

Educator Effectiveness: Aligning District Values with Local 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.



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 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.

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.
Additional Values:	
Notes	

Professional Practices

In the table below are the dominant core values related to professional practices as identified by educators. Take a moment to circle the 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 should lead conversations with their evaluators about professional practices.
	14. Evaluators should lead conversations with educators about professional practices.
Additional Values:	
Notes	



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	



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	



