

**MANITOU SPRINGS SCHOOL DISTRICT #14
LICENSED AND CLASSIFIED STAFF**

**PERFORMANCE
EVALUATION
HANDBOOK
2018-19**

**Relationships
Rigor
Opportunity**

DISTRICT VISION STATEMENT

Compassionate citizens, contributing with knowledge and integrity, to a dynamic world.

DISTRICT MISSION STATEMENT

Manitou Springs District 14 is dedicated to:

- Providing a safe and caring learning environment
- Encouraging all students to reach their potential
- Preparing responsible citizens

Acknowledgments

Every district employee is an integral part of the education of students. The goal of the evaluation process is to ensure the highest quality instruction and support service are provided to our students. The evaluation process also serves as a catalyst for recognition of the accomplishments for all employees as they grow and learn within their positions throughout the district.

This handbook reflects legal obligations as specified by Colorado Revised Statutes 22-9-106 through 22-9-109. Please refer to the Colorado Revised Statutes directly if needed. MSSD 14 has adopted the Colorado Department of Education rubric as revised during the 2017-18 school; and we have added an additional standard that reflects the values of our constituency (relationships, innovation etc.).

Introduction

The MSSD14 evaluation process is designed to be consistent with Colorado State Law and the policies of the school district. It is further designed to be aligned with and advance the goals of the Board of Education Ends Statements.

Legal Requirements

Effective Teacher Evaluation Legislation: Colorado Revised Statutes: 22-9-106 through 22-9-109.

SB 191 (Effective Teacher Evaluation) requires:

- Probationary Teachers receive two documented observations and one written evaluation each academic year. The teacher shall receive this written evaluation at least 2 weeks prior to the last class day of the school year.
- Non-probationary teachers receive at least one documented observation each year and a written evaluation each academic year. The teacher shall receive this written evaluation at least 2 weeks prior to the last class day of the school year.
- The district must meet or exceed the standards set forth by the state adopted teacher /principal evaluation rubric. MSSD 14 has adopted the state rubric for the qualitative measures; and it has added an element regarding relationships/professionalism.
- Teacher evaluations are based on qualitative indicators (50%) and quantitative indicators (50%) of student learning (growth). There are 5 qualitative standards and will be weighted as follows: Quality standards 1-4 will be weighted 10% each (total of 40%). Quality standard 5 will be weighted 60%. The quantitative elements must contain measures of individually attributed

growth; collectively attributed growth, statewide summative results (when available), and results from the Colorado Growth Model for subjects with statewide summative assessment results. The district will also utilize its summative assessments (Aspire), common assessments, and other bodies of evidence to determine student learning status and growth.

Evaluator Training

School principals and administrators, licensed by the Colorado Department of Education are required by Colorado State Law to have been trained in the evaluation of licensed staff. District administrators and principals are required by law and local policy to maintain current CDE licensure.

Licensed Personnel Evaluation Process

Certified Evaluation Forms: See the electronic evaluation system (Exmodula) for rubrics.

- I. **Evaluator:** The Principal or the Superintendent will evaluate each licensed staff member. No evaluation information shall be gathered using electronic recording devices without the consent of the person being evaluated. Evaluations shall be conducted observing the legal and constitutional rights of the person being evaluated.
- II. **Informal Feedback:** Ongoing feedback (including “walk-throughs”) to all District 14 staff is an integral part of the evaluation process. Therefore, informal feedback will be given to staff throughout the academic year. Also, staff who wish feedback are encouraged to meet with their administrator to request this information.
- III. **Artifacts/Evidence:** Teachers/principals shall provide artifacts/evidence that rubric indicators are being met throughout the school year.
- IV. **Licensed Personnel Evaluation Cycle:** Formal evaluations will be comprised of documented observations and a written evaluation. The number of observations and frequency of evaluations depends upon the probationary status of the licensed personnel.
 - A. Probationary teachers receive two documented observations and one written evaluation each academic year. The teacher shall receive this written evaluation at least 2 weeks prior to the last class day of the school year.
 - B. Non-probationary teachers receive at least one documented observation each year and a written evaluation each academic year. The teacher shall receive this written evaluation at least 2 weeks prior to the last class day of the school year.
 - C. Principals/Administrators shall work with the Superintendent throughout the year to provide evidence/artifacts that growth is being made in the qualitative and quantitative elements.
 - D. Licensed Evaluation Cycle (see your building principal for date updates):
 - i. August: Annual Orientation to the evaluation process
 - ii. September: Teacher self-assessment
 - iii. September: Goal setting and performance review
 - iv. January: Mid-year review
 - v. April: Evaluator assessment
 - vi. April 25th: End of year review
 - vii. **May 9th: Final rating given**
 - viii. June 1st of any given school year is the deadline to submit an appeal (see page 4 for appeal process guidelines).

Goals of the Evaluation Cycle:

- Enhance trust and collegiality between the staff member and administrator.
- Reduce teacher anxiety in anticipation of the observation.
- Allow the administrator to review specific behaviors they expect to observe (See Effective Teacher rubric).
- Provide the staff member an opportunity to identify particular aspects of performance on which he/she desires feedback.
- Provide an opportunity to share information about students with specific needs and behaviors.
- Allow the discussion of various data collection tool (s) that will be used for the observation.
- Allow discussion of observation particulars such as expected duration, whether the observation will be scheduled or impromptu, etc.
- Allow the discussion of previously established teacher specific learning goals.

Supervisors may observe classrooms, IEP meetings, RTI meetings, parent/teacher meetings, etc. Observations need not be limited to classrooms only.

All teachers new to the district are assigned a mentor. The professional development team organizes an orientation meeting, district tour and luncheon for the mentors and mentees prior to school starting in the fall. Guidelines and requirements for the Induction Program are reviewed at the orientation meeting. The mentor and mentee continue working together throughout the year.

Remediation Plans: Any person whose performance evaluation includes a remediation plan shall be given an opportunity to improve his or her effectiveness through the implementation of the plan. If the next performance evaluation shows that the person is performing effectively, no further action shall be taken concerning the original performance evaluation. If the evaluation shows the person is still not performing effectively, he or she shall receive written notice that his or her performance evaluation shows a rating of ineffective, a copy of the documentation relied upon in measuring the person's performance, and identification of deficiencies. Each school district shall ensure that a **non-probationary** teacher who objects to a rating of ineffectiveness has an opportunity to appeal that rating, in accordance with a fair and transparent process. The district's appeal process is described below:

Appeals Process (Non-probationary Teachers)

Non-probationary Teachers: (CRS: 22-9-106: 4.5 (b))

If a non-probationary, licensed teacher does not agree with the rating his/her principal has given for the academic year, he/she may appeal that rating by notifying the superintendent in writing that he/she is appealing the rating given by the building principal. This written notice must be submitted **by June 1st** of any given year. At the point of receipt of written notice, the teacher shall then have 45 days to complete his/her appeal. The teacher shall have the burden to demonstrate that a rating of effectiveness was appropriate. The appeal hearing will be conducted as a formal hearing with due process provided to the teacher. This includes having the building principal present to answer questions, clarify process used, and present evidence to the superintendent that the rating given was appropriate. The superintendent's decision is final.

Classified Employees

Introduction

The purpose of the Classified Employees Performance Evaluation System is to provide an accurate and fair evaluation to Manitou Springs District #14 Classified Employees at least annually. An evaluator (primary supervisor) will be designated for each classified employee. This evaluator is responsible for soliciting input from other supervisors and conducting the evaluation process. The designated evaluators are shown in Figure 5.

Job Categories

Job Descriptions exist for all classified employees and are to be reviewed each year as part of the annual evaluation process. Job Descriptions are available in the Superintendent's office and include the following Job Categories. (Some samples are included at the end of this section).

- Bus Driver
- Custodian
- Food Service
- Media Technician
- Paraprofessional
- Secretary
- Bookkeeper
- Other Categories

Classified Employees Performance Evaluation Process

The supervisor and employee will meet annually to plan the upcoming year. This meeting will serve to reach an agreement about 4 major areas.

1. Job Description
 - Key accountabilities of the employee's job
 - Specific responsibility of the employee
2. Standards that will be used to evaluate job performance
3. Review Performance Appraisal Form
4. Time line for the Performance Evaluation Plan
 - A. New hires should have a Progress Review discussion with their supervisors 1-3 months after starting the job. This is an opportunity to ask questions and express concerns.
 - B. The evaluation process using the Performance Appraisal form will be conducted annually for all classified employees.

Support Provided

"New Hire" orientation will be conducted by the employee's supervisor/or supervisors. The job description and the evaluation forms, time lines and evaluation process will be reviewed. Special training sessions may be established as part of the Performance Plan and annual goals for improvement should be developed.

Classified Employee Rating Appeal

Classified employees who are seeking to appeal the evaluation rating given by their immediate supervisor should take the appeal directly to the Director of that department. If the immediate supervisor is the Director of that department, then they may take their appeal to the superintendent. The burden shall be upon the employee to demonstrate that a rating of proficient or above was appropriate. The superintendent shall then have 15 days to make a decision regarding the appeal. The appeal must be made by June 1 of any given school year for 9-month employees and by July 1 of any given school year for 12-month employees. The decision of the superintendent is final.

In addition, as with licensed employees, classified employees have the right to disagree with any of the conclusions or recommendations made in the evaluation report. The employee may attach to the evaluation report any written explanation or other relevant documentation that the employee deems necessary. Any material violations of process and/or procedure can be appealed to the Board of Education.