

Background and Survey Methods

To support implementation of Senate Bill 10-191, the Colorado Department of Education has developed model evaluation systems for principals (includes assistant principals) and teachers that meet all requirements of the law and State Board of Education Rules. The Colorado State Model Evaluation System for principals was piloted in 27 districts during the 2011-12 school year; the model principal and teacher systems were both being piloted in 2012-13 prior to being offered as optional evaluation systems for all Colorado districts in 2013-14. Feedback from pilot districts is continually being collected to influence improvements to the principal and teacher systems.

In the fall of 2011 pilot principals and principal evaluators (superintendents in most cases) completed an initial survey aimed at establishing a baseline understanding of their opinions of their current evaluation system and the importance of principal evaluation systems in general. This information served as the foundation for other surveys moving forward. Principals and principal evaluators were surveyed again at the end of the 2011-12 pilot and at the end of the 2012-13 pilot to gauge their perceptions of the Colorado State Model Evaluation System for principals. We see a steady increase of positive responses given by principals that have now used the system for two years.

Percent of Positive Responses Given by Principals in Baseline and Feedback Surveys

Survey Question	Baseline Survey – fall 2011: (N=260) <i>My current system...</i>	Feedback Survey – spring 2012: (N=176) <i>The state model system...</i>	Feedback Survey – spring 2013: (N=73) <i>The state model system...</i>	Increase in % Positive Responses 2012 to 2013
Is intended to guide professional growth.	32%	87%	93%	+6%
Serves as a basis for improving teaching and learning.	13%	60%	70%	+10%
Is based on current scientifically sound research.	18%	59%	83%	+24%
Provides actionable feedback to the person being evaluated.	26%	66%	75%	+9%
Sets high standards for the person being evaluated.	43%	81%	88%	+7%
Supports the improvement of the school's instructional program.	27%	65%	72%	+7%
Documents changes in professional practice over time.	20%	57%	75%	+18%
Identifies areas of strength.	48%	81%	92%	+9%

Identifies areas that need improvement.	48%	78%	89%	+11%
Provides an accurate assessment of my performance.	24%	50%	58%	+26%
Results in improved student growth.	19%	37%	44%	+18%

Written Comments from Feedback Surveys

- *"I enjoyed being a part of the process. When we started this whole thing, I had great apprehension on how it was all going to work. Now I'm so glad we were at the table with all of you." 2012*
- *"I think the potential for high value exists, but I am seriously doubtful it will transpire without significant changes in the time demands placed on all public education professionals. At best some staff will find a way to make parts of the process worthwhile as they juggle mandates and expectations in a resource deprived environment. " 2012*
- *"It is a better tool than before. The tool identified strengths and weakness in my performance. " 2013*
- *"I believe it is hard to capture all that a principal does through an evaluation system, but feel that this tool is the best that I've seen to date attempting to do that. " 2012*
- *"I'm going to have to find my way from a time-management perspective. To address this in a thorough manner is going to be extremely time consuming, which is fine, but a principal's day includes a lot of management and not enough time in the leadership domain. "2012*
- *"The system has improved as the state folks have received on-going feedback. I appreciate the commitment to develop the best tool possible. "2012*
- *The time spent by principals is extraordinary, especially if a principal has 40+ evaluations to do" 2013*
- *The state model system provided an opportunity to have a richer discussion which was supported by narrowing the focus to more specific targets of needed improvements. 2013*

Summary

Years one and two of piloting the model principal evaluation system went very well. Principals and principal evaluators eagerly engaged in the process, provided feedback and were appreciative of being part of the process. While anxiety over the new evaluation requirement decreased with more exposure and hands-on experience with the model system, managing time and overall job requirements remains a concern for many pilot participants. As CDE trained pilot districts on the model teacher evaluation system in the last two years, it was absolutely beneficial that principals were engaged in the pilot first, already familiar with the model system and being held accountable to similar evaluation requirements. We see substantial growth from year one of the pilot to year two of the pilot in terms of their understanding, comfort and support of the principal state model system.

Next Steps

The Colorado State Model Evaluation Systems for principals and teachers were piloted in 2012-2013 in 27 districts and similar surveys were completed to gather qualitative as well as quantitative feedback. All feedback is carefully considered by CDE and will be used to inform improvements to the evaluation systems each year. CDE is also collecting other evaluation data in order to conduct studies of the reliability and validity of all components of the model evaluation systems.

Where can I learn more?

- CDE Educator Effectiveness website: www.cde.state.co.us/EducatorEffectiveness
- Colorado State Model Evaluation System: www.cde.state.co.us/EducatorEffectiveness/StateModelEvaluationSystem