEMENT C: Systematic Communication

Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

ELEMENT D: School-wide Expectations for Students and Staff

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

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

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

QUALITY STANDARD VI
Principals Demonstrate External Development Leadership

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

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

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

QUALITY STANDARD VII
Principals Demonstrate Leadership around Measures of Student Learning

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

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

condary education, work, and life, including democratic and civic participation.

ELEMENT C: Use of Data
Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of Student Academic Growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

3. Measures Used to Determine Effectiveness

Measures used to determine the effectiveness of principals and assistant principals include:

- **Measures of professional practice** (Standards I-VI) that include teacher and staff perceptions and the distribution of effectiveness ratings of teachers in the school, and that may include multiple other measures

- **Multiple measures of student academic growth and achievement** (Standard VII) that include measures contained in the School Performance Framework and at least one other measure, and that are consistent with measures of student learning used to evaluate teachers in the school

- Procedures for **weighting** measures of performance that ensure that measures of student learning and achievement represent at least 50 percent of total performance measures

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined on a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and principals/assistant principals receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Rating Levels

There are **four performance rating levels** (or **performance standards**): Highly Effective, Partially Effective, Effective, and Ineffective.

The state framework for the principal evaluation system, developed by the State Council for Educator Effectiveness, illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student learning. As Exhibit 22 illustrates, Quality Standards I through VI deal with professional practice while Quality Standard VII deals with measures of student learning.

EXHIBIT 22: Framework for System to Evaluate Principals and Assistant Principals
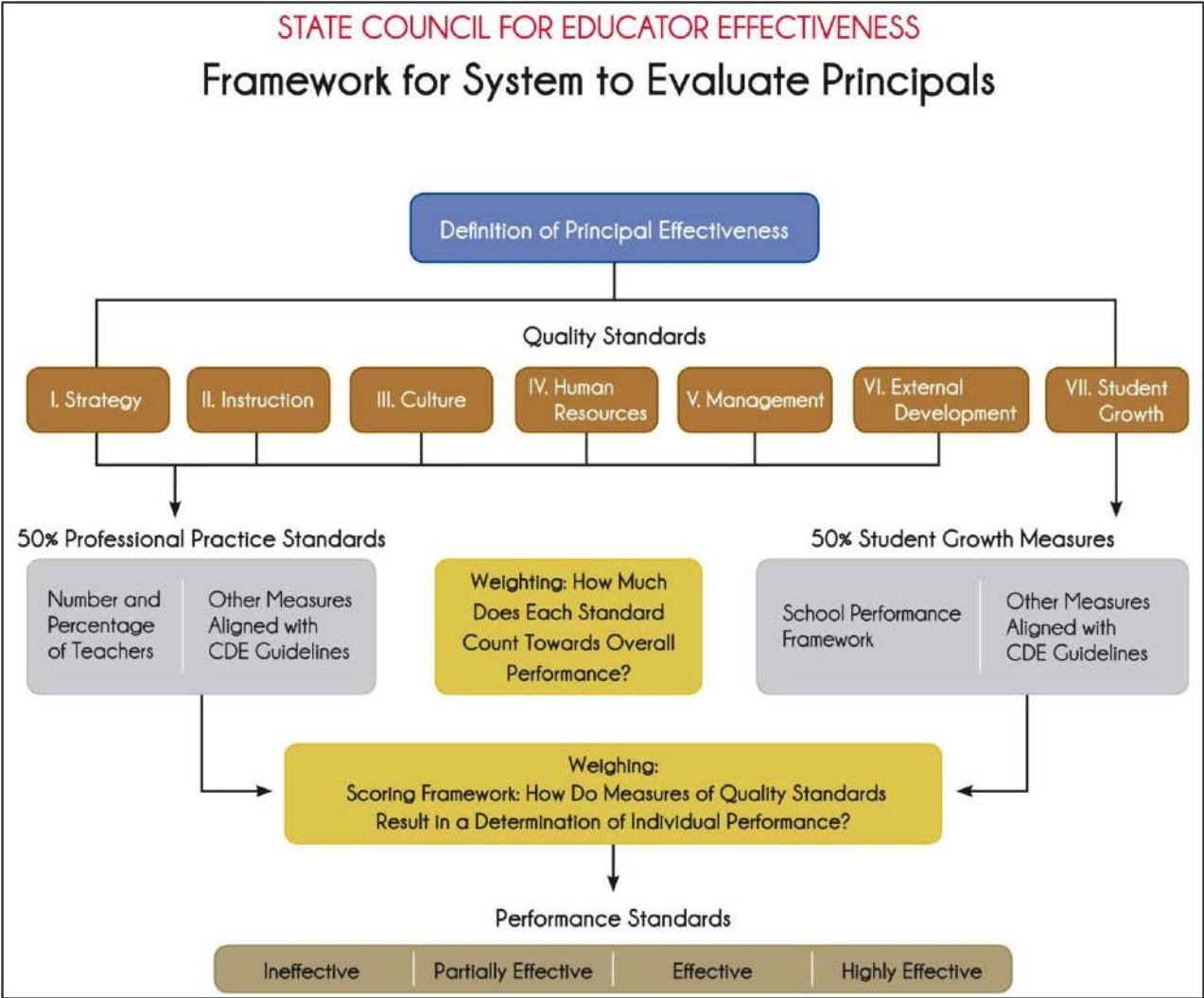
Principal and Assistant Principal Evaluation Process: Forms

Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)

DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)

ACTIVITY	DATE COMPLETED	PRINCIPAL/ ASSISTANT PRINCIPAL SIGNATURE	EVALUATOR/ SUPERVISOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado's Principals and Assistant Principals

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

QUALITY STANDARD I
Principals Demonstrate Strategic Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL: ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL:** ensures that the school's vision, mission, and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL:** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission, and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission, and strategic goals.
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.				
THE PRINCIPAL: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively to develop the school plan.	. . . and **THE PRINCIPAL:** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	. . . and **THE PRINCIPAL:** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission, and strategic goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Track student progress. ☐ Collaboratively develop short-term and long-term plans to improve student outcomes.

QUALITY STANDARD I
Principals Demonstrate Strategic Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Leading Change Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.				
THE PRINCIPAL: ☐ Acknowledges the importance of meaningful change. Has processes in place for: ☐ Resource allocation. ☐ Addressing barriers to change.	. . . and **THE PRINCIPAL:** ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	. . . and **THE PRINCIPAL:** establishes clear and effective processes to: ☐ Provide opportunities for all staff to engage in school change efforts. ☐ Manage change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school planning efforts. ☐ Implement approved school change strategies. ☐ Anticipate, identify and address barriers to positive change.	. . . and **SCHOOL STAFF MEMBERS**: ☐ Lead school change efforts. ☐ Set challenging student learning goals.
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: ☐ Involves staff in the school's decision making processes.	. . . and **THE PRINCIPAL:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families, and the larger school community in decision making processes.	. . . and **THE PRINCIPAL:** involves school staff members in: ☐ Selecting and implementing effective improvement strategies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead planning and monitoring efforts. ☐ Collaborate on school planning efforts.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Participate in meaningful school leadership activities.

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

QUALITY STANDARD II
Principals Demonstrate Instructional Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
THE PRINCIPAL: Sets expectations for staff regarding: ☐ Differentiating instruction. ☐ Assessing student work. ☐ Monitoring student progress. ☐ Aligning instructional strategies with student performance standards. ☐ Applying research based strategies.	. . . and **THE PRINCIPAL:** reinforces instructional initiatives through: ☐ School wide activities. ☐ Implementation of the district's approved curriculum. ☐ Clear, consistent, and frequent communication with staff. ☐ Consistent and objective use of data for decision making.	. . . and **THE PRINCIPAL:** implements a school wide instructional approach that is: ☐ Reflective of input from staff. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop and implement ideas for improving student learning. ☐ Use evidence-based practices. ☐ Refine curriculum, instruction, and assessment approaches based on data, school wide discussions and idea generation.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Make corrections to their instructional approaches based on personal reflection. ☐ Use evidence-based strategies appropriate for addressing school and student needs.
ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
THE PRINCIPAL: ☐ Limits interruptions to instruction.	. . . and **THE PRINCIPAL:** ☐ Manages time so teaching and learning are the school's top priority. ☐ Implements a master schedule providing planning and collaboration time for all staff.	. . . and **THE PRINCIPAL:** ☐ Quickly and efficiently resolves issues that disrupt the school day.	. . . and **SCHOOL STAFF MEMBERS:** protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Advocate to administrators for uninterrupted instructional time. ☐ Adjust instructional strategies to maximize time on task.
ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				
THE PRINCIPAL: ☐ Provides needs based professional development. ☐ Supports staff in the implementation of a rigorous instructional program.	. . . and **THE PRINCIPAL:** ☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. Provides performance feedback to teachers that is: ☐ Actionable. ☐ Timely.	. . . and **THE PRINCIPAL:** ensures that the school's instructional program is: ☐ Relevant to students' needs and interests. ☐ Focused on quality of classroom instruction. ☐ Aligned with P-20. ☐ Evidence-based.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively participate in professional development activities to develop and/or sustain their leadership capacity.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify their professional development needs. ☐ Apply lessons learned through professional development.

QUALITY STANDARD II
Principals Demonstrate Instructional Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: High Expectations for all Students Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.				
THE PRINCIPAL: ☐ Leads the development of student outcomes and educator goals.	. . . and **THE PRINCIPAL:** ☐ Communicates a belief in high measurable goals/outcomes for students and staff.	. . . and **THE PRINCIPAL:** Sets student learning goals that are: ☐ Measurable. ☐ Rigorous. ☐ Consistently addressed. ☐ Aligned with district priorities. ☐ Based on multiple sources of information. ☐ Holds staff accountable for achieving student learning goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Set rigorous but achievable individual learning goals for students. ☐ Participate in the development of rigorous but achievable school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students achieve the rigorous outcomes they set for them.
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	. . . and **THE PRINCIPAL:** ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and **THE PRINCIPAL:** ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports teacher efforts to engage in data-based decision making.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use data to guide and support instructional changes. ☐ Collect, analyze, and share data related to changes to instructional practices.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Share knowledge of school successes with colleagues and others interested in making positive school changes.

Evaluator Comments:	*Response of Principal/Assistant Principal Being Evaluated:*

QUALITY STANDARD III
Principals Demonstrate School Culture and Equity Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Intentional and Collaborative School Culture Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
THE PRINCIPAL: ☐ Establishes a school culture that is inviting to students, staff, and visitors. Communicates with families and the community: ☐ Frequently. ☐ Focusing on including them in the school's activities. ☐ In an inclusive manner.	. . . and **THE PRINCIPAL:** Invites families and community members into the school to participate in: ☐ Decision making processes. ☐ Parent conferences. ☐ Activities to learn about how to help students.	. . . and **THE PRINCIPAL:** ☐ Establishes an inclusive school culture based on collaboration among and between students, parents, staff, and the community. ☐ Consistently monitors school culture to ensure that it is conducive to student learning.	. . . and **PARENTS, FAMILIES, AND COMMUNITY MEMBERS:** participate in: ☐ A variety of meaningful school-based activities. ☐ Decision making processes related to their children's education.	. . . and **PARENTS AND SCHOOL STAFF MEMBERS:** ☐ Collaborate on student learning initiatives.
ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
THE PRINCIPAL: ☐ Understands the interconnectedness of students' physical, cognitive, social, and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Monitors school activities and initiatives to assure that all of the students' needs are addressed.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify and address the needs of the whole child. ☐ Seek advice of experts who can help address student needs when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Addresses student needs in a holistic, integrated, and comprehensive manner.

QUALITY STANDARD III
Principals Demonstrate School Culture and Equity Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
THE PRINCIPAL: ☐ Understands the diversity of the school community. ☐ Recognizes that diversity is an asset to the school.	. . . and **THE PRINCIPAL:** ☐ Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. ☐ Provides all students opportunities to showcase their skills and talents. ☐ Demonstrates an appreciation for and sensitivity to diversity in the school community.	. . . and **THE PRINCIPAL**: sets the expectation that all students will: ☐ Achieve one year of growth for one year of instruction. ☐ Graduate from high school. ☐ Be college or career ready at time of high school graduation. ☐ Implements activities and provides services to meet student needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students are treated with respect and dignity. ☐ Respect students for their unique talents and skills.	. . . and **SCHOOL STAFF MEMBERS AND THE COMMUNITY:** ☐ Initiate actions that encourage an inclusive climate of respect for student diversity. **STUDENTS:** ☐ Accept and respect fellow students who are different from them.
ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.				
THE PRINCIPAL: ☐ Routinely assesses student outcomes. ☐ Requires staff to use data to identify needed improvements to teaching and learning activities.	. . . and **THE PRINCIPAL:** ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	. . . and **THE PRINCIPAL:** Creates a culture of risk taking and learning within the school by: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives.	. . . and **SCHOOL STAFF MEMBERS:** participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS:** recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices, and instructional programs for implementation.

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

QUALITY STANDARD IV
Principals Demonstrate Human Resource Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
THE PRINCIPAL: ☐ Organizes the school as a professional learning community.	. . . and **THE PRINCIPAL:** provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	. . . and **THE PRINCIPAL:** ☐ Provides opportunities for staff to assume leadership roles within the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively engage in the creation and implementation of the school's professional learning community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Assume leadership roles within professional learning communities.
ELEMENT B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
THE PRINCIPAL: ☐ Adheres to district and state policies and procedures related to personnel activities. ☐ Makes personnel assignments within the parameters of district policy.	. . . and **THE PRINCIPAL:** Considers school and district strategic goals and student outcomes when making personnel decisions such as: ☐ Recruiting staff. ☐ Hiring staff. ☐ Assigning staff. ☐ Evaluating staff. ☐ Dismissing staff. ☐ Provides support for new teachers and staff members to help ensure their success.	. . . and **THE PRINCIPAL:** ☐ Supports low performing teachers in ways that will improve their performance. ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Dismisses or does not rehire teachers when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Accept school placements where they are needed most in order to address student learning needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV
Principals Demonstrate Human Resource Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teacher and Staff Evaluation Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.				
THE PRINCIPAL: ☐ Understands the importance of consistent and rigorous evaluations of school staff members.	. . . and **THE PRINCIPAL:** Conducts staff evaluation activities: ☐ In line with district policies. ☐ On time. ☐ Using multiple measures. ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff.	. . . and **THE PRINCIPAL:** ☐ Provides mentoring, coaching, and other resources for staff whose performance needs improvement.	. . .and **SCHOOL STAFF MEMBERS:** ☐ Hold themselves accountable for meeting or exceeding student outcomes and school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to the district's personnel evaluation process. ☐ Use personnel evaluation results to improve performance over time.

Evaluator Comments:	*Response of Principal/Assistant Principal Being Evaluated:*

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE PRINCIPAL: Manages school's budget with respect to: ☐ District guidelines. ☐ Standard accounting procedures. ☐ Student and staff needs.	. . . and THE PRINCIPAL: ☐ Focuses school resources on teaching and learning. Allocates resources to: ☐ Fund priority needs first. ☐ Support the attainment of strategic goals and student outcomes. ☐ Continuous school improvement. ☐ Professional development.	. . . and THE PRINCIPAL: ☐ Manages and monitors fiscal, physical, and personnel resources efficiently and effectively. ☐ Creates management structures to support the alignment of resources with school goals and student outcomes.	. . . and SCHOOL STAFF MEMBERS: ☐ Support the development of external partnerships that support teaching and learning.	. . . and SCHOOL STAFF MEMBERS: ☐ Use school resources for the benefit of students. ☐ Fully support the alignment of resources with school goals and student outcomes. ☐ Participate in the budgeting and prioritization process as requested.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE PRINCIPAL: ☐ Builds positive relationships between and among students, staff members and parents/guardians.	. . . and THE PRINCIPAL: ☐ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	. . . and THE PRINCIPAL: ☐ Resolves issues as they arise to prevent long-term problems. ☐ Models fairness and consistency when dealing with students, staff, and parents/guardians.	. . . and SCHOOL STAFF MEMBERS: ☐ Build positive relationships with each other. ☐ Manage conflicts or tense situations between and among students, parents, and colleagues.	. . . and SCHOOL STAFF MEMBERS: ☐ Anticipate problems and adjust behaviors to avoid conflict.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE PRINCIPAL: ☐ Communicates with students, parents and the community on a regular basis. ☐ Responds to contact from parents and community members in a timely and meaningful manner.	. . . and THE PRINCIPAL: ☐ Prioritizes communication as a high priority area for the school. ☐ Invites parents and the community to share ideas and concerns.	. . . and THE PRINCIPAL: ☐ Offers a variety of venues for communication available for students, staff, parents/guardians, and community stakeholders.	. . . and SCHOOL STAFF MEMBERS: ☐ Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	. . . and SCHOOL STAFF MEMBERS: ☐ Develop effective strategies to sustain positive meaningful communications with parents, students, and the community.

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
THE PRINCIPAL: ☐ Adheres to rules and procedures required by district administration. ☐ Establishes school rules and procedures.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures appropriate for all members of the school community . ☐ Routinely reviews and revises rules and procedures to assure their continued relevance.	. . . and **THE PRINCIPAL:** ☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Demonstrates values, beliefs, and attitudes that inspire students and staff to higher levels of performance.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to school and district rules and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Establish and enforce high expectations for student classroom behavior.
ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
THE PRINCIPAL: ☐ Complies with district policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	. . . and **THE PRINCIPAL:** ☐ Inquires about policies/laws prior to making decisions. ☐ Establishes procedures to protect the confidentiality of staff and student information. ☐ Studies changes to laws and policies to maintain the school's compliance.	. . . and **THE PRINCIPAL:** ☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Provides meaningful and timely input into the development of district and board policy.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to all school and district policies and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Provide school and/or district administrators input regarding policies and procedures. ☐ Suggest new or revised policies and procedures to help assure student success.
ELEMENT F: Ensuring an Orderly and Supportive Environment Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.				
THE PRINCIPAL: ☐ Understands the importance of establishing a safe, positive, and supportive school environment.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures to maintain a safe and positive school culture. ☐ Addresses safety issues immediately and efficiently.	. . . and **THE PRINCIPAL:** ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues.	. . . and **SCHOOL STAFF MEMBERS:** initiate activities designed to: ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues.

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

QUALITY STANDARD VI
Principals Demonstrate External Development Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: ☐ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	. . . and **THE PRINCIPAL:** ☐ Conducts community outreach activities. ☐ Invites families to participate in activities specifically focused on their children.	. . . and **THE PRINCIPAL:** encourages families and community members to become engaged in: ☐ Student learning initiatives. ☐ School decision making processes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support family and community involvement for the benefit of student learning. ☐ Use community resources to support classroom learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Sustain meaningful parent and community involvement throughout the school year.
ELEMENT B: Professional Leadership Responsibilities Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.				
THE PRINCIPAL: ☐ Understands the need for strong community and organizational relationships.	. . . and **THE PRINCIPAL:** ☐ Understands and interacts with the network of agencies that provide health, social, and other services to families.	. . . and **THE PRINCIPAL:** ☐ Establishes and maintains strong positive relationships with key community stakeholders and external agencies. ☐ Maximizes the impact of community, district, state and national relationships to benefit the school.	. . . and **SCHOOL STAFF MEMBERS:** Accept responsibility for: ☐ Adhering to all applicable rules, regulations, policies, and laws. ☐ Utilizing available external resources for the benefit of students.	. . . and **SCHOOL STAFF MEMBERS AND PARENTS:** ☐ Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.
ELEMENT C: Advocacy for the School Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
THE PRINCIPAL: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing.	. . . and **THE PRINCIPAL:** ☐ Identifies and engages key community stakeholders. ☐ Solicits community input and uses the input to inform decisions.	. . . and **THE PRINCIPAL:** ☐ Advocates throughout the school community for school support. ☐ Expands personal reach and sphere of influence to maximize support for the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Engage community agencies to help meet the needs of students and families.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Maintain strong relationships with key community stakeholders.

Evaluator Comments:	*Response of Principal/Assistant Principal Being Evaluated:*

Principal/Assistant Principal Summary Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The principal/assistant principal and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the Goal-Setting Form and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions, and a determination of how the school administrator and evaluator will know improvements have been made.

QUALITY STANDARD I Principals Demonstrate Strategic Leadership					
	B	PP	P	A	E
A. **School Vision, Mission and Strategic Goals**: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.					
B. **School Plan**: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.					
C. **Leading Change:** Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.					
D. **Distributive Leadership**: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.					
Overall Rating for Standard I					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement: Resources needed to complete these actions:	• Unified Improvement Plan • Number and percent of Ineffective, Effective, and Highly Effective Teachers • Teacher and Staff Feedback • Meeting agendas, minutes, and rosters • Quarterly Reports to SAC • Teacher Lesson Plans • Minutes of planning sessions • Teacher Turnover Rates • Supervisor feedback • Parent and community member feedback • Emails and memos to staff • Parent newsletters • School vision, mission, and goals • Business and/or community resource agreement

QUALITY STANDARD II
Principals Demonstrate Instructional Leadership

	B	PP	P	A	E
A. Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.					
B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.					
C. Implementing High-quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.					
D. High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.					
E. Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.					
Overall Rating for Standard II					

Comments:	Artifacts that may be used to support rating:
	• Unified Improvement Plan
	• Number and percent of Ineffective, Effective, and Highly Effective Teachers
	• Supervisor Feedback
	• Teacher Feedback
	• TELL Survey
Recommended actions for improvement:	• 360 Survey
	• Parent Survey
	• Student Survey
	• Number of teachers improving their practice
Resources needed to complete these actions:	

QUALITY STANDARD III **Principals Demonstrate School Culture and Equity Leadership**					
	B	**PP**	**P**	**A**	**E**
A. Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.					
B. Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.					
C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.					
D. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.					
Overall Rating for Standard III					

Comments: Recommended actions for improvement: Resources needed to complete these actions:	Artifacts that may be used to support rating: • Unified Improvement Plan • Number and percent of Ineffective, Effective, and Highly Effective Teachers • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey

QUALITY STANDARD IV **Principals Demonstrate Human Resource Leadership**					
	B	**PP**	**P**	**A**	**E**
A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.					
B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.					
C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.					
Overall Rating for Standard IV					

Comments: Recommended actions for improvement: Resources needed to complete these actions:	Artifacts that may be used to support rating: • Unified Improvement Plan • Number and percent of Ineffective, Effective, and Highly Effective Teachers • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

	B	PP	P	A	E
A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.					
B. Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.					
C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.					
D. School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.					
E. Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.					
F. Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.					
Overall Rating for Standard V					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement: **Resources needed to complete these actions:**	• Unified Improvement Plan • Number and percent of Highly Effective, Effective, and Ineffective Teachers • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey • Number of teachers improving their practice

QUALITY STANDARD VI
Principals Demonstrate External Development Leadership

	B	PP	P	A	E
A. Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.					
B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.					
C. Advocacy for the School: Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.					
Overall Rating for Standard VI					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement: **Resources needed to complete these actions:**	• Unified Improvement Plan • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey • Percent and number of Highly Effective, Effective, and Ineffective Teachers • Number of teachers improving their practice

Principal/Assistant Principal Summary Evaluation Score Sheet

This form provides a summary of the principal/assistant principal's ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the principal/assistant principal's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
I. STRATEGIC LEADERSHIP	A. Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.						
	B. Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.						
	C. Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.						
	D. Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.						
	Raw Points Earned for Standard I =						
	Determine Overall Rating for Standard I: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 10 = Proficient 11 to 13 = Accomplished 14 to 16 = Exemplary						
	Rating Level for Standard I =						
	Determine Contribution of Standard I to the Final Professional Practices Rating: (Standard I weight [ex. .25=25%]) * 540 * Total raw Standard I points / 16 = Standard I points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard I = *(this number will be used in the overall professional practices calculation)*						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. INSTRUCTIONAL LEADERSHIP	A. Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.						
	B. Principals create processes and schedules which maximize instructional, collaborative and preparation time.						
	C. Principals support Teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.						
	D. Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.						
	E. Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.						
	Raw Points Earned for Standard II =						

Determine Overall Rating for Standard II:
0 to 3 = Basic
4 to 7 = Partially Proficient
8 to 12 = Proficient
13 to 16 = Accomplished
17 to 20 = Exemplary

Rating Level for Standard II =	

Determine Contribution of Standard II to the Final Professional Practices Rating:
(Standard II weight [ex. .25=25%]) * 540 * Total raw Standard II points / 20 = Standard II points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard II = *(this number will be used in the overall professional practices calculation)*	

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
III. SCHOOL CULTURE AND EQUITY LEADERSHIP	A. Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.						
	B. Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.						
	C. Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.						
	D. Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.						
	Raw Points Earned for Standard III =						

Determine Overall Rating for Standard III:
~~0 to 2 = Basic~~
~~3 to 5 = Partially Proficient~~
~~6 to 10 = Proficient~~
~~11 to 13 = Accomplished~~
~~14 to 16 = Exemplary~~

Rating Level for Standard III =	

Determine Contribution of Standard III to the Final Professional Practices Rating:
(Standard III weight [ex. .25=25%]) * 540 * Total raw Standard III points / 16 = Standard III points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard III = *(this number will be used in the overall professional practices calculation)*	

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
IV. HUMAN RESOURCE LEADERSHIP	A. Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.						
	B. Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.						
	C. Principals evaluate staff performance using the District's Educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement.						
	Raw Points Earned for Standard IV =						
	Determine Overall Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard IV =						
	Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex. .25=25%]) * 540 * Total raw Standard IV points / 12 = Standard IV points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard IV = *(this number will be used in the overall professional practices calculation)*						

| QUALITY STANDARD | ELEMENT | RATING | | | | | # Points Earned |
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
V. MANAGERIAL LEADERSHIP	A. Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.						
	B. Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.						
	C. Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.						
	D. Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.						
	E. Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.						
	F. Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.						
	Raw Points Earned for Standard V =						

Determine Overall Rating for Standard V:
0 to 4 = Basic
5 to 9 = Partially Proficient
10 to 14 = Proficient
15 to 19 = Accomplished
20 to 24 = Exemplary

Rating Level for Standard V =	

Determine Contribution of Standard III to the Final Professional Practices Rating:
(Standard V weight [ex. .25=25%]) * 540 * Total raw Standard V points / 24 = Standard V points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard V =	
(this number will be used in the overall professional practices calculation)	

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
VI. EXTERNAL DEVELOPMENT LEADERSHIP	A. Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.						
	B. Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, School District and board policies, and negotiated agreements where applicable.						
	C. Principals develop systems and relationships to leverage the School District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.						
	Raw Points Earned for Standard VI =						
	Determine Overall Rating for Standard VI: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard VI =						
	Determine Contribution of Standard III to the Final Professional Practices Rating: (Standard VI weight [ex. .25=25%]) * 540 * Total raw Standard VI points / 12 = Standard VI points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard VI = *(this number will be used in the overall professional practices calculation)*						

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
I. Strategic Leadership		
II. Instructional Leadership		
III. School Culture and Equity Leadership		
IV. Human Resource Leadership		
V. Managerial Leadership		
VI. External Development Leadership		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	
109 to 216 points	Partially Proficient	**Overall Professional Practices Rating =**
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	

Goal-Setting Form for Colorado Principals and Assistant Principals

List at least three schools goals for the next school year that will help the school improve in terms of quality teaching and improvement on measures of student learning. Goals should be specific, measureable, and achievable within a two to three year time frame. Action steps associated with each goal should be achievable within one year. These goals should be aligned with the school improvement/unified improvement plan and address areas that need to be improved according to the results of the ratings on professional practices. Please note that this process does not require a goal for each standard, but rather that the principal/assistant principal prioritize the work that needs to be done and address the standards most in need of improvement.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	PRIOR YEAR EVALUATION RATINGS BY STANDARD	
				Strategic Leadership	
				Instructional Leadership	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	School Culture and Equity Leadership	
				Human Resource Leadership	
				Managerial Leadership	
				External Development Leadership	
				Student Growth	

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD		Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
I. STRATEGIC LEADERSHIP	A. School Vision, Mission and Strategic Goals						
	B. School Plan						
	C. Leading Change						
	D. Distributive Leadership						
	Overall Standard I						
II. INSTRUCTIONAL LEADERSHIP	A. Curriculum, Instruction, Learning and Assessment						
	B. Instructional Time						
	C. Implementing High Quality Instruction						
	D. High Expectations for All Students						
	E. Instructional Practices						
	Overall Rating for Standard II						

QUALITY STANDARD	RATINGS BY ELEMENT AND STANDARD	Goal(S) for Standard	Action steps to address goals	Anticipated outcome(s)	Evidence of Achievement of Outcomes(s)	Timeline
III. SCHOOL CULTURE AND EQUITY LEADERSHIP	A. Intentional and Collaborative School Culture					
	B. Commitment to the Whole Child					
	C. Equity Pedagogy					
	D. Efficacy, Empowerment and a Culture of Continuous Improvement					
	Overall Standard III					
IV. HUMAN RESOURCE LEADERSHIP	A. Professional Development/Learning Communities					
	B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff					
	C. Teacher and Staff Evaluation					
	Overall Rating for Standard IV					
V. MANAGERIAL LEADERSHIP	A. School Resources and Budget					
	B. Conflict Management and Resolution					
	C. Systematic Communication					
	D. School-wide Expectations for Students and Staff					
	E. Supporting Practices and Agreements					
	F. Ensuring an Orderly and Supportive Environment					
	Overall Rating for Standard V					
VI. EXTERNAL DEV. LEADERSHIP	A. Family and Community Involvement and Outreach					
	B. Professional Leadership Responsibilities					
	C. Advocacy for the School					
	Overall Rating for Standard VI					

Principal/Assistant Principal Professional Performance Plan

Record three Professional Performance goals aligned with your evaluation results. Your goals should be specific and measurable. While each of the goals is important, they should be listed in rank order with the most important listed first. Also record the action steps required to address each growth goal. Please insert additional rows if additional steps are needed.

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	EVALUATION RATINGS BY STANDARD	
				Strategic Leadership	
				Instructional Leadership	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	School Culture and Equity Leadership	
				Human Resource Leadership	
				Managerial Leadership	
				External Development Leadership	
				Student Growth	

Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
Professional Growth Goal #1:					
1.					
2.					
3.					
Professional Growth Goal #2:					
1.					
2.					
3.					
Professional Growth Goal #3:					
1.					
2.					
3.					

Mid-Year Performance Discussion

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Glossary

Academic Language: The language used in textbooks, in classrooms and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who do not speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. Definition downloaded on Aug. 20, 2012 from http://www.academiclanguage.org/Academic_Language.html.

Academic Vocabulary: Sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, students do not know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity and validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. Definition downloaded on August 20, 2012 from http://www.academiclanguage.org/Academic_Language.html.

Administrator: Any person who administers, directs or supervises the education instructional program, or a portion thereof, in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of such school or a person who is otherwise defined as an administrator by his or her employing school district or BOCES.*[1]

Artifacts: Artifacts are the documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts so long as they agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance.

Colorado Academic Standards: The standards adopted by the Colorado State Board of Education pursuant to section 22-7-1005, C.R.S., that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, and include English language proficiency standards. Section 22-7-1013, C.R.S., requires each local education provider to ensure that it's preschool through elementary and secondary education standards meet or exceed the Colorado Academic Standards.*

Colorado Model Evaluation System: The fair, equitable and valid educator evaluation system provided by the Colorado Department of Education for Colorado's school districts to enable them to meet the requirements of S.B. 10-191.

Colorado Standards: The Colorado Academic Standards, the Colorado English Language Proficiency Standards and the Extended Evidence Outcomes for students with significant cognitive disabilities.

Comments: Remarks that may be provided by the teacher and/or the evaluator. Both have the opportunity to provide comments on the performance of the teacher.

Disciplinary Literacy: Literacy instruction embedded within content-areas. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. Definition downloaded on Aug. 20, 2012 from http://www.clemson.edu/aophub/documents/DL%20Flyer%20C%2011.1.2010tp.pdf.

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1 *Glossary items marked with an "*" were taken from the State Rules document dated November 9, 2011.

Elements of the Quality Standards: The detailed descriptions of knowledge and skills that contribute to effective teaching and leading, and which correspond to a particular Teacher Quality Standard or Principal Quality Standard.*

Equity Pedagogy: A commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students' individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.*

Evidence Provided by Artifacts: The unique information each artifact used in the evaluation provides which is above and beyond the evidence provided by performance ratings. The evidence is used to support adjustments to ratings during the end-of-year discussion between the educator being evaluated and evaluator to determine final ratings for the educator being evaluated.

Expected Growth: A student's expected/predicted performance on a current year's test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating expected growth addresses the question, "Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?"

Formative Assessment: A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning resulting in improved student achievement of intended instructional outcomes.

Gain Score Model: A gain score model measures year-to-year change by simply subtracting the prior year score from the current year score.

Growth Models: Traditional definitions of growth models indicate they are models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable

and represent a developmental continuum of knowledge and skill). An alternate understanding of growth models as put forth by Damian Betebenner is a model that examines performance of students with identical prior achievement scores and computes a percentile for each student indicating the probability of that outcome given the student's starting point, which can be used to gauge whether or not the student's growth was atypically high or low (Growth, Standards and Accountability, The Center for Assessment, April 2009: http://www.nciea.org/publications/growth and Standard_DB09.pdf).

Integration Districts: Districts selected as part of a voluntary effort by the Colorado Legacy Foundation to support CDE's work to implement Senate Bill 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08-212 (Colorado Achievement Plan for Kids). Four school districts (Centennial, Denver Public Schools, Eagle County and Thompson School District) and one BOCES (San Juan) were selected to implement, in an integrated manner, all of the following:
Colorado Academic Standards and aligned instructional materials to guide instruction
Professional development in formative practices to inform instruction
Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction

Interim Assessments: A term generally used to refer to medium scale, medium-cycle assessments currently in wide use. Interim assessments: 1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame and, 2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

Licensed Personnel: Any persons employed to instruct students or to administer, direct or supervise the instructional program in a school in the state that hold a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes.

Literacy Skills: Skills that include, but are not limited to, phonological awareness, phonics, reading fluency, vocabulary, comprehension, writing, speaking and listening.

Measures of Student Academic Growth: Methods used by school districts and BOCES for measuring student academic growth in order to evaluate licensed personnel.*

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or feedback from other staff members, families and significant adults, students or community members.

Non-tested Grades and Subjects: The grades and subjects that are not required to be tested under the Federal Elementary and Secondary Education Act.

Norm-referenced: A type of test or assessment that yields an estimate of the tested individual's performance evaluation relative to a predefined population, with respect to the trait being measured. This type of test determines whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose.

Observations: Used to measure observable classroom processes including specific teacher practices, aspects of instruction and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching and subject-specific or context-specific aspects of practice.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Partner Districts: Districts who have already developed performance evaluation systems reflecting key elements of Senate Bill 10-191. These districts provide valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the Colorado State Model Evaluation System with elements from locally-developed systems.

Performance Evaluation Rating: The summative evaluation rating assigned by a school district or BOCES to licensed personnel and reported to the Colorado Department of Education on an annual basis. It is the equivalent of a "performance standard," as defined in section 22-9-103 (2.5), C.R.S.*

Performance Rating Levels: Describe performance on professional practices with respect to Colorado's Quality Standards.

Basic: Educator's performance on professional practices is significantly below the state performance standard. Partially Proficient: Educator's performance on professional practices is below the state performance standard. Proficient: Educator's performance on professional practices meets state performance standard. Accomplished: Educator's performance on professional practices exceeds state standard. Exemplary: Educator's performance on professional practices significantly exceeds state standard.

Performance Standards: Levels of effectiveness established by rule of the state board pursuant to section 22-9-105.5(10).

Pilot Districts: Districts selected as part of CDE's work to implement Senate Bill 10-191. Pilot districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Evaluation Systems for both principals and teachers during the 2011-16 school years. They provide valuable feedback on the quality of the model system, identifying challenges and strengths of the system, and suggesting refinements to the implementation process developed by CDE.

Pilot Period: The time during which the CDE will collaborate with school districts and BOCES to develop, define and improve the state model system. The pilot period will end on July 2016 or when the model system based on the Teacher and Principal Quality Standards has been completed, and the commissioner has provided

notice of such implementation to the reviser of statutes, whichever is later.*

Policy: The formal guidance needed to coordinate and execute activity throughout an institution. When effectively deployed, policy statements help focus attention and resources on high priority issues – aligning and merging efforts to achieve the institutional vision. Policy provides the operational framework within which the institution functions.

Postsecondary and Workforce Readiness: See Appendix A.

Prepared Graduate Competencies: Include postsecondary and workforce readiness skills as well as 21st century skills.

Principal: A person who is employed as the chief executive officer or an assistant chief executive officer of a school in the state and who administers, directs or supervises the education program in the school. *

Professional Practices: The day-to-day activities in which educators engage as they go about their daily work. Professional practices included in the rubric are those one would expect an educator to demonstrate at each level of the rating scale.

Quality Standards: To meet the requirements of S.B. 10-191, the State Council for Educator Effectiveness recommended Quality Standards for teachers, principals/assistant principals and specialized service professionals. These recommended standards were reviewed and revised during the official rulemaking process conducted by the Colorado Department of Education. The revised standards and elements were approved by the Colorado State Board of Education as well as the legislature and are now among the Colorado State Board of Education's official rules. These revised standards reflect the professional practices and focus on the measures of student learning needed to achieve effectiveness.

Reliability: The ability of an instrument to measure consistently across different raters and contexts.

Resource Bank: A collection of tools, materials and other resources provide by the Colorado Department of Education to enable Colorado's school districts to implement the Colorado State Model Evaluation System and meet the requirements of S.B. 10-191.

Rigor/Rigorous: Conducted with strict precision and/or scientific precision.

School Administrator: Principals and assistant principals working in Colorado's schools.

School District or District: A school district organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.*

School Improvement Plan: See Unified Improvement Plan.

Senate Bill 10-191: Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues. (http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf)

Shared Attribution or Measures of Collective Performance: The use of measures required by the current provisions of the Elementary and Secondary Education Act and/or other standardized assessments used to measure the performance of groups of teachers. Measures of collective performance may assess the performance of the school, grade level, instructional department, teams or other groups of teachers. These measures can take a variety of forms including school wide student growth measures, team-based collaborative achievement projects and shared value-added scores for co-teaching situations.

Stakeholders: Teachers, families and significant adults, students, community members, business persons and others who have an interest in the well-being of the school.

State Board: The State Board of Education established pursuant to Section 1 of Article IX of the state constitution*

State Council: The State Council for Educator Effectiveness established pursuant to article 9 of title 22.*

State Scoring Framework Matrix: A matrix that will be adopted by all districts statewide to assign teachers and principals to appropriate performance standard ratings based on locally-calculated professional practice and student growth scores. The process of assigning

cut scores and determining where performance ratings go within the matrix will be undertaken by CDE after examining the data gathered during the pilot and rollout phases.

State Model System: The personnel evaluation system and supporting resources developed by the Colorado Department of Education, which meets all of the requirements for local personnel evaluation systems that are outlined in statute and rule.*

Statewide Summative Assessments: The assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, C.R.S., or as part of the system of assessments adopted by the state board pursuant to section 22-7-1006, C.R.S.*

Student Academic Growth: The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of statewide summative assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student academic growth also may include gains in progress towards postsecondary and workforce readiness, which, for teachers, may include performance outcomes for successive student cohorts. Student academic growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards student academic growth objectives.*

Student Academic Growth Objectives: A participatory method of setting measurable goals or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.*

Student Growth: The change in student achievement for an individual student between two or more points in time.

Summary of Ratings for the Standard: Summarizes individual element ratings for the standard. Summary rating are also included in the summary rating worksheet and the one-page summary evaluation sheet, where the evaluator and the educator being evaluated will review all standard and element ratings and determine the overall professional practices rating.

Teacher: A person who holds an alternative, initial or professional teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a school district, BOCES or a charter school in the state to instruct, direct or supervise an education program.*

Teacher Evaluation System Framework: The complete evaluation system that all school districts and BOCES shall use to evaluate teachers employed by them. The complete teacher evaluation system framework includes the following component parts: (i) definition of teacher effectiveness set forth in section 3.01 of these rules, (ii) the Teacher Quality Standards described in section 3.02 of these rules, (iii) required elements of a written evaluation system described in section 5.01 of these rules, and (iv) the weighting and aggregation of evidence of performance that are used to assign a teacher to one of four performance evaluation ratings as described in section 3.03 of these rules.*

Teacher Feedback: SB. 10-191 requires that all educator evaluation systems include opportunities for teachers to provide feedback on the performance of their teachers. The Colorado State Model Educator Evaluation System provides this opportunity through the use of required artifacts described for each Quality Standard. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

Teacher Professional Performance Plan: The plan required by section 22-9-105.5 (3), C.R.S., and is a written agreement developed by a teacher and school district administration or local school board that outlines the steps to be taken to improve the teacher's effectiveness. The teacher professional performance plan shall include professional development opportunities.*

Teacher Quality Standard: The professional practice or focus on student academic growth needed to achieve effectiveness as a teacher.*

Teacher Turnover Rate: The rate at which teachers leave a school prior to retirement. This is calculated by dividing the number of teachers who resign from or transfer

out of a school by the total number of teachers who work at the school.

TELL Survey: The Teaching Empowering Leading and Learning Survey is a statewide survey of school based educators to assess teaching conditions at the school, district and state level. (http://www.tellcolorado.org/)

Twenty-First Century Skills: The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list, developed by the North Carolina Professional Teaching Standards Commission in 2008, was adapted from the 21st Century Partnership's MILE Guide. Also see Appendix A for an explanation of Colorado's Postsecondary and Workforce Readiness skills.

Global Awareness
- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy
- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy
- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy
- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

THINKING AND LEARNING SKILLS

Critical Thinking and Problem Solving Skills
- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication
- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills
- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills
- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills
- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills
- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT literacy
- Using technology in the course of attaining and utilizing 21st century skills.

LIFE SKILLS

Leadership
Using interpersonal and problem-solving skills to influence more than one person toward a goal.
Having the ability to leverage strengths of others to accomplish a common goal.

Ethics
• Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability
• Setting and meeting high standards and goals for one's self and others.

Adaptability
• Adapting to varied roles and responsibilities.
• Tolerating ambiguity and changing priorities.

Personal Productivity
• Utilizing time efficiently and manage workload.
• Being punctual and reliable.

Personal Responsibility
• Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills
• Working appropriately and productively with others.

Self-Direction
• Monitoring one's own understanding and learning needs.
• Demonstrating initiative to advance professional skill levels.
• Having the ability to define, prioritize and complete tasks without direct oversight.
• Demonstrating commitment to learning as a lifelong process.

Social Responsibility
• Acting responsibly with the interests of the larger community in mind.

Unified Improvement Plan: A school's improvement plan addressing all state and federal planning and reporting requirements. This is the school plan required pursuant to section 22-11-210, C.R.S.*

Unique Identifier: Numbers that are assigned to each student and teacher.

Validity: The ability of an instrument to measure the attribute it intends to measure.

Value-Added Models (VAMs): Complex statistical models that attempt to determine how specific teachers and schools affect student achievement growth over time. This model generally uses at least two years of students' test scores and may take into account other student- and school-level variables, such as family background, poverty and other contextual factors. VAMs attempt to determine the extent to which changes in student performance can be attributed to a specific school and/or teacher compared with that of the average school or teacher.

Weighting: How much a particular measurement tool, student growth measure or quality standard determines overall performance when multiple measures are combined into a single rating.

Workforce Readiness: See Appendix A.

APPENDIX A: Pilot, Partner and Integration Sites for the Colorado State Model Educator Evaluation System

Colorado Pilot, Partner and Integration Districts
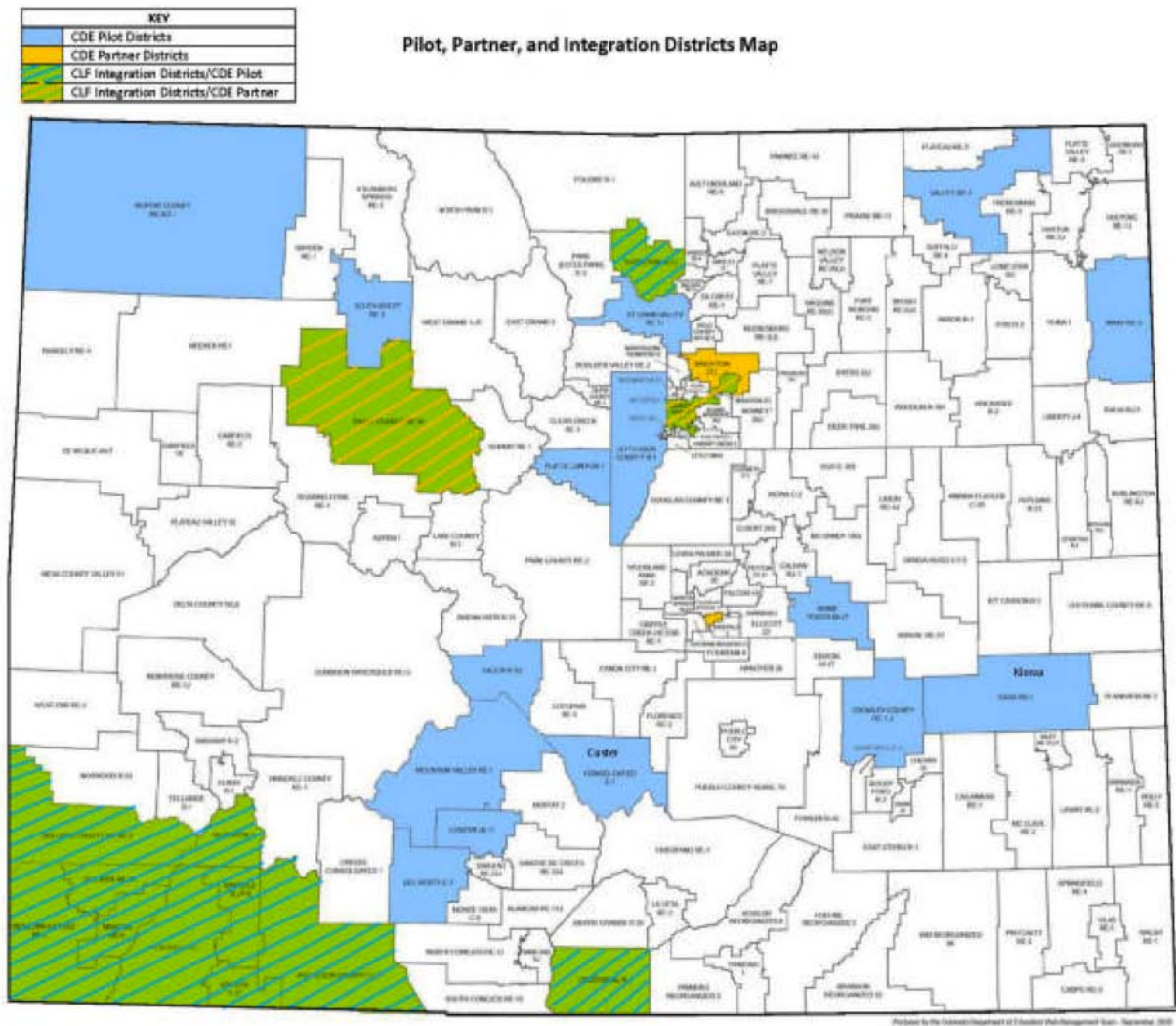
What is a Pilot District?

Pilot districts were selected as part of CDE's work to implement S.B. 10-191. Districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Evaluation Systems for both principals and teachers during the 2011-16 school years. They are providing valuable feedback on the quality of the model system, identifying challenges and strengths of the system and suggesting refinements to the implementation process developed by CDE.

What is a Partner District?

Several districts that have already developed performance evaluation systems reflecting key elements of S.B. 10-191 were selected to participate in the pilot process as partner districts. These districts are providing valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the Colorado State Model Evaluation System with elements from locally-developed systems.

What is an Integration District?

Integration districts were selected as part of a voluntary effort by the Colorado Legacy Foundation to support CDE's work to implement S.B. 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08-212 (Colorado Achievement Plan for Kids). Four school districts and one BOCES were selected to implement, in an integrated manner, *all* of the following:
- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction

Districts Piloting the Colorado State Model Evaluation System

Twenty-seven districts are piloting the Colorado State Model Evaluation System. CDE selected 15 pilot districts, based on a public application process, to pilot the model evaluation system. The 15 districts are:
1. Center
2. Crowley
3. Custer
4. Del Norte
5. Eads
6. Jefferson County (principal only)
7. Miami-Yoder
8. Moffat
9. Mountain Valley
10. Platte Canyon
11. Salida
12. South Routt
13. St. Vrain
14. Wray
15. Valley RE-1
16. Centennial School District
17. Eagle School District (principal only)
18. Thompson School District
19. San Juan BOCES (Archuleta, Bayfield, Durango, Dolores RE-2, Dolores RE-4, Ignacio, Mancos, Montezuma-Cortez and Silverton)

All of these efforts align and work together to help us learn and make necessary mid-course corrections during the pilot phase of the Colorado State Model Evaluation System. Educator feedback from these pilot districts is informing improvements to the model system.

APPENDIX B: Determining the Overall Professional Practices Rating
(Example showing standards weighted by element)

Coming soon…

If you have questions call Toby King 303-866-6964

APPENDIX C: Worksheet for customizing weights on Principal Quality Standards 1-6

Principal/Assistant Principal Summary Evaluation Score Sheet

This form provides a summary of the principal/assistant principal's ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the principal/assistant principal's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
I. STRATEGIC LEADERSHIP	A. Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.						
	B. Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.						
	C. Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.						
	D. Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.						
	Raw Points Earned for Standard I =						
	Determine Overall Rating for Standard I: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 10 = Proficient 11 to 13 = Accomplished 14 to 16 = Exemplary						
	Rating Level for Standard I =						
	Determine Contribution of Standard I to the Final Professional Practices Rating: (Standard I weight [ex. .25–25%]) * 540 * Total raw Standard I points / 16 = Standard I points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard I = *(this number will be used in the overall professional practices calculation)*						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. INSTRUCTIONAL LEADERSHIP	A. Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.						
	B. Principals create processes and schedules which maximize instructional, collaborative and preparation time.						
	C. Principals support Teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.						
	D. Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.						
	E. Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.						
	Raw Points Earned for Standard II =						

Determine Overall Rating for Standard II:
0 to 3 = Basic
4 to 7 = Partially Proficient
8 to 12 = Proficient
13 to 16 = Accomplished
17 to 20 = Exemplary

Rating Level for Standard II =	

Determine Contribution of Standard II to the Final Professional Practices Rating:
(Standard II weight [ex. .25=25%]) * 540 * Total raw Standard II points / 20 = Standard II points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard II =	
(this number will be used in the overall professional practices calculation)	

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
III. SCHOOL CULTURE AND EQUITY LEADERSHIP	A. Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.						
	B. Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.						
	C. Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.						
	D. Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk taking, high expectations for all students and Teachers, and a valid assessment of outcomes.						

Raw Points Earned for Standard III =

Determine Overall Rating for Standard III:
0 to 2 = Basic
3 to 5 = Partially Proficient
6 to 10 = Proficient
11 to 13 = Accomplished
14 to 16 = Exemplary

Rating Level for Standard III =

Determine Contribution of Standard III to the Final Professional Practices Rating:
(Standard III weight [ex. .25=25%]) * 540 * Total raw Standard III points / 16 = Standard III points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard III =
(this number will be used in the overall professional practices calculation)

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
IV. HUMAN RESOURCE LEADERSHIP	A. Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.						
	B. Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.						
	C. Principals evaluate staff performance using the District's Educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement.						
	Raw Points Earned for Standard IV =						
	Determine Overall Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard IV =						
	Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex. .25=25%]) * 540 * Total raw Standard IV points / 12 = Standard IV points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard IV = (this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
V. MANAGERIAL LEADERSHIP	A. Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.						
	B. Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.						
	C. Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.						
	D. Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.						
	E. Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.						
	F. Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.						
	Raw Points Earned for Standard V =						

Determine Overall Rating for Standard V:
0 to 4 = Basic
5 to 9 = Partially Proficient
10 to 14 = Proficient
15 to 19 = Accomplished
20 to 24 = Exemplary

Rating Level for Standard V =	

Determine Contribution of Standard III to the Final Professional Practices Rating:
(Standard V weight [ex. .25=25%]) * 540 * Total raw Standard V points / 24 = Standard V points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard V =	
(this number will be used in the overall professional practices calculation)	

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
VI. EXTERNAL DEVELOPMENT LEADERSHIP	A. Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.						
	B. Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, School District and board policies, and negotiated agreements where applicable.						
	C. Principals develop systems and relationships to leverage the School District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.						
	Raw Points Earned for Standard VI =						

Determine Overall Rating for Standard VI:
0 to 1 = Basic
2 to 4 = Partially Proficient
5 to 7 = Proficient
8 to 10 = Accomplished
11 to 12 = Exemplary

Rating Level for Standard VI =	

Determine Contribution of Standard III to the Final Professional Practices Rating:
(Standard VI weight [ex. .25=25%]) * 540 * Total raw Standard VI points / 12 = Standard VI points calculated
(Σ all 6 standards points calculated = total professional practices score)

Points Calculated for Standard VI =	
(this number will be used in the overall professional practices calculation)	

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
I. Strategic Leadership		
II. Instructional Leadership		
III. School Culture and Equity Leadership		
IV. Human Resource Leadership		
V. Managerial Leadership		
VI. External Development Leadership		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	
109 to 216 points	Partially Proficient	Overall Professional Practices Rating =
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	

Rounding numbers

Number fractions that have been computed for the overall Professional Practices rating are always rounded to the next higher integer when the fraction is .50 or greater. Number fractions that are less than .50 are rounded to the next lower integer. For example, a score of 242.5 is rounded to 243, while a score of 242.493 is rounded to 242.

Recommendations for calculating scores

We do not recommend calculating Professional Practices or Measures of Student Learning by hand/calculator. However, if you do, it is important to carry out calculations to at least the third decimal point when you are calculating the components of Professional Practices or averaging the Measures of Student Learning. In this way, when you round to the nearest whole number for the final Professional Practices or Measures of Student Learning total, you will have the most accuracy. We do recommend automated methods of calculation such as Excel, Randa, and Bloomboard solutions.

APPENDIX D: Worksheet for customizing weights on Principal Quality Standards 1-5

Teacher Summary Evaluation Score Sheet

This form provides a summary of the teacher's ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher's growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.						
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.						
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.						
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.						
	E. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.						
	F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.						
	Raw Points Earned for Standard I =						
	Determine Overall Rating for Standard I: 0 to 4 = Basic 5 to 9 = Partially Proficient 10 to 14 = Proficient 15 to 19 = Accomplished 20 to 24 = Exemplary						
	Rating Level for Standard I =						
	Determine Contribution of Standard I to the Final Professional Practices Rating: (Standard I weight [ex. .25=25%]) * 540 * Total raw Standard I points / 24 = Standard I points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard I = (this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.						
	C. Teachers engage students as individuals with unique interests and strengths.						
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.						
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.						
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.						
	Raw Points Earned for Standard II =						

Determine Overall Rating for Standard II:
0 to 4 = Basic
5 to 9 = Partially Proficient
10 to 14 = Proficient
15 to 19 = Accomplished
20 to 24 = Exemplary

Rating Level for Standard II =	

Determine Contribution of Standard II to the Final Professional Practices Rating:
(Standard II weight [ex.25%=.25]) * 540 * Total raw Standard II points / 24 = Standard II points calculated
(Σ all 5 standards points calculated = total professional practices score)

Points Calculated for Standard II =
(this number will be used in the overall professional practices calculation)

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.						
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.						
	Raw Points Earned for Standard III =						
	Determine Overall Rating for Standard III: 0 to 5 = Basic 6 to 12 = Partially Proficient 13 to 19 = Proficient 20 to 26 = Accomplished 27 to 32 = Exemplary						
	Rating Level for Standard III =						
	Determine Contribution of Standard III to the Final Professional Practices Rating: (Standard III weight [ex.25%=.25]) * 540 * Total raw Standard III points / 32 = Standard III points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard III = *(this number will be used in the overall professional practices calculation)*						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
IV. REFLECTIONS ON PRACTICE	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	Raw Points Earned for Standard IV =						
	Determine Overall Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard IV =						
	Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex.25%=.25]) * 540 * Total raw Standard IV points / 12 = Standard IV points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard IV = (this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
V. LEADERSHIP	A. Teachers demonstrate leadership in their schools.						
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.						
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.						
	D. Teachers demonstrate high ethical standards.						
	Raw Points Earned for Standard V =						
	Determine Overall Rating for Standard V: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 10 = Proficient 11 to 13 = Accomplished 14 to 16 = Exemplary						
	Rating Level for Standard V =						
	Determine Contribution of Standard V to the Final Professional Practices Rating: (Standard V weight [ex.25%=.25]) * 540 * Total raw Standard V points / 16 = Standard V points calculated (Σ all 5 standards points calculated = total professional practices score)						
	Points Calculated for Standard V = (this number will be used in the overall professional practices calculation)						

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.		
2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
4. Teachers reflect on their practice.		
5. Teachers demonstrate leadership.		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	
109 to 216 points	Partially Proficient	Overall Professional Practices Rating =
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	

Rounding numbers

Number fractions that have been computed for the overall Professional Practices rating are always rounded to the next higher integer when the fraction is .50 or greater. Number fractions that are less than .50 are rounded to the next lower integer. For example, a score of 242.5 is rounded to 243, while a score of 242.493 is rounded to 242.

Recommendations for calculating scores

We do NOT recommend calculating Professional Practices or Measures of Student Learning by hand/calculator. However, if you do, it is important to carry out calculations to at least the third decimal point when you are calculating the components of Professional Practice or averaging the Measures of Student Learning. In this way, when you round to the nearest whole number for the final Professional Practice or Measures of Student Learning total, you will have the most accuracy. We DO recommend automated methods of calculation such as Excel, Randa, and Bloomboard solutions. See Appendix X for more details if you are calculating by hand/calculator.

Postsecondary and Workforce Readiness Description

Adopted June 30, 2009 By the State Board of Education and the Colorado Commission on Higher Education

"**Postsecondary and workforce readiness**" describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student's postsecondary and workforce readiness.

I. Content Knowledge

Literacy

- Read fiction and non-fiction, understanding conclusions reached and points of view expressed.
- Write clearly and coherently for a variety of purposes and audiences.
- Use logic and rhetoric to analyze and critique ideas.
- Access and use primary and secondary sources to explain questions being researched.
- Employ standard English language properly and fluently in reading, writing, listening and speaking.

Mathematical Sciences

- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate.
- Understand and apply algebraic and geometric concepts and techniques.
- Use concepts and techniques of probability and statistics.
- Apply knowledge of mathematics to problem solve, analyze issues and make critical decisions that arise in everyday life.

Science

- Think scientifically and apply the scientific method to complex systems and phenomena.
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions.
- Recognize that scientific conclusions are subject to interpretation and can be challenged.
- Understand the core scientific concepts, principles, laws, and vocabulary and how scientific knowledge is extended, refined and revised over time.

Social Studies and Social Sciences

- Identify and describe historical, social, cultural, political, geographical and economic concepts.
- Interpret sources and evaluate evidence and competing ideas.
- Build conceptual frameworks based on an understanding of themes and the overall flow of events.
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility.
- Interpret information from a global and multicultural perspective.

The Arts and Humanities

- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound and visual representation) contribute to and shape culture and our understanding of culture.
- Understand how the arts and literature are used as instruments of social and political thought.
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms.

II. Learning and Behavior Skills

Critical Thinking and Problem Solving

- Apply logical reasoning and analytical skills.
- Conduct research using acceptable research methods.
- Understand different research approaches.
- Collect and analyze quantitative and qualitative data and research.
- Evaluate the credibility and relevance of information, ideas and arguments.
- Discern bias, pose questions, marshal evidence and present solutions.
- Find and use information/information technology.
- Select, integrate and apply appropriate technology to access and evaluate new information.
- Understand the ethical uses of information.
- Provide citations for resources.

Creativity and Innovation

- Demonstrate intellectual curiosity.
- Generate, evaluate and implement new ideas and novel approaches.
- Develop new connections where none previously existed.

Global and Cultural Awareness

- Appreciate the arts, culture and humanities.
- Interact effectively with and respect the diversity of different individuals, groups and cultures.
- Recognize the interdependent nature of our world.
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal and social opportunities.

Civic Responsibility

- Recognize the value of civic engagement and its role in a healthy democracy and civil society.
- Be involved in the community and participate in its political life.
- Balance personal freedom with the interests of a community.

Work Ethic

- Plan and prioritize goals.
- Manage time effectively.
- Take initiative and follow through.
- Learn from instruction and criticism.
- Take responsibility for completion of work.
- Act with maturity, civility and politeness.
- Demonstrate flexibility and adaptability.

Personal Responsibility

- Balance self-advocacy with the consideration of others.
- Possess financial literacy and awareness of consumer economics.
- Behave honestly and ethically.
- Take responsibility for actions.
- Understand the relevance of learning to postsecondary and workforce readiness.
- Demonstrate awareness of and evaluate career options.
- Attend to personal health and wellness.

Communication

- Read, write, listen and speak effectively.
- Construct clear, coherent and persuasive arguments.
- Communicate and interact effectively with people who have different primary languages.

Collaboration

- Work effectively with others.
- Acknowledge authority and take direction.
- Cooperate for a common purpose.
- Use teamwork and leadership skills effectively.

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APPENDIX F: Resources

Resource Bank

S.B. 10-191 requires the Colorado Department of Education to make tools and materials available to schools and districts to support their educator evaluation efforts. These materials are intended to provide meaningful support and resources to realize Colorado's vision for Educator Effectiveness which is: ***Effective educators for every student, effective leaders for every school***. Users may access resources at: http://www.cde.state.co.us/EducatorEffectiveness/ResourceBank.asp. http://www.cde.state.co.us/EducatorEffectiveness/Resources.asp