

**MANITOU SPRINGS SCHOOL DISTRICT #14
LICENSED AND CLASSIFIED STAFF**

**PERFORMANCE EVALUATION
HANDBOOK
(2011-2012)**

**Relationships
Rigor
Opportunity**

DISTRICT VISION STATEMENT

Compassionate citizens, contributing with knowledge and integrity, to a dynamic world.

DISTRICT MISSION STATEMENT

Manitou Springs District 14 is dedicated to:

- Providing a safe and caring learning environment
- Encouraging all students to reach their potential
- Preparing responsible citizens

Acknowledgments

Every district employee is an integral part of the education of students. The goal of the evaluation process is to ensure the highest quality instruction and support service are provided to our students. The evaluation process also serves as a catalyst for recognition of the accomplishments for all employees as they grow and learn within their positions throughout the district.

This handbook reflects significant revisions undertaken during the 2008-2009 school year. Revisions have been based upon:

1. The MSSD14 Relationships, Rigor and Opportunity Systems Plan,
2. The 21st Century Curriculum Model that includes Essential Learnings, Indicators for Success, Common Assessments, and Differentiation as key components, and
3. Essential Skills for Life, which are the District 14 iteration of so-called “21st Century Skills”.

This document honors and builds upon the evaluation work of the past, while recognizing the current work of the District.

Introduction

The MSSD14 evaluation process is designed to be consistent with Colorado State Law and the policies of the School Board. It is further designed to be aligned with and advance the goals of the District Relationship, Rigor and Opportunity (R2O) Systems plan that drives all District work and priorities.

Legal Requirements

Colorado House Bill 98 -1098, effective July 1, 1998, is a piece in a series of legislation, dating back to the mid-1980's, aimed at implementing a fair evaluation system for licensed employees. House Bill 98-1089 and earlier legislation cover only licensed educational personnel.

H.B. 98-1089 requires:

- Probationary Teachers receive two documented observations and one written evaluation each academic year. (*MSSD 14 will provide two written evaluations each year for probationary teachers.*)
- Non-probationary teachers receive at least one documented observation each year and a written evaluation every three years.

- Evaluation standards and criteria be available in writing to all licensed personnel and must be communicated and discussed by the evaluator and employee prior to and during the evaluation.
- One of the standards for measuring teacher performance must be directly related to classroom instruction and include multiple measures of student performance.
- Evaluators keep records for each evaluation.
- The Board of Education insures that its evaluators have proper certification and training.

Evaluator Training

School principals and administrators, licensed by the Colorado Department of Education are required by Colorado State Law to have been trained in the evaluation of licensed staff. District administrators and principals are required by law and local policy to maintain current CDE licensure.

Certified Teacher Evaluation Process

- I. Evaluator:** The Principal or the Director of Special Programs will evaluate each certified staff member. No evaluation information shall be gathered using electronic recording devices without the consent of the person being evaluated. Evaluations shall be conducted observing the legal and constitutional rights of the person being evaluated.
- II. Informal Feedback:** Ongoing feedback (including “walk-throughs”) to all District 14 staff is an integral part of the evaluation process. Therefore, informal feedback will be given to staff throughout the academic year. Also, staff who wish feedback are encouraged to meet with their administrator to request this information.
- III. Frequency of observations and evaluations:** Formal evaluations will be comprised of documented observations and a written evaluation. The number of observations and frequency of evaluations depends upon the probationary status of the teachers.
 - A. Probationary teachers: two observations and two evaluations per year using the provided forms. Evaluations are due to the district office on December 10th and April 10th.
 - B. Non-probationary teachers:
 1. At least one evaluation every three years using the R2O Rubric. Evaluations may be more frequent that every three years if so determined by the supervisor.
 2. At least one documented observation every year.
 3. A report on the status of Goals and Actions each year.
- IV. Formal Observations:** A formal observation will be arranged between the staff member and his/her principal during. These observations may occur at prearranged times or be impromptu within a prearranged window of time. Results of the observation will be documented and shared with the staff member.

The Evidence of R2O in Our Classroom Form I, and the Teacher Evaluation Rubric Form 2 can be used to guide the pre-conference discussions and actual observation. Form I may be modified by the building principal to accommodate the needs of that building and staff. Form I must be aligned with R2O and include a “Performance Goal Progress” and “Teacher Accomplishments”. Other additional forms may be used at Principal discretion as appropriate and as matched to the observation process. Teachers will have access to all forms that will be used prior to any observations taking place.

A. Pre-Observation Conference: The administrator may conduct as appropriate a pre-observation conference prior to each formal observation. The primary purposes of a pre-observation conference are to

1. Provide the administrator with information that will be helpful during the observation; e.g. the ELs and ISs being taught, informative assessment strategies, differentiation strategies, and other R2O focuses of the classroom including lesson and unit plans.
2. To provide the teacher the opportunity to clarify with the administrator the evaluation process and the R2O evaluation rubric being used.

Other goals of a pre and post observation conference are to:

- Enhance trust and collegiality between the staff member and administrator.
- Reduce teacher anxiety in anticipation of the observation.
- Allow the administrator to review specific behaviors they expect to observe (See R2O rubric).
- Provide the staff member an opportunity to identify particular aspects of performance on which he/she desires feedback.
- Provide an opportunity to share information about students with specific needs and behaviors.
- Allow the discussion of various data collection tool (s) that will be used for the observation.
- Allow discussion of observation particulars such as expected duration, whether the observation will be scheduled or impromptu, etc.
- Allow the discussion of previously established teacher specific R2O goals.

Supervisors may observe classrooms, IEP meetings, RTI meetings, parent/teacher meetings, etc. Observations need not be limited to classrooms only.

B. Post-observation Conference: For probationary teachers, a post-observation conference will be conducted between the teacher and principal for each formal observation. For non-probationary teachers, the post- observation conferences may be held in conjunction with the annual evaluation conference or soon after the actual observation.

V. Performance Goals and Summary of Accomplishments: Each District 14 licensed teacher, except those in their first year in the district, will participate in a performance goal setting process. Based upon agreed areas for growth as indicated by the R2O Rubric, teachers will develop up to three performance goals to be reviewed and tracked annually. In addition, a goal will be required for any “Emerging” rubric descriptor. The goals will include an action plan for achieving these goals. The Performance Goal Progress (See Goal Action Plan Form 3) should be completed before the end of each school year. This brief characterization provides teachers with the chance to highlight their accomplishments and progress.

VI. Annual Evaluation Conference: Any formal evaluation reports (R2O Rubric) will be reviewed by the Superintendent of Schools before teacher and principal signature. The Superintendent will use this review to ensure that all evaluations and observations are being completed as per policy. Administrators will complete an annual evaluation conference by May 1 for probationary teachers and by year’s end for non-probationary teachers. In this conference the principal and teacher will discuss teacher performance with respect to the R2O evaluation rubric and goals.

The teacher and evaluator will sign the formal evaluation rubric. The teacher's signature on the report indicates only that they have read the evaluation and shall not be construed to indicate agreement with the information contained in the report. If the teacher disagrees with any of the conclusions or recommendations made in the evaluation report, the teacher may attach a written explanation or any other relevant documentation that the teacher deems necessary. Any teacher whose performance evaluation includes a remediation plan shall be given an opportunity to improve his/her performance through the implementation of the plan. If the next performance evaluation shows that the person is still not performing satisfactorily, the principal shall either make additional recommendations for improvement or may recommend the dismissal of the teacher in accordance with the provisions of article 64 of House Bill 98-1089.

A signed copy of the formal evaluation report (R2O Rubric) will be sent to the District office to be recorded in the District files. A signed copy of the formal evaluation report will also be provided to the teacher.

VII. Support Provided: District 14 offers a comprehensive staff development program specifically designed to meet the needs of staff members regarding the achievement of district goals, improvement of job-related skills, and personal growth. Oversight is provided by a team of employees from each of the four buildings. Opportunities may be provided at the district, individual school or individual employee level.

The professional development team also designs and monitors the Induction Program for new teachers. This program meets all the requirements for the Colorado Induction Program, Section 13.00 and 14.00 for the Educator Licensing Act of 1991.

All teachers new to the district are assigned a mentor. The professional development team organizes an orientation meeting, district tour and luncheon for the mentors and mentees prior to school starting in the fall. Guidelines and requirements for the Induction Program are reviewed at the orientation meeting. The mentor and mentee continue working together throughout the year.

VIII. Observation, Evaluation, Goal Setting Cycle

Probationary Teachers Year 1	
September:	Self assessment using the R2O Evaluation Rubric Form 2 Unilateral Goal/Action Plan Form 3 completion Begin Observation Process using Evidence of R2O in the Classroom Form 1
By April 10	4 Observations completed using Form 1 2 Evaluations completed using Form 2 (First evaluation due December 10 th) Collaboratively agree goals using Form 3
Probationary Teachers Year 2	
Sept-May	4 Observations completed using Form 1 and/or 3
By April 10	2 Evaluations completed using Form 2. (First evaluation due December 10 th)
Probationary Teachers Year 3	
Sept-April	4 Observations completed using Form 1 or 3
By April 10	2 Evaluations completed using Form 2. (First evaluation due December 10 th)

Non-Probationary Teachers Evaluation	
September:	Self assessment using the R2O Evaluation Rubric Form 2 Unilateral Goal/Action Plan Form 3 Begin Observation Process using Evidence of R2O in the Classroom Form 1
By June 1	2 Observations completed using Form 1 or 3 1 Evaluation completed using Form 2 Collaboratively agree goals using Form 3
Non-Probationary Teachers: years 1 and/or 2 of 3 year cycle	
Sept-May	Documented observation completed using Form 3

Non-probationary teacher:			
	3 Year Cycle		
	Year 1 of 3	Year 2 of 3	Year 3: Formal Evaluation
Self Evaluation: Form 2 and 3	x	x	x
1 Documented Observation using Form 3	x	x	x
2 Documented Observations using Form 1 or 3			x
R2O Rubric Form 2 and collaborative development of Form 3			x

Certified Evaluation Forms:

1. **Evidence of R2O in the Classroom Form 1.** To be used for classroom observations of probationary teachers and non-probationary teachers in their designated evaluation year.
2. **R2O Evaluation Rubric Form 2.** To be used as the evaluation instrument for all teachers.
3. **Goal Action Plan Form 3.** To be used for goal setting and monitoring, and as the documented observation for non-probationary teachers in their non-evaluation years.

**MANITOU SPRINGS SCHOOL DISTRICT 14
EVIDENCE OF R20 IN OUR CLASSROOMS FORM I**

Teacher:			
Level/Assignment:		Grade:	
Date/Time/Circumstances (holiday, shared class, etc.):			

RELATIONSHIPS

Compassion Empathy Graciousness Community Integrity Communication

Observations:

- Environment:
- Interactions:
- Sound, silence and movement:
- Support:

RIGOR

Meaningful Student-Centered Provocative Challenging Complex Differentiated

Observations:

- Essential learning/Lesson purpose:.
- Link to prior knowledge:
- Lesson body structure:
- Modeling/Practice:
- Differentiation:
- Challenge:
- Closure:
- Assessment:
- Bloom's Level: knowledge, understanding, application, analysis, synthesis, evaluation.

OPPORTUNITY

Exploration Authenticity Diversity Inclusion Choices Risk-Taking

Observations:

- Authenticity:
- Learning styles:
- Gender gap:
- Strats from Classroom Inst./Works:
- Product/process options;
- Thinking Maps:
- Attraction:

**R2O WITH STUDENTS
In their words....**

Student Input:

- What are you learning?
- What would help you learn It better?
- What will it look/be like when you learn it really well?
- Why is it good to know this--how would you ever use this in your life?
- How can you get help if you need it?

Observer Comments/Goal Action Plan Form 3:

Teacher Comments/Teacher Accomplishments:

(Teacher Signature)

(Date)

(Principal Signature)

(Date)

Relationship: *Compassion, empathy, graciousness, community, integrity, communication*

NOTE: "Essential" describes the expected level of performance.

A checked "Emerging" box requires a Performance Goal and Action Plan.

A checked "Comment" box requires a written comment and a Performance Goal and Action Plan.

EL: Teacher builds and maintains positive relationships with colleagues, students and parents to create safe, caring, supportive, and collaborative environment.				
	Exemplary	Essential	Emerging	Comment
Compassion, Empathy and Graciousness	Consistently models by recognizing, honoring and effectively responding to the needs of others and supporting their dignity.	Recognizes and attempts to respond to the needs of others and support their dignity.	Attempts but fails to recognize, or is unable to respond to, the needs of others.	
Community	Consistently engages and interacts positively with all stakeholders to create shared ownership and responsibility.	Attempts to engage stakeholders to create shared ownership and responsibility.	Attempts but fails to engage stakeholders to create shared ownership and responsibility.	
Integrity	Consistently models the highest level of responsibility, sound judgment and professionalism.	Strives for a high level of personal responsibility, judgment and professionalism.	Attempts but fails to demonstrate responsibility, judgment and professionalism.	
Communication	Consistently listens to, hears, and informs all stakeholders.	Strives to listen to, hear, and inform all stakeholders.	Attempts but fails to listen to, hear, and inform all stakeholders.	
Instructional Practice	Consistently structures the classroom and learning activities to teach and model the components of positive relationships.	Strives to structure the classroom and learning activities to teach or model the components of positive relationships.	Attempts but fails to structure the classroom and learning activities to teach and model positive relationships.	
Student Demonstration and Ownership.	Students consistently demonstrate relationships that are supportive of others and of a collaborative school culture.	Students strive to demonstrate relationships that are supportive of others and of a collaborative school culture.	Students attempt but fail to demonstrate relationships that are supportive of others and of a collaborative school culture.	

Rigor: *Meaningful, student-centered, provocative, challenging, complex, differentiated*

NOTE: "Essential" describes the expected level of performance.

A checked "Emerging" box requires a Performance Goal and Action Plan.

A checked "Comment" box requires a written comment and a Performance Goal and Action Plan.

EL: The teacher demonstrates personal rigor through ongoing professional development, service to the district, and leadership to ensure student growth.				
	Exemplary	Essential	Emerging	Comment
District R2O Goals	Assumes a pro-active and leadership role in District initiatives.	Actively engaged in District initiatives.	Minimally participates in District initiatives.	
Building Level R2O Goals	Assumes a pro-active and leadership role in Building initiatives.	Actively engaged in Building initiatives.	Minimally participates in Building initiatives.	
Individual R2O Goals	Pro-actively and purposefully pursues professional growth, documented on the Goal Action Plan Form 3.	Pursues professional growth, documented on the Goal Action Plan Form 3.	Minimally participates in professional growth.	
EL: The teacher develops and delivers R2O based instruction and assessment activities.				
	Exemplary	Essential	Emerging	Comment
District ELs and ISs	Plans units and lessons based upon ELs, ISs and Essential Skills for Life that are clearly communicated to all stakeholders.	Plans and delivers units and lessons based upon ELs, ISs and Essential Skills for Life that are communicated to students.	Attempts with limited success to plan and deliver units and lessons based upon ELs and ISs.	
Lesson Structure	Consistently designs lessons that include: an introduction that accesses prior knowledge, connection to EL/IS objectives, purposeful activities and transitions, and closure.	Designs lessons that include: an introduction that accesses prior knowledge, connection to EL/IS objectives, purposeful activities and transitions, and closure.	Sometimes or minimally designs lessons that accesses prior knowledge, connection to lesson objectives, purposeful activities and transitions, and closure.	
	Exemplary	Essential	Emerging	Comment
Differentiation of Content and Presentation	Consistently and effectively varies presentation and complexity of concepts and materials matched to student ability, need and/or potential.	Varies presentation and complexity of concepts and materials matched to student ability, need and/or potential.	Sometimes varies presentation and complexity of concepts and materials.	

Differentiation of Learning Process and Product	Consistently varies learning activities and assessments to address student learning styles and needs as appropriate.	Varies learning activities and assessments to address student learning styles and needs as appropriate.	Sometimes varies learning activities and assessments to address student learning styles and needs.	
Informative System of Feedback and Assessments	Implements a well developed system of on-going feedback and varied assessments that include: EL pre-assessments and formative, common, and summative EL assessments.	Implements a system of on-going feedback and assessments that include: EL pre-assessments and formative, common, and summative EL assessments.	Uses limited components of a balanced system of assessments.	
Response to Assessment	Continually and effectively utilizes informative data in the instructional cycle to purposefully re-teach or enrich to meet the needs of individual students.	Effectively utilizes informative data in the instructional cycle to purposefully re-teach or enrich to meet the needs of individual students.	Inconsistently uses informative data in the instructional cycle to re-teach or enrich to meet the needs of students.	
Data-based Instructional Program	Consistently utilizes assessment data and proactively seeks additional feedback to refine lesson and unit content and delivery.	Utilizes assessment data to refine lesson and unit content and delivery.	Minimally uses data to make necessary instructional or program changes.	

EL: The teacher's students are involved in meaningful learning experiences and demonstrate active engagement in their own learning.

	Exemplary	Essential	Emerging	Comment
ELs	Students can explain what they are learning and its relationship to past and future learning.	Students can explain what they are learning and its relationship to past learning.	Students are unclear about what they are learning.	
ISs for Self Evaluation and Goal Setting	Students articulate what success looks like, proactively seek their own data, and establish next steps.	Students understand what success looks like, understand their own data, and establish next steps.	Students are unclear about what success looks like and partially understand their own data.	
Student Engagement and Ownership	Students are actively engaged in learning experiences.	Students are engaged in learning experiences.	Students are partially engaged in learning experience.	
Application of Essential Skills for Life	Students are actively applying and transferring multiple Essential Skills for Life across situations.	Students are applying various and appropriate Essential Skills for Life.	Students are applying limited Essential Skills for Life.	

Opportunity: *Exploration, authenticity, diversity, inclusion, choices, risk-taking*

NOTE: "Essential" describes the expected level of performance.

A checked "Emerging" box requires a Performance Goal and Action Plan.

A checked "Comment" box requires a written comment and a Performance Goal and Action Plan.

EL: The teacher actively supports and contributes to a school culture that promotes students' social, emotional, and intellectual growth.				
	Exemplary	Essential	Emerging	Comment
Authenticity	Students are provided with rich experiences that expand and personalize their understanding of the world.	Students are provided with experiences that personalize their understanding of the world.	Students are provided with limited experiences that personalize their understanding of the world.	
Diversity	Students are encouraged to demonstrate individual differences and their input is deeply valued.	Students are respected for their individuality, beliefs and unique circumstances.	Student diversity is tolerated.	
Inclusion	Students are deeply valued as important components of the class.	Students with varying needs and learning styles are welcomed and embraced.	Students are welcomed but not fully included as members of the class.	
Exploration and Choices	Students are appropriately challenged with options for personal growth to discover and pursue their interests, abilities and passions.	Students are appropriately provided options for personal growth to discover and pursue their interests, abilities and passions.	Students are provided limited or generic options for personal growth to discover and pursue their interests, abilities and passions.	
Risk-taking	The teacher empowers and celebrates risk taking as an essential part of growth and learning.	The teacher supports risk taking as an essential part of growth and learning.	The teacher encourages risk taking as a part of growth and learning.	
Student Ownership	Students consistently demonstrate self-knowledge to include a willingness to explore and take risks.	Students demonstrate self-knowledge to include a willingness to explore and take risks.	Students demonstrate limited self-knowledge and seldom explore and take risks.	
Student Demonstration	Students consistently model respect for the individuality and unique qualities of others.	Students model respect for the individuality and unique qualities of others.	Students model limited respect for the individuality and unique qualities of others.	

Goal Action Plan Form 3

Name:		Year of next Evaluation:	
Original Date:			
Goal:			
Circle One:	Relationships, Rigor, Opportunity		
Action	Resources	Timeline	Status Year 1 Status Year 2 Status Year 3
Goal:			
Circle One:	Relationships, Rigor, Opportunity		
Action	Resources	Timeline	Status Year 1 Status Year 2 Status Year 3
Goal:			
Circle One:	Relationships, Rigor, Opportunity		
Action	Resources	Timeline	Status Year 1 Status Year 2 Status Year 3
Goal:			
Circle One:	Relationships, Rigor, Opportunity		
Action	Resources	Timeline	Status Year 1 Status Year 2 Status Year 3
Goal:			
Circle One:	Relationships, Rigor, Opportunity		
Action	Resources	Timeline	Status Year 1 Status Year 2 Status Year 3
Supervisor Observation Year 1:			
Supervisor Signature/Date			Teacher Signature/Date
Supervisor Observation Year 1:			
Supervisor Signature/Date			Teacher Signature/Date
Supervisor Observation Year 1:			
Supervisor Signature/Date			Teacher Signature/Date

Licensed Staff - Administrators

Administration Evaluation Process

The Annual Administrator Evaluation Process is summarized in Form IV and described below.

Evaluator: Each administrator will be evaluated by his/her immediate supervisor annually.

Position Description: Position descriptions for each administrator will be reviewed annually. (Form I) The performance of each administrator on meeting the criteria in the position description will be addressed in the annual summative evaluation report. (Form V).

Performance Goals: Each administrator will develop at least three performance goals annually. The goals will include a district goal, a building/department goal and a personal goal. The position description and the performance goals will be reviewed and agreed upon by October 1 of each school year. (See Form II for a copy of the Administrative Staff Performance Goals Form.)

Accomplishments Summary: Each administrator will summarize his/her accomplishments in writing annually. The summary will state the accomplishments and include the impacts of the accomplishments on student achievement, Standards Based Education and the accomplishment of district goals. (See Form III of the Administrator Performance Goals Accomplishments Summary).

Formal Evaluation: The annual summative evaluation report by the evaluator will include the accomplishments of the position description, the accomplishments of the performance goals, and will be specific to the strengths and areas for improvement of the individual being evaluated. Section 5, 22-9-106 (1) (c) (Form V)

Any person whose performance evaluation includes a remediation plan shall be given an opportunity to improve his/her performance through the implementation of the plan. If the next performance evaluation shows that the person is now performing satisfactorily, no further action shall be taken concerning the original performance evaluation. If such evaluation shows the person is still not performing satisfactorily, the evaluator shall either make additional recommendations for improvement or may recommend the dismissal of such person in accordance with the provisions of article 63 of this title, Section 5, 22-9-109 (1) (g) (4.5)

Annual Evaluation Conference: The annual summative evaluation report will be discussed and signed by the evaluator and the person being evaluated. The signature on the report of the person being evaluated shall not be construed to indicate agreement with the information contained in the report. If the person being evaluated disagrees with any of the conclusions or recommendations made in the evaluation report, the person may attach any written explanation or other relevant documentation that the person deems necessary. Section 5, 22-9-106 (1) (f).

A signed copy of the annual summative evaluation report will be kept in the district personnel file of the person being evaluated. A signed copy will be provided to the person being evaluated by the last working day of the contract year.

Support Provided:

District 14 administrators may take advantage of the comprehensive staff development program available to licensed staff. This includes classes, study groups, mentorship, orientation and technology training. Administrators also participate in a retreat prior to the start of each school year.

Administrator Evaluation Forms

Position Description for a Principal: - Form I: Must be reviewed and signed annually.

Administrative Staff Performance Goals - Form II: Must be completed annually at the start of the academic year.

Administrator Performance Goals Accomplishments Summary - Form III: Must be completed annually in time for the annual summative evaluation report.

Annual Administrator Evaluation Process - Form IV: Reviews the steps in the administrator evaluation process and the time line for completion.

Administrator Summative Evaluation Report - Form V: Must be completed annually by June 15th.

**Manitou Springs District 14
Administrative Staff Performance Goals**

Name:
Assignment:

Evaluator:
School Year:

Performance Goal:
Action Plan (To include indicators of achievement):

Building Goal:
Action Plan (To include indicators of achievement):

Personal Goal:
Action Plan (To include indicators of achievement):

Employee Signature:

Date:

Evaluator Signature:

Date:

(Signature indicates that employee and evaluator have discussed and agreed upon goals and action plan.)

**MANITOU SPRINGS PUBLIC SCHOOLS
POSITION DESCRIPTION**

TITLE - PRINCIPAL

POSITION QUALIFICATIONS

Education/Certification:

- Master's Degree required.
- Hold or be eligible to hold, a Colorado Type D administrative certificate/license.

Experience:

- Minimum of five years' experience in teaching and/or school administration.

Other:

- Demonstrates abilities in working effectively with certificated/licensed and classified personnel.
- Demonstrates abilities in organizational and management techniques.
- Demonstrates abilities in written and oral communication.
- Demonstrates skills in and knowledge of current research regarding instruction and curriculum implementation.
- Demonstrates commitment to the education of students as a primary responsibility.
- Demonstrates commitment and skills in evaluation and assessment.

LINE/STAFF RELATIONSHIP

Immediate Supervisor:	Superintendent
Positions Directly Supervised:	Building Certificated/Licensed Personnel Building Classified Personnel

PERFORMANCE STANDARDS AND EVALUATION CRITERIA

(STANDARDS FOR THE APPROVED PROGRAM OF PROFESSIONAL EDUCATION AND PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPALS AND ADMINISTRATORS) 2260.5 R 6.00 ICCR 301-37

- I. THE PRINCIPAL MODELS AND SETS HIGH STANDARDS TO ENSURE QUALITY LEARNING EXPERIENCES THAT LEAD TO SUCCESS FOR ALL STUDENTS.

The principal must demonstrate that s/he

- a. leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods;
- b. uses data to analyze student learning and then serves as a catalyst for needed change;

- c. expects and coaches effective classroom practices, and supervises and coordinates the instructional program of the school so that all students are successful;
- d. develops a school climate that promotes learning by all students;
- e. actively participates in the development and implementation of the district curriculum;
- f. demonstrates knowledge of Standards Based Education as defined by the State Board of Education;
- g. uses multiple methods of assessing student learning and achievement and program evaluation;
- h. meets the social/emotional and intellectual learning needs of all students;
- i. demonstrates knowledge of curriculum and instruction and their relationship to student achievement;
- j. is responsible for state accreditation and accountability requirements;
- k. understands and demonstrates the use of telecommunications and technology in instruction.

II. THE PRINCIPAL LEADS AND SUPPORTS A SCHOOL COMMUNITY THAT IS COMMITTED TO AND FOCUSED ON LEARNING.

The principal must demonstrate that s/he

- a. conducts staff meetings and implements other communication procedures, both oral and written, to keep members informed of policy changes, new programs and pertinent information;
- b. participates in district meetings and such other meetings as are advisable and, at times assumes leadership of such meetings;
- c. develops a plan for public relations and communication in order to further the community's understanding in support of the educational program;
- d. acts as a liaison between the school and the community in interpreting activities and policies of the school and encouraging community participation in the district;
- e. establishes written procedures for student discipline and conduct expectations and communicates these to staff, students and parents;
- f. behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

III. THE PRINCIPAL IS A CONTINUOUS LEARNER WHO ENCOURAGES AND SUPPORTS THE PERSONAL AND PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS.

The principal must demonstrate that s/he

- a. inquires about, reflects on and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of the school;
- b. recognizes and provides personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction;
- c. designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment;
- d. uses principles of adult learning and how adults are motivated to grow and develop in constructive directions;
- e. engages in professional development opportunities for self and others.

IV. THE PRINCIPAL COMMUNICATES AND COLLABORATES ACROSS THE ORGANIZATION AND COMMUNITY WITH THE INTENT OF BUILDING TRUST, DEVELOPING RELATIONSHIPS, INVOLVING OTHERS IN DECISION-MAKING, SHARING INFORMATION, AND FOSTERING TEAMWORK.

The principal must demonstrate that s/he

- a. obtains and uses staff, parent and student feedback for more effective decision making;
- b. impacts the quality of instruction by using meaningful educational research and thoughtful dialogue with staff, students and parents;
- c. provides leadership for the development, implementation, continuing review and evaluation of building action plans which reflect the District mission, priorities, values and outcomes;
- d. provides meaningful, accurate, current information to the community regarding student achievement and school action plan outcomes;
- e. maintains an awareness of factors outside the school which affect the school program;
- f. empowers teachers, students and parents to be leaders in the school community;
- g. initiates the involvement of business and non-parent communities in student learning experiences;
- h. leads the process of vision building and vision renewal.

V. THE PRINCIPAL ORGANIZES AND MANAGES HUMAN AND FINANCIAL RESOURCES TO CREATE SAFE AND EFFECTIVE WORKING AND LEARNING ENVIRONMENTS.

The principal must demonstrate that s/he

- a. organizes, and manages human and financial resources to create a safe and effective working and learning environment;

- b. interviews candidates for available positions and makes recommendations, in accordance with District personnel procedures;
- c. supervises and evaluates, according to District and State policies and procedures, all certified/licensed and administrative and non-certified personnel assigned to the school and makes provisions for growth, motivation and development of the staff;
- d. supervises and evaluates instructional staff in the development and implementation of curriculum and standards based education;
- e. provides continuous formal and informal feedback to staff on performance criteria;
- f. administers the school budget and allocations within appropriate guidelines;
- g. demonstrates theories of budgeting and methods of accounting and financial management.

VI. ADDITIONAL POSITION RESPONSIBILITIES

Plans and provides for proper management, maintenance, and improvement of the school equipment and site.

Effectively schedules a building calendar which blends instructional, co-curricular, district and community needs.

Promptly provides accurate data for reports, reviews and emergency messages.

Maintains student and staff records and school schedules as required by state statute and district policy.

Performs other duties as may be assigned by the Superintendent.

Signatures below indicate the employee acknowledges and understands the position description.

Comments:

EMPLOYEE SIGNATURE:

DATE:

SUPERVISOR SIGNATURE:

DATE:

MANITOU SPRINGS DISTRICT #14
ADMINISTRATOR PERFORMANCE GOALS
ACCOMPLISHMENTS SUMMARY

Employee: _____ Evaluator: _____

Assignment: _____ School Year: _____

DISTRICT GOAL:

ACTION PLAN:

SUMMARY OF ACCOMPLISHMENTS: (TO INCLUDE IMPACTS ON STUDENT ACHIEVEMENT, STANDARDS BASED EDUCATION AND DISTRICT GOALS)

BUILDING/DEPARTMENT GOAL:

ACTION PLAN:

SUMMARY OF ACCOMPLISHMENT: (TO INCLUDE IMPACTS ON STUDENT ACHIEVEMENT, STANDARDS BASED EDUCATION AND DISTRICT GOALS)

PERSONAL GOAL:

ACTION PLAN:

SUMMARY OF ACCOMPLISHMENTS:

GOALS FOR NEXT YEAR:

Phase II: Progress Review

- Progress Check for New Hires: 1-3 months after the employee begins the job
- Supervisor provides ongoing feedback and coaching for New Hires and Long Term employees to identify areas where “problems” exist or are emerging and provide an opportunity for the employee to correct the problem.

Phase III: Performance Appraisal

Supervisor/or Supervisors complete the Performance Appraisal form to evaluate the degree to which the different elements of the Performance Plan Goals and the job description were achieved. The Supervisor/or Supervisors and the employee will meet and discuss the results that were achieved and develop goals for the following year.

Any employee whose performance evaluation includes a remediation plan shall be given an opportunity to improve his/her performance through the implementation of the plan. If the next performance evaluation shows that the person is still not performing satisfactory, the supervisor shall either make additional recommendations for improvement or may recommend the dismissal of the employee.

Other considerations:

Signature requirements

_____ The Performance Appraisal will be signed by the supervisor and the employee at the end of the rating period. If the employee refuses to sign the form, then the supervisor will write a statement (in the employee signature blank) indicating that he/she was given the opportunity to sign but refused. The date should also be noted.

Disagreement with the Plan or the Appraisal

If the employee disagrees with either the performance plan or the overall performance rating he/she may use the grievance process. The first step of the process requires the employee to discuss the problem with his/her immediate supervisor.

Final Disposition of the form

_____ Once the appraisal form has been completed, the original will be sent to Manitou School District #14 Superintendent’s office where it will be kept in the employee’s permanent file. Copies of the appraisal should be made for the employee and the supervisor.

Classified Employees

Introduction

The purpose of the Classified Employees Performance Evaluation System is to provide an accurate and fair evaluation to Manitou Springs District #14 Classified Employees at least annually. An evaluator (primary supervisor) will be designated for each classified employee. This evaluator is responsible for soliciting input from other supervisors and conducting the evaluation process. The designated evaluators are shown in Figure 5.

Job Categories

Job Descriptions exist for all classified employees and are to be reviewed each year as part of the annual evaluation process. Job Descriptions are available in the Superintendent's office and include the following Job Categories. (Some samples are included at the end of this section).

- Bus Driver
- Custodian
- Food Service
- Media Technician
- Paraprofessional
- Secretary
- Bookkeeper
- Other Categories

Classified Employees Performance Evaluation Process

Phase I: Performance Planning

The supervisor and employee will meet annually to plan the upcoming year. This meeting will serve to reach an agreement about 4 major areas.

1. Job Description
 - Key accountabilities of the employee's job
 - Specific responsibility of the employee
2. Standards that will be used to evaluate job performance
3. Review Performance Appraisal Form
4. Time line for the Performance Evaluation Plan
 - A. New hires should have a Progress Review discussion with their supervisors 1-3 months after starting the job. This is an opportunity to ask questions and express concerns.
 - B. The evaluation process using the Performance Appraisal form will be conducted annually for all classified employees.

Support Provided

“New Hire” orientation will be conducted by the employee’s supervisor/or supervisors. The job description and the evaluation forms, time lines and evaluation process will be reviewed. Special training sessions may be established as part of the Performance Plan and annual goals for improvement should be developed.

Classified Employees will be included in the bus tour of the community provided for new employees prior to the beginning of each school year. Any employee hired during the school year will be included in the orientation of the following year.

Grievance and Appeals Process

Licensed Employees

Under current District policy, teachers, counselors or licensed media personnel with grievances of any type shall take their grievance to the appropriate building principal. If satisfaction is not gained at this level, the employee may meet with the Assistant Superintendent for Instructional Services or, if he/she wishes, may request to meet directly with the Superintendent of Schools. If still dissatisfied, the employee may then request a hearing before the Board of Education. All requests for Board hearings must be made through the Superintendent and only after steps, as outlined above, have been completed. The Superintendent is obligated to set up a meeting between the employee and the Board as promptly as possible. All grievances must be received directly from an individual employee speaking on his/her own behalf. Decisions rendered by the Board of Education are final.

In addition to the existing employee rights described above, House Bill 98-1090 gives licensed employees the right to disagree with any of the conclusions or recommendations made in the evaluation report. The employee also may attach to the evaluation report any written explanation or other relevant documentation that the employee deems necessary.

Classified Employees

Under current District policy, any classified employee with a grievance should take the grievance directly to his/her immediate supervisor. If satisfaction is not gained at the level, the employee may file a grievance with the Superintendent of Schools. If having seen the Superintendent, the employee is still dissatisfied, a hearing before the Board of Education may be requested. A request to meet with the Board must be made through the Superintendent who is obliged to set up a meeting between the employee and the Board as promptly as is reasonable. All grievances must be received directly from an individual employee speaking on his/her own behalf. All decisions of the Board concerning employee grievances are final.

V. THE PRINCIPAL ORGANIZES AND MANAGES HUMAN AND FINANCIAL RESOURCES TO CREATE SAFE AND EFFECTIVE WORKING AND LEARNING ENVIRONMENTS.

VI. ADDITIONAL POSITION RESPONSIBILITIES.

VII. SUMMARY OF ACCOMPLISHMENTS FOR PERFORMANCE GOALS.

VIII. AREAS OF IMPROVEMENT AND PROFESSIONAL GROWTH FOR NEXT APPRAISAL PERIOD.

PRINCIPAL COMMENTS:

PRINCIPAL SIGNATURE

DATE

SUPERINTENDENT SIGNATURE

DATE

The person being evaluated's signature does not indicate agreement with the information contained in this evaluation report.