

A stylized illustration of a winter forest. The trees are rendered in shades of teal and light green, with white outlines and small white dots scattered throughout, suggesting snow or frost. The background is a light green with a subtle geometric pattern of overlapping triangles. The overall style is clean and modern.

Scott SAC Meeting Principal Message

January 15, 2020



Good Things



Fall Panorama Survey Data



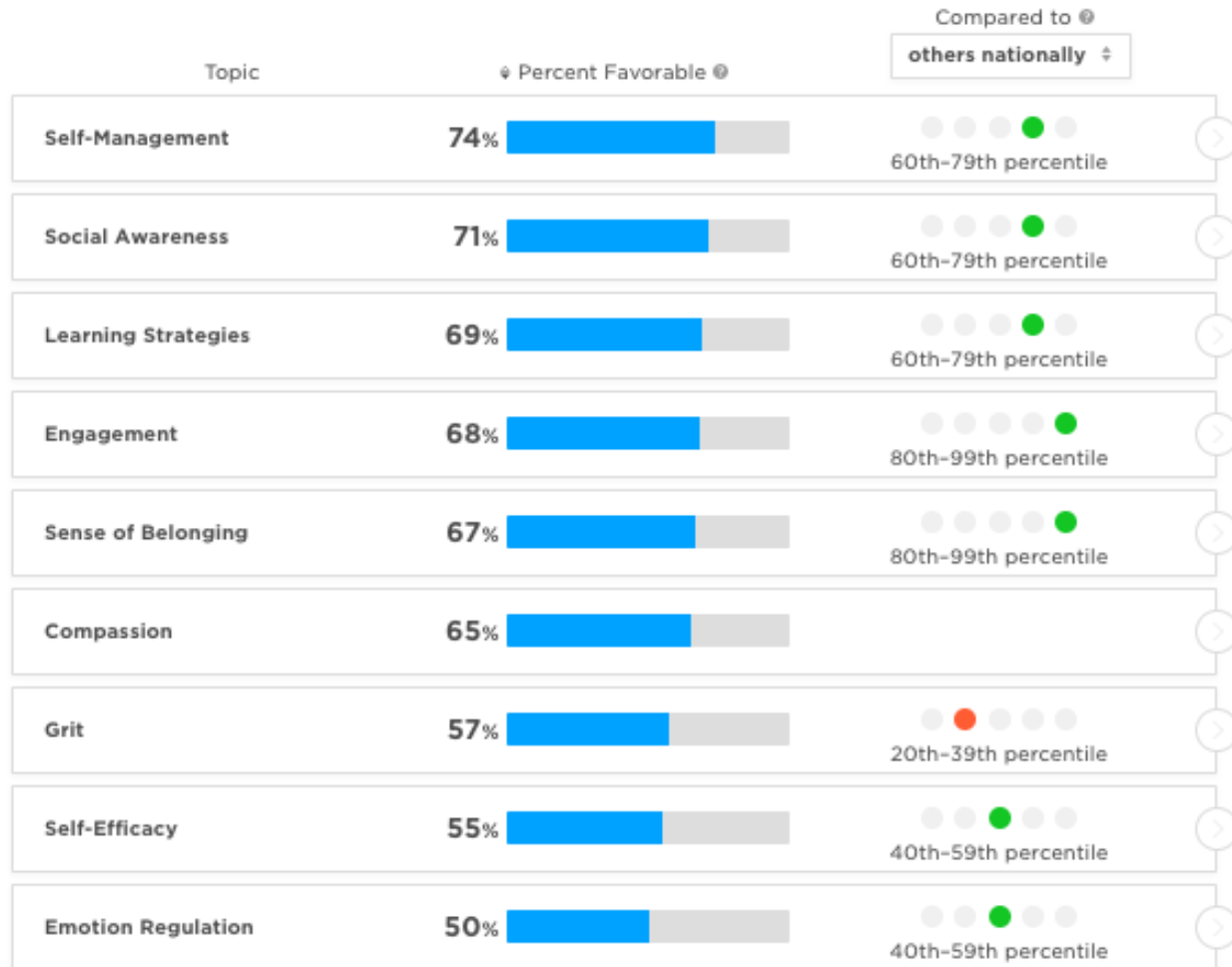
Fall 2019 Student SEL Competencies

How did students perceive their own social-emotional skills?

Panorama for SEL -- Grades 3-5

288 responses | [show breakdown](#)

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Results by Group

[Export Excel](#)[Choose a survey](#)[Hide values](#)[Color blind-friendly colors](#)

Fall 2019 Fall 2019
Student SEL
Competencies

Group Name

Group Size

Compassion
Emotion Regulation
Engagement
Grit
Learning Strategies
Self-Efficacy
Self-Management
Sense of Belonging
Social Awareness

All respondents	288	65%	50%	68%	57%	69%	55%	74%	67%	71%
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Student Gifted Status

NO	258	+1	0	0	0	0	-1	-1	-1	0
YES	30	-7	+5	+3	-1	+4	+13	+8	+5	+7

Student Special Education Status

NO	266	+1	+1	+1	+1	+2	+3	+1	+1	+1
YES	22	-8	-6	-15	-13	-24	-31	-18	-14	-11

Student Gender

f	133	+6	0	+4	-2	+2	0	+3	-1	+3
m	155	-5	+1	-3	+1	-2	0	-3	0	-2

Student Grade Level

3	91	-1	+2	-5	-1	-3	-3	-4	-1	0
4	97	+5	0	0	-1	+2	+2	0	-4	-2
5	100	-2	0	+4	+1	+1	+2	+3	+4	+3

Student Race

Hispanic	57	0	-5	-3	+3	+4	+1	+1	-4	-3
TwoOrMoreRaces	27	+5	+2	-3	+1	0	-1	+2	+6	-1
White	185	0	+2	+1	-1	-2	0	0	+1	+2
All other	19	-3	-3	+4	-3	+4	+4	-16	-12	-3



DIBELS Next (K-5)



ADB 2 (2-5)



Budget

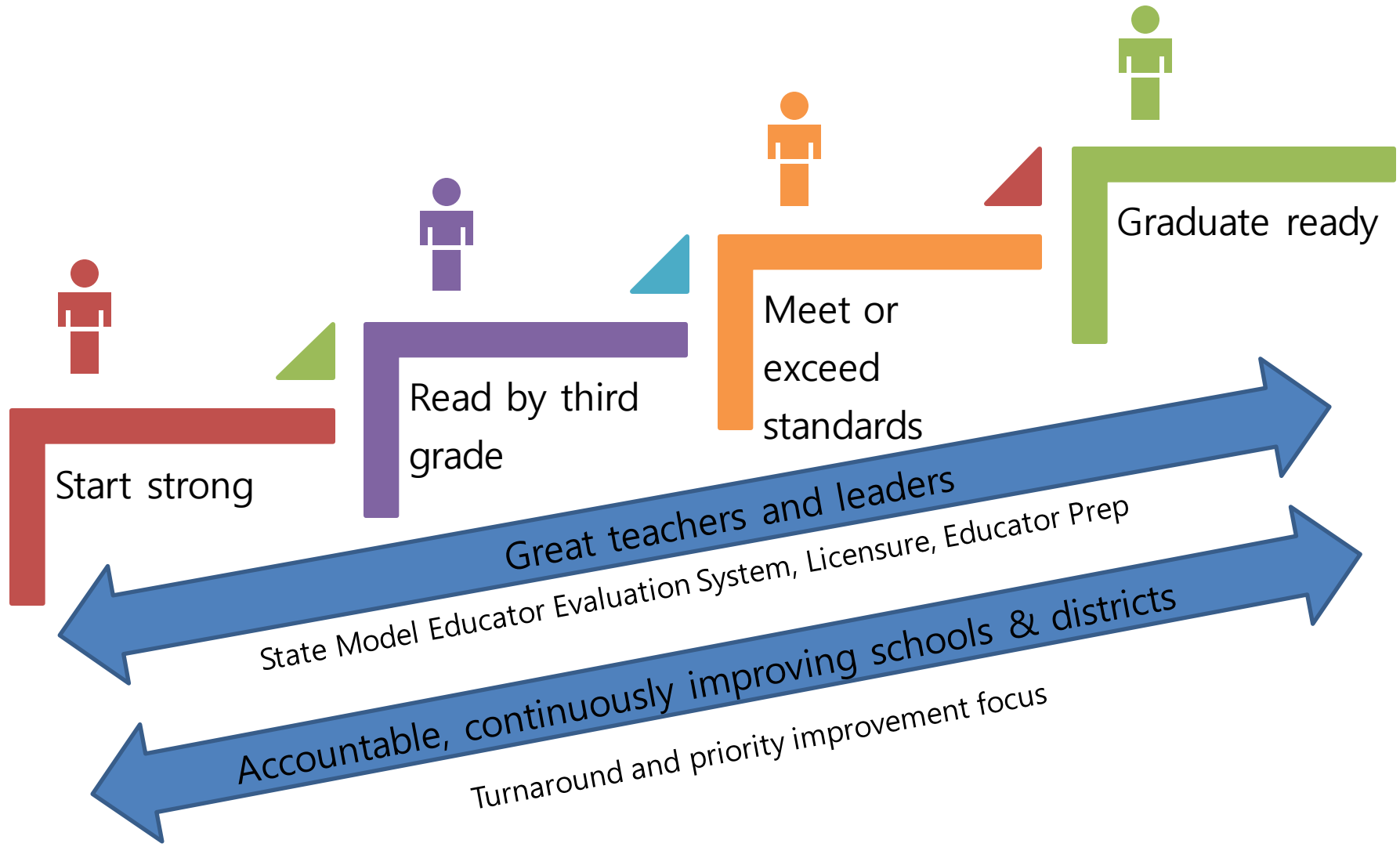


COLORADO
Department of Education

Educator Evaluation 101

Legislative Overview, Professional Practice and Measures of
Student Learning

Strategic Goals: Every Student Every Step of the Way



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?

	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	<ul style="list-style-type: none"> • RTI • PBIS • Targeted interventions • IEPs
Educators	Educator quality standards	Educator evaluations	<ul style="list-style-type: none"> • Induction • Mentoring • Professional development plans • Remediation plans
Schools/ Districts	Performance indicators	School and district performance frameworks	<ul style="list-style-type: none"> • Unified planning • Priority • Turnaround

Rubric Details

	Teacher Rubric	Principal Rubric
Number of Standards	4	4
Number of Elements	17	17
Number of Professional Practices	167	215

Rubric Rating Levels

Standard				
Basic	Partially Proficient	Proficient	Accomplished	Exemplary
Element				
Professional Practices	Professional Practices	Professional Practices	Professional Practices	Professional Practices
0 Educator's performance on professional practices is significantly below the state quality standard.	1 Educator's performance on professional practices is below the state quality standard.	2 Educator's performance on professional practices meets state quality standard.	3 Educator's performance on professional practices exceeds state quality standard.	4 Educator's performance on professional practices significantly exceeds state quality standard.



Critical Effects of S.B. 10-191

- Requires statewide minimum standards for what it means to be an effective teacher or principal
- Requires annual evaluation of all teachers and principals
- Requires that all teachers and principals be evaluated at least 50% on the academic growth of their students

Probationary Status

- Colorado Revised Statutes Title 22 Education § 22-63-203: Probationary teachers: renewal/nonrenewal of employment contract
- Teachers are probationary during their first three years of employment in a school district, unless they have portability
- Many districts do not grant portability (will be listed in the job posting)
- Probationary teachers may be non-renewed any time within their first three years
- No reason is required legally for non-renewal

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 earned based upon three consecutive years of demonstrated effectiveness
- Provides that non-probationary status may be lost based upon two consecutive years of ineffectiveness
- Makes non-probationary status portable
- Prohibits forced placement of teachers