



Engaging School District/BOCES Advisory Personnel Performance Evaluation Councils (1338 Councils)

General Information

Advisory Personnel Performance Evaluation Councils (1338 Councils) can be stand-alone or composed of any other school district committee having proper membership, such as District Accountability Committees. 1338 Councils must consult with the local school board as to the fairness, effectiveness, credibility, and professional quality of local evaluation systems, processes, and procedures.

The following offers suggestions regarding the purpose, formulation, and best practice examples of a 1338 Council. The best practices list is not exhaustive, and the activities described are not all required to be performed by the Council.

Beginning of the Year

Each fall, a 1338 Council must be formed with the membership composition appointed by the local school board. Following the formation of the Council, members will determine the number of meetings to take place during the year as well as the priorities and activities the Council will engage in throughout the year.

Below are some activities with which a 1338 Council may engage at the beginning of the year:

- Review CDE Assurances Checklist for Educator Effectiveness.
- Review changes in district policies/procedures on evaluation and ask for feedback on clarity and alignment to district values.
- Discuss weights for Quality Standards.
- Discuss evaluation timeline and beginning of year processes such as orientation, self-assessment, and professional growth planning.
- Share teacher self-assessment data (if available) and discuss implications for professional development and strategic planning.
- Share Measures of Student Learning/Outcomes (MSL/O) templates and ask for feedback on specific measures, weights, and alignment to district values and strategic initiatives.

What is an Advisory Personnel Performance Evaluation Council?

State board rule specifies that each school district/BOCES in Colorado must have an **Advisory Personnel Performance Evaluation Council (1338 Council)**, which at a minimum consists of the following members appointed by the local school board:

- One teacher
- One administrator
- One principal from the school district
- One school district resident who is a parent with a child attending the school within the district
- One school district resident who is not a parent with a child attending the school within the school district

Contact your [Educator Effectiveness Regional Specialist](#) or email educator_effectiveness@cde.state.co.us for more information



Middle of Year

Below are some activities with which a 1338 Council may engage in the middle of the year:

- Discuss progress on evaluation timeline and activities (i.e., observations, mid-year reviews).
- Discuss progress on setting MSL/O success criteria and Student Learning Objectives (SLOs) to ensure continued alignment to district values and strategic goals.
- Discuss implementation successes/challenges and solicit feedback and ideas for improvement.

End of Year

Below are some activities with which a 1338 Council may engage at the end of the year:

- Assess how the evaluation year went for principals, teachers and specialized service professionals. Discuss needs for change and what components should be subtracted or added to the system.
- Review current year's professional practice and Measures of Student Learning/Outcome data, in addition to overall effectiveness ratings, and discuss the refinement of evaluation processes (i.e., observation and feedback practices, MSL/O selection and weights, Quality Standard weights, appeals process, etc.).

District/BOCES Implementation Decision-Making

Many decisions around educator evaluations are made at the district/BOCES level. Below are some examples of topics where a 1338 Council may provide feedback and recommendations around educator evaluations:

- Use engagement and selection of the Advisory Personnel Performance Evaluation Council (1338) as required by the State Board of Education (SBE)
- Selection of an evaluation system aligned to the Standards and Elements (unique model or state model)
- Weighting of Standards and Elements
- Observation policies and procedures, including:
 - Number and length of observations
 - Use of pre/post conferences
 - Announced/unannounced observations
- Observation feedback policies and procedures
- Artifact policies and procedures
- Professional growth plan policies and procedures
- Use and sharing of self-assessment
- Timing and sharing of the evaluator's rubric/rating with the educator prior to the end-of-the-year
- Use of student/teacher perception surveys for inclusion of evaluation
- Selection of MSL/O, including state assessments
- Weighting of MSL/O, including state assessments
- Establishment of success criteria protocol
- Measures of Student Learning/Outcomes
- Use of evaluator designees, including peer evaluators
- Training options for teachers, principals, and district level stakeholders
- Appeals process and procedures Teacher input incorporation into principal evaluation