

Certified Staff Evaluation

St Vrain Valley Schools
2023-2024



Human Resources

STRATEGIC PRIORITIES FOR STUDENT ACHIEVEMENT AND SUCCESS

STUDENT ACHIEVEMENT AND SUCCESS

SUCCESS FACTORS

PORTFOLIO OF
21ST-CENTURY INSTRUCTIONAL
FOCUS SCHOOLS AND ROBUST
CO-CURRICULAR OPPORTUNITIES

RIGOROUS,
WELL-ALIGNED STANDARDS,
CURRICULUM, INSTRUCTION
AND ASSESSMENT

OUTSTANDING COMMUNICATION
AND COLLABORATION WITH
COMMUNITY AND CORPORATE PARTNERS

CUTTING-EDGE
TECHNOLOGY AND INNOVATION

STUDENT AND STAFF WELL-BEING

DISTRICTWIDE SAFETY AND SECURITY

OUTSTANDING TEACHERS AND STAFF

STRONG/VISIONARY LEADERSHIP

HIGH FUNCTIONING SCHOOL BOARD

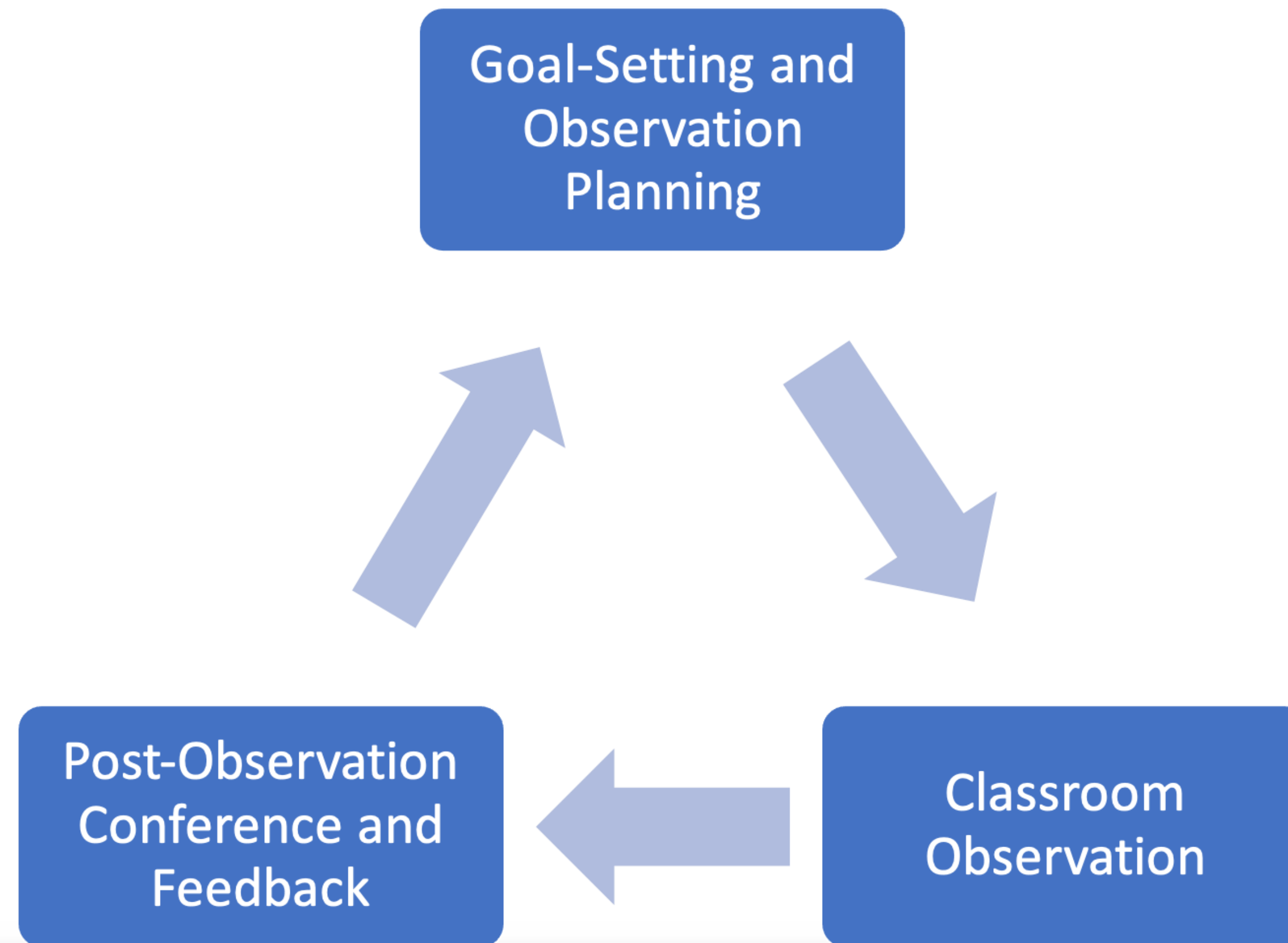
STRONG DISTRICT FINANCES

FOUNDATION



Human Resources

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



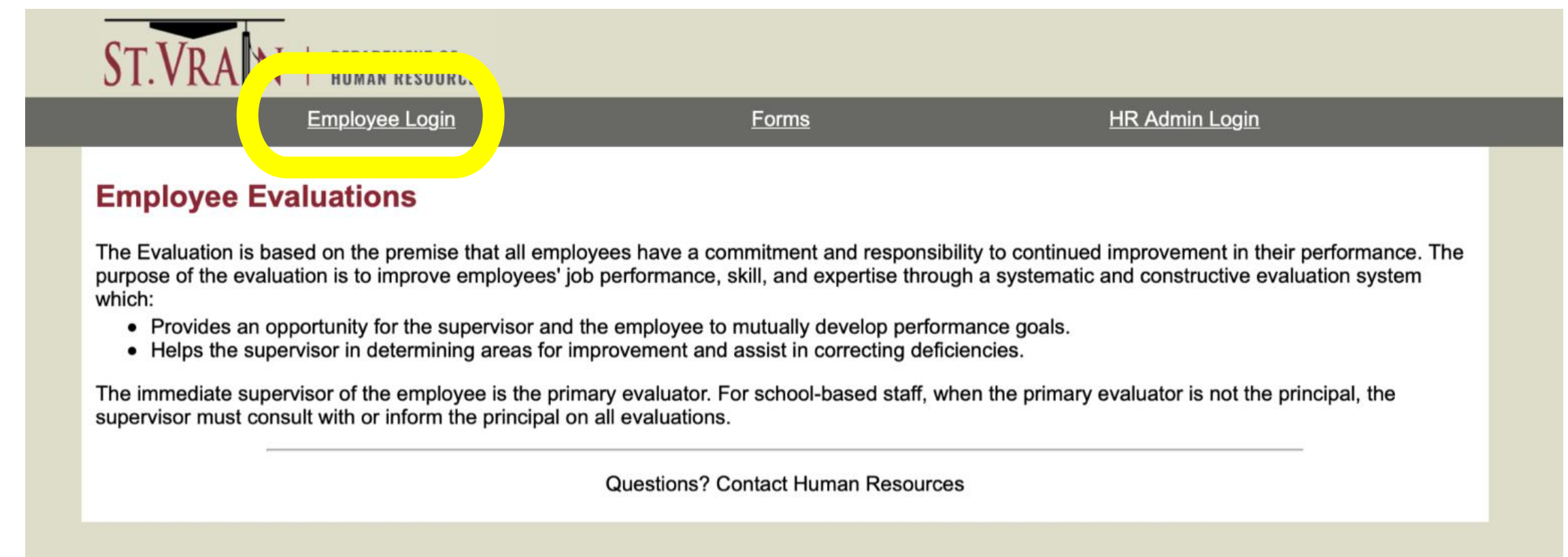
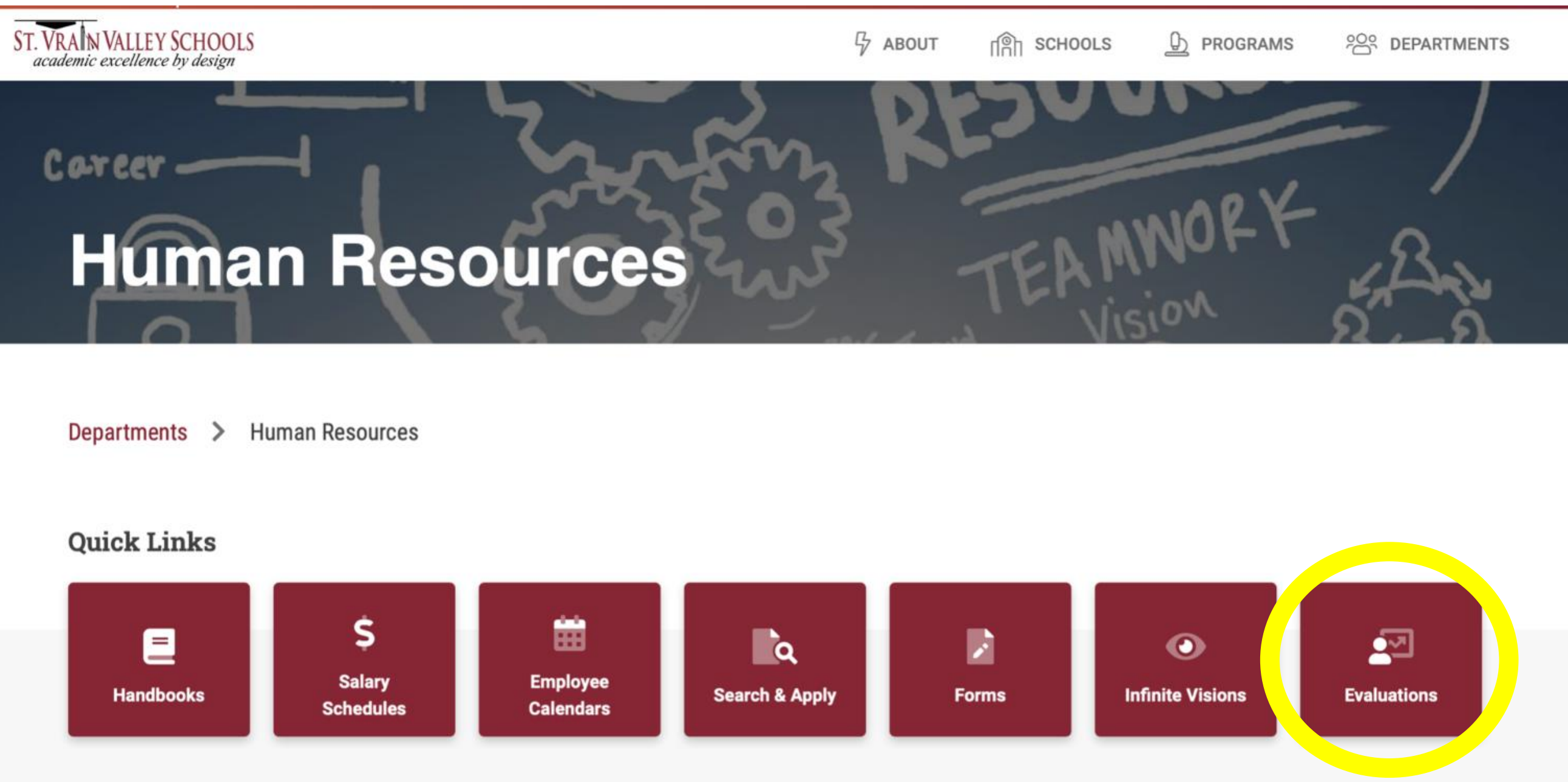
Steps in the Evaluation Process

- 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/>



Now in Effect- Senate Bill 70:

Previous System

- Professional Practices and Measures of Student Learning (MSLs) were equally weighted (50% - 50%)
 - Educators write 3 MSLs each worth 12.5% of evaluation
 - Educators write 1 professional growth goal worth 12.5%
- Educators MUST use Colorado Academic Growth Model Data

Beginning 2023-2024

- Professional Practices are weighted at 70% and Measures of Student Learning (MSLs) will be 30%
 - Educators write 2 MSLs each worth 10% of evaluation
 - Educators write 1 professional growth goal worth 10%
- Educators MAY use Colorado Academic Growth Model Data

Now in Effect- Senate Bill 70:



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.**

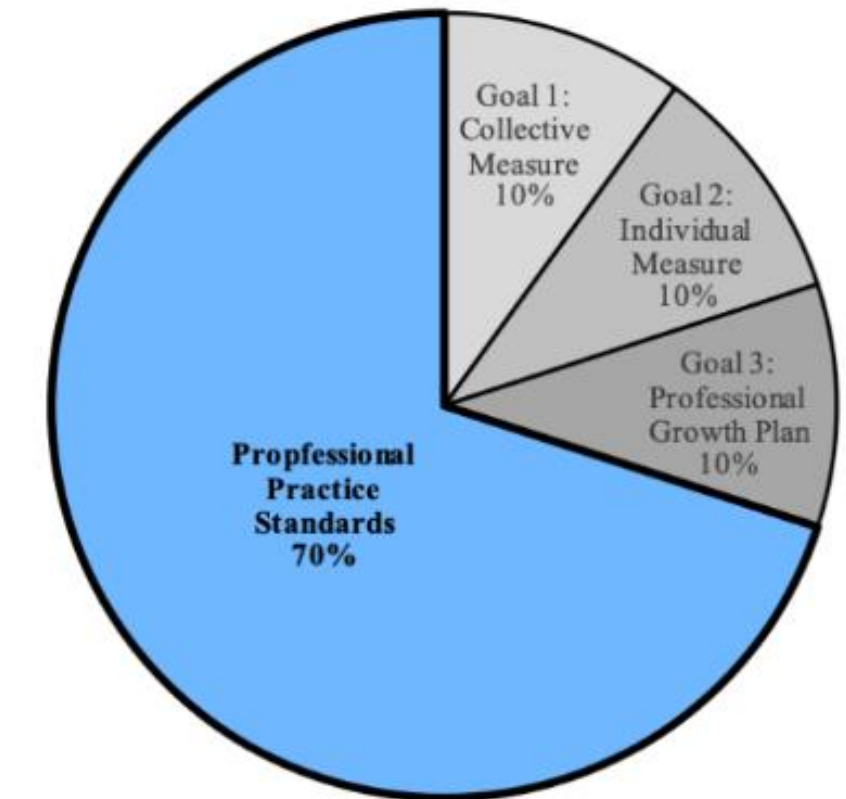
Certified Teacher Rubric

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,

Special Services Provider Rubric

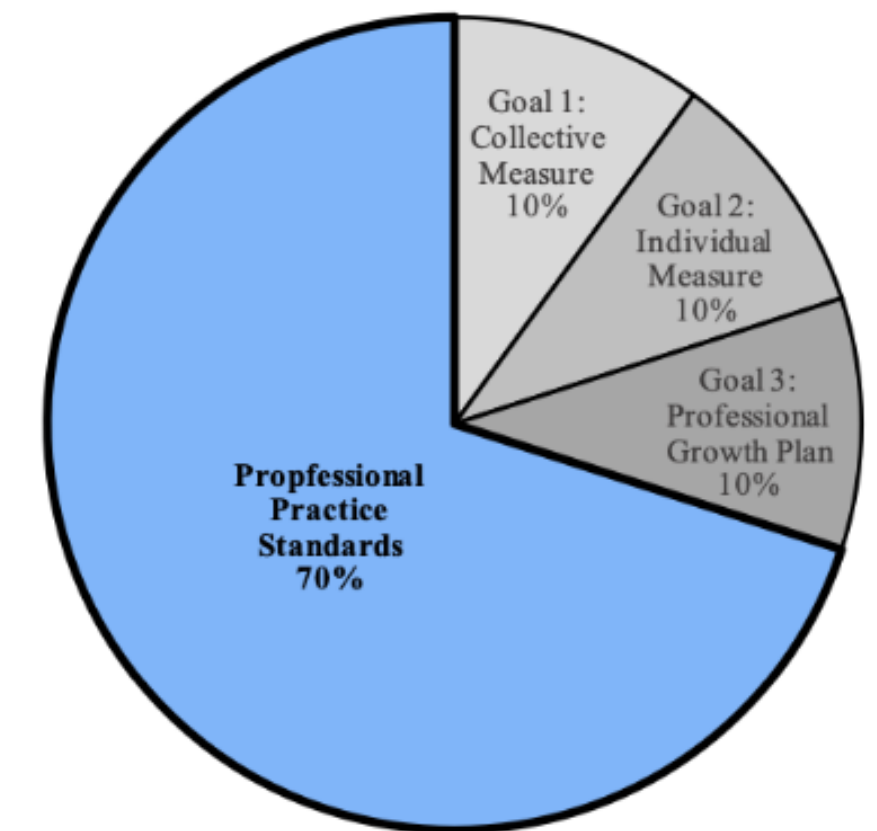
(counselors, interventionists,
OTs, SLPs, Psych/Social
Workers, Nurses, etc)

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.

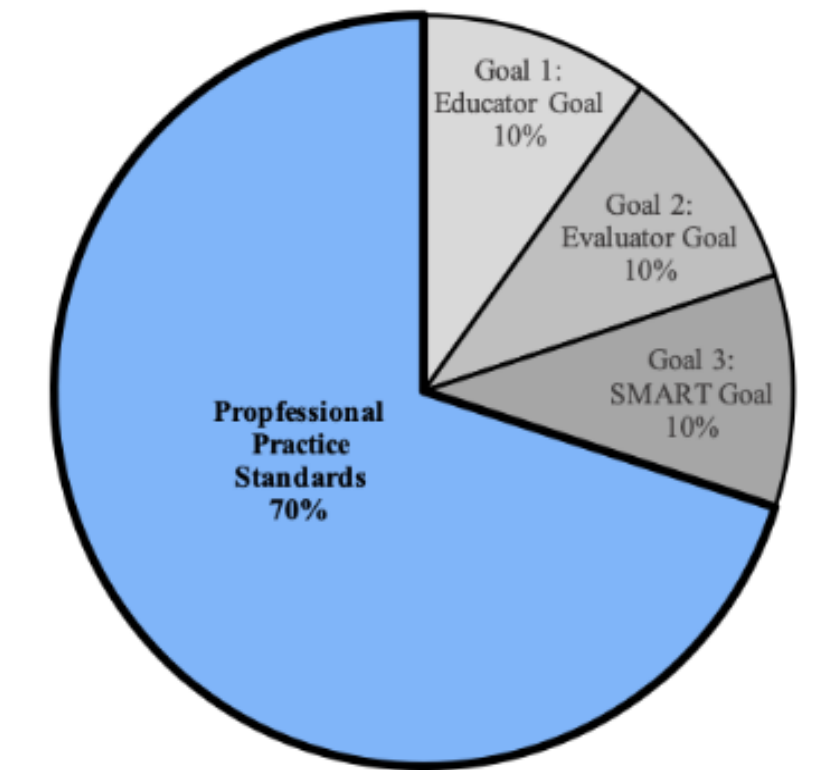
Comments:

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

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.

Coach/ Mentor Rubric

(for non-classroom based
certified teachers)

Goal Setting for Rubric Tool:

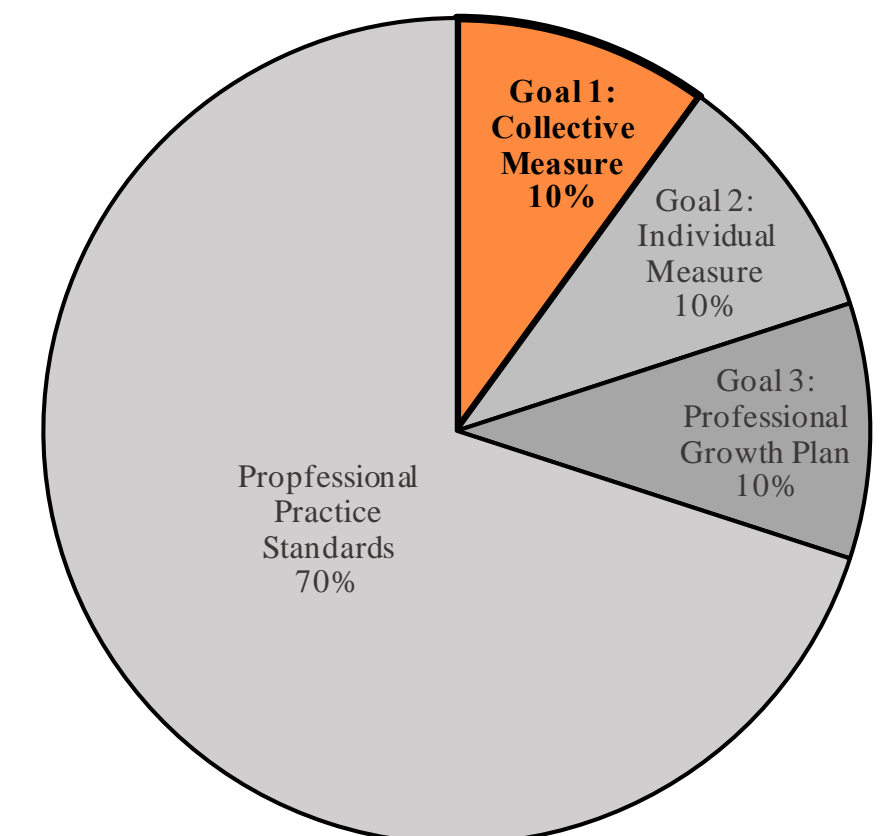
Goal 1:

- Collective Growth Measure- School or Team Goal
 - Could be a school-wide or a team/department goal
 - Data can be traced to students you teach
 - Cannot be previous year's data for staff new to the building
 - May be CO Academic Growth Model Data but not required to be

Goal 1: Collective Measure of Student Learning – School or Team Goal (mutually determined)

* Description of Collective Student Growth Goal:

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



Goal Setting for Rubric Tool:

Goal 2:

● Individual Student Growth Goal

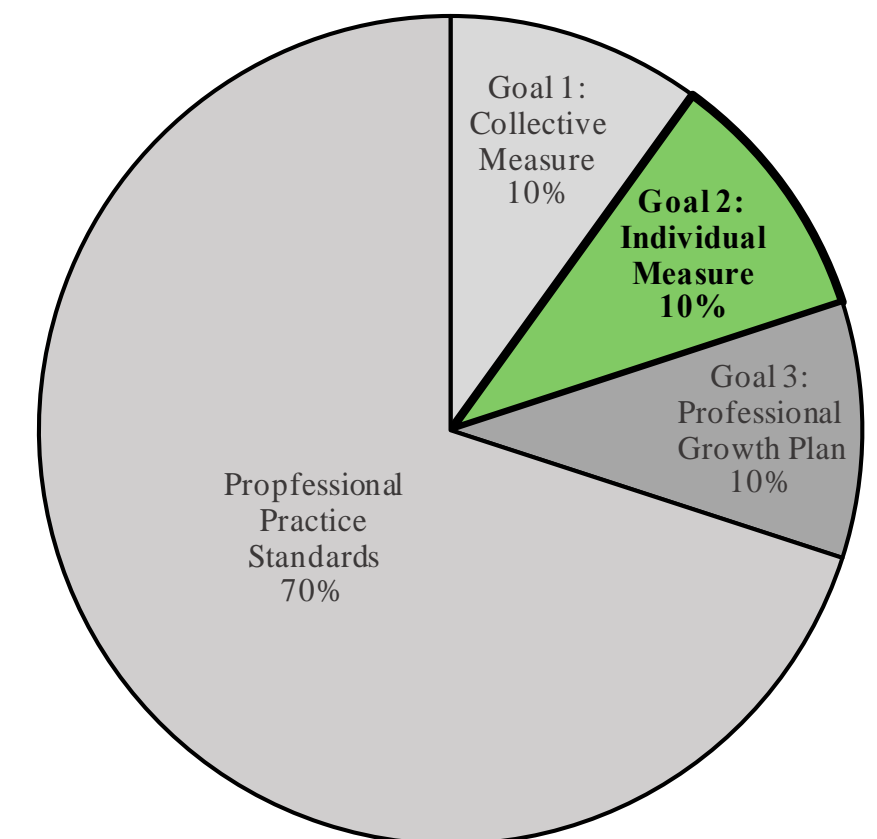
- Data can be traced to students you teach
- Cannot be previous year's data for staff new to the building
- May be CO Academic Growth Model Data but not required to be

Goal 2: Individual Measure of Student Learning (mutually determined)

* Description of Assessment:

* Student Group:

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



Goal Setting for Rubric Tool:

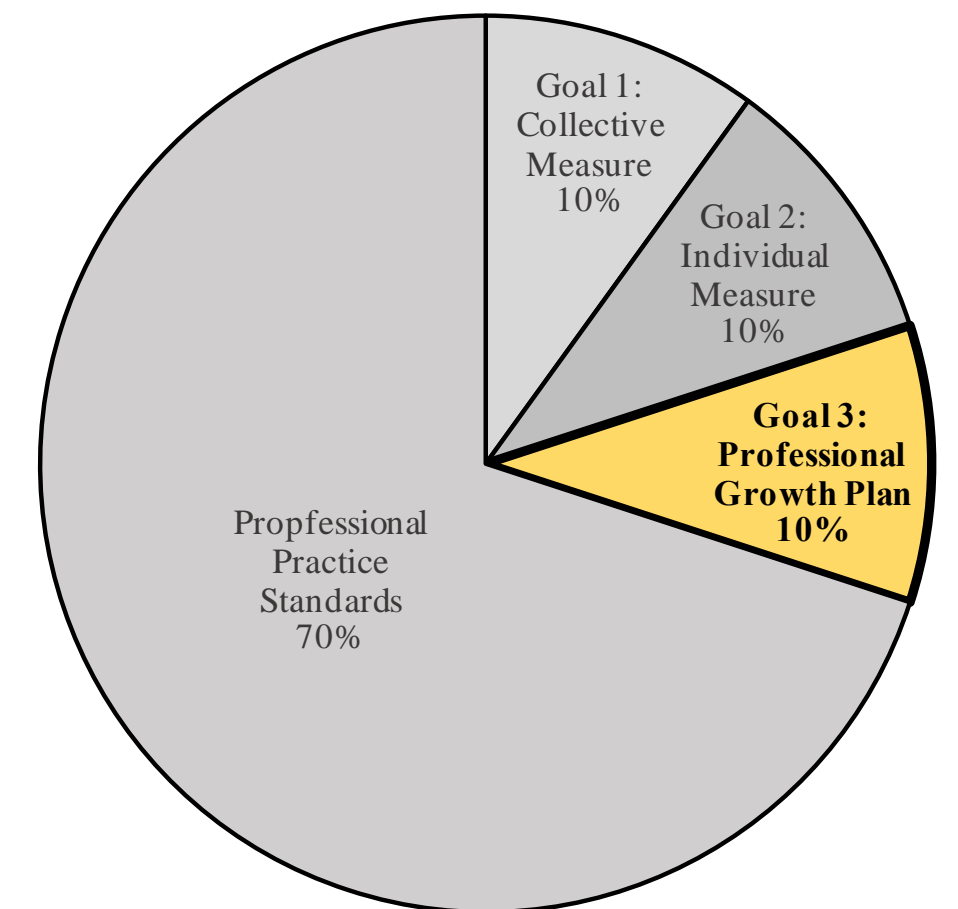
Goal 3:

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

Goal 3: Professional Growth Goal – Specific Teacher Action (mutually determined)

* Description of Professional Growth Goal:

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



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: Focused Observation

- 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: Self Reflection

- 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: Peer Observation

- 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:

- Collective Growth Measure- School or Team Goal
 - Could be a school-wide or a team/department goal
 - Data can be traced to students you teach
 - Cannot be previous year's data for staff new to the building
 - May be CO Academic Growth Model Data but not required to be

Goal 1: Collective Measure of Student Learning – School or Team Goal (mutually determine

* 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

Goal 2: Professional Growth – Teacher Action (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:

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

Goal 3: Professional Growth – Teacher Action (mutually determined)

* Rubric Element:

* 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.
 - The Measure of Student Learning goals are GROWTH goals. All students are capable of academic growth.

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
Assistant

Jena Gratsch- Exec Admin



Human Resources