

SUPPORTING Improved Educator Evaluations

What is the Colorado State Model Evaluation System?

Senate Bill 10-191 was passed with the idea that every child in every community deserves excellent classroom teachers and building leaders who are supported in their professional growth. As part of the bill, the way principals, teachers and specialized service professionals are evaluated in Colorado has changed. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use for educator evaluations. The Colorado State Model Evaluation System for teachers and principals is being piloted in 27 school districts of varying size and location in the 2011-16 school years. Nineteen sites across the state are also piloting the Colorado State Model Evaluation System for specialized service professionals. Educator feedback from these pilot districts is informing improvements to the model system.

What are the key priorities?

CDE has worked with a variety of stakeholders throughout the design and development of the Colorado State Model Evaluation System. This collaborative process has remained focused on five key priorities:

- Data should inform decisions, but human judgment will always be an essential component of evaluations
- The implementation and evaluation of the system must embody continuous improvement
- The purpose of the system is to provide meaningful and credible feedback that improves performance
- The development and implementation of evaluation systems must continue to involve all stakeholders in a collaborative process
- Educator evaluations must take place within a larger system that is aligned and supportive

What is the evaluation process?

The Colorado State Model Evaluation System uses a meaningful process for educator evaluation. The year-long process includes regular conversations between the evaluator and evaluatee; it's not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. The process allows for districts to determine how many observations are included prior to the mid-year and final reviews (at least one for non-probationary teachers and two for probationary teachers). The process includes:

- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment
- An end-of-year review
- A final rating
- Goal-setting and performance planning

District flexibility

State Board of Education rules state that districts may design their own evaluation system if they:

- Provide annual assurances that their system meets or exceeds the statewide Quality Standards
- Adhere to the requirements of state statute and State Board of Education rules
- Have their final evaluation ratings result in either: highly effective, effective, partially effective or ineffective

Districts who adopt the model system have flexibility to customize:

- If the statewide summative exam is taken in the grade level, it must count as one measure in the 50 percent measures of student learning/outcomes Quality Standard. Each school district may choose what other measures will contribute. They may also choose to use assessments from the CDE Resource Bank developed by the Content Collaboratives
- Each district can decide how much each of the professional practice Quality Standards is weighted. Each standard must have a "measurable influence" on the total and the total of the standards must equal 50 percent of the total rating



How will an educator be evaluated?

Educators will be rated on Quality Standards that measure professional practice and measures of student learning (for teachers and principals) or student outcomes (for specialized service professionals).

Teachers will be evaluated on six Quality Standards:

- Half of the evaluation will be based on the five Quality Standards that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership. The Quality Standards can be measured using the state-developed rubric.
- The sixth Quality Standard, student learning outcomes (student growth), will account for the other half of the evaluation. The standard will be based on multiple measures, not a single assessment. Teachers must have a team attribution student growth score and at least one individual attribution student growth score. If a teacher teaches a subject that takes the statewide summative exam, it must be used as one of the multiple measures.

Principals will be evaluated on seven Quality Standards:

- Half of the evaluation will be based on the six professional practice Quality Standards: strategic leadership, instructional leadership, school cultural and equity leadership, human resource leadership, managerial leadership and external development leadership. The professional practices can be measured with the state-developed rubric.
- The other half of a principal's evaluation will be based on the seventh Quality Standard which measures the student learning in their school. Principals must have a team attribution score and student growth scores that are aligned to their teachers. The score on the School Performance Framework would be applicable.

Specialized service professionals will be evaluated on six Quality Standards:

- Half of the evaluation will be based on the five Quality Standards that measure professional practice: mastery of and expertise in the domain for which they are responsible; support and/or establish a safe, inclusive and respectful learning environment; plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students; reflect on their practice; and demonstrate collaboration, advocacy, and leadership.
- The other half of a specialized service professional's evaluation will be based on the sixth Quality Standard that measures student outcomes.

How is a final rating determined?

Educators will earn a professional practice score based on the rubric and a measures of student learning/outcomes score based on multiple measures. The professional practices score and the measures of student learning/outcomes scores are combined to determine an overall effectiveness rating of either: highly effective, effective, partially effective or ineffective. With insight from the pilot districts, CDE has created an approach and method to combine ratings for all Quality Standards into a final rating (<http://bit.ly/1oS5t1C>).

Where can I learn more?

- To learn more about the Colorado State Model Evaluation System, visit: www.cde.state.co.us/educatoreffectiveness/statemodevaluationsystem
- To access the measures of student learning guidance, visit: www.cde.state.co.us/educatoreffectiveness/studentgrowthguide
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs