



At – A – Glance Evaluation Guidelines for Teachers 2016-17

*Sections are borrowed from the APS Guidelines for Evaluators

The Colorado Professional Teaching Standards are designed to allow a teacher to grow and show improvement in their instruction over the course of the school year. The implementation and evaluation of the system must embody continuous improvement and provide meaningful and credible feedback. Visit the [CDE website](#).

Activity	Timeline	Additional Information	Where Information is Referenced
Orientation for Educators	Prior to August 31, 2016 OR within three weeks after educator begins work.		AEA/ APS Master Agreement, Article 36, Section C-1
Self-Assessment and Professional Growth Plan	Prior to August 31, 2016 OR within three weeks after educator begins work. Within three weeks of start date teachers will be given at least one hour to begin the process of self-evaluation and/ or the professional growth plan. Meeting with Evaluator by Sept. 15, 2016	Sharing the Self-Assessment document is optional. You will share information from your self-assessment verbally when meeting with your evaluator to finalize your PGP. At least one hour provided during an inservice, faculty meeting, or professional development. Minimum of 2 goals <u>Goal 1</u> – based on past eval and self-assessment. <u>Goal 2</u> – based on site or district UIP	AEA/ APS Master Agreement, Article 36, Section C-1
Student Learning Objective Student Outcome Objective	Begin work by August 31, 2016 OR within three weeks after educator begins work. Final Draft Oct. 21, 2016	Teachers: 1 SLO required but can choose to have more than one TOSAs: 1 SLO or SOO required (depending upon job duties) Can choose to have more than one Principals/APs: 1 SLO required but can choose to have more than one SSPs: 2 SOOs required but can have more than two	Aurora Public Schools Evaluation Handbook Aurora Public Schools SLO/SOO Handbook
Pre-Observation Conf for formal Evals	At least two working days before observation.	When completed, document should be attached to RANDA tool.	AEA/ APS Master Agreement, Article 36, Section B-3.
Formal Observation	Probationary One formal observation prior to the end of the first semester Nonprobationary One formal observation prior to the end of January. Minimum of three weeks between post observation and next formal observation	Probationary - Minimum of two formals Nonprobationary - Minimum of one formal One class period or a minimum of 45 minutes	AEA/ APS Master Agreement, Article 36, Section B.
Post-Observation Conf	Within five days of formal observation Minimum of three weeks between post observation and next formal observation	When completed, document should be attached to RANDA tool.	AEA/ APS Master Agreement, Article 36, Section B.
Informal Observation	Minimum of four informal observation (minimum one week between each) Within two working days teacher provided with feedback including date, time and Quality Standard.	Informal observation should be spread throughout the year. Minimum of 10 minutes. You should be given opportunity to provide feedback and ask questions	AEA/ APS Master Agreement, Article 36, Section B.



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Mid-Year Review	Probationary – by end of first semester, Dec 16th Nonprobationary – be end of January, Jan 31st	Documented in RANDA to include observed practice to date and suggestions for improvement. Given rating to this date based on Standards 1 - 5	AEA/ APS Master Agreement, Article 36, Section C.
Final Review	Probationary (recommended for nonrenewal) - held by March 14th Probationary/ Nonprobationary (continuing) – held by May 5th	Nonrenewal language (Probationary) – “Due to performance concerns documented in this evaluation, I am recommending nonrenewal of your employment.” Collaboratively discuss areas for growth based on this year’s progress and set goals for the next school year.	AEA/ APS Master Agreement, Article 36, Section C. CDE User’s Guide, and per statute
Goal Setting/ Planning			

**** For teachers hired after the official report date see Article 36, Section B – Timelines**

Advocating for your Professional Performance

Here are some things to consider when meeting with your evaluator or reflecting on your instructional practice:

1. “What evidence do you need to see in order for me to be proficient?”
2. “What do you need to see me do in order to be proficient?”
3. “What supports and resources are available to help me become more proficient in this area?”
4. “Would you be able to see ‘this’ if you observed me more often?”
5. “Can you provide a model of ‘this’ to help me better understand?”
6. “What does my instruction in ‘this’ area need to look like in order for me to be Accomplished or Exemplary?”

Keep in Mind

1. Evidence is not required for every element.
2. Evidence should be used to clarify differing opinions or provide opportunity to show proficiency that couldn’t otherwise be observed.
3. Evidence can be shared before, after and during the observation process.
4. Invite the evaluator to observe more frequently so less “hard” evidence is needed.
5. Informal observations do not just occur in the classroom, they can occur during PD, PLCs, faculty meetings and interactions with colleagues. Informal feedback should be in writing with an opportunity for you to respond.
6. When asked to sign your final evaluation you can request more time to review it before signing and you may also write a rebuttal. If a rebuttal is written it will be uploaded and attached to your evaluation.
7. Be proactive about deadlines. If your scheduled evaluation was missed check back with your evaluator to reschedule.
8. Administrator or Designee

From Article 36, Performance Evaluation - A non-probationary teacher who has met standards on his/her most recent performance evaluation may request a building administrator or administrator’s designee to serve as the evaluator. If the teacher requests the designee, the teacher would not be permitted to select a specific individual. **This request will be honored to the extent practicable.** Factors taken into consideration when assigning an evaluator will include but not be limited to, the balance of teachers assigned to the building administration/designee and content area expertise. (2014).

9. The option to choose an administrator or designee only exists in buildings where designees are being used to help with evaluations.