



September 7, 2011

Greetings,

My name is Katy Anthes and I'm the new executive director of educator effectiveness at the Colorado Department of Education. I will be sending you communications from time to time to provide you with background on the state educator effectiveness system and updates on where CDE is in the process of implementation. CDE sees you as an important partner in the development of this system and I look forward to working with you in the future.

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Background

As a reminder, Senate Bill 10-191, the educator effectiveness legislation, was passed in 2010;

Purpose

- To invest in a system to evaluate the effectiveness of licensed personnel in order to provide meaningful feedback to educators about their practice and improving the quality of education in Colorado
- To ensure that one of the purposes of evaluation is to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status and nonrenewal of contract personnel
- To ensure that educators are evaluated in significant part based on the impact they have on the growth of their students

Effects

- Creates a statewide standard describing what it means to be an “effective” teacher or principal in Colorado
- Creates a focus on providing meaningful feedback and support to educators to improved their practice
- Academic growth accounts for half of an educator’s annual evaluation
- Prohibits forced placement of teachers
- Makes non-probationary status “portable”
- Annual evaluation of all teachers and principals

- Changes non-probationary status from one that is earned based on years of service to one that is earned based upon three consecutive years of demonstrated effectiveness
- Provides that non-probationary status may be lost based upon two consecutive years of ineffectiveness

The legislation requires the Colorado State Board of Education promulgate rules detailing how to implement the bill while taking into consideration the recommendations from the State Council on Educator Effectiveness.

Principles & Philosophy of Implementation

CDE believes that the most critical aspects of educator effectiveness focus on supporting professional growth and development of all educators in the system. We want to implement a system that provides useful and timely feedback to professionals that are linked to meaningful professional development opportunities. The goal of the statewide evaluation system is continuous improvement. We know that we are all implementing a series of education transformations in a time of declining budgets and increased accountability on our human resources. It is challenging and frustrating at times. CDE stands ready to listen, brainstorm and be of service to you. We know the systems won't be perfect out of the gate—but we want to build and learn about the systems together. Our goal is to spend the first two years listening and allow for mid-course corrections to policy and the system that is implemented.

CDE is trying to build the right balance of support, guidance and rules to allow for local flexibility, yet strive for high quality and consistency across districts. At the beginning of implementation, year 2011 and 2012, there will be flexibility built-in for districts as we learn about the best, most fair and useful way to evaluate educators. After the two-year pilot, we may revisit the state board rules to ensure fairness and consistency.

Rules Promulgation

Draft rules have been written by the Colorado Department of Education based on the State Council for Educator Effectiveness recommendations and public, district, association and stakeholder input from two hearings, other public meetings, focus groups and written input from other stakeholders. The current draft of rules can be found at <http://www.cde.state.co.us/EducatorEffectiveness/RB-Rulemaking.asp>. The state board has held two public meetings and hearings on the draft rules.

Additional opportunities remain to provide public feedback to the state board for consideration in the final rules prior to Wednesday, Oct 5.

For more information on how to register your feedback or attend a rulemaking hearing, visit <http://bit.ly/govNGn>. Written feedback about the rules may be submitted by e-mail (state.board@cde.state.co.us).

Where We Are Now

CDE is currently in the middle of drafting the first set of rules based on state council recommendations and public input. In addition, CDE has selected 15 “pilot” districts,

based on a public application process, to test the state model of evaluation. The 15 districts are: Jefferson County, St. Vrain, Moffat, Platte Canyon, South Routt, Kiowa (Eads), Crowley, Custer, Miami-Yoder, Salida, Center, Del Norte, Mountain Valley, Wray and Valley RE-1. In addition to the 15 pilot districts, several districts have already begun this work and will “partner” with the department to align and map their current evaluation systems to the rules and expectations from S.B. 10-191. Current partner districts are Harrison and Brighton. A third opportunity for collaboration comes from a grant opportunity secured by the Colorado Legacy Foundation. Five “Integration” districts and one BOCES have been selected by the Colorado Legacy Foundation to implement both the evaluation system and the new Colorado Academic Standards. Those districts and BOCES are Centennial, San Juan BOCES (Archuleta, Bayfield, Durango, Dolores RE-2, Dolores RE-4, Ignacio, Mancos, Montezuma-Cortez, and Silverton), Thompson, Eagle County and Denver Public Schools. All of these efforts align and work together to help us learn and make necessary mid-course corrections during the two- year pilot phase of the state model evaluation system.

The pilot and pilot-integration districts will implement the draft state system during 2011-12 and 2012-13 and give CDE feedback into what needs to be improved and changed. Other districts that are not in the pilot can still try the model system by downloading the evaluation rubric and user guide from the CDE website and begin talking to school staff and stakeholders about the new expectations in the evaluation system.

Bottom line: Evaluation systems consistent with the expectations outlined in the Colorado State Board of Education rules will need to be implemented by districts statewide in 2013-14. The full legal requirements, evaluation decisions and expectations will take effect in 2014-2015.

What you can do now

- Review the rules and provide feedback by Wednesday, Oct. 5. Send your comments in writing to <mailto:state.board@cde.state.co.us>, or by mail to State Board Office, 201 E. Colfax Ave., Room 506, Denver, CO 80203-1087.
- Go to the [CDE Educator Effectiveness website](#) and review the teacher and principal standards and rubrics when they are posted on Tuesday, Sept. 13. Gather your community and constituents to begin planning for the implementation of a robust evaluation system in your district.
- Visit the [resource bank](#) to get planning tools and documents to think about how to start to develop these systems.

Timelines

Implementation Timeline

March 2011: State council made recommendations to the Colorado State Board of Education on teacher and principal standards, definitions of effectiveness and guidelines for implementation.

September 2011: State council begins work on developing recommendations for the evaluation of non-licensed personnel and the appeals process.

Policy Development Timeline

June 2011- October 2011: Colorado State Board of Education begins the rule promulgation process, with input from stakeholders and CDE.

November 2011: Colorado State Board of education sends the rules to the legislature for approval.

February 2012: General Assembly reviews the rules and either approves or repeals provisions.

May 2012: For any provisions that are repealed by the General Assembly, the state board promulgates emergency rules and re-submits to the General Assembly for review.

District Implementation Timeline

2010-2011: Beginning in February 2011, districts should review personnel evaluation systems to ensure compliance with statutory and state board requirements and prepare for implementation of additional requirements. During this year, CDE will gather information about current evaluation systems and best practices and develop a resource bank for all districts and schools. Statutory requirement timelines include:

New Requirements for Personnel Evaluation Systems in 2010-11

- Probationary teachers must receive at least two documented observations and one evaluation that results in a written evaluation report each academic year and must receive the written evaluation at least two weeks before the last class day of the school year.
- No person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by CDE that will enable him or her to make fair, professional, and credible evaluations.
- A teacher or principal whose performance is deemed to be “unsatisfactory” must be given notice of deficiencies. A remediation plan to correct the deficiencies must be developed by the district and the teacher or principal and must include professional development opportunities that are intended to help the teacher or principal to achieve an effective rating in his or her next performance evaluation.

2011-2012: CDE will work with districts and BOCES to assist with the development of performance evaluations systems that are based on the quality standards promulgated in the rules. CDE will provide a resource bank that identifies assessments, processes and tools that a district or BOCES may use to develop their evaluation system.

2012-2013: The new state-developed performance evaluation system based on the quality standards will be piloted by 15 districts across the state.

2013-2014: New performance evaluation expectations will be implemented statewide consistent with the statute and promulgated rules. Demonstrated effectiveness or ineffectiveness will begin to be considered in the acquisition of probationary or non-probationary status.

- Requirements for Teacher Evaluations Effective as early as 2013-14.
- Standards must ensure that every teacher is evaluated using multiple fair, transparent, timely, rigorous and valid methods.
- One of the standards for measuring teacher performance must require that at least 50 percent of the evaluation is determined by the academic growth of the teacher's students.
 - Expectations of student academic growth must take into consideration diverse factors, including but not limited to special education, student mobility, and high-risk student populations.
 - Measures of student academic growth must be consistent with the calculation of student academic growth percentiles using the Colorado Growth Model.
 - Measures of student academic growth may include interim assessments that are rigorous and comparable across classrooms and are aligned with the state model content standards.
 - Standards still must include "multiple measures" of student performance.

2014-2015: New performance evaluation system will be finalized on a statewide basis. Demonstrated effectiveness or ineffectiveness will be considered in the acquisition or loss of probationary or non-probationary status.

Questions, visit the website at: <http://www.cde.state.co.us/EducatorEffectiveness/index.asp>

Educator Effectiveness Team

Katy Anthes

Executive Director
303-866-6654

Anthes_k@cde.state.co.us

Toby King

Principal Consultant
303-866-6964

King_t@cde.state.co.us

Mike Gradoz (starts Oct. 1)

Principal Consultant
303-866-5194

Gradoz_m@cde.state.co.us

Led By,

Diana Sirko

Deputy Commissioner

Sirko_d@cde.state.co.us