

Timeline for Implementation of SB 191 Rules

	2011-2012	2012-2013	2013-2014	2014-2015
Rule-making	By Jan. 15 th : Rules submitted to General Assembly for review. By Feb. 15 th : Legislature reviews rules and may approve or repeal provisions. By May 1 st : SBE adopts emergency rules for any provision not approved.	By July: SBE considers pilot results and either affirms or revises rules.	By July: SBE considers rules and either affirms or revises.	By July: SBE considers rules and either affirms or revises.
CDE	CDE develops model evaluation system in collaboration with pilot districts; principal rubric and principal scoring matrix are tested and modified as appropriate.	CDE continues to develop model evaluation system; teacher rubric and teacher scoring matrix are tested and modified as appropriate.	CDE collects assurances from each district/BOCES indicating that the district/BOCES is either implementing the model evaluation system or a locally-developed system that meets all statutory requirements.	CDE collects and publishes data from districts/BOCES, including performance results for all teachers and principals by final evaluation rating and each Quality Standard.
Districts and BOCES	Districts and BOCES must ensure that all principals and <i>probationary</i> teachers receive annual evaluations. <i>(Updated March 2012.)</i>	<i>Districts and BOCES must ensure that all nonprobationary teachers, in addition to principals and probationary teachers, receive annual evaluations. (Updated March 2012.)</i>	Districts and BOCES must apply the state's Quality Standards, including the student academic growth standard, or locally adopted standards that meet or exceed the state's Quality Standards. For teachers, a rating of highly effective or effective will count towards accrual of 3 consecutive ratings needed to acquire nonprobationary status. <i>*See additional requirements below.</i>	For teachers, a rating of ineffective will count towards the accrual of 2 consecutive ratings of ineffective that result in loss of nonprobationary status. Districts and BOCES must provide data to CDE, including performance results for all teachers and principals by final evaluation rating and each Quality Standard.

Requirements for Local Evaluation Systems in Effect in 2013-2014

<u>Assurances and Data Collection</u>	<u>Principal Evaluations</u>	<u>Teacher Evaluations</u>
<p>CDE will collect assurances from each district and BOCES indicating whether the district or BOCES is implementing the state model system or implementing its own system that satisfies all statutory and regulatory requirements.</p> <p>Districts and BOCES must collect data from their evaluation system, including performance results for all teachers and principals by final evaluation rating and each Quality Standard, to be reported to CDE in the 2014-2015 school year.</p>	<p>Professional practice must be measured using multiple measures on multiple occasions, including tools that capture the following:</p> <ul style="list-style-type: none"> • input from teachers employed at the school; • information concerning the number and percentage of teachers in the school rating as highly effective, effective, partially effective, and ineffective; and • information concerning the number and percentage of teachers who are improving in their performance, in comparison to the goals articulated in the principal’s professional performance plan. <p>Student academic growth must be 50% of the overall evaluation rating, and must be evaluated using the following:</p> <ul style="list-style-type: none"> • data included in the school performance framework; and • at least one other measure of student academic growth. 	<p>Professional practice must be measured using multiple measures on multiple occasions, including the following:</p> <ul style="list-style-type: none"> • observations; and • at least one of the following: student perception measures, where appropriate and feasible, peer feedback, feedback from parents or guardians, or review of teacher lesson plans or student work samples. The method for evaluating professional practice may include additional measures. <p>Student academic growth must be 50% of the overall evaluation rating, and must be evaluated using:</p> <ul style="list-style-type: none"> • both a measure of individually-attributed growth and a measure of collectively-attributed growth; • when available, statewide summative assessment results; and • for subjects with statewide summative assessment results available in two consecutive grades, results from the Colorado Growth Model.