

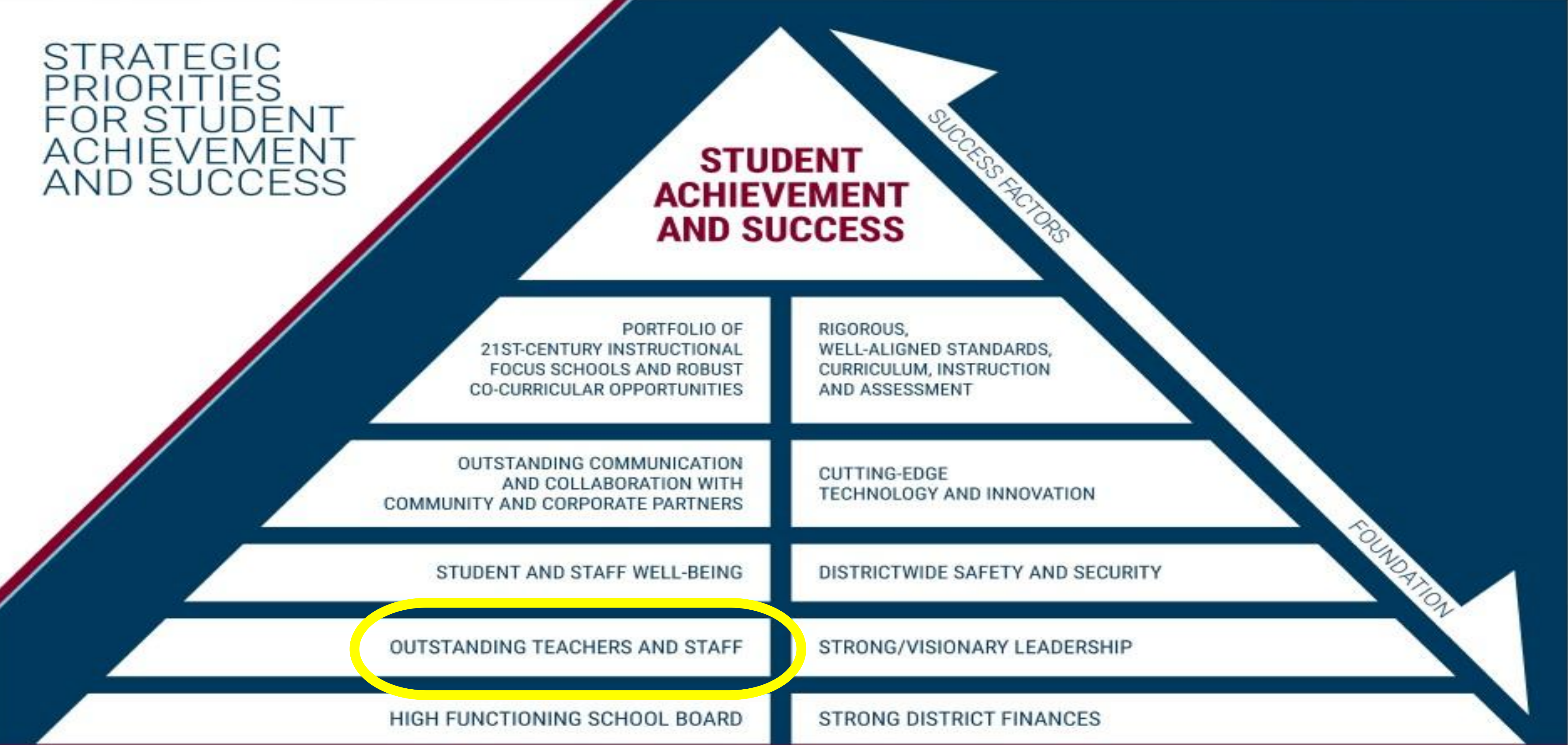
Certified Staff Evaluation

St Vrain Valley Schools
2022-2023

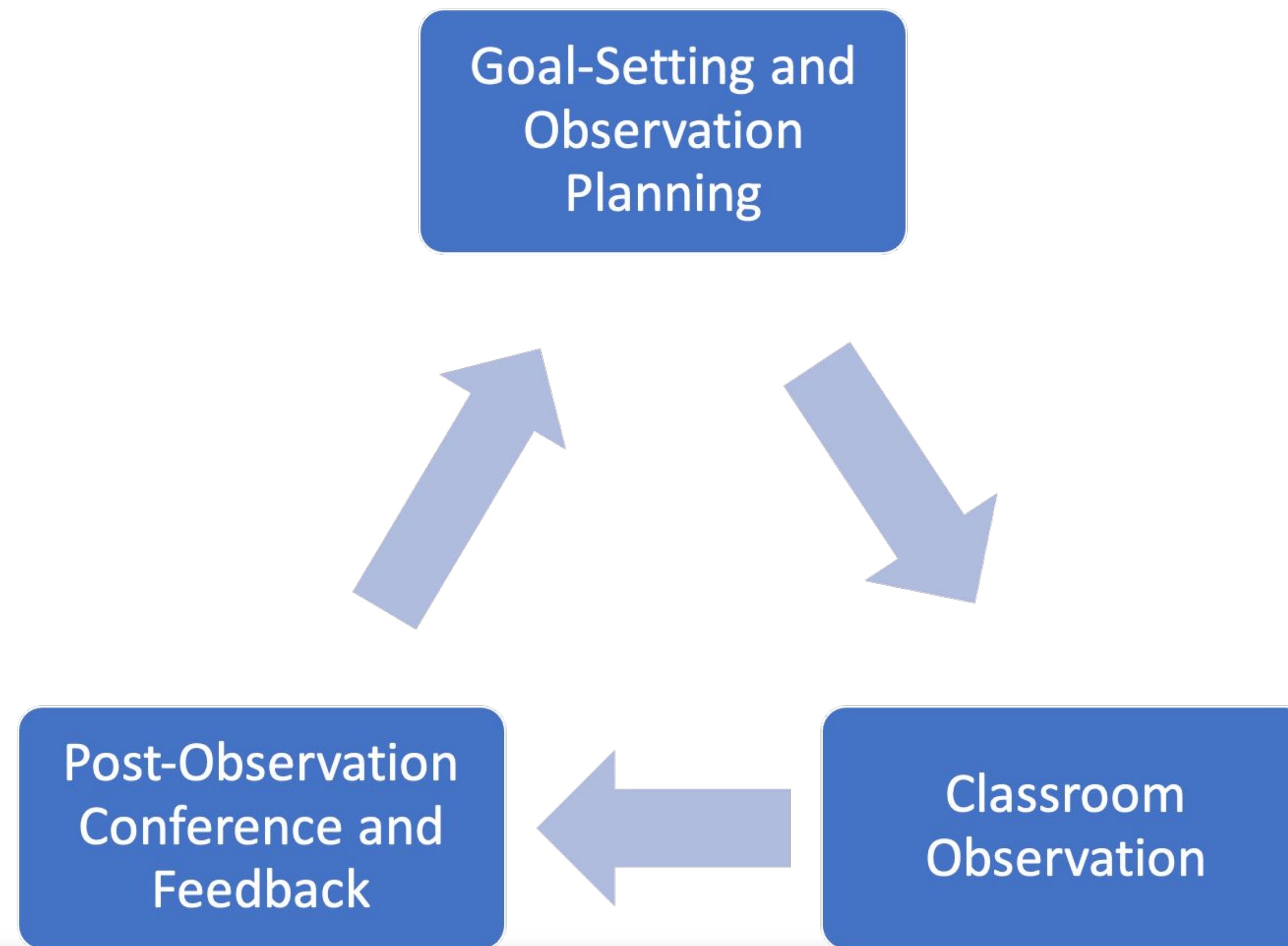


Human Resources

STRATEGIC
PRIORITIES
FOR STUDENT
ACHIEVEMENT
AND SUCCESS



The goal and purpose of the Evaluation Cycle is to improve teacher practice in order to positively impact student achievement.



Steps in the Evaluation Process

- Certified staff develop goals, in collaboration with their evaluator, to identify a focus and target for the year. Goals should be designed to help you grow as a professional.
 - Your Professional Practice goals are how YOU want to improve as a practitioner.
 - Your Measures of Student Learning are how your STUDENTS will grow as a result of your work.
- At least two observations will occur for every staff member with feedback provided.
- Staff member and evaluator will meet together to review progress toward goals at a mid-year point and again at the end of the year.
- Final data related to student progress is layered in to finalize the evaluation cycle.

Accessing your Evaluation

St Vrain has an online portal for your evaluation:

<https://workflow.stvrain.k12.co.us/Employee-Evaluations/>

Human Resources

Departments > Human Resources

Quick Links



Handbooks



Salary
Schedules



Employee
Calendars



Search & Apply



Forms



Infinite Visions



Evaluations

Employee Evaluations

The Evaluation is based on the premise that all employees have a commitment and responsibility to continued improvement in their performance. The purpose of the evaluation is to improve employees' job performance, skill, and expertise through a systematic and constructive evaluation system which:

- Provides an opportunity for the supervisor and the employee to mutually develop performance goals.
- Helps the supervisor in determining areas for improvement and assist in correcting deficiencies.

The immediate supervisor of the employee is the primary evaluator. For school-based staff, when the primary evaluator is not the principal, the supervisor must consult with or inform the principal on all evaluations.

Questions? Contact Human Resources

Evaluation Tools

In St Vrain we have different tools available for your evaluation:

- Rubric
- Option 1- Focused Observation
- Option 2- Self-Reflection
- Option 3- Peer Observation

Evaluation Tools Continued:

- All first year staff will be evaluated on the rubric.
 - You must also cycle back to the rubric at least every 3 years.
- Staff who earn a rating of effective or highly effective may take advantage of the alternative options.

*The evaluator will have the final decision about which evaluation tool to use.**

Certified Teacher Rubric

Professional Practice Standards

If a teacher has a rating of Ineffective, Partially Effective or Highly Effective please submit supporting documents.

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: Teacher provides instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.

Comments:

Element B: Teacher consistently and effectively integrates literacy and numeracy across the curriculum.

Comments:

Element C: Teacher demonstrates knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices, and develop lessons that reflect the interconnectedness of content areas/disciplines.

Comments:

Element D: Teacher makes instruction and content relevant to students by:

- taking action to connect students' backgrounds and contextual knowledge with new information being taught,
- actively engaging student in learning experiences that access prior knowledge,
- requiring varied and complex thinking skills, and
- providing real world connections.

Special Services Provider Rubric

(counselors, interventionists,
OTs, SLPs, Psych/Social
Workers, Nurses, etc)



Human Resources

Professional Practice Standards

For any rating(s) of Ineffective, Partially Effective or Highly Effective supporting documentation should be provided in the comments section of the appropriate element(s).

The word “students” in standards/elements could refer to school children but also may refer to adult learners for whom an instructional coach/specialist supports.

QUALITY STANDARD I: Demonstrate mastery of and expertise in the domain for which they are responsible.



Element A: Demonstrate knowledge of and expertise in current developmental science, the ways in learning takes place and the appropriate levels of intellectual, social, and emotional development of their students.

Comments:

Element B: Demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Comments:

Element C: Integrate evidence-based practices and research findings into their services and/or specially designed instruction.

Comments:

Element D: Demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

Comments:

Coach/ Mentor Rubric

(for non-classroom based
certified teachers)

Professional Practice Standards

For any rating(s) of Ineffective, Partially Effective or Highly Effective supporting documentation should be provided in the comments section of the appropriate element(s).

The word “students” in standards/elements could refer to school children but also may refer to adult learners for whom an instructional coach/specialist supports.



QUALITY STANDARD I: Coaches/mentors engage, support, and advance the professional learning of each teacher.

Element A: Uses reflective conversation skills to engage participating teachers in collaborative problem solving and reflective thinking to promote self-directed learning.

Comments:

Element B: Uses a variety of strategies and resources, including technology to respond to participating teacher's professional needs and to the learning needs of all students.

Comments:

Element C: Uses data to engage participating teachers in examination and improvement of practice.

Comments:

Element D: Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

Comments:

****Change for 2022-2023 school year, data from the Colorado Academic Growth model cannot be used for Measure of Student Learning goals.****

So what can I use?

- iReady
- PSAT/SAT
- PALS
- District Assessments
- Classroom Based Measures

Goal Setting for Rubric Tool:

Goal 1:

- School-wide goal for current school year
 - How do we ALL contribute to the success of our school?

Collective Measure: School-wide Growth

* Description of Collective Student Growth Goal:

* Description of specific, measurable, target to determine success:



Goal Setting for Rubric Tool:

Goal 2:

- Grade level/content area goal
- Can use:
 - Grade level/content level local assessment data
 - School-developed tool and results
 - District assessment data (not from state assessments)

Measure of team or individual student growth (mutually determined)

* Description of Assessment:

* Student Group:

* Description of specific, measurable, target to determine success:



Goal Setting for Rubric Tool:

Goal 3:

- Individual classroom data
 - Could also be content or grade level team data
- Can be a classroom-based measure

Measure of individual student growth (mutually determined)

* Description of Assessment:

* Student Group:

* Description of specific, measurable, target to determine success:



Goal Setting for Rubric Tool:

Goal 4:

- Professional practices goal on how you want to improve as an educator this school year

Professional Growth Goal - Teacher Action (Mutually Determined)

* Description of Professional Growth Goal:

* Specific measurable target to determine successful completion of the goal:



Alternative Option Tools:

- Option 1: Focused Observation
 - Goals and observation feedback targeted toward a particular standard or element of teaching
- Option 2: Self-Reflection
 - Allows the teacher to focus on a particular standard or element of teaching and reflect upon their growth and next steps
- Option 3: Peer Observation
 - Teacher pairs with another teacher to observe one another and provide feedback, followed by a self-reflection

Option 1:

- Teacher sets professional practices goals.
- Observer aligns observations and feedback to target the teacher's goal areas.
- Observer and evaluator check-in at mid-year to review evaluator's feedback and growth recommendations.

Option 2:

- Teacher sets professional practices goals.
- Observer aligns observations and feedback to target the teacher's goal areas.
- Teacher writes a self-reflection at mid-year discussing their growth and next steps toward meeting their goals.
- Observer and evaluator check-in at mid-year to review the teacher's self-reflection.

Option 3:

- Teacher sets professional practices goals.
- Teacher pairs with another teacher who has selected Option 3.
- Teacher completes [peer observer training](#) through Office of Professional Development.
- Teachers take turns observing one another and providing feedback.
 - *This observation takes the place of the evaluator's formal observation.*
- Teacher writes a self-reflection at mid-year discussing their growth and next steps toward meeting their goals.
- Observer and evaluator check-in at mid-year to review the teacher's self-reflection and peer observation feedback.

Goal Setting for Alternative Options:

Goal 1:

- Professional practices goal aligned with a standard or rubric element
- Determined in collaboration with evaluator

Professional Growth Goal 1: (Professional Practice - Determined by evaluator)

* Rubric Element:

* Description of Professional Growth Goal:

* Describe the specific measurable goal or target to determine success:

Goal Setting for Alternative Options:

Goal 2:

- Professional practices goal aligned with a standard or rubric element

Professional Growth Goal 2: (Professional Practice - Determined by licensed staff)

* Rubric Element:

* Description of Professional Growth Goal:

* Describe the specific measurable goal or target to determine success:

Goal Setting for Alternative Options:

Goal 3:

- School-wide goal for current school year
 - How do we ALL contribute to the success of our school?

Professional Growth Goal 3: (Collective Measure of Student Learning - mutually determined)

* Description of Professional Growth Goal:

* Describe the specific measurable goal or target to determine success:

Goal Setting for Alternative Options:

Goal 4:

- Individual classroom data
 - Could also be content or grade level team data
- Can be a classroom-based measure

Professional Growth Goal 4: (Individual or Collective Measure of Student Learning - mutually determined)

* Description of Professional Growth Goal:

* Describe the specific measurable goal or target to determine success:

Important Reminders:

- The only way for a person's effectiveness rating to change is to be evaluated on the rubric tool.
 - For those on alternative options, the rating from the previous rubric evaluation will carry over.
- When setting goals, remember they are goals to be attained during the course of a single school year. They should be challenging but also achievable.

Important Dates:

- By October 15th, certified staff have their goals in the system for evaluator approval.
- By October 31st, evaluator will approve goal.
- On-going through out fall, formal observations will occur.
- Option 3: Your peer observer should observe you by January 15th.
- By January 15th, all Option 2 & 3 self-reflections uploaded into the system.

Important Dates:

- By January 31st, mid-year meetings occur between staff member and evaluator.
- On-going throughout spring, second observations occur.
 - For probationary staff, must be a second formal observation. For nonprobationary staff, can be an informal observation.
- By April 20th, initial end of year will occur.
- Beginning May 1st, certified staff member can enter MSL data.
- By May 15th, final end of year review completed.
 - Employee can request end of year meeting if they choose.

Need Help? Have questions?

Your friendly Human Resources Team is here to help!

Alvin Brown- DTS, Community Schools, Operations, Nutrition Services

Sarah James- Erie, Lyons, Niwot feeders

Kate Slick- Frederick, Longmont, Mead feeders; Main Street School, Special Ed/Student Services; Preschool Department

Ty Valentine- Silver Creek and Skyline Feeders; APEX; New Meridian HS; CETC; LaunchED; St. Vrain Virtual HS

Julie Gregory- HR Technician

Jena Gratsch- Exec Admin Assistant



Human Resources