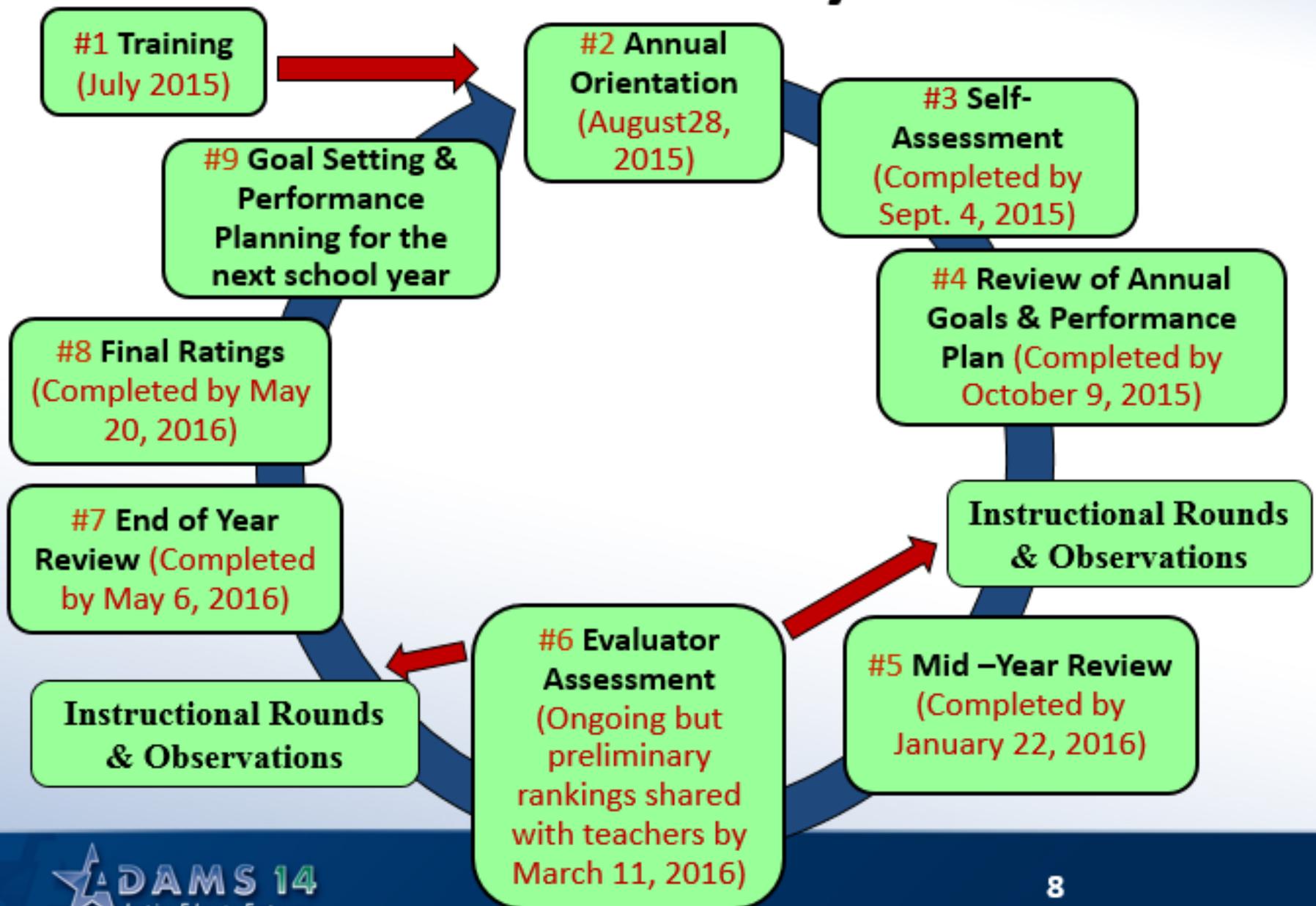


Evaluation Cycle



EVALUATION PROCESS COMPONENTS:

<p style="text-align: center;">1</p> <p style="text-align: center;">TRAINING</p> <p>Every educator involved in using the Colorado State Model Evaluation System must have been trained by a CDE approved training program. This process helps to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">ANNUAL ORIENTATION</p> <p>Each district should provide an orientation on the evaluation system, including all measures to which the educator will be held accountable, no later than the end of the first two weeks of school each year. This will ensure that educators who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">SELF-ASSESSMENT</p> <p>Each educator should complete a self- assessment by the end of the first month of the school year. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers and school for the current year.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">REVIEW OF ANNUAL GOALS & PERFORMANCE PLAN</p> <p>As soon as the educator's self-assessment has been completed, the evaluator and person being evaluated should review the school's annual goals to ensure alignment with the goals included in the educator's performance plan. This step allows the teacher to consider the unique context for that year with respect to the school's culture, student body, community issues and changes in district initiatives and to adjust professional and school goals.</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">MID-YEAR REVIEW</p> <p>The educator being evaluated and the evaluator should schedule time to review progress toward achieving school and personal goals. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date.</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">EVALUATOR ASSESSMENT</p> <p>Evaluators should review the performance of educators being evaluated throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of- year review.</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">END-OF-YEAR REVIEW</p> <p>The evaluator and educator being evaluated discuss the educator's performance ratings on the rubric and measures of student learning, self-assessment ratings, artifacts and any evidence needed to support the evaluator ratings.</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">FINAL PROFESSIONAL PRACTICES RATINGS</p> <p>Should the evaluator and the educator being evaluated not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at an agreed upon rating. The suggested two- week period provides adequate time to collect and summarize the evidence and have a discussion to determine final ratings.</p>	<p style="text-align: center;">9</p> <p style="text-align: center;">GOAL SETTING & PERFORMANCE PLANNING</p> <p>Using the element and standard ratings, comments and artifacts discussed during the end-of-year review and the establishment of final ratings, the educator being evaluated will develop a professional growth plan and new student learning targets designed to address any areas in which growth and develop are needed, professional development or training required and other resources needed to fully implement the professional growth plan.</p>