

# Centennial School District

## Educator Effectiveness / SB 290

### Frequently Asked Questions

- 1. What format should I use to present my artifacts?**  
*There is a cover sheet that can be used under tab 5 in the handbook (talk to your evaluator on whether they want the paper or not). District is working with a company to have everything made electronic. Can have multiple artifacts on one cover sheet.*
- 2. Can an artifact count for more than 1 domain?**  
*Yes.*
- 3. Is there a limit to how many domains an artifact can represent?**  
*No.*
- 4. Does every component in the domain need an artifact? Does every Domain/Component combo need an artifact? Example: do I need 6 artifacts for Domain 1 AND 6 artifacts for Domain 4?**  
*Not every component will need to have an artifact. Administrators will be looking at “evidence” for all 22 components – some of that evidence is observed and some is supported by “artifacts”.*
- 5. Some components don’t lend themselves as readily to producing artifacts as others. For example, 4f – Educator acts with integrity and honesty. What artifacts would show evidence of that?**  
*The committee feels that Domains 1 and 4 (not each component) are the areas that will lend themselves more readily to have artifacts. See artifact statement for artifact examples.*
- 6. How is the Committee clarifying the artifact collection process?**  
*The committee adopted an artifact statement 2.25.14 Administrators should let educators know if they want to see a specific type of artifact after the mid-year meeting. Teachers should not be limited in the amount of evidence (artifacts) that they can bring in to support their goal achievement and their classroom practice(s) in attempting to achieve their goals. Evidence is a way for teachers to reflect on and improve their professional practice.*
- 7. Of all the forms and artifacts, what goes into our personnel files?**  
*We’re still building all the forms, but it will be just one summary form with the summative rating (not this year). Goal is to have as little paper as possible. Mini-observations will be summarized. ODE has mandated the summative rating go in the personnel file.*

**8. What if there is a conflict on Domain ratings, like Does Not Meet vs. Effective? Does admin rating override teacher rating OR is there a process to reach an agreement?**

*The artifacts and mini observation feedback is designed to help communication so there are no surprises. The evaluation process should not be a “gotcha” system with teachers being surprised by their evaluation, nor should it be a “rubber stamp” system with no meaningful feedback being given to practitioners. Use of common language in the observation feedback and summative reflection, as provided by the Danielson rubric, will help both parties in their communication. At the end of the evaluation process, the Administration evaluation decision stands.*

**9. What happens if we don't complete all 6 mini-observations?**

*The 6 is only for the formal cycle. It may be too many. Since this is a pilot year, we're testing the number.*

**10. Where does the number rating go? Is it kept confidential?**

*ODE mandates the number goes into the personnel file. Right now our understanding is that the state will collect the ratings and then they will go to the Federal level. Currently, the state report card keeps individual names and scores separate, and many organizations have raised concerns about educator scores being released. This is an issue for further discussion at the state level.*

**11. Is it only those on the formal observation cycle who get a rating?**

*Yes.*

**12. Is there a District-wide focus on Domains 1 & 4?**

*Yes, and on Domains 2 & 3. All domains are required to be observed.*