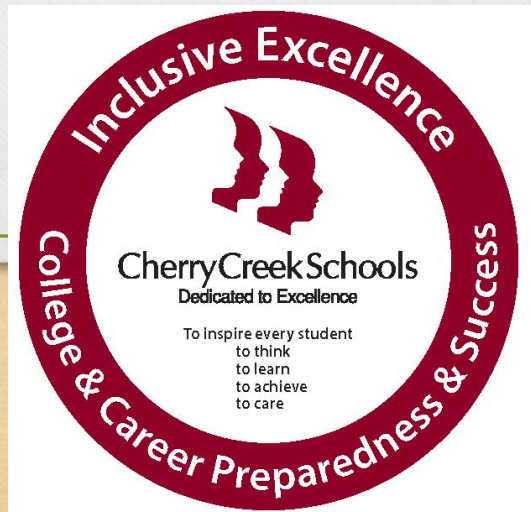


Cherry Creek Schools 1338 Committee 10.22.18

2018-2019



Welcome/Introductions: Name, Role and Fall Break Woohoo!



Purposes of S.B. 10-191

- A system to evaluate the effectiveness of licensed personnel and ***continually improve*** the quality of education and student outcomes.
- Provide ***meaningful feedback*** for professional growth and continuous improvement.
- Provide a *basis for* ***making decisions*** in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and nonrenewal of contract.

Critical Effects of S.B. 10-191

- Changes non-probationary status from one that is earned based upon years of service to one that is achieved based upon three consecutive years of demonstrated *effectiveness*.
- Non-probationary status may be lost based upon two consecutive years of *ineffectiveness*.
- Allows for non-probationary status to become “portable”: portability is the ability for a non-probationary teacher to move to another district and retain their status.
- Requires annual evaluations for all educators including principals and non-probationary teachers.
- Prohibits forced placement of teachers (mutual consent)

Purpose of 1338 Committee

- **Purpose:**
- The 1338 Council was formed pursuant to state law to serve in an advisory capacity to the Board of Education.
- The Council is charged with advising the local Board of Education as to the fairness, effectiveness, credibility, and professional quality of the certificated personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said systems (C.R.S. 22-9-107(2)).

“One Voice”

- Ongoing Professional Dialogue
- Focus on Growth Mindset
- Inter-rater Reliability
- Meaningful Feedback
- Collaboration between CCSD and CCEA



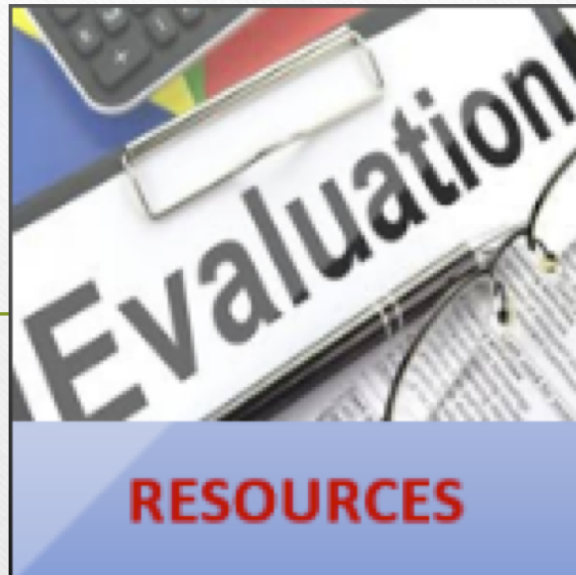
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Educator Effectiveness Team

- Amber Sorg – Director of Instruction & Educator Effectiveness
- Julie Jaeger – Director of Human Resources
- Courtney Smith – Assessment & Evaluation Specialist
- Lucy Giniewski – Data Analyst (Halogen)
- Scot Kaye – CCEA President
- Kasey Ellis – CCEA Vice President
- Lakysa Dixon - VIL Teacher/CCEA Intern
- Pam Sippel – CTHS Teacher/CCEA Intern



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Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

Students

Colorado Academic Standards

Assessments

- RTI
- PBIS
- Targeted interventions
- IEPs

Educators

Educator Quality Standards

Educator evaluations

- Induction
- Mentoring
- Professional development plans
- Remediation plans

Schools/ Districts

Performance Indicators

School and district performance frameworks

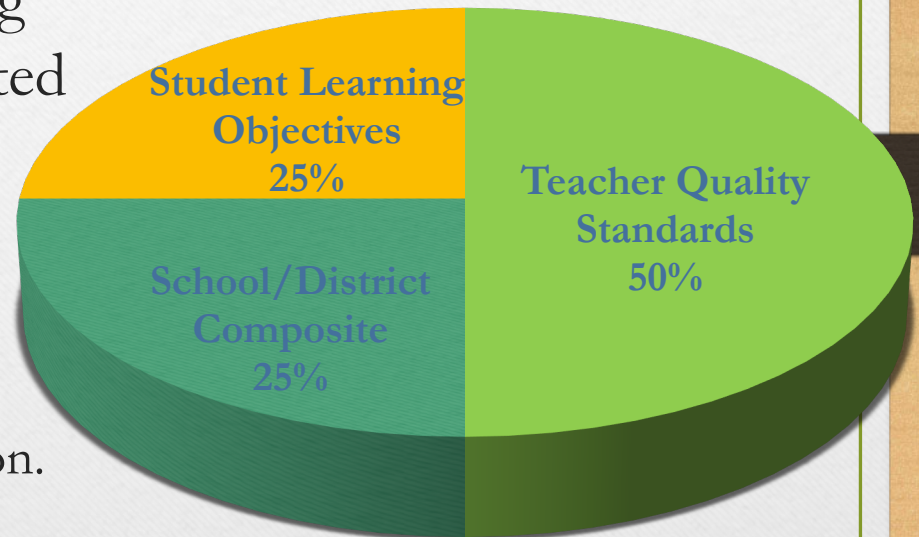
- Unified planning
- Priority
- Turnaround

Types of Evaluations:

- Classified – bus drivers, food service, TA's, BAS staff, custodians, educational office professionals, staff support, vehicle maintenance, etc. (new CCSD-generated rubric as of 17.18)
- Licensed:
 - Teachers (new CDE rubric as of 18.19)
 - Special Service Providers (SSPs) – OT, SLP, Mental Health, Nurses, etc. (new CDE rubric anticipated for 19.20)
 - Non-teaching Licensed Rubric (CCSD-generated)
 - Principal (new CDE rubric anticipated for 19.20)

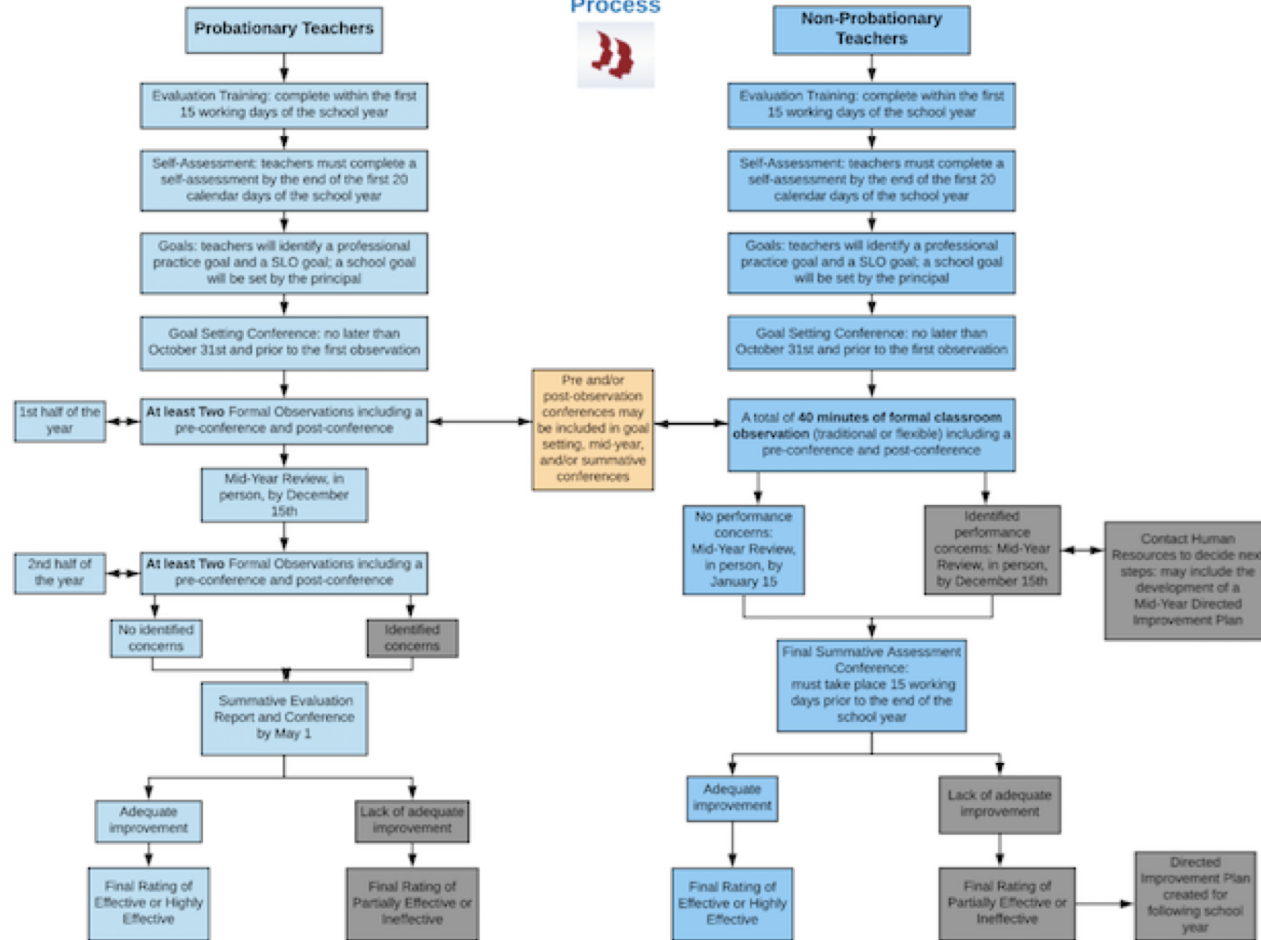
Weighting of Evaluation Components:

- Teacher Quality Standards count as 50% of educator's evaluation.
- Measures of Student Learning (Standard V)* must be weighted at 50% of an educator's evaluation:
 - School/District Composite Score will account for 25% of an educator's evaluation.
 - Student Learning Objective process will account for 25% of an educator's evaluation.



*MSL source for NTL rubric employees does not include SLO.

CCSD Teacher Evaluation Process



Current State

- **CCEA Internship Project – share feedback themes**
- **Training - focus and audience district-wide**
- **Administrators – feedback from trainings**

Evaluation Goals

School Goal

- Based on a school-wide achievement focus
- Created by the principal in collaboration with the building leadership team/guiding coalition
- Recommendation is that student data is utilized and monitored over the course of a school year
- Each teacher is responsible for understanding their role and contribution to the school goal

Student Learning Objective Goal

- Individual component of Measures of Student Learning Standard V
- Purpose of the goal is to progress monitor
- Reflect on student learning
- Recommendation to develop and monitor the SLO Goal as part of a PLC
- Write one each year

Professional Practice Goal

- Based on the Professional Practices Standards I-IV
- Purpose of the goal is growth of the educator
- Reflection on growth as an educator
- Written as an individual goal
- Write one each year

Documentation

- CCSD Employee File
- Halogen Evaluation File
- Building File



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New Teacher Rubric

(Handouts if you would like them)

New Rubric

	Former Teacher Rubric	Current Teacher Rubric
Number of Standards	5	4
Number of Elements	27	17
Number of Professional Practices	309 <i>(for an elementary teacher of literacy and mathematics)</i>	165



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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).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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Performance Rating Levels

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district organized plan of instruction.

Elements of the Standard

<p>THE TEACHER</p> <p>plans lessons that reflect:</p> <ol style="list-style-type: none"> 1 <i>Colorado Academic Standards.</i> 2 <i>Relevant instructional objectives.</i> 3 <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER</p> <p>implements lessons that:</p> <ol style="list-style-type: none"> 4 <i>Align to the district's plan of instruction.</i> 5 <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 6 <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 7 <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 8 <i>Can provide a relevant connection to the standard in their words.</i>
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Professional Practices

Future Topics of Discussion

- Consider
 - Feedback to CCSD Educator Effectiveness Team
 - Feedback to CDE on SSP future rubrics
 - Other thoughts

Thoughts
for the

GOOD of the ALL!