

Colorado Springs School District 11
SB10-191 Frequently Asked Questions (FAQs)
About MSLs/SLOs for the
Colorado Performance Management System

CDE

1. What are CDE's requirements?

The evaluation requirements include opportunities for reflection, review, professional development, and growth. S.B. 10-191 requirements include:

- Annual evaluations for all teachers and principals
- Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation
- The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time
- Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness
- Non-probationary status is lost after two consecutive years of ineffective ratings

TEACHERS

1. How long does a teacher need to be employed in order to receive a full evaluation?

A teacher needs to be employed a minimum of six weeks to receive an evaluation. However, if the six weeks involves the assessment window, then contact Human Resources.

2. If a teacher is hired in 2nd semester, what are the requirements for their evaluation?

Option 1: If insufficient student learning time presents itself, exception to the rule defaults to one collective attribution reflecting the DPF (100%).

Option 2: One collective attribution reflecting DPF (4%) and if sufficient student learning time presents itself, one individual attribution (96%); otherwise, exception to the rule defaults to one collective attribution reflecting the DPF (100%).

Option 3: One collective attribution reflecting SPF (4%) and if sufficient student learning time presents itself, one individual attribution (96%); otherwise, exception to the rule defaults to one collective attribution reflecting the DPF (100%).

3. If a teacher asks questions about how they are being evaluated, where can the information be found?

<http://www.d11.org/HR/Pages/Educator-Effectiveness-CDE.aspx>

4. If a teacher leaves before the end of the year, how does the evaluator complete the evaluation?

We encourage all evaluators to complete the evaluation before they leave or change positions, but principals can "hard close" with a choice of reasons.

5. In regards to a term prior to the end of the year, how is portability impacted?

As long as they stay in the state, their records will be accessible no matter where they go.

6. What happens when a teacher transfers from one location to another mid-year?

We encourage evaluators to complete the teacher evaluation before they move to their next position, then the change is made in RANDA.

7. Teacher is going on leave, when should the evaluation be completed? (Maternity, FMLA, Administrative Action, etc.)

According to CDE, a teacher should be able to have a complete evaluation if they have been in your building for a minimum of six weeks. If they have not been in your building for six weeks, evaluators can "hard close" the evaluation using a menu of reasons.

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- 8. Who does the evaluation if a teacher is in multiple buildings?**
We will contact the individual being evaluated to verify “who” will be completing the evaluation.
- 9. How is an evaluation completed if the teacher is in multiple buildings?**
Information will be requested from other buildings to provide input for the assigned evaluator to complete the evaluation.
- 10. What happens when retired teachers and principals come back to the district to work?**
They will not be in RANDA if they come back as a “temporary employee”; otherwise, they will be added to RANDA and receive an evaluation.
- 11. What happens if the evaluator changes mid-year?**
We will change the evaluator in RANDA.
- 12. SLOs (MSLs)**
Student Learning Outcomes (Measures of Student Learning) – the other 50% of teacher and principal effectiveness.

SSPs

- 1. SOMs (Student Outcome Measures or SOOs (Student Outcome Objectives))**
These measures apply to SSPs (Specialized Support Professionals), TOSAs (Teachers On Special Assignment), i.e., social workers, nurses, counselors, occupational therapists, speech language pathologists, psychologists, etc.
- 2. How are SSP evaluations calculated?**
50% for professional practice and 50% for SOMs/SOOs

TOSAs AND DEANS

- 1. Will TOSAs and Deans be in the RANDA System?**
Yes, using the Instructional, Non-Instructional and Dean of Student rubrics
- 2. How are the positions of LTE, TLC, TOSA and Dean evaluated in the Educator Evaluation System (RANDA)?**
<http://www.d11.org/HR/Pages/Educator-Effectiveness-CDE.aspx>

SUBSTITUTES

- 1. Are long term substitutes evaluated in the electronic evaluation system?**
No.

OBSERVATIONS

- 1. How is an employee evaluated when they start after the beginning of the school year?**
See #2 under teachers – They would own the collective of the building similar to the principal SLO; thus, “do no harm to the educator”
- 2. If a teacher is INR and starts late in the first quarter, when are the formal observations?**

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An INR/Probationary teacher must be evaluated once during each of the first two (2) quarters. If the teacher starts late into the first quarter, then they should be evaluated at least once during second quarter.

- 3. When do the formal observations have to be completed if the teacher did not start until after the first day of school?**
 - Probationary Teachers – once during each of the first two (2) quarters.
 - Non-Probationary Teachers – once prior to February 15th. However, keep in the mind the mid-year evaluation is mandatory and must be completed by January 31st. Best practice would be to have that observation prior to January 31st.

PGPs

- 1. What's the difference between a Professional Growth Plan (PGP) and a Measurement of Student Learning (MSL)?**

A PGP focuses on the development of the teacher, and a MSL is the data collected as a result of the educator's instruction.
- 2. Is it required to have a PGP and an MSL?**

Yes, they are a part of the 9-step evaluation process.
- 3. Should the PGP be created around a teacher's professional growth?**

Yes, in RANDA it follows and supports the adopted 5 teacher quality standards.
- 4. Should the MSL focus on student growth?**

Yes, according to HB15-1323, Section 10 Colorado Department of Education.

SLOs/MSLs

- 1. Where can information be found on how to write a quality SLO?**

Human Resources, left-hand side – Educator Effectiveness CDE, "General Information", "Teachers", SLO guidance document and templates.
- 2. How many SLOs are needed?**

CSSD11 highly recommends two.
- 3. How many SLOs are required?**

CSSD11 highly recommends two.
- 4. How are chronic student absences handled when writing an SLO?**

This will be a collaborative conversation between the educator and the evaluator.
- 5. What's the minimum number of students for the dataset to be counted as an SLO?**

In general, it depends on the situation. The number of students should reflect the teacher's scope of responsibility.
- 6. Who can we contact if we have questions about the dataset?**

Educational Data and Support Services (EDSS)

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- 7. What if you change positions within your own building; how does that affect the SLO(s)?**
Complete the SLO, if possible, by gathering the data for the SLO information and have the evaluator rate it in order to complete the evaluation process.
- 8. What are the CSSD11 agreed upon percentages for the Individual and Collective SLOs?**
For classroom teachers and TOSAs: 48/48; SSPs 50/50.
- 9. If I hire someone after the first semester, do I have to have the teacher complete SLOs/MSLs?**
Yes, minimum of 6 weeks in your building or 72 days with students.
- 10. Should I add comments in the comment area for any teachers that are hired late in the school year because they are unable to complete the process for evaluation?**
Yes.
- 11. Can my MSL be written contingent upon contact time with students?**
Yes.

ARTIFACTS/EVIDENCE

- 1. When are artifacts required for an evaluation?**
In a case where evidence in support of a rubric area was not observable, an evaluatee may upload artifacts for an evaluation.
- 2. How are artifacts “uploaded” into RANDA?**
There is a feature in RANDA on the evaluation page for “Evidence” on the MSL/MSO Worksheet and the “Evaluation Assessment Rubric” page.
- 3. Define the “two week window” for providing evidence if a teacher does not agree with the evaluation rating.**
The teacher has two weeks to gather evidence for disagreement in support of evaluation.

RATINGS

- 1. How is a teacher’s final rating determined?**
The final rating is calculated within RANDA once the correct number of observations have been completed, the MSL/MSO Worksheet has been rated, and the Evaluation Assessment Rubric has been completed with all signatures.
- 2. Would the observer and the learner be able to see their information throughout the year?**
Yes, all information can be shared.
- 3. How will teachers monitor progress toward ratings?**
They can monitor progress toward rating in RANDA as long as the evaluator “shares” the information by “clicking” the button anytime any changes have been made.

APPEALS PROCESS

- 1. Why would a teacher request an appeal?**
A non-probationary teacher may file a written appeal notice within fifteen (15) calendar days of receiving two consecutive years of ineffective ratings.

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2. If I disagree with an observation, can I have a second observer?

- A teacher put on a Remediation Plan has the right to request and be given a second evaluation by a different District evaluator prior to the implementation of said Remediation Plan. The District provides a list of Second Evaluators for the teacher to select from.
- Teachers cannot request a second observer just based on one observation. They should have a conversation with their Principal.

3. Where can I find the information on the Appeals Process?

- The appeals process is located in the Master Agreement: Article XII.K, p. 61.
- Teachers have access to a hard copy of the Master Agreement if they can locate it online on the Human Resources webpage / Labor Organizations.
- Teachers may also access the information by reviewing the Teacher Protocol Document, which is located on the Human Resources web page. Human Resources/Evaluations/Teachers/Teacher Protocol Document.

4. What does the Appeals Process look like for a teacher?

- A non-probationary teacher may file a written appeal notice within fifteen (15) calendar days after receiving two consecutive years of an Ineffective or Partially Effective rating. The written appeal will be filed with the Superintendent.
- The burden of proof will rest with the non-probationary teacher to demonstrate grounds for an appeal.
- The appeals process must be completed within ninety (90) calendar days.
- Grounds for an appeal will include the following:
 - The evaluator did not follow evaluation procedures that adhere to the requirements of statute and rule and that failure had a material impact on the final Performance Evaluation Rating (PER) that was assigned.
 - The data relied upon was inaccurately attributed to the Teacher.
- The Superintendent shall review the non-probationary teacher's appeal and provide the Teacher a written decision regarding the appeal within thirty (30) days of the Superintendent's receipt of the appeal.
- The Superintendent's decision shall be final.
- If the Superintendent determines that a rating of Ineffective or Partially Effective was inaccurate, but there is insufficient information to assign a rating of effective, the non-probationary teacher shall receive a "no score" and shall not lose his or her non-probationary status. However, if in the following academic school year that same teacher receives a final rating of Ineffective or Partially Effective, this rating shall have the consequence of a second consecutive Ineffective rating and the teacher shall be subject to loss of non-probationary status.