Educator Effectiveness:
Aligning Local Values with Local Educator Evaluation Systems
Activity Facilitation Guide

This activity facilitation guide provides an opportunity to explore district values and to align those values with local systems related to educator effectiveness. By engaging in the values activities and subsequent discussions, participants can reflect on all aspects of the educator evaluation system, including the system as a whole, weighting of professional practices, measures of student learning/outcomes (MSLs/MSOs), and practices to ensure fair and effective evaluations.

The team of Educator Effectiveness Regional Specialists is available to facilitate all or any portion of this activity, as well as to support maximizing the results of these discussions to plan and implement effective educator evaluation systems and practices.

Why use this activity?

A foundational component in successful educator evaluations is ensuring alignment between local district/BOCES values and their educator effectiveness systems (including and not limited to the implementation of educator evaluations). This activity provides an opportunity to affirm local values and explore if/where alignment exists with current educator effectiveness systems.

How to use this activity?

This facilitation guide can be completed as a whole or by exploring each section separately. That is, depending on the topic/focus at-hand, each topic area can be explored separately as a stand-alone discussion, or the topic areas can be viewed as parts of a whole to inform the full educator effectiveness system. Each topic area can be printed as a one sheet (two-sided) handout, to be shared electronically or hard copy. Facilitators are encouraged to ensure that there is enough time for discussion and processing among participants, as well as affording an opportunity for closure and identification of next steps and/or any recommendations that may emerge as a result of the exploration/discussion.

With whom to use this activity?

This activity, and the conversations that can be prompted as a result, are ideally suited for use with Advisory Personnel Performance Evaluation Councils (1338 Councils), district/BOCES leadership team(s), and/or other stakeholders involved in the decision-making and implementation of local educator effectiveness systems.

When to use this activity?

Ideally, these conversations will inform decision making and planning for implementation of educator evaluations. Please reference the EE Timeline and Implementation Best Practices for suggested timing. That said, there is no wrong time to engage in this exploration and discussions to inform and refine educator effectiveness systems and evaluation practices.

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General Reflections

The following offers general questions to prompt reflection and discussion with your team/group. These questions, and other related follow-up questions, can be considered at any point during this activity although they can be **most relevant once the other conversations have taken place**. Ideally, provide group participants with time for individual reflection prior to any group conversation and be sure to capture any emerging ideas and plans for next steps.

- What surfaced or came to light through this exercise?

- Who else might be included in this conversation/exploration going forward?

- How might this exploration be applied to current educator evaluations and future planning?

Overall Educator Evaluation Systems

In the table below are the dominant core values related to educator evaluation systems as identified by educators. Take a moment to circle the to 5 to 7 value statements that resonate as you reflect on your district's educator evaluation systems within your local context. If a core value is not represented in the list below, please add it to your selected value statements in the space provided. *Please note*: when "educators" are referenced in the statements below, this refers to Teachers, Special Services Providers (SSPs), and Principals.

Value Statement	
	1. The primary purpose of educator evaluations is to support educators' professional growth and development.
	2. The primary purpose of educator evaluations is to ensure accountability and inform staffing decisions.
	3. The process and related content involved in educator evaluations should include a focus on diversity, equity, and inclusion.
	4. Stakeholders should have an active role in decision-making related to educator evaluations.
	5. Teachers and Special Services Providers (SSPs) should have an active role in decision-making related to educator evaluations.
	6. Educator evaluations are an annual, one-time event.
	7. Educator evaluations are an ongoing process throughout the course of the school year.
	8. Educator evaluations add value to the overall teaching and learning cycle.
	9. To ensure fairness within educator evaluations, the process must be equal for all educators.
	10. To ensure fairness within educator evaluation, the process must be equitable to all educators.
	11. Time and resources should be invested in educator evaluation systems/supports.
	12. The educator evaluation system should be easily understood and communicated with all educators.
	13. Educator evaluation systems should align with district values, vision, and mission.
	14. Educators who earn a rating of Highly Effective for three consecutive years should have a modified evaluation process.
Additional Values:	
Notes	

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Overall Educator Evaluation Systems - Guiding Questions

Discuss the values that you selected and the following questions with your team, 1338 Council, or group:

- From the values you selected, as a group identify the top three (3) values that are most important in relation to your overall educator evaluation systems.

- What about these values resonate with you? Why are they so important?

- Considering your current educator evaluation systems, to what extent are the values you identified reflected in your local systems?

- Based on our values, what do we want to be consistent for all educators in their evaluation process? What do we want to differentiate based on levels of educator performance?

Highly Effective Evaluation Process

In the tables below are a sampling of core values informed by stakeholder input related to an evaluation process for educators who consistently earn a rating of Highly Effective. The first table focuses on the question of *IF* your local system should offer a distinct Highly Effective evaluation process. The second table focuses on values associated with *HOW* that evaluation process might be implemented in your local system. Take a moment to circle the to 2 to 3 value statements from each table that resonate as you reflect on your educator evaluation systems within your local context. If a core value is not represented in the list below, please add it to your selected value statements and the group conversation.

1: Value Statement – *Should our local evaluation system offer a Highly Effective evaluation process?*	
	1. A Highly Effective evaluation process in our local system would improve the meaningfulness of the evaluation process for educators who have consistently earned a Highly Effective rating.
	2. Our local system for evaluating educators currently meets the needs of educators who consistently earn a rating of Highly Effective.
	3. Educators who consistently earn a rating of Highly Effective should have opportunities to enhance and deepen their professional practices.
	4. Educators who consistently earn a rating of Highly Effective have less need for meaningful feedback than other educators.
	5. A separate evaluation process for Highly Effective educators creates more work for evaluators.
	6. The anticipated time required to implement an evaluation process for Highly Effective educators outweighs the potential for added opportunities for reflection and deepening of practices.
	7. Educators who consistently earn a rating of Highly Effective require a modified process to support their continued professional growth.
	8. Educators who consistently earn a rating of Highly Effective deserve/require the same level of time and resources to support their professional growth as all other educators.

2: Value Statement – *If offered, how will our local system support a Highly Effective evaluation process?*	
	1. The Highly Effective evaluation process should be the same for all eligible educators, i.e., Teachers, SSPs, and Principals.
	2. Educators who consistently earn a rating of Highly Effective should have the opportunity to observe and give feedback to other educators using the Highly Effective evaluation process.
	3. Educators who consistently earn a rating of Highly Effective should lead conversations with their evaluators about how to support their ongoing professional growth.
	4. Evaluators should lead conversations with educators who consistently earn a rating of Highly Effective about how to support the ongoing professional growth of those educators.
	5. Only evaluators who are rated Highly Effective can provide meaningful observations and feedback for Highly Effective educators.
	6. Decisions regarding how to implement the Highly Effective evaluation process should be made with input from local stakeholders, e.g., the district/BOCES 1338 Council.
	7. Once using the Highly Effective evaluation process, the educator should be required to use a standard evaluation process for a minimum of one year in the following circumstances: a. A change in the educator's role/assignment b. A change in the educator's evaluator, e.g., new principal c. An educator who is new to the district/BOCES and was eligible to use a Highly Effective evaluation process in their former district/BOCES. d. *Other (to be determined by the district/BOCES)*

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Discuss the values that you selected and the following questions with your team, 1338 Council, or group:

- From the values you selected, as a group identify the top three (3) values that are most important in relation to your overall educator evaluation systems.

- What about these values resonate with you? Why are they so important?

- Considering your current educator evaluation systems, to what extent are the values you identified reflected in your local systems?

- Based on the discussion and our values, will we offer a Highly Effective evaluation process as a part of our educator evaluation system? If we do, how will our system support the implementation of that evaluation process, e.g., what are emerging themes and/or key factors from our discussion?

  Please refer to additional guidance and considerations for building your local Highly Effective evaluation process available through the CDE website as needed.

Professional Practices

In the table below are a sampling of core values informed by educator input related to professional practices. Take a moment to circle the to 5 to 7 value statements that resonate as you reflect on your district's professional practices within your local context. If a core value is not represented in the list below, please add it to your selected value statements. *Please note*: when "educators" are referenced in the statements below, this refers to Teachers, Special Services Providers (SSPs), and Principals.

Value Statement
1. The process is more important than the product.
2. Evaluator bias can influence (positively or negatively) the observation and feedback provided to an educator.
3. Educators should use professional practices to gain valuable insight about their performance and inform their practice.
4. The professional practices rubric should serve as a checklist for evaluators.
5. The quality standards should be equally weighted in an educator's evaluation.
6. The professional practices should provide a guide for determining professional learning and capacity building for educators.
7. Time should be prioritized for evaluators to engage in meaningful observations and feedback with educators.
8. An educator's growth is more important than the educator's achievement.
9. Professional practices should be embedded as a part of the teaching and learning cycle, cycle of service delivery, or fulfillment of the educator's role/responsibilities.
10. Evaluators should continue to build their skill/capacity for providing meaningful observation and feedback to educators.
11. MSLs/MSOs and professional practices within the teacher/SSP/principal rubrics should inform each other and align.
12. An educator's professional growth goals should be based on their prior performance and professional development.
13. Educators with similar levels of past performance in the professional practices should have the same evaluation experience.
14. Educators should lead conversations with their evaluators about professional practices.
15. Evaluators should lead conversations with educators about professional practices.
16. Evaluators must have content knowledge in the area(s) in which they are providing observation and feedback to be effective.
17. Evaluators need to be proficient in skills associated with effective observations and meaningful feedback (e.g., coaching) to support educators of varying levels and content areas.
18. The best way to support both educator and student growth is to provide educators with the opportunity to narrow and deepen their focus on specific professional practices.
Additional Values:

Professional Practices - Guiding Questions

Discuss the values that you selected and the following questions with your team, 1338 Council, or group:

- From the values you selected, as a group identify the top three (3) values that are most important in relation to your overall professional practices. Does the list of values change at all when considering different groups of educators, i.e., teachers, SSPs, and principals?

- What about these values resonate with you? Why are they so important?

- Considering your current professional practices and processes related to observations and feedback, to what extent are the values you identified reflected in your local systems?

Measures of Student Learning (MSLs)

In the table below are the dominant core values related to measures of student learning (MSLs) as identified by educators. Take a moment to circle the to 5 to 7 value statements that resonate as you reflect on your district's MSLs within your local context. If a core value is not represented in the list below, please add it to your selected value statements. *Please note*: although MSLs are included in principals' evaluations as well, the statements below are focused on MSLs in teacher evaluations.

Value Statement
1. The process is more important than the product.
2. MSLs should be rooted in the Colorado Academic Standards.
3. Teachers should use MSLs to gain valuable insight about their students and inform instruction.
4. Teacher-created assessments are a valid option for MSLs.
5. MSLs should use only vendor-based assessments.
6. MSL ratings must be comparable between groups of teachers.
7. MSLs should be aligned to school and district goals.
8. Student growth is more important than student achievement.
9. MSLs should provide insight into an individual teacher's practice.
10. MSLs should be easy to understand and communicate with teachers.
11. MSLs should be embedded as a part of the teaching and learning cycle.
12. Assessment literacy is a vital skill that can enhance effective use of MSLs.
13. Professional practices within the teacher rubric and MSLs should inform each other and align.
14. MSL goals should be based on the past performance of the students.
15. Teachers should lead the determination of the student success criteria or student learning outcomes for use in MSLs.
Additional Values:
Notes

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Discuss the values that you selected and the following questions with your team, 1338 Council, or group:

- From the values you selected, as a group identify the top three (3) values that are most important in relation to your overall MSLs. Does the list of values change at all when considering MSLs for principals?

- What about these values resonate with you? Why are they so important?

- Considering your current MSLs, to what extent are the values you identified reflected in your local systems?

Measures of Student Outcomes (MSOs)

In the table below are the dominant core values related to measures of student outcomes (MSOs) as identified by educators. Take a moment to circle the to 5 to 7 value statements that resonate as you reflect on your district's MSOs within your local context. If a core value is not represented in the list below, please add it to your selected value statements.

Value Statement	
	1. The process is more important than the product.
	2. MSOs should be rooted in the Colorado Academic Standards.
	3. Special Services Providers (SSPs) should use MSOs to gain valuable insight about their students and inform instructional supports.
	4. Decisions regarding MSOs should be made by the individual SSP with their evaluator and be reflective of their unique professional responsibilities.
	5. Decisions regarding MSOs should be informed by each category of SSP with a generalized focus across the various SSP roles and responsibilities.
	6. MSO ratings must be comparable between groups of SSPs.
	7. MSOs should be aligned to school and district goals.
	8. Student growth is more important than student achievement.
	9. MSOs should provide insight into an individual SSP's practice.
	10. MSOs should be easy to understand and communicate with SSPs.
	11. MSOs should be embedded as a part of the cycle of service delivery by the SSP.
	12. Assessment literacy is a vital skill that can enhance effective use of MSOs.
	13. Professional practices within the SSP's rubric and MSOs should inform each other and align.
	14. MSO goals should be based on the past performance of the students.
	15. SSPs should take the lead in determining the student success criteria or student learning outcomes for use in MSOs.
Additional Values:	
Notes	

Measures of Student Outcomes (MSOs) - Guiding Questions

Discuss the values that you selected and the following questions with your team, 1338 Council, or group:

- From the values you selected, as a group identify the top three (3) values that are most important in relation to your overall MSOs.

- What about these values resonate with you? Why are they so important?

- Considering your current MSOs, to what extent are the values you identified reflected in your local systems?