



Title: **Evaluation of Non-Administrative Licensed Staff (Teachers) Procedure**

Code: GCN 1 R

Section: Section G: Personnel Policies

Outcome Statement

Licensed staff of Academy District 20 will engage in a differentiated, collaborative, and reflective evaluation process which defines effectiveness, builds trust, leads to meaningful professional growth, and contributes to maximizing student learning and growth.

Purposes of Evaluation

In accordance with Colorado Revised Statutes, the District has adopted a system to evaluate the employment performance of licensed staff. The performance evaluation system addresses all quality standards established by rule of the state board of education and adopted by the general assembly. The purposes of an evaluation shall include, but need not be limited to:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs and curriculum;
- Serve as a measurement of the professional growth and development of licensed staff;
- Evaluate the level of performance based on the effectiveness of licensed staff; and
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and non-renewal of contract.
- Licensed staff shall be evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, thirty percent of which shall be determined by Measures of Student Learning.

Introduction

The Licensed Personnel Performance Evaluation Act requires that seventy percent of a licensed educator's evaluation be based on Professional Practices and thirty percent be

based on Measures of Student Learning (MSL). Educators will earn a Professional Practice score based on the Colorado Department of Education Quality Standards for evaluating Colorado teachers and an MSL score based on multiple measures. The Professional Practice score and the MSL score are combined to determine a Final Effectiveness Rating (FER) of “Ineffective,” “Partially Effective,” “Effective” or “Highly Effective”.

Definitions

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

“Teacher Effectiveness” means that effective teachers 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, to close achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

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, ongoing learning, and leadership within the profession.

“Satisfactory Performance” means that the teacher receives an FER of either “Effective” or “Highly Effective” after combining the Professional Practices and the Measures of Student Learning scores.

“Unsatisfactory Performance” means that the teacher receives an FER of either “Ineffective” or “Partially Effective” after combining the Professional Practices and Measures of Student Learning scores.

Professional Practices

In the performance evaluation system (Colorado State Model Performance Management System – RANDA), there are four Quality Standards and a varied number of associated Elements which define Professional Practices at five different levels. Each of the elements are scored individually based on defined levels of practice. Teachers will receive a rating on each Element resulting in an overall rating on each Quality Standard. Teachers are assigned points based on such ratings for an overall Professional Practice score.

Quality Standards are the expectations that the District has for its licensed staff. The Quality Standards include:

- 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; and their district’s organized plan of instruction.
 - Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasis literacy and mathematics.
 - Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines 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 characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
 - Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working towards common goals as a community of learners.

- Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of the students.
- Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
 - Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.
 - Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
 - Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
 - Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
 - Element E: Teachers provide students with opportunities to work in teams and develop leadership.
 - Element F: Teachers model and promote effective communication.
- Quality Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.
 - Element A: Teachers demonstrate high standards for professional conduct.
 - Element B: Teachers link professional growth to their professional goals.
 - Element C: Teachers are able to respond to a complex, dynamic environment.
 - Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

For purposes of evaluating a teacher's professional performance, multiple data sources shall be used. Data shall include at least one of the following:

- Student perception measures;
- Peer feedback;
- Feedback from parents or guardians; or
- Review of teacher lesson plans or student work samples

Additional data sources for the purposes of evaluating a teacher's professional performance may include, but are not limited to, formal observations, informal observations, conferences, peer input, parent/community input, student input, student growth and achievement data, student/teacher products, awards/recognitions, and professional development.

Measures of Student Learning

In the performance evaluation system, the evaluator and teacher will identify the different Measures of Student Learning (MSL) comprising a teacher's body of evidence for the thirty percent MSL portion of their final effectiveness rating. Each MSL is assigned a rating of "More Than Expected," "Expected," or "Less Than Expected" on the MSL portion of their evaluation and are assigned points based on such ratings.

Multiple measures shall be used in evaluating the level of performance of licensed staff. Teacher performance data related to student academic growth and/or achievement may include, but not be limited to the following:

- Outcomes that are individually attributed to student academic growth;
- Collectively-attributed student academic growth on a school-wide basis or across grades or subjects;
- State-wide summative assessment results; and
- Colorado Growth Model results.

Additional performance data related to student academic growth or achievement shall:

- Ensure that measures of student growth or achievement are valid and aligned with the academic standards adopted by the District's Board of Education;
- Include the analysis and inferences made from student growth or achievement measures supported by evidence, logic, and are used in evaluating teachers employed to teach similar content or grade levels.

For licensed staff teaching two or more subjects, individual measures of student academic growth shall include academic growth scores or achievement for all subjects taught.

Evaluation Process for Non-Administrative Licensed Staff

Each evaluation shall be conducted in a manner consistent with state statutes. No information may be gathered by electronic means without the permission of the teacher. All forms needed to support this procedure are listed in the Appendix for the Evaluation of Non-Administrative Licensed Staff (GCN 1 E).

- Principal/supervisor reviews quality performance standards and elements with teachers.
 - On or before September 30th of each academic year, the principal/supervisor shall inform all teachers of the performance evaluation system on which they will be assessed. This notification may occur with teachers in a group setting or individually, as determined by the principal/supervisor.
 - Components of orientation shall include:
 - Presentation of the Quality Standards and Elements as well as other forms used for the evaluation of teachers.
 - Notification to the teacher as to who their primary evaluator shall be.
 - An explanation of evaluation conference formats.
 - Information regarding use of data sources.
 - Completion of a building evaluation orientation meeting and a record of the meeting shall be kept on file by the administrator at the site and/or through RANDA.
- Principal/supervisor schedules professional growth plan conference to determine measures of student learning for current year and to establish a professional growth plan.
 - Prior to the end of the first quarter, the principal/supervisor shall meet with individual teachers for a professional growth plan conference. At this conference, the following objectives shall be accomplished:
 - The teacher shall develop Measures of Student Learning using templates within the Colorado State Model Performance Management System (RANDA) to be used for the current academic year.
 - These Measures of Student Learning shall be approved by the teacher's principal/supervisor.
 - The teacher shall develop a draft professional growth plan (goals) for review and approval from his/her principal/supervisor.
 - Each teacher shall develop a professional growth plan based on the Quality Standards and Elements.
 - Teachers may collaborate in the development of additional draft goals with other colleagues with the approval of the principal/supervisor.

- Goals may be determined for a teacher based on site/District initiatives/goals and/or past performance of the teacher.
- Informal Observations
 - During the academic year, informal observations of each teacher shall occur for the purposes of assessing instruction, evaluating classroom management and instructional practices, ensuring respectful and timely communications with stakeholders, encouraging reflective practices, and monitoring the overall progress of a teacher's performance.
- Formal Observations
 - Probationary teachers shall receive at least two documented, formal observations each academic year. PERA Retiree and Non-probationary teachers shall receive at least one documented, formal observation each academic year. Specific observation dates will be recorded in the Colorado State Model Performance Management System (RANDA).
 - Prior to the end of the first semester, the principal/supervisor will have conducted at least one formal observation of a probationary teacher focused on the Quality Standards and Elements. Prior to the end of the second semester, each principal/supervisor will have conducted at least one formal observation of a non-probationary teacher and at least a second formal observation of a probationary teacher focused on the Quality Standards and Elements.
 - Prior to a formal observation, the principal/supervisor will meet with the teacher for a pre-observation conference.
 - Following a formal observation, the principal/supervisor will meet with the teacher for a post-observation conference to engage the teacher in reflecting on the lesson as well as to provide feedback regarding the teacher's strengths and areas for growth.
 - In addition to the required formal observations, it is always the prerogative of the principal/supervisor to conduct and complete additional observations and conferences through their own initiative or at the request of the teacher.
- Mid-Year Conference
 - Prior to January 31st of an academic year, the principal/supervisor shall conduct a mid-year conference with the teacher to discuss the teacher's performance as related to the Quality Standards and Elements as well as progress towards successful completion of their professional growth plan.
 - Completion of a formal written mid-year evaluation is optional for all teachers at the discretion of the principal/supervisor or at the request of the teacher.

- End-of-Year Conference and Evaluation
 - At least two weeks prior to the last student day of an academic year, the principal/supervisor shall have completed an end-of-year conference and evaluation of the teacher's performance using the Quality Standards and Elements and will include the final data from the Measures of Student Learning. A final effectiveness rating shall be assigned once a year, using a body of evidence collected in the months prior. Each evaluation report shall:
 - Be completed in the Colorado State Model Performance Management System (RANDA).
 - Be specific to the strengths and areas for growth in the performance of the individual being evaluated.
 - Be discussed and signed by the evaluator and the teacher being evaluated.
 - Be reviewed by a supervisor of the evaluator.

Performance Evaluation Ratings

The following four performance evaluation ratings shall be used in the District:

- Ineffective:
 - Implications for earning or losing non-probationary status:
 - For a probationary teacher, a rating of "ineffective" shall not count toward the accrual of three consecutive years of effectiveness needed to reach non-probationary status.
 - For a non-probationary teacher, a rating of "Ineffective" shall be considered the first of two consecutive years of ineffective performance that results in the 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 school year.
- Partially Effective:
 - Implications for earning or losing non-probationary status:
 - For a probationary teacher, a rating of "Partially Effective" shall not count towards the accrual of three consecutive years of effectiveness needed to reach non-probationary status.
 - 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 the 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 school year.

- Effective:
 - Implications for earning or losing non-probationary status:
 - For a probationary teacher, a rating of “Effective” shall count towards the accrual of three consecutive years to earn non-probationary status.
 - 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:
 - Implications for earning or losing non-probationary status:
 - 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”.

Plan for Improvement Following an Ineffective or Partially Effective Rating

A non-probationary teacher who receives an FER of “Ineffective” or “Partially Effective” shall be placed on a plan for improvement for the subsequent school year.

The plan for improvement shall include, but not be limited to:

- specific areas of performance requiring improvement
- measurable goals aligned the identified performance concerns
- timelines and progress-monitoring checkpoints

A non-probationary teacher placed on a plan for improvement under this section shall retain non-probationary status during the improvement year. A second consecutive FER of Partially Effective or Ineffective will result in the loss of their non-probationary status.

Appeals Process

A non-probationary teacher may appeal a SECOND consecutive rating of “Ineffective” or “Partially Ineffective”. The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures. A probationary teacher may not appeal a Final Effectiveness Rating.

A non-probationary teacher may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

A non-probationary teacher may appeal in accordance with the following:

- The non-probationary teacher must file a written appeal with the Superintendent or designee within fifteen (15) calendar days of the teacher's receipt of an end-of-year evaluation informing the teacher of his or her performance rating of ineffective.
- A non-probationary teacher's grounds for appealing an "Ineffective" or "Partially Effective" rating shall be limited to the following:
 - The evaluator did not follow evaluation procedures that adhere to the requirements of applicable law and that failure had an impact on the teacher's performance rating; or
 - The data relied upon was inaccurately attributed to the teacher.
- The non-probationary teacher shall have the burden of demonstrating that a rating of effectiveness was appropriate.
- The Superintendent or designee shall review the non-probationary teacher's appeal and provide the teacher with a written decision regarding the appeal within thirty calendar days of the Superintendent's receipt of such appeal. The Superintendent's decision shall be final.

Progress Toward Non-Probationary Status

In accordance with C.R.S. § 22-63-203, the District recognizes non-probationary status only when a teacher has completed three consecutive years of demonstrated effectiveness while holding a valid Colorado initial or professional teacher license.

Effective July 1, 2026, teachers employed under an authorization or alternative license, including but not limited to the examples listed below, shall not be considered a probationary or non-probationary teacher for the duration of such authorization or alternative license.

- Alternative teacher license
- Career & Technical Education authorization
- Emergency authorization
- JROTC Instructor
- Temporary Educator Eligibility (TEE) authorization

Service performed while the teacher holds an authorization or alternative license shall not count toward the accrual of years required for non-probationary status. The probationary period shall begin only upon issuance of a Colorado initial or professional teacher license.

Upon transition to an initial or professional license, the teacher shall begin accruing eligible service time toward non-probationary status in accordance with state statute and District evaluation requirements.

Impact of Approved Leave of Absence on Probationary Status

A probationary teacher must complete three consecutive years of demonstrated effectiveness, as defined in C.R.S. § 22-63-203, to attain non-probationary status.

A school year in which a probationary teacher exceeds sixty (60) workdays of absences due to an approved leave of absence shall not be counted toward the statutory requirement of three consecutive years of demonstrated effectiveness.

The teacher's probationary status for the school year in which the leave of absence occurs shall remain the same for the following school year. The teacher will resume progress toward non-probationary status in the next school year in which they do not have an approved leave of absence that exceeds sixty (60) days and receives an "Effective" or "Highly Effective" Final Effectiveness Rating.

Adopted: July 14, 2010

Revised: July 1, 2013

July 1, 2014

July 1, 2016

July 1, 2017

July 1, 2019

July 1, 2020

August 1, 2020

July 1, 2021

July 1, 2022

September 1, 2023

August 12, 2024

July 1, 2026

Adopted: **July 14, 2010**
Last Revised: **July 1, 2026**

Attachments	<u>GCN 1 R Evaluation of Non-Administrative Licensed Staff (Teachers) Procedure</u>
-------------	---