

Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students.

Colorado State Model Evaluation System for Teachers

1. Statewide Definition of Effectiveness

All districts and BOCES are required to use the following state-approved definition of teacher effectiveness for teacher evaluation.

Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as skills needed for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

2. The Colorado Teacher Quality Standards and Their Related Elements and Artifacts¹

The Teacher Quality Standards outline the knowledge and skills required of an effective teacher and will be used to evaluate teachers in the state of Colorado. All school districts and BOCES shall base their evaluations of licensed classroom teachers on the full set of Teacher Quality Standards and associated detailed elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and elements. School districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Teacher Quality Standards and elements, so that the school district or BOCES is able to report the data required.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

¹ These are from the Rules issues on Nov. 9, 2001 and approved on Feb. 15, 2012.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.

ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.

ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to

maximize student learning.

ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

QUALITY STANDARD IV

Teachers reflect on their practice.

ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

QUALITY STANDARD V

Teachers demonstrate leadership.

ELEMENT A: Teachers demonstrate leadership in their schools.

ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.

ELEMENT D: Teachers demonstrate high ethical standards.

QUALITY STANDARD VI**Teachers take responsibility for student academic growth.**

ELEMENT A: Teachers demonstrate high levels of student learning, growth and academic achievement.

ELEMENT B: Teachers demonstrate high levels of student academic growth in the skills necessary for post-secondary and workforce readiness (See Appendix C),

including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.

Please note: Standard VI is not included as a part of determination of ratings on professional practices that is described in this User's Guide. It is described in a separate document that can be found on the CDE Educator Effectiveness website [here](#).

3. Measures Used to Determine Effectiveness Rating

The Colorado State Model Educator Evaluation System for teachers is intended to provide support, incentives and rewards for teachers as they engage in the challenging work of enabling and empowering students to learn. The teacher effectiveness definition and Colorado Teacher Quality Standards provide clear guidance about state priorities for effective teaching. The use of multiple measures for teacher performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the teacher's professional practice and impact on measures of student learning. The use of performance standards to rate teacher performance allows more precision about professional expectations, identifies those teachers in need of improvement and recognizes performance that is of exceptional quality.

The measures used to determine the teacher's effectiveness rating emphasize the use of high-quality measures that result in a body of evidence concerning a teacher's performance, and include:

- **Measures of professional practice** (Standards I-V) selected by the district that meet state technical guidelines, including formal observations plus at least one other measure.
- **Multiple measures of student academic growth** (Standard VI) that are appropriate for the teacher's teaching assignment, that represent the best available assessments for that assignment, that also include growth scores shared among groups of teachers and that meet state technical guidelines.
- Procedures for prioritizing or **weighting** measures of performance that ensure that measures of student learning represent at least 50 percent of total performance and are prioritized by technical quality, and that measures of professional practice are prioritized by local objectives.

4. Procedures for Conducting Evaluations

Procedures for conducting evaluations may be determined on a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided and teachers receive a formal evaluation and performance standard designation by the end of each academic year.

5. Performance Rating Levels

Four **performance rating levels (or performance standards)**: Highly Effective, Effective, Partially Effective and Ineffective. The status implications described in **Exhibit 3** apply for each teacher performance evaluation rating.

6. Appeals Process

An **appeals process** that permits non-probationary teachers to appeal a second consecutive performance evaluation that falls below Effective. Additional information about Rules governing Colorado’s state-approved appeals process may be found [here](#).

The state framework for the teacher evaluation system, developed by the State Council for Educator Effectiveness (SCEE), illustrates the relationships of the system components and the weight professional practice plays with respect to measures of student learning. As Exhibit 20 illustrates, Quality Standards I through V deal with professional practice while Quality Standard VI deals with measures of student learning.

EXHIBIT 20: Framework for System to Evaluate Teachers

STATE COUNCIL FOR EDUCATOR EFFECTIVENESS Framework for System to Evaluate Teachers

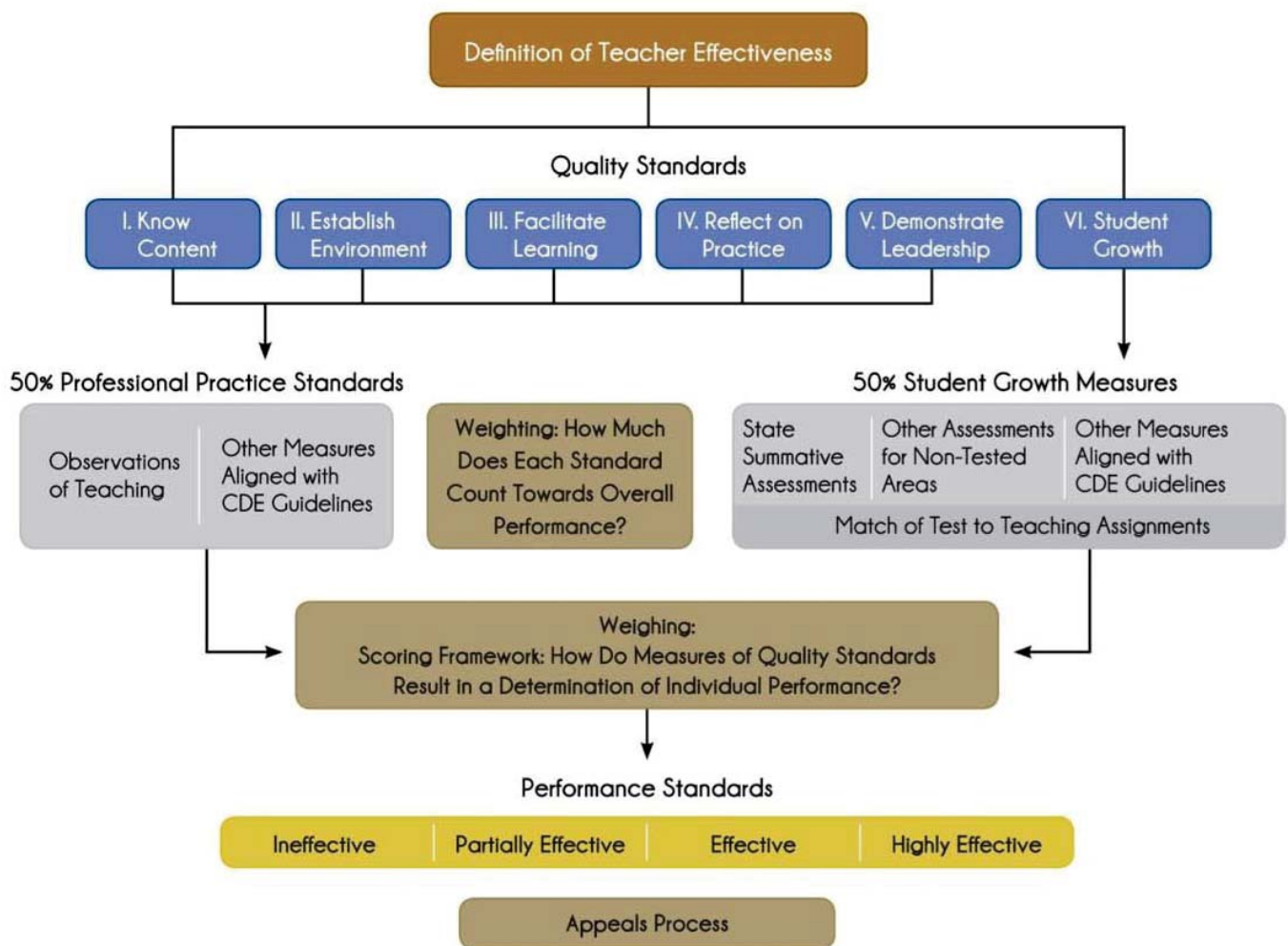


EXHIBIT 21: Implications for Earning or Losing Non-probationary Status by Performance Evaluation Rating

Performance Evaluating Rating	Implications for Earning or Losing Non-probationary Status
Ineffective	<p>Beginning with evaluations conducted during the 2013-14 school year, for probationary teachers, a rating of ineffective shall not count towards the accrual of years required to qualify for non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher who is rated as ineffective for two consecutive years shall lose non-probationary status.</p> <p>Beginning with the 2014-15 school year, a teacher whose performance is deemed ineffective shall receive written notice that his or her performance evaluation rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance and identification of deficiencies.</p>
Partially Effective	<p>Beginning with evaluations conducted during the 2013-14 school year, for a probationary teacher, a rating of partially effective shall not count towards the accrual of three years of effectiveness needed to reach non-probationary status.</p> <p>Beginning with evaluations conducted during the 2014-15 school year, for a non-probationary teacher, a rating of partially effective shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status. Non-probationary status in this instance shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year.</p>
Effective	<p>Beginning with evaluations conducted during the 2013-14 school year, a probationary teacher shall receive a rating of effective for three consecutive years to earn non-probationary status. Beginning with evaluations conducted during the 2014-15 school year, a non-probationary teacher must maintain an effective rating to retain non-probationary status. Two consecutive ratings below effective shall result in the loss of non-probationary status.</p>
Highly Effective	<p>For the purposes of gaining or losing non-probationary status, a rating of highly effective shall have the same implications as a rating of effective.</p>

Teacher Evaluation Process: Forms

Teacher Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)
SUPERVISOR APPROVAL		EVALUATOR APPROVAL (if different from supervisor)	

ACTIVITY	DATE COMPLETED	TEACHER SIGNATURE	EVALUATOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix E). Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

QUALITY STANDARD I

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
<p>THE TEACHER: Uses lesson plans that reflect:</p> <ul style="list-style-type: none"> <input type="radio"/> Daily review and revision. <input type="radio"/> Instructional objectives appropriate for students. <input type="radio"/> Explicit connections to specific learning objectives and approved curriculum. 	<p>... and</p> <p>THE TEACHER: Implements lesson plans based on:</p> <ul style="list-style-type: none"> <input type="radio"/> Student needs. <input type="radio"/> Colorado Academic Standards. <input type="radio"/> District's plan of instruction. <input type="radio"/> Stated learning objectives. 	<p>... and</p> <p>THE TEACHER: <input type="radio"/> Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.</p>	<p>... and</p> <p>STUDENTS: <input type="radio"/> Interact with the rigorous and challenging content.</p> <p><input type="radio"/> Perform at a level consistent with or above expectations.</p>	<p>... and</p> <p>STUDENTS: <input type="radio"/> Discuss strengths and next steps regarding their learning with their teachers.</p>

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

<p>THE TEACHER: <input type="radio"/> Demonstrates an understanding of literacy content and skills.</p> <p><input type="radio"/> Emphasizes literacy connections while teaching content.</p>	<p>... and</p> <p>THE TEACHER: Makes complex reading accessible to students by:</p> <ul style="list-style-type: none"> <input type="radio"/> Adjusting content to students' skill levels. <input type="radio"/> Integrating literacy skills and knowledge into lessons. <input type="radio"/> Providing relevant content that addresses students' interests. 	<p>... and</p> <p>THE TEACHER: Provides instruction that enhances students':</p> <ul style="list-style-type: none"> <input type="radio"/> Critical thinking and reasoning. <input type="radio"/> Information literacy. <input type="radio"/> Literacy skill development. 	<p>... and</p> <p>STUDENTS: Meet or exceed expectations for:</p> <ul style="list-style-type: none"> <input type="radio"/> Oral communication. <input type="radio"/> Written communication. <input type="radio"/> Critical thinking. <input type="radio"/> Problem solving skills. <input type="radio"/> Literacy skills. 	<p>... and</p> <p>STUDENTS: Apply literacy skills:</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To understand complex materials.
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Professional Practice is **Observable** during a classroom observation.

Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I				
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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
<i>This section describes professional practices that should be demonstrated by</i>				
ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts. 	<p>... and</p> <p>THE TEACHER:</p> <p>Integrates literacy skills into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Phonological awareness. <input type="radio"/> Phonics. <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. 	<p>... and</p> <p>THE TEACHER:</p> <p>Provides literacy instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS:</p> <p>Apply literacy skills (<i>reading, writing, speaking, and listening</i>):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during unstructured time. <input type="checkbox"/> Outside the classroom. 	<p>... and</p> <p>STUDENTS:</p> <p>Exceed teacher’s expectations for students of their age, grade, and/or ability levels in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
<i>This section describes professional practices that should be demonstrated by</i>				
SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches and provides opportunities for students to apply literacy skills. 	<p>... and</p> <p>THE TEACHER:</p> <p>Integrates literacy skills into lessons, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. 	<p>... and</p> <p>THE TEACHER:</p> <p>Provides instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS:</p> <p>Apply literacy skills (<i>reading, writing, speaking, and listening</i>):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during the school day. <input type="checkbox"/> Outside the classroom. 	<p>... and</p> <p>STUDENTS:</p> <p>Exceed teacher’s expectations for students of their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
<ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Includes relevant math concepts in discussions that do not have math as the primary focus. ○ Promotes and encourages students to make explicit math connections across content. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Emphasizes to students why they need to learn math content and skills. ○ Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Emphasizes interdisciplinary connections to math. ○ Models mathematical thinking. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Share ideas and solutions to challenging problems. ○ Use the language of math to talk about what they are doing. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Interpret mathematical information in ways that make it relevant to their learning.
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ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.

<p>THE TEACHER:</p> <p>Focuses math instruction beyond:</p> <ul style="list-style-type: none"> ○ Recall of facts. ○ Development of computational skills. ○ Math as a series of rote procedures. <p>Models:</p> <ul style="list-style-type: none"> ○ Appropriate mathematical communication. ○ A variety of mathematical practices. 	<p>... and</p> <p>THE TEACHER:</p> <p>Presents concepts:</p> <ul style="list-style-type: none"> ○ In sequence. ○ In a manner appropriate to students' age and grade. ○ Helps students understand mathematics as a discipline. ○ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. 	<p>... and</p> <p>THE TEACHER:</p> <p>Establishes an effective mathematics environment by:</p> <ul style="list-style-type: none"> ○ Challenging students to think deeply about the problems. ○ Requiring students to explain their solutions. ○ Posing questions that stimulate students' curiosity and encourage them to investigate further. ○ Actively engaging students in doing math. ○ Using real-world examples for problems whenever possible. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Solve problems in a variety of ways. ○ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Recognize when they make procedural errors and take steps to correct them. □ Expand their learning by using mathematical concepts in subjects other than math.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. ○ Uses instructional materials that are accurate and appropriate for the lesson being taught. ○ Employs a variety of instructional strategies to address student needs. 	<p>... and</p> <p>THE TEACHER:</p> <p>Provides explanations of content that are:</p> <ul style="list-style-type: none"> ○ Accurate. ○ Clear. ○ Concise. ○ Comprehensive. 	<p>... and</p> <p>THE TEACHER:</p> <p>Engages students in:</p> <ul style="list-style-type: none"> ○ A variety of explanations and multiple representations of concepts and ideas. ○ A variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. ○ Problem solve. 	<p>... and</p> <p>STUDENTS:</p> <p>Routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Discuss ideas and content that are intellectually challenging to them.
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ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Emphasizes key concepts and connects them to other powerful ideas within the content area. ○ Connects lessons to other disciplines and/or content areas. 	<p>... and</p> <p>THE TEACHER:</p> <p>Implements instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> ○ Articulates content and interdisciplinary connections. ○ Integrates literacy skills across content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Clarifies and elaborates on interdisciplinary connections for students. ○ Provides instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>STUDENTS:</p> <p>Make connections between:</p> <ul style="list-style-type: none"> ○ Prior learning and the current lesson. ○ Other disciplines and/or content areas and the current lesson. <p>○ Employs instructional strategies that include literacy, numeracy, and language development across content areas.</p>	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
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- Professional Practice is **Not Observable** during a classroom observation.

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Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.

<p>THE TEACHER: Selects instructional materials and strategies based on their:</p> <ul style="list-style-type: none"> <input type="radio"/> Relevance. <input type="radio"/> Central contexts. <input type="radio"/> Foundational evidence base. <input type="radio"/> Links lessons to students’ prior knowledge. <input type="radio"/> Encourages and provides opportunities for students to make connections to prior learning. 	<p>... and</p> <p>THE TEACHER: Delivers lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> <input type="radio"/> Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. <input type="radio"/> Provides supports that facilitate engagement. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Delivers lessons and uses materials to ensure that students’ backgrounds and contextual knowledge are considered. <input type="radio"/> Provides opportunities for students to self-select tasks that accelerate their learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Interact with materials that are relevant to them. <input type="radio"/> Ask questions and solve problems that are relevant to them. <input type="radio"/> Make connections to prior learning to understand current content. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Creates a classroom environment conducive to learning. 	<p>... and</p> <p>THE TEACHER:</p> <p>Creates a classroom environment that features:</p> <ul style="list-style-type: none"> ○ Mutual respect. ○ Positive relationships between and among students. ○ Empathy for each student. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Creates a classroom environment which values diverse perspectives. ○ Establishes a nurturing and caring relationship with each student. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Respect their classmates and teacher(s). 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their teacher.
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ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

<p>THE TEACHER:</p> <p>Creates a classroom environment in which diversity is:</p> <ul style="list-style-type: none"> ○ Respected. ○ Used to further student learning. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Uses instructional approaches and materials that reflect students' backgrounds. ○ Acknowledges the value of each student's contributions to the quality of lessons. ○ Is welcoming to diverse family structures. 	<p>... and</p> <p>THE TEACHER:</p> <p>Establishes processes that result in:</p> <ul style="list-style-type: none"> ○ A sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. ○ Common goals for all students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Respect the uniqueness of fellow students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments.
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ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Implements lessons that reflect student interests. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Uses results of student interest inventories to design lessons and materials. ○ Encourages students to expand and enhance their learning. ○ Acknowledges students for their accomplishments. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Asks appropriately challenging questions of all students. ○ Scaffolds questions. ○ Gives wait time equitably. ○ Ensures that all students participate in class activities. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Actively engage in classroom activities. ○ Discuss content and make connections between current lesson and their interests. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Encourage fellow students to participate and challenge themselves. ○ Actively engage in collaborative learning and group processes.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD II				
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Adapts lesson plans to address individual student needs. <input type="checkbox"/> Implements recommendations of specialists and colleagues to address student needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs instruction to address learning needs of all students. <input type="radio"/> Monitors the quality of student participation and performance. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solicits input from colleagues to understand students' learning needs. <input type="radio"/> Uses multiple strategies to teach and assess students. <input type="radio"/> Challenges and supports students to learn to their greatest ability. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Advocate for themselves. <input type="radio"/> Articulate their learning needs to their teacher and/or parent. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply coping skills to classroom situations. <input type="radio"/> Share coping strategies with fellow students. <input type="radio"/> Help fellow classmates by offering support.
ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Establishes a classroom environment that is inviting to families and significant adults. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Maintains respectful relationships with students, their families, and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. <input type="checkbox"/> Coordinates flow of information between families and colleagues who provide student services. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicate freely and openly with teachers. <p>FAMILIES AND SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss student performance with the teacher. <input type="checkbox"/> Participate in school-based activities. 	<p>... and</p> <p>FAMILIES AND SIGNIFICANT ADULTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the teacher to support student strengths and address next steps for learning.
ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Provides clear expectations to guide student classroom behavior. <input type="radio"/> Holds students accountable for adherence to school and/or class rules. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Puts procedures in place to maximize instructional time. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes maximum use of instructional time. <input type="radio"/> Maintains a safe and orderly environment. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Stay on task during class periods. <input type="radio"/> Work without interruption. <input type="radio"/> Abide by school and class rules. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Accept responsibility for their behavior and use of time. <input type="radio"/> Help other students stay on task.
<ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				
<p><i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i></p>		<p><i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i></p>		

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Differentiates instruction. <input type="radio"/> Modifies content to assure that students are able to work at their ability levels. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Studies recent/current research to expand personal knowledge of how students learn. <input type="radio"/> Builds on the interrelatedness of students' intellectual, social, and emotional development. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Applies knowledge of current developmental science to address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental science to improve the quality of lessons. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Seek materials and resources appropriate for their personal approach to learning. 	<p>... and</p> <p>STUDENTS:</p> <p>Seek to understand:</p> <ul style="list-style-type: none"> <input type="radio"/> How they learn best. <input type="radio"/> Where their time and efforts are best used.
ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment results to guide adjustments to instruction. <input type="radio"/> Has explicit student outcomes in mind for each lesson. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Aligns instruction with academic standards and student assessment results. <input type="radio"/> Monitors instruction against student performance and makes real-time adjustments. <input type="radio"/> Assesses required skills. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Encourages students to take academic risks. <input type="radio"/> Makes sure students meet learning objectives while increasing mastery levels. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitor their level of engagement. <input type="radio"/> Confer with the teacher to achieve learning targets. 	<p>... and</p> <p>STUDENTS:</p> <p>Initiate activities to:</p> <ul style="list-style-type: none"> <input type="radio"/> Address their learning strengths and next steps. <input type="radio"/> Take academic risks.
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Incorporates evidence-based strategies into lessons. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes connections between student data and research-based practices. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Individualizes instructional approach to meet unique needs of each student. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Embrace new and unique ways of learning as they are introduced through research-based lessons. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply skills and knowledge learned in the classroom.
<ul style="list-style-type: none"> <input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
THE TEACHER: <input type="radio"/> Uses available technology to facilitate classroom instruction.	... and THE TEACHER: <input type="radio"/> Employs strategies and procedures to ensure that students have equitable access to available technology. <input type="radio"/> Monitors the use of available technology in the classroom.	... and THE TEACHER: Uses available technology to: <input type="radio"/> Enhance student learning. <input type="radio"/> Develop students' knowledge and skills. <input type="radio"/> Enhance creative and innovative skills. <input type="radio"/> Provide engaging and motivating learning experiences.	... and STUDENTS: <input type="radio"/> Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. <input type="radio"/> Produce creative and innovative products.	... and STUDENTS: Use available technology to: <input type="radio"/> Accelerate their learning. <input type="radio"/> Apply team building and networking skills. <input type="radio"/> Deepen critical thinking skills. <input type="radio"/> Communicate effectively.
ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
THE TEACHER: <input type="radio"/> Has high expectations for all students. <input type="radio"/> Holds students accountable for their learning.	... and THE TEACHER: <input type="radio"/> Sets student expectations at a level that challenges students. <input type="radio"/> Incorporates critical thinking and problem-solving skills.	... and THE TEACHER: <input type="radio"/> Challenges all students to learn to their greatest ability. <input type="radio"/> Explicitly teaches higher-order thinking and problem-solving skills. <input type="radio"/> Ensures that students perform at levels meeting or exceeding expectations.	... and STUDENTS: <input type="radio"/> Help set their learning objectives. <input type="radio"/> Apply higher-order thinking and problem-solving skills to address challenging issues.	... and STUDENTS: <input type="radio"/> Monitor their progress toward achieving teacher's high expectations. <input type="radio"/> Seek opportunities to test their problem-solving and higher-order skills.
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
THE TEACHER: <input type="radio"/> Includes all students in individual and group activities.	... and THE TEACHER: Plans lessons that: <input type="radio"/> Provide opportunities for students to participate using various roles and modes of communication	... and THE TEACHER: <input type="radio"/> Flexibly groups students. <input type="radio"/> Adjusts team composition based on lesson objectives and student needs. <input type="radio"/> Varies group size, composition, and tasks to create opportunities for students to learn from each other.	... and STUDENTS: <input type="radio"/> Fulfill their assigned roles within the team. <input type="radio"/> Assume leadership roles in their teams.	... and STUDENTS: <input type="radio"/> Utilize group processes to build trust and promote effective interactions among team members. <input type="radio"/> Participate in teams in ways that build trust and ownership of ideas among team members.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT G: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates effectively with students. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Models effective communication skills. <input type="radio"/> Encourages students to communicate effectively. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches students to be effective communicators. <input type="radio"/> Provides opportunities for students to practice communication skills. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Apply effective written and oral communication skills in their work. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Use academic language in spoken and written work.
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ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults. <input type="radio"/> Involves students in monitoring their learning. <input type="radio"/> Assesses learning outcomes appropriately. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements appropriate strategies for assigning grades. <input type="checkbox"/> Evaluates student performance based on multiple measures. <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans.. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses a variety of assessment methods. <input type="radio"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback to improve their learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Self-assess on a variety of skills and concepts. <input type="radio"/> Articulate their personal strengths and needs based on self-assessment. <input type="radio"/> Effectively use formal and informal feedback to monitor their learning. 	<p>... and</p> <p>STUDENTS:</p> <p>Assume ownership for:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitoring their progress. <input type="radio"/> Setting learning goals. <input type="radio"/> Applying teacher feedback to improve performance and accelerate their learning.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

QUALITY STANDARD IV				
Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
<p>THE TEACHER:</p> <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time.	<p>... and</p> <p>THE TEACHER:</p> Applies knowledge of student learning, development, and growth to the development of : <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies.	<p>... and</p> <p>THE TEACHER:</p> Develops student learning plans based on: <input type="checkbox"/> Multiple examples of student work. <input type="checkbox"/> Other data points. <input type="checkbox"/> Information gathered from students, families, and colleagues.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.
ELEMENT B: Teachers link professional growth to their professional goals.				
<p>THE TEACHER:</p> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <p>Actively engages in professional development focused on:</p> <input type="checkbox"/> Addressing student needs. <input type="checkbox"/> School and district initiatives. <input type="checkbox"/> Meeting professional goals.	<p>... and</p> <p>THE TEACHER:</p> Engages in professional development activities based on: <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student outcomes. <input type="checkbox"/> Applies knowledge and skills learned through professional development to professional practice.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Implements new and different instructional strategies based on current research and district initiatives. <input type="checkbox"/> Adapts teaching skills to meet student needs	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Develops and follows a long-term professional development plan.
ELEMENT C: Teachers are able to respond to a complex, dynamic environment.				
<p>THE TEACHER:</p> Collaborates with colleagues to: <input type="checkbox"/> Implement new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Initiates and leads collaborative activities with colleagues to: <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).</i>		<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>		

QUALITY STANDARD V Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Works collaboratively for the benefit of students and families. <input type="checkbox"/> Supports school goals and initiatives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions. 	<p>... and</p> <p>THE TEACHER:</p> <p>Initiates and leads collaborative activities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with families to coordinate learning between home and school. <input type="checkbox"/> Share ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students.
ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning. 	<p>... and</p> <p>THE TEACHER:</p> <p>Collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning. <input type="checkbox"/> Partner with families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes.
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with every family to support student success. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school and/or district committees to advocate for students and their families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for students and the school to external agencies and groups. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.
<p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				
<p><i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i></p>		<p><i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i></p>		

QUALITY STANDARD V				
Teachers demonstrate high ethical standards.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate leadership in their schools.				
<p>THE TEACHER:</p> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Maintains confidentiality of student, family, and fellow teacher interactions as well as student data.	<p>... and</p> <p>THE TEACHER:</p> <input type="checkbox"/> Helps students understand the importance of ethical behavior as an individual and member of society.	<p>... and</p> <p>STUDENTS:</p> Demonstrate: <input type="checkbox"/> Honesty <input type="checkbox"/> Respect for others.
<input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
<i>Evaluator Comments (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels).</i>			<i>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</i>	

Teacher Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the Goal-Setting Form and at that time they should agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions and a determination of how the teacher and evaluator will know improvements have been made.

QUALITY STANDARD I					
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).					
	B	PP	P	A	E
A. Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction, and the individual needs of their students.					
B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.					
C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.					
D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.					
E. Teachers develop lessons that reflect the interconnectedness of content areas/ disciplines.					
F. Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.					
Overall Rating for Standard I					
Comments:		Artifacts that may be used to support rating:			
Recommended actions for improvement:		<ul style="list-style-type: none"> • Student achievement data • Student feedback • Parent feedback • Peer feedback • Lesson plans/units of study • Feedback from walkthrough observations • Instructional activities schedules • Student journals/learning logs • Student work 			
Resources needed to complete these actions:					

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

	B	PP	P	A	E
A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.					
B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.					
C. Teachers engage students as individuals with unique interests and strengths.					
D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.					
E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.					
F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.					
Overall Rating for Standard II					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Student achievement data
- Student feedback
- Parent feedback
- Peer feedback
- Lesson plans/units of study
- Feedback from walkthrough observations
- Instructional activities schedules
- Student journals/learning logs
- Student work

QUALITY STANDARD III					
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.					
	B	PP	P	A	E
A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.					
B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.					
C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.					
D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.					
E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.					
F. Teachers provide students with opportunities to work in teams and develop leadership qualities.					
G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.					
H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.					
Overall Rating for Standard III					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Artifacts that may be used to support rating:</p> <ul style="list-style-type: none"> • Student achievement data • Student feedback • Parent feedback • Peer feedback • Lesson plans/units of study • Feedback from walkthrough observations • Instructional activities schedules • Student journals/learning logs • Student work • Anecdotal records • Formative and summative assessments of student work
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QUALITY STANDARD IV Teachers reflect on their practice.					
	B	PP	P	A	E
A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.					
B. Teachers link professional growth to their professional goals.					
C. Teachers are able to respond to a complex, dynamic environment.					
Overall Rating for Standard IV					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Artifacts that may be used to support rating:</p> <ul style="list-style-type: none"> • Student achievement data • Lesson Plans/Units of Study • Self-Reflection Templates • Assessment Plans • Data Analysis Record • Responses to Feedback • Student Portfolios
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QUALITY STANDARD V Teachers demonstrate leadership.					
	B	PP	P	A	E
A. Teachers demonstrate leadership in their schools.					
B. Teachers contribute knowledge and skills to educational practices and the teaching profession.					
C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.					
D. Teachers demonstrate high ethical standards.					
Overall Rating for Standard V					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Artifacts that may be used to support rating:</p> <ul style="list-style-type: none"> • Student achievement data • Documentation of service on teams, task forces, and committees • Notes from parent and community meetings • Records of Advocacy Activities
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Teacher Summary Evaluation Score Sheet

This form provides a summary of the teacher’s ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher’s growth plan and development of personal and school goals for the subsequent year.

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
I. MASTERY OF AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH	A. Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.						
	B. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.						
	C. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.						
	D. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.						
	E. Teachers develop lessons that reflect the interconnectedness of content areas/ disciplines.						
	F. Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.						
	Raw Points Earned for Standard I =						
Determine Overall Rating for Standard I: 0 to 4 = Basic 5 to 9 = Partially Proficient 10 to 14 = Proficient 15 to 19 = Accomplished 20 to 24 = Exemplary							
Rating Level for Standard I =							
Determine Contribution of Standard I to the Final Professional Practices Rating: (Standard I weight [ex. .25=25%]) * 540 * Total raw Standard I points / 24 = Standard I points calculated (Σ all 5 standards points calculated = total professional practices score)							
Points Calculated for Standard I =							
<i>(this number will be used in the overall professional practices calculation)</i>							

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR DIVERSE POPULATION OF STUDENTS	A. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.						
	B. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.						
	C. Teachers engage students as individuals with unique interests and strengths.						
	D. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.						
	E. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.						
	F. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.						
	Raw Points Earned for Standard II =						
	Determine Overall Rating for Standard II: 0 to 4 = Basic 5 to 9 = Partially Proficient 10 to 14 = Proficient 15 to 19 = Accomplished 20 to 24 = Exemplary						
	Rating Level for Standard II =						
	Determine Contribution of Standard II to the Final Professional Practices Rating: (Standard II weight [ex.25%=.25]) * 540 * Total raw Standard II points / 24 = Standard II points calculated (Σ all 5 standards points calculated = total professional practices score)						
Points Calculated for Standard II =							
<i>(this number will be used in the overall professional practices calculation)</i>							

QUALITY STANDARD	ELEMENT	RATING					
		B	PP	P	A	E	#
		0 pts	1 pt	2 pts	3 pts	4 pts	Points Earned
III. EFFECTIVE INSTRUCTION AND AN ENVIRONMENT THAT FACILITATES LEARNING	A. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
	B. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.						
	C. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.						
	D. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.						
	E. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.						
	F. Teachers provide students with opportunities to work in teams and develop leadership qualities.						
	G. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.						
	H. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.						
	Raw Points Earned for Standard III =						
	Determine Overall Rating for Standard III: 0 to 5 = Basic 6 to 12 = Partially Proficient 13 to 19 = Proficient 20 to 26 = Accomplished 27 to 32 = Exemplary						
Rating Level for Standard III =							
Determine Contribution of Standard III to the Final Professional Practices Rating: (Standard III weight [ex.25%=.25]) * 540 * Total raw Standard III points / 32 = Standard III points calculated (Σ all 5 standards points calculated = total professional practices score)							
Points Calculated for Standard III =							
<i>(this number will be used in the overall professional practices calculation)</i>							

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
IV. REFLECTIONS ON PRACTICE	A. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.						
	B. Teachers link professional growth to their professional goals.						
	C. Teachers are able to respond to a complex, dynamic environment.						
	Raw Points Earned for Standard IV =						
	Determine Overall Rating for Standard IV: 0 to 1 = Basic 2 to 4 = Partially Proficient 5 to 7 = Proficient 8 to 10 = Accomplished 11 to 12 = Exemplary						
	Rating Level for Standard IV =						
	Determine Contribution of Standard IV to the Final Professional Practices Rating: (Standard IV weight [ex.25%=.25]) * 540 * Total raw Standard IV points / 12 = Standard IV points calculated (Σ all 5 standards points calculated = total professional practices score)						
Points Calculated for Standard IV =							
<i>(this number will be used in the overall professional practices calculation)</i>							

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
V. LEADERSHIP	A. Teachers demonstrate leadership in their schools.						
	B. Teachers contribute knowledge and skills to educational practices and the teaching profession.						
	C. Teachers advocate for schools and students, partnering with students, families and communities as appropriate.						
	D. Teachers demonstrate high ethical standards.						
	Raw Points Earned for Standard V =						
	Determine Overall Rating for Standard V: 0 to 2 = Basic 3 to 5 = Partially Proficient 6 to 10 = Proficient 11 to 13 = Accomplished 14 to 16 = Exemplary						
	Rating Level for Standard V =						
Determine Contribution of Standard V to the Final Professional Practices Rating: (Standard V weight [ex.25%=.25]) * 540 * Total raw Standard V points / 16 = Standard V points calculated (Σ all 5 standards points calculated = total professional practices score)							
Points Calculated for Standard V =							
<i>(this number will be used in the overall professional practices calculation)</i>							

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.		
2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
4. Teachers reflect on their practice.		
5. Teachers demonstrate leadership.		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	Overall Professional Practices Rating =
109 to 216 points	Partially Proficient	
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	