



COLORADO DEPARTMENT *of* EDUCATION

Educator Evaluation System Support and Review

Initial Guidance for Educators Serving in Unique Roles

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Initial Guidance for Using Effective Evaluation Tools for Educators Serving in Unique Roles January 2014

BACKGROUND AND PURPOSE

In 2010, the Colorado General Assembly adopted S.B. 10-191, a comprehensive overhaul of the state's educator evaluation system. This act requires annual performance evaluations for all licensed education personnel. The act and its accompanying rules provide Quality Standards and criteria that local district evaluation systems must meet or exceed. Full implementation of the new educator evaluation system began in the 2013-14 school year.

The Colorado Department of Education (CDE) is responsible for providing support to districts in implementing quality evaluation systems that meet the requirements of the law. This support includes providing a model educator evaluation system that districts can adopt, providing training and technical assistance, and making available a range of resources, tools and guidance for district use.

Many districts have articulated questions regarding the implementation of evaluation systems for individuals who perform unique and specialized roles in their respective educational settings. For example, several districts have individuals who serve as both a school principal and the superintendent of the district. Many districts also have educators who serve as classroom teachers and principals. And, there are questions about how to evaluate district educators. The number of possible unique role combinations is large, and districts must investigate the roles, requirements and expected outcomes of the educators in such positions in order to identify the evaluation processes and materials appropriate for each unique combination.

This document outlines CDE's initial thoughts and high level guidance for districts regarding how to evaluate individuals serving in a dual or specialized role for the 2013-14 school year. This is not a fully comprehensive document but, rather, offers ideas and points of consideration for districts as they identify and implement the tenets of S.B. 10-191. This guidance may be revised as we learn more about what works best for districts.

GENERAL GUIDANCE FOR EDUCATORS SERVING IN UNIQUE ROLES

All licensed personnel must be evaluated using multiple, fair, transparent, timely, rigorous and valid methods. Teachers, principals and specialized service professionals must have an evaluation that is based half on the academic growth of students, or in some cases, other relevant student outcomes and half on their proficiency on professional practices. In general, if the educator is employed and paid by the school district/BOCES and is required to have a CDE license, the educator should be evaluated under the provisions of S.B. 10-191. However, it is important to note that the choice of tools and metrics that can be used for evaluating professionals under S.B. 10-191 can vary and metrics can be created to fit the specific role of the educator (to ensure fairness).

We know that not all teachers, principals or administrators fall neatly into one evaluation

category and many have very different job responsibilities across the state. Knowing this, it is important to match the right evaluation tool with the educator's job responsibilities and expected outcomes.

When determining the appropriate evaluation tool to use for educators serving unique, multiple or dual roles in the district the following are recommended guidelines:

- All licensed personnel require annual evaluations using a rating system of: ineffective, partially effective, effective and highly effective.
- Think deeply about the role of the educator in identifying the right evaluation tool. Ask critical questions about the outcomes that you expect from the educator – Do you expect them to contribute directly to a student's growth in a content area? Do you expect them to contribute indirectly to student growth?
- Refrain from subjecting the educator to two different evaluation tools, processes and expectations. Select one evaluation tool and consider integrating feedback regarding the secondary responsibility. For example, if a principal is also a teacher, the district may choose to use the principal evaluation tools yet provide additional feedback in the evaluation regarding the teacher quality standards. Or, if the district was inclined, they could determine a way to create one rubric from multiple sources as long as the scoring structure is clear.
- Identify the educator's highest level of responsibility regardless of where they spend the majority of their time. For example, a .25 FTE superintendent role might still supersede a .75 principal role. However, here again, the district may want to consider adding feedback regarding the principal quality standards in the final evaluation.
- If the level of responsibility is the same, then consider the preponderance of the educator's time in order to determine the evaluation tool. For example, if a school counselor is a .60 FTE and a .40 FTE classroom teacher, he would be evaluated using the Specialized Services Professional evaluation.
- If the levels of responsibility and the preponderance of time is equal, the supervisor and the educator must determine the role in which the educator will be evaluated. Feedback from both roles may be incorporated into the final evaluation.
- If an educator is not in a classroom-based situation or does not have consistent one-to-one contact with the same students (such as Teacher on Special Assignment, Instructional Coach, District Curriculum Coordinator), consider using the educator's job description and/or a combination of the teacher and principal rubrics.

SCOPE OF GUIDANCE

This guidance document covers the district and school educators outlined in the table below. You may use this table as a starting point to determine the evaluation strategy for each type of educator. In general, district leaders need to make some judgments about the roles and

responsibilities of the professionals in their district and select the evaluation tool and process that best provides meaningful feedback for those professionals. The rest of this document provides some examples and ways of thinking through the options, but a local determination based on the context and needs will be important. Refer to the Evaluation Considerations at the end of this document, to further understand the decision making process and recommendations. However, if the educator serves in any capacity as the classroom teacher of record, is employed and paid by the school district/BOCES and is required to have a teaching license, the educator should be evaluated using a teacher evaluation rubric and process (either the Colorado State Model System Teacher Rubric or another rubric that meets or exceeds the state standard).

Educator	Guidance on Evaluation Strategy (Note: The guidance below is intended to help support local decision making)
Superintendents serving dually as principals	Locally designed Superintendent evaluation. If the district or school board wishes, they may use portions of the principal evaluation rubric to support the superintendent evaluation.
Principals, assistant principals and other school-based leadership <ul style="list-style-type: none"> • Dean • Athletic Directors 	Principal evaluation. If the assistant principal, dean or athletic director has similar duties to that of the principal, the principal evaluation should be used. If an assistant principal, dean or athletic director does not have similar duties to that of a principal, the district can decide to “combine” certain portions of the applicable rubrics to create a hybrid model that best suits the job description of the educator. This would be done in consultation with the evaluator and educator so that expectations are clear and a clear rating structure on each standard is applied.
Principals serving dually as teachers	Principal evaluation. If the district wishes, they can use portions of the teacher evaluation rubric to support the principal evaluation.
Classroom teachers <ul style="list-style-type: none"> • Content teachers • Teacher librarians • Special education teachers* • Early childhood educators (see more information directly below) 	Teacher evaluation. *In certain cases, severe needs special education teachers or adaptive PE teachers may want to look at relevant specialized service professional rubrics. One of those rubrics might fit their role and responsibilities closer than the general teacher rubric.

<p>Early childhood educators</p>	<p>If the educator is employed by the district and is required to hold a CDE license, the provisions of SB 191 apply and the teacher evaluation tools and rubric should be used.</p> <p>If the educator is not required to hold a CDE license, the specific provisions of SB 191 do not apply, however, the district may choose to use the teacher evaluation tools and rubrics in order to create consistency and accountability.</p> <p>See fact sheet on how S.B. 10-191 applies to Early Childhood educators.</p>
<p>Specialized service professional</p> <ul style="list-style-type: none"> • School audiologists • School psychologists • School nurses • School physical therapists • School occupational therapists • School counselors • School social workers • School speech language pathologists • School orientation and mobility specialists 	<p>Specialized Service Professional evaluation.</p> <p>Each of the professionals on the left has its own rubric in the State Model Evaluation System. Districts can create their own rubrics that meet or exceed the state specialized service professional standards in rule.</p>
<p>Specialized service professionals serving dually as classroom teachers</p>	<p>Dependent on the proportion of time spent in each role (see Evaluation Considerations below)</p> <p>Districts can decide use the rubric that best fits the educator’s role or to “combine” certain portions of the applicable rubrics to create a hybrid model that best suits the job description of the educator. This would be done in consultation with the evaluator and educator so that expectations are clear and a clear rating structure on each standard is applied.</p>
<p>Teachers on Special Assignment (TOSA) and Instructional Coaches</p>	<p>Because TOSAs can serve in so many different roles across the state, the evaluation of those professionals could be based on their job description or other identified district evaluation process.</p> <p>Districts may want to reference the state model rubrics for teachers, specialized service professionals and principals to identify possible rubrics and metrics for TOSA and instructional coach evaluations. Districts could decide to combine portions of the teacher and principal rubric as long as the scoring structure on each standard is clear.</p>
<p>TOSA or Instructional Coach serving dually as a teacher of record</p>	<p>Teacher evaluation.</p>

<p>Personnel contracted by the district or BOCES (i.e. consultants)</p>	<p>If the educator is a third party or individually contracted employee, the specific provisions of S.B. 10-191 do not apply. However, the district or BOCES may choose to conduct individual or programmatic evaluations based on locally-designed evaluation criteria and could choose to enable similar criteria that are articulated in S.B. 10-191.</p> <p>Additionally, districts may reference the state model rubrics for teachers and specialized service professionals to identify possible rubrics and metrics for evaluations. Districts could decide to combine portions of the teacher and SSP rubrics as long as the scoring structure on each standard is clear.</p>
<p>Dual and concurrent enrollment educators</p>	<p>Dependent on employment status (see below)</p> <p>If the employee is employed and paid by an Institute of Higher Education (IHE), specific provisions of S.B. 10-191 do not apply; however, the district may choose to use the teacher evaluation tools and rubrics in order to create consistency and accountability.</p> <p>If the educator is employed by the district and required to hold a CDE license, the provisions of S.B. 10-191 apply and the teacher evaluation rubrics and tools should be used.</p>
<p>Educators in special schools and programs:</p> <ul style="list-style-type: none"> • Career and Technical Educators (CTE) • competency-based high schools • alternative education programs and alternative education campus (AEC) • detention facilities • commitment facilities • ROTC facilitators 	<p>Dependent on employment status (see below)</p> <p>If the educator is employed and paid by the district and is required to hold a CDE educator license, the provisions of SB 191 apply and either the teacher, specialized service professional and/or principal evaluation rubrics and tools should be used.</p> <p>If the employee is employed and paid by an Institute of Higher Education (IHE), third party contractor, or other state governmental agency (such as the Department of Corrections), the specific provisions of SB 191 do not apply. However, the district or BOCES may choose to conduct individual or programmatic evaluations based on either SB 191 or locally-designed evaluation criteria. Additionally, districts may reference the state model rubrics for teachers, specialized service professionals and principals to identify possible rubrics and metrics for evaluations. Districts could decide to combine portions of the teacher and principal rubric as long as the scoring structure on each standard is clear.</p> <p>If the funding is shared (such as in the case of an ROTC facilitator), a district decision on how best to evaluate would be appropriate.</p>

District executive/administration staff (i.e. curriculum directors, professional development directors, human resource directors, SPED directors)

Locally-designed district level evaluation may be used. Evaluations are to be completed annually and include ratings of ineffective, partially effective, effective, and highly effective.

Additionally, the district may choose to use the principal or other evaluation tools and rubrics in order to create consistency and accountability. Districts could decide to combine portions of relevant rubrics as long as the scoring structure on each standard is clear

A STEP-ACTION TABLE TO DETERMINE EVALUATION TOOLS

As discussed earlier, when determining the appropriate evaluation tool and level of evaluation for district educators you will want to consider the role of the educator, the time in which the educator spends in his/her role(s), the program in which the educator works and the responsibilities of the educator.

Use the following activity, a step action table, to review the requirements of evaluation for educators in your district. This table will help you determine if an educator falls under the provisions of SB 191 and if so, what evaluation tool may be the best tool to use.

Step	Action	References and Examples
1	<p>Based on state or district rule, is the educator required to hold a CDE-issued license to perform his/her duties?</p> <p>If yes: Go to Step 2</p> <p>If no – Stop here: SB 191 applies to licensed educators in the state of Colorado. If a CDE-issued license is not required for the position, the specific provisions of SB 191 do not apply. In this situation, the educator may be evaluated based on district guidelines such as the use of a job description or locally-developed individual or programmatic evaluation.</p>	<p>Here is a link to an FAQ for charter school requirements under S.B. 10-191.*</p> <p>*Please note: In this situation the educator is not required to hold a license and, therefore it is not mandatory to be evaluated using the provisions of SB 191. However, as an educator reaching children, the district could decide that they would like to evaluate these educators using SB 191 provisions. As districts and schools develop methods to evaluate educators serving in these roles, they may find it helpful to refer to the state model rubrics for Teachers, Principals and Specialized Service Professionals.</p>
2	<p>Is the educator serving PreK-12 public school students and is the educator employed and being paid directly by a Colorado public PreK-12 school district?</p> <p>If yes: Go to step 3</p>	<p>Other examples that may fall in this category:</p> <ul style="list-style-type: none"> An alternative comprehensive diploma program is offered by a BOCES in conjunction with Aims Community College. High School students

	<p>If no – Stop Here: SB 191 applies to educators who are serving K-12 students and employed directly by a K-12 school district as a teacher of record. There are instances in which students are served via contract with various educational partners and the full provisions of SB 191 do not apply.</p> <p>For example, students enrolled in a dual credit program being served by an institute of higher education (IHE) faculty member employed and paid by that IHE is not held accountable to the specific provisions of SB 191. In this instance the IHE partnership is considered a program and would be subject to programmatic evaluation by the partner school district.*</p>	<p>complete the program and are taught by Aims teachers (employed and paid by Aims). The provisions of SB 191 are not required to apply in this situation.*</p> <ul style="list-style-type: none"> • A district offers an alternative high school program and contracts with a for-profit third party educational provider who provides the teachers. In this situation the district is contracting with a third party and the third party is not required to be under the provisions of S.B. 10-191. However, as the overseer of the contract, the district could decide that they would like to evaluate those teachers in the same way as S.B. 10-191 provides. * <p>*Please note: Although the provisions of S.B. 10-191 do not apply in these situations, a formal evaluation with constructive feedback, growth measures and professional development will enhance the educational environment for all students. As districts develop methods to evaluate educators serving in these roles, they may find it helpful to refer to the state model rubrics for teachers, principals and specialized service professionals.</p>
3	<p>Is the licensed educator (principal or teacher) fulfilling only one role in the district and is the educator working directly with students in a school or classroom?</p> <p>If yes: You can use one of three State Model Evaluation systems:</p> <ol style="list-style-type: none"> 1. State Model Evaluation for Teachers 2. State Model Evaluation for Principals 3. State Model Evaluation for Specialized Service Professionals (this includes nine separate rubrics depending on the type of professional) <p>*Districts who have developed their own evaluation system may have different evaluation models and would refer to their own tools and process.</p> <p>If no: Go to Step 4</p>	<p>See possible rubrics at: http://www.cde.state.co.us/educatoreffectiveness/statemodevaluationsystem</p>

<p>4</p>	<p>Is the licensed educator a principal or superintendent filling a dual or specialized role?</p> <p>If yes: If a superintendent or principal is filling a dual role, the district should defer to the highest responsibility in order to determine what evaluation tool to use.</p> <p>If no: Go to step 5</p>	<p>Examples that may fall into this category:</p> <ul style="list-style-type: none"> • Principal dually filling the role as teacher. In this situation the educator would be evaluated using the principal evaluation process. * • Superintendent dually filling the role of principal. In this situation the educator would be evaluated using the locally designed superintendent evaluation process. * <p>*Please note: Each educator should be held to only one evaluation process and set of quality standards and expectations. Feedback regarding their other roles and responsibilities may be incorporated into the evaluation. For example a principal serving dually as a teacher would be evaluated using the principal evaluation process but may also be given feedback regarding performance related to the Teacher Quality Standards.</p>
<p>5</p>	<p>Is the licensed educator a specialized service professional serving a dual role as a classroom teacher, such as a counselor serving as a teacher?</p> <p>If yes: The evaluation tool (either specialized service professional rubric or teacher rubric) used for this educator will be determined by the preponderance of responsibility for the educator.</p> <p>If no: Go to Step 6</p>	<p>See more at: Specialized Service Professional Evaluation Information http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals</p> <p>Model Teacher Evaluation Information http://www.cde.state.co.us/educatoreffectiveness/smes-teacher</p> <p>Examples that may fall into this category:</p> <ul style="list-style-type: none"> • If a counselor serves as a .25 FTE in the counseling position and as a .75 FTE in a classroom position, the educator would be evaluated based on the teacher evaluation model. * • If the educator serves .5 and .5 in each roll, the educator and supervisor must agree upon which evaluation tool to use.* <p>*Please note: Each educator should be held to only one evaluation standard, however, feedback from the other role may be incorporated in the evaluation. For example a counselor serving the majority</p>

		<p>of time in her counseling duties but dually serving as a .25 FTE teacher may be evaluated using the SSP evaluation process but may also be given feedback regarding the Teacher Quality Standards.</p>
6	<p>Is the licensed educator a district or school-wide educator (such as a teacher on special assignment or instructional coach) who serves the needs of students but does not have a regular classroom?</p> <p>If yes: These educators are considered specialized role educators and must be evaluated annually beginning in the 2013-2014 school year however, the district has latitude in how these educators are evaluated. *</p> <p>If no: Go to Step 7</p>	<p>Examples that may fall into this category:</p> <ul style="list-style-type: none"> • Instructional coaches may be evaluated based on their job descriptions, a process that is already implemented in the district, or one of the state rubrics that “best fits” their job assignment. These ratings must be based on one of four level of effectiveness which may include: ineffective, partially effective, effective, highly effective.* • Teachers on special assignment may also be evaluated based on their job description or another district-implemented process as long as they receive one of four ratings highly effective, effective, partially effective, ineffective. Additionally, the teacher and principal rubrics may be combined to create an evaluation tool for TOSAs. <p>See more at: http://www.cde.state.co.us/educatoreffectiveness/faqs#Other_Licensed_Professionals</p>
7	<p>Is the licensed educator a district or school-wide educator (such as instructional coach) serving the needs of students and dually filling the role as a regular classroom teacher (such as 5th grade teacher)?</p> <p>If yes: You will use the Colorado State Model Evaluation for Teachers*</p> <p>If no: Go to Step 8</p>	<p>See more at:</p> <p>Colorado State Model Teacher Evaluation Information http://www.cde.state.co.us/educatoreffectiveness/smes-teacher</p> <p>*Please note: Each educator should be held to only one evaluation standard, however, feedback from the other role may be incorporated in the evaluation. For example an instructional coach serving in the classroom (regardless of the preponderance of time) would be evaluated using the Model Teacher Evaluation and may have feedback included from the district’s instructional coaching evaluation tool.</p>

8	<p>Is the licensed educator a district level leader such as a curriculum coordinator, professional development or human resources director, or chief academic officer?</p> <p>If yes: District level leadership roles, similar to that of Superintendent, are included in the reporting requirements for HR collections so they should receive an evaluation that culminates in one of four ratings highly effective, effective, partially effective, ineffective. However, it is up to local school district to determine the tools that are used to evaluate these individuals.</p> <p>If no: Go to Step 9</p>	
9	<p>If none of the provisions noted above apply to your situation, we encourage you to seek clarification by contacting the Educator Effectiveness Unit:</p> <p>Colorado Department of Education Educator Effectiveness 1580 Logan Suite 550 Denver, CO 80203 See more at: http://www.cde.state.co.us/educatoreffectiveness/contactus</p>	

UNIQUE ROLE EDUCATORS – SPECIFIC EXAMPLES

Following are additional specific scenarios for dual role educators and recommended evaluation tools for each scenario.

SUPERINTENDENTS SERVING DUALY AS PRINCIPAL/TEACHER

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 191, it is up to local school boards to determine how these individuals are evaluated.



PRINCIPAL SERVING DUALY AS TEACHER

An individual filling the dual roles of principal and teacher is considered to be a principal who has some teaching duties, and therefore need only be evaluated as a principal, regardless of the actual amount of time the educator spends in each role. Since the principal role supersedes the teacher role the educator would be evaluated as a principal.

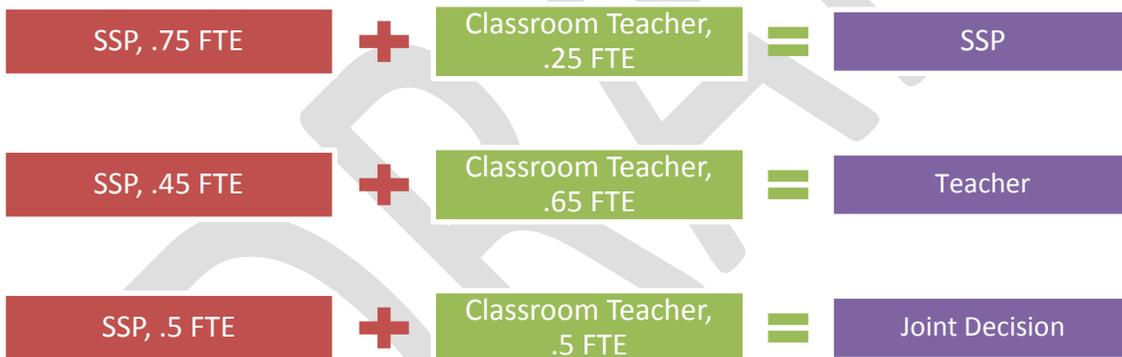


To learn more about the principal evaluation process please visit the CDE website at <http://www.cde.state.co.us/educatoreffectiveness/smes-principal>.

SPECIALIZED SERVICE PROFESSIONAL SERVING DUALY AS CLASSROOM TEACHER

If the majority of the educator's time is spent as a specialized service professional (SSP), the appropriate SSP rubric should be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric should be used.

In the event that an employee serves half time in both roles, the employee and their supervisor should determine which role would be most appropriate for evaluation purposes and proceed accordingly.



To learn more about CDE's development of the Specialized Service Professional evaluation process visit: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>.

You can also learn more about the development of the State Model Teacher Evaluation System by visiting <http://www.cde.state.co.us/educatoreffectiveness/smes-teacher>.

TOSA OR INSTRUCTIONAL COACH SERVING DUALY AS CLASSROOM TEACHER

A TOSA or instructional coach serving in the classroom (regardless of the proportion of time) should be evaluated using the Colorado State Model Evaluation System for Teachers and may have feedback included from the district's instructional coaching evaluation tool.

