

Evaluation Cycle:

Timeline and Implementation

Best Practices



June-July

- Review and complete the [CDE Educator Effectiveness Assurances](#) (by July 1st)
- Colorado Performance Management System (COPMS) in RANDA
 - Identify the person(s) responsible for evaluation support, technical support for the performance management system and Local Access Manager (LAM).
 - Disable all accounts for educators no longer employed by the district/BOCES.
 - Launch the new school year by the end of July (users will not be able to log in until the new school year is launched).
 - Update roles and ensure that all teachers are assigned evaluators and accounts within the data management system.
 - Update local educator agency (LEA) settings.
- Local adaptation and continuous adjustment
 - Engage with Advisory Personnel Performance Evaluation Council (1338 Council) to determine local implementation decisions and ensure alignment with local values/systems. Identify key stakeholders for planning (i.e., principals, HR, Educator Effectiveness coordinators, key teacher leaders, union leadership).
 - With stakeholder groups, review current year's professional practice data (pull relevant reports), measures of student learning (MSLs), measures of student outcomes (MSOs) data and overall effectiveness ratings:
 - Observation practices
 - Feedback practices
 - Measures selection and weights
 - Standard and element weights
 - Local appeals process
 - District policies and procedures related to evaluation practices
 - Professional development
 - Alignment with district's plan of instruction
- Implementation plan
 - Determine the level of support/training (i.e., new evaluators, new teachers, all staff and principals) needed to communicate changes in the rubric and scoring changes in preparation for the upcoming school year.
 - Create an implementation timeline that aligns training, self-evaluation, professional growth planning, etc. to the 4 Connections (see page 4) and school and district initiatives. (Use this suggested timeline to understand the general time period during which these step should occur.)
 - Review and customize orientation PowerPoint from CDE (including number of observations, weights of quality standards, measures of student learning/outcomes, etc.) to present to staff.
 - Design a plan to support calibration of observations and ratings (inter-rater agreement) among evaluators.
 - Determine plans for professional development days to conduct orientation and support new educators, inductees, specialized service professionals (SSPs) and evaluators for evaluation process.
- Deliver Annual Orientation Training to all educators and evaluators to ensure shared understanding of evaluation expectations and plans for implementation for the school year.
- Determine how to utilize Educator Effectiveness (EE) Regional Specialists to support evaluators and evaluation system throughout the school year.



August-September

- Based on the district/BOCES implementation plan:
 - Clearly communicate to all teachers (including special education (SPED), librarians and early childhood), SSPs, and principals/APs the tools, processes, and measures that will be used in their evaluations as well as the intent to provide more meaningful feedback and improve student growth.
 - Ensure all licensed personnel complete an annual orientation and all new educators complete training on the evaluation system.
 - Communicate the person(s) responsible for evaluation support, technical support for the performance management system (if using COPMS) and Local Access Manager (LAM, if using COPMS) to all licensed employees.
 - Work with principals and evaluators to ensure they are prepared to support educators (and train if/as needed) in the upcoming evaluation process (e.g., common understanding of evaluation processes, calibration of scoring among evaluators [inter-rater agreement], direct connections of the evaluation process to local initiatives/priorities).
- Conducting evaluations
 - Direct all licensed personnel to complete the self-assessment, ideally at the same time as the Annual Orientation training.
 - Ensure all licensed personnel work with their evaluator to establish professional goals and individual measures of student learning/outcomes (MSLs/MSOs) for the year.
- Continue to contact EE Regional Specialists for support.

September-October

- Based on the district/BOCES implementation plan:
 - Continue to develop a common understanding between evaluators and educators of their rubric to increase fluency in the Quality Standards, Elements and professional practices.
 - Continue to support evaluators in calibrating observation practices within and across schools/district/BOCES to support inter-rater agreement.
- Local adaptation and continuous adjustment
 - Release, with educator and evaluator input, the measures of student learning/outcomes (MSL/MSO) templates to be used for educators during the evaluation cycle. Communicate these decisions clearly with all educators and input to the performance management system, COPMS (if using the state model evaluation system and COPMS in RANDA).
 - Use beginning of year benchmark data and the prior year's state summative assessment data to finalize measures of student learning/outcomes targets and establish success criteria. Update MSL/MSO templates/worksheet.
- Conducting observations
 - Begin gathering observational evidence and preparing/providing feedback in preparation for the mid-year conversation.
 - Align observation data to Quality Standards and Elements (in the Evaluator Assessment Rubric in COPMS), to make connections between professional practices and observed practices.
 - Identify areas for growth for ongoing feedback and support around professional goals and measures of student learning/outcomes (MSLs/MSOs).
- Continue to contact EE Regional Specialists for support.
- If not already completed at the end of the prior school year, using the [Staff Evaluation Snapshot](#) data collection, report (at the district level) the previous year's evaluation ratings for each educator from that school year.
NOTE: The report of evaluation ratings is due to CDE by October 15th, with the reporting window opened mid-April to May.



October-November

- Based on the district/BOCES implementation plan:
 - Continue to develop a common understanding between evaluators and educators of their rubric to increase fluency in the Quality Standards, Elements and professional practices.
 - Continue to support evaluators in calibrating observation practices within and across schools/district/BOCES to support inter-rater agreement.
- Conducting observations
 - Continue to observe educators and gather evidence about their performance; provide ongoing feedback for improvement in a timely way after each observation.
 - Schedule, prepare and begin to hold mid-year conversations.
- Continue to contact EE Regional Specialists for support.

December

- Local adaptation and continuous adjustment
 - Release and finalize, with teacher and principal input, the measures of student learning/outcomes to be used for educators during the evaluation cycle. Communicate these decisions clearly with all educators and input to COPMS (if utilizing).
- Conducting evaluations
 - Schedule, prepare and continue to hold mid-year reviews.
 - Continue to observe educators and gather evidence about their performance; provide ongoing feedback for improvement in a timely way after each observation.
- Continue to contact EE Regional Specialists for support.

January-March

- Conducting evaluations
 - Schedule, prepare and complete mid-year reviews in January.
 - Use the feedback from the mid-year review to inform changes/improvements to instructional practice and inform professional development.
 - Use targeted evidence collection to close professional learning gaps identified in the mid-year reviews.
 - Continue gathering evidence such as observations, evidence, and feedback toward the end-of-year review and final rating.
- Continue to contact EE Regional Specialists for support.

April-May

- Conducting evaluations
 - Ensure that rubrics and measures of student learning/outcomes have been completed and/or rated.
 - Provide written report and final ratings, including measures of student learning/outcomes for all educators two weeks prior to the last day of school.
- Create an implementation timeline that aligns training, self-evaluation, professional growth planning, etc. to the 4 Connections (see page 4) and school and district initiatives in preparation for the following school year.
- Once all evaluations are complete, using the [Staff Evaluation Snapshot](#) data collection, report (at the district level) the year's evaluation ratings for each educator, including final effectiveness ratings, ratings for each Quality Standard, and MSL/MSO ratings.
NOTE: The report of evaluation ratings is due to CDE by October 15th, with the reporting window opened mid-April to May.

Evaluation Cycle Overview



Where can I learn more?

- [CDE Educator Effectiveness website.](#)
- [Contact your Educator Effectiveness Regional Specialist.](#)
- [Overview of Educator Evaluation Requirements.](#)
- [Educator Effectiveness Frequently Asked Questions \(FAQs\).](#)