

FACT SHEET

Colorado State Model Evaluation System for Teachers

2014-2015 Pilot Findings

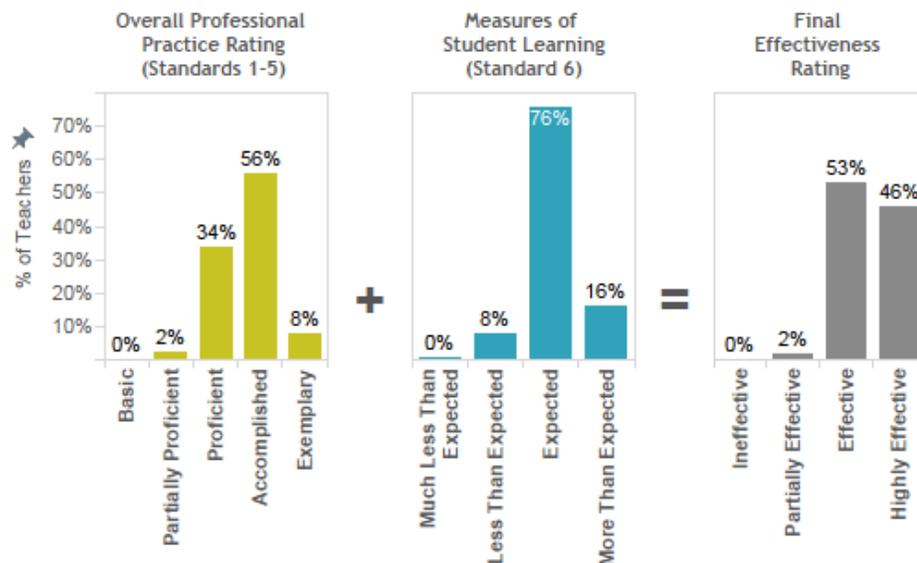
In 2010 the Colorado Legislature passed Senate Bill 10-191, which restructured the way teachers are supported and evaluated in order to promote students' college and career readiness. The Colorado Department of Education (CDE) developed the Colorado State Model Evaluation System for Teachers as an option for districts to use in implementing the new support and evaluation requirements for educators. The model system has a four-year pilot cycle which concludes at the end of the 2015-2016 school year.

Ratings Distributions

Overall Effectiveness Ratings

There are two high-level components of a teacher's evaluation: professional practice and measures of student learning (MSLs, formerly "student growth"). Professional practice ratings and MSL ratings are combined to produce final effectiveness ratings (though districts were given the option during 2014-2015 to weigh MSLs below 50%). The distributions for each of these rating levels are shown in Figure 1. The correlation between the Overall Professional Practice rating and the MSL rating is statistically significant but weak ($\rho = .13$).

Figure 1. Ratings distributions for overall professional practice, measures of student learning and the final effectiveness rating



Teacher Quality Standards

The [Colorado Teacher Quality Standards](#) are the foundation of the Colorado State Model Evaluation System for Teachers. The professional practice rubric measures Teacher Quality Standards 1 through 5 (the summative rating for the professional practice standards is displayed in Figure 1). Standard 6, which pertains to teacher responsibility for student academic growth, is measured separately and is also shown in Figure 1. The distributions for Standards 1-5 are shown in Figure 2. The ratings categories are abbreviated as follows: B=Basic, PP=Partially Proficient, P=Proficient, A=Accomplished, and E=Exemplary.

Pilot Background

2012-2013 Pilot year 1

- The Colorado State Model Evaluation System for Teachers was first piloted in 26 school districts of varying size and location during the 2012-2013 school year. The [2012-2013 pilot report](#) presented findings from the 1,900 teachers in 25 districts that submitted professional practice ratings.

2013-2014 Pilot year 2 and statewide rollout of the evaluation system, though final ratings below Effective did not count toward the loss of non-probationary status

- The [2013-2014 report](#) focused on findings pertaining to the professional practice components of the system. The report presented data from 3,436 teachers in 23 districts.

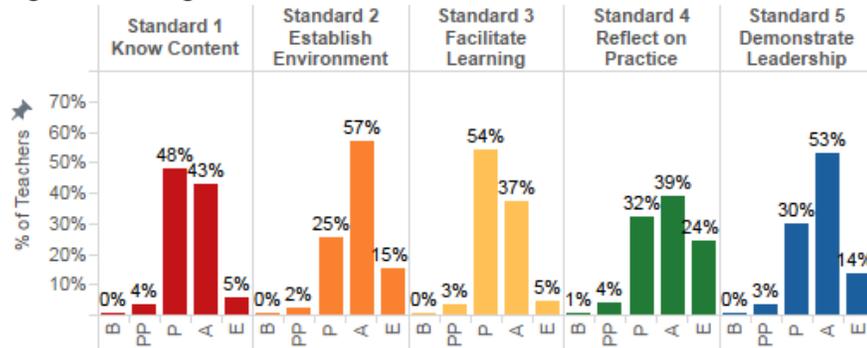
2014-2015 Pilot year 3 and full rollout of evaluation system, though MSLs could be weighted at 0%

- High-level findings pertaining to professional practices and MSLs are reported here. The data represent 3,900 teachers from 23 school districts.



The highest rated professional practice standard (based on an average across all ratings categories) is Standard 2, which pertains to establishing a safe and inclusive learning environment. This was also the highest rated Standard in year 1 of the pilot. Standard 3 is the lowest rated standard for the third year in a row. Standard 3 is the standard that encompasses practices related to effective instruction and facilitating learning for all students.

Figure 2. Ratings distributions for Standards 1-5



Elements

This section reports on the distributions of ratings for the elements within each standard (see Figures 3-7). Note that each standard is comprised of at least three elements. Pilot teachers received the highest ratings on Elements 5d (Ethical Standards), 2a (Predictable and Caring), and 4a (Analyze to Improve). Conversely, they received the lowest ratings on Elements 5b (Professional Contributions), 3e (High Expectations), and 3h (Use of Assessment). These elements have shown to be among the highest and lowest rated elements, respectively, year after year.

Figure 3. Ratings distributions for Standard 1 (Know Content) and associated elements

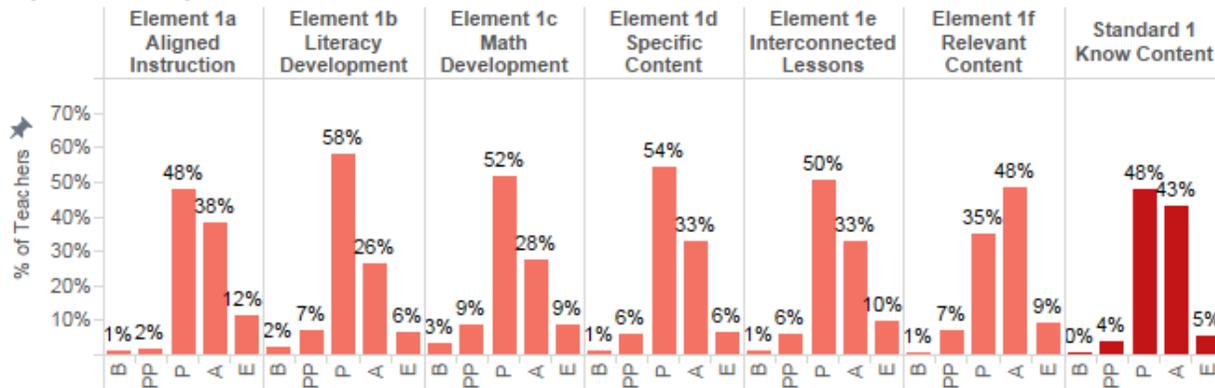


Figure 4. Ratings distributions for Standard 2 (Establish Environment) and associated elements

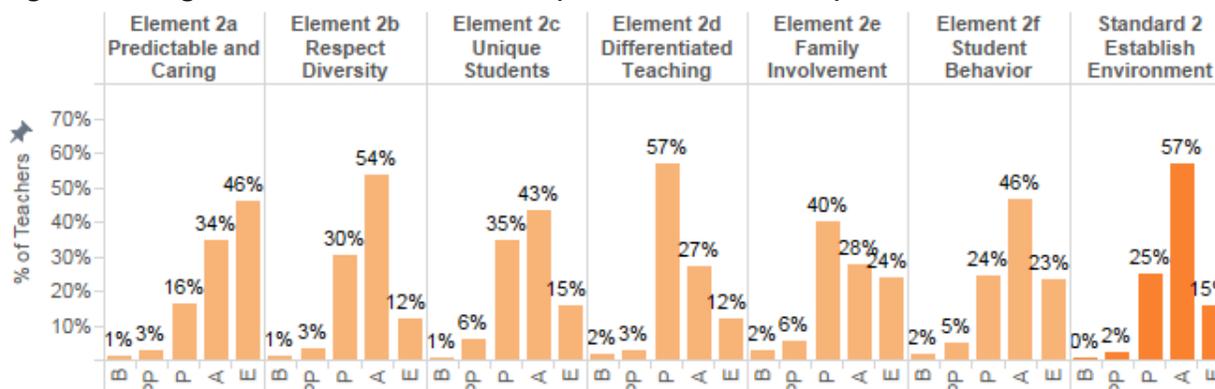




Figure 5. Ratings distributions for Standard 3 (Facilitate Learning) and associated elements

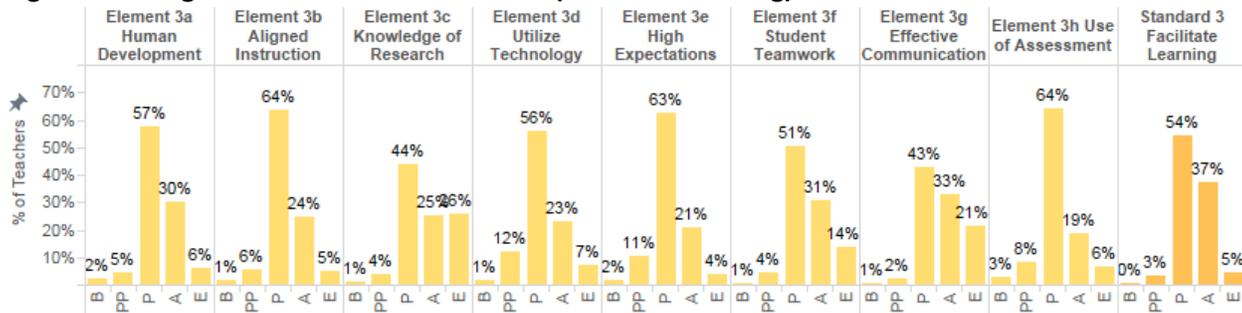


Figure 6. Ratings distributions for Standard 4 (Reflect on Practice) and associated elements

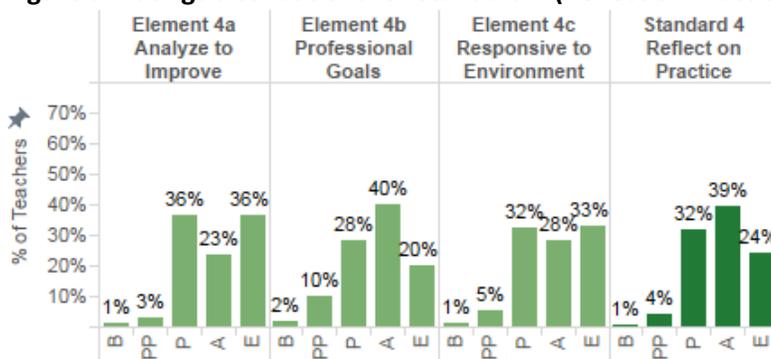
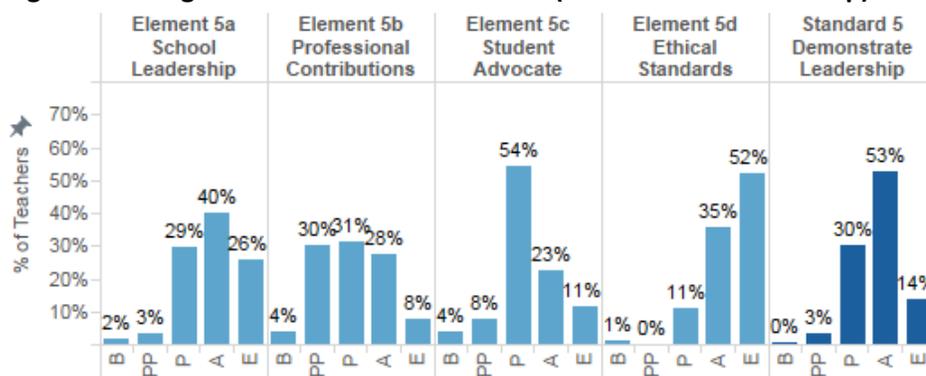


Figure 7. Ratings distributions for Standard 5 (Demonstrate Leadership) and associated elements



Next Steps

As with previous years in the pilot, more differentiation of ratings is seen at the element level than at the standard and overall levels. Otherwise stated, there is more nuance at the element level that is not seen if just viewing the final effectiveness ratings. The 2015-2016 school year is the final pilot year of the Colorado State Model Evaluation System for Teachers. At that point CDE will have four years of detailed data (including two years of MSL ratings) to inform changes to the system.