



**Definition of terms:**

**RANDA:** This is the name that most educators use when referring to the software that supports their formal evaluations. The acronym stands for “R & A Solutions, Inc.,” or “RandA.” This is the company that created the software to manage the Colorado State Model Teacher Performance. All teaching staff use the rubric inside the system to pre-assess themselves before setting professional goals for the year. For more information about the Colorado Teacher Quality Standards, visit <https://www.cde.state.co.us/educatoreffectiveness/revised-teacher-rubric>.

**Quality Standard IV, Element A** on the Colorado Teacher Quality Standards:

“Teachers demonstrate high standards for professional conduct.” The rubric is as follows:

Level 1: The teacher maintains confidentiality of student records and data as required by law; the teacher maintains confidentiality of student, family, and fellow teacher interactions with colleagues; and demonstrates reliable and responsible behavior.

Level 2: The teacher engages in interactions that are respectful, consistent, and reasonable; and models ethical behavior.

Level 3: The teacher promotes ethical behavior of students as individuals and as members of a community.

Level 4: The teacher encourages colleagues’ accountability to school and district vision and mission.

Level 5: The teacher serves as an advocate for school and district vision and mission.

Levels 1 and 2 can serve as the basic definition of what it means to be a professional in the world of education, no matter the position. Level 3 and above are typical expectations of more seasoned staff professionals because they require experience, expertise, and rapport-building which take time.

**Panorama:** Panorama Education is an education technology company that offers a suite of student- and teacher-focused surveys, among other products. For more information about Panorama, visit <https://www.panoramaed.com/about/faqs>.

**Superintendent’s interpretation:** The Mancos School District is an institution of high standards; therefore all school district staff are expected to act within professional standards. In addition, the staff is expected to build positive relationships with students, parents, and the community.

**2022-2023 Rating:** N/A (This is a new objective as of the August 2023 revision of the Strategic Plan.)

**2023-2024 Rating:** Unable to determine at this time

## Rationale:

**Rubric Standard 1, Not using standard:** *All teaching staff score themselves as at least Level 2 under Quality Standard IV, Element A, “Teachers demonstrate high standards on the RANDA self-assessment.”*

When this new objective was written in the summer of 2023 at the board retreat, we didn’t consider how to measure. The PBL Director wrote the rubric with the intention of using resources we already had at our disposal so that more work was not required of staff. However, in the process of preparing this report, the leadership team discussed the break in trust and confidentiality that would arise from reporting teachers’ RANDA self-assessment rubric data. This is intended to be a teacher’s self-reflection and is completed with the expectation of confidentiality. As such, RANDA self-assessment data will not be included in this report.

In trying to determine another way to measure, the PBL Director examined what the 2023-2024 Employee Handbook says about professionalism. It states under Staff Conduct (and Responsibilities), “All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the district. As representatives of the district and role models for students, all staff must demonstrate and uphold high professional, ethical, and moral standards. Staff members must conduct themselves in a manner that is consistent with the educational mission of the district and must maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner” (16).

The principals and building leaders can deliver a work session presentation regarding staff professionalism. No names or specific details should be discussed at this work session.

It should also be noted that the administration and directors are engaging in a book study under the guidance of Todd Cordrey. Together, we are reading and discussing the book *Rare Leadership: 4 Uncommon Habits For Increasing Trust, Joy, and Engagement in the People You Lead* by Marcus Warner and Jim Wilder.

**Rubric Standard 2, Approaching Standard:** *Panorama Staff Surveys reflect positive perceptions of faculty, staff, board, and leadership relationships (percentage score in the mid to low 80s or below).*

Panorama Staff Surveys went out on Monday, January 8th. Questions on this survey that directly provide information for this objective include:

- How confident do you feel that school leadership addresses unprofessional staff behavior in a prompt and proactive manner?

51% of staff responded favorably to this question. 8% responded Not at all; 18% responded Slightly confident; 23% responded Somewhat confident; 41% responded

Quite confident; and 10% responded Extremely confident. The data cannot be disaggregated by school or department because Panorama does not allow for this with n lower than 15.

- How positive are the attitudes of your colleagues?

70% of staff responded favorably to this question. 3% responded Not at all positive; 0% responded Slightly positive; 28% responded Somewhat positive; 52% responded Quite positive; and 18% responded Extremely positive. Again, this data cannot be disaggregated further.

- How respectful are your school leaders towards you?

93% responded favorably to this question. 0% of respondents answered Not at all respectful or Slightly respectful; 7% responded Somewhat respectful; 29% responded Quite respectful; and 63% responded Extremely respectful.

This data shows that school leadership must take care of unprofessional behavior in a prompt and proactive manner. Staff will never know the results of an HR discussion because this is a private matter between leadership and the person involved, and staff who are reprimanded tend to not discuss the details with their colleagues. For these reasons, the perception that leadership is not addressing unprofessional behavior may linger.

#### **Needs and next steps:**

- Define “professionalism” using both the CDE’s RANDA evaluation and the Staff Handbook.
- Consider changing the wording of this objective to “Mancos School District adult stakeholders demonstrate **are held to** high standards of professionalism in all district-related interactions.”
- Consider other ways to measure this objective, including a work session presentation by principals and building leaders.
- The school district is in need of a Human Resources Director to support staff professionalism.
- The board is asked to approve this objective without a rating.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Drafted 11/29/2023 A. Farrar

Revised 1/15/2024 A. Farrar