

State Model Evaluation System

Systems Change Overview for the 2017-18 Pilot



COLORADO
Department of Education

Introduction

Many aspects of the State Model Evaluation System have undergone significant revisions, informed by multiple stakeholder groups including a rubric Technical Working Group, a scoring Technical Working Group, and 30 focus groups conducted throughout the state. This document has been created to provide an *overview* of these system changes. All changes listed in this document will be piloted by over 30 districts and BOCES in Colorado during the 2017-18 school year. Data collected from these pilot sites will inform future changes to the State Model Evaluation System.

Rubric Revisions

Reduction in Quantity

The *revised* teacher rubric to be piloted during the 2017-18 school year has undergone significant reductions in Standards, Elements and Professional Practices. The chart below highlights the reductions at all levels.

| | Current Teacher Rubric | Revised Teacher Rubric (for the 2017-18 pilot) |
|----------------------------------|---|---|
| Number of Standards | 5 | 4 |
| Number of Elements | 27 | 17 |
| Number of Professional Practices | 309 <i>(for an elementary teacher of literacy and mathematics)</i> | 167 |

In attempting to reduce the length of the State Model Evaluation System teacher rubric, a primary goal of this revision was to maintain the rubric's conceptual integrity. To do that, the Technical Working Group determined to reduce redundancies of similar practices by focusing on the high leverage practices identified in quantitative and qualitative data from the initial State Model Evaluation System teacher pilot and incorporating feedback from educators. In addition, the group focused on clarifying language, ensuring that practices appeared in the appropriate rating levels and considered current research on best practices to modify, add, or delete professional practices. Thus similar elements were combined and rewritten to reflect changes made to professional practices. As a result, major shifts in the location of elements and professional practices occurred.

Category Labels Change

In addition to reducing and changing rubric content, feedback from the field also indicated a negative impression of the label "Basic" on the lowest rating level. With the help of focus group and Technical Working Group feedback, the five categories used to identify a rating have been changed to better reflect a focus on educator instructional practices. This shift in labeling will allow evaluators to better focus feedback conversations on instructional practices rather than "labeling" a teacher with a rating. The current teacher rubric rating levels of Basic, Partially Proficient, Proficient, Accomplished, and Exemplary, will still be utilized to determine element, standard, and overall professional practice ratings. The chart below highlights these changes:

| Current Teacher Rubric | Revised Teacher Rubric |
|------------------------|------------------------|
| Basic | Level 1 Practices |
| Partially Proficient | Level 2 Practices |
| Proficient | Level 3 Practices |
| Accomplished | Level 4 Practices |
| Exemplary | Level 5 Practices |

Scoring Revisions

Values of the Scoring System

The Educator Effectiveness team has received feedback from the field for many years that the scoring of the State Model Evaluation System was not aligned to authentic evaluation ratings and did not reflect districts' values. Examples of these values include 1) that the ratings at the element and standard level should roll up into the Overall Professional Practice rating in a way that mathematically makes sense, 2) that there should be an incredibly high bar for Accomplished and Exemplary on the professional practice side, and 3) that there should be an incredibly high bar to earn an overall effectiveness rating of Highly Effective. The 2017-18 pilot rubric reflects more rigorous scoring that is aligned to these values.

Professional Practice Scoring Revisions

In the current professional practice rubric, the scoring reflects a “rounding up” approach in that half of the elements need to be of a certain rating in order to earn that rating. In the revised professional practice rubric there must be a “preponderance of evidence” in order for an educator to receive the higher of two ratings within a standard. If there are 4 elements in a standard, then the educator must receive 3 out of 4 elements at the higher rating in order to earn the higher rating. Previously only 2 of the 4 elements would have to be scored at the higher rating to earn that rating on the standard. This example is illustrated in the table below.

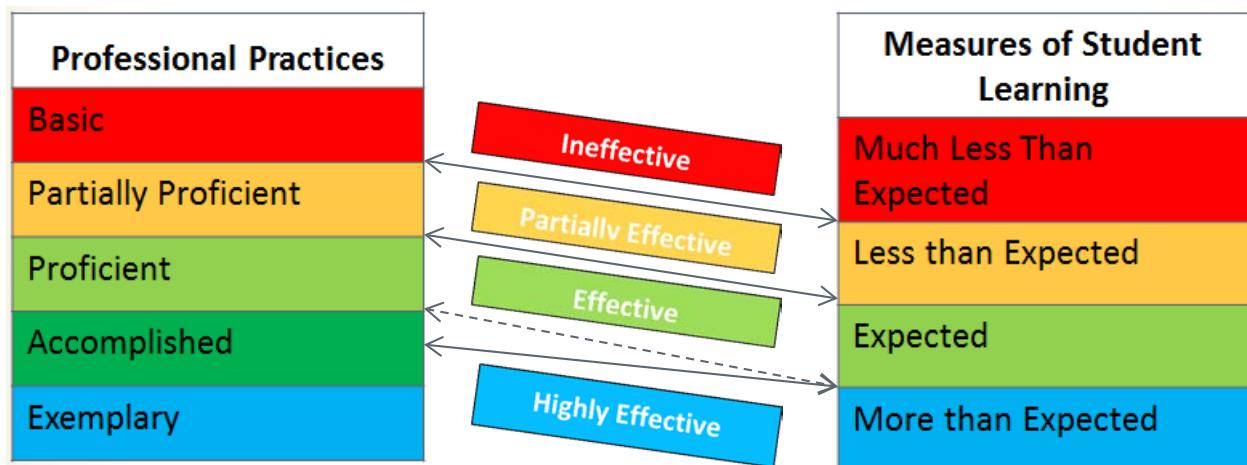
| Rating Scenario of a 4-Element Standard | Standard Rating on the Current Teacher Rubric | Standard Rating on the Revised Teacher Rubric |
|---|---|---|
| Proficient | Accomplished | Proficient |
| Proficient | | |
| Accomplished | | |
| Accomplished | | |
| Partially Proficient | Accomplished | Proficient |
| Proficient | | |
| Accomplished | | |
| Exemplary | | |

The preponderance of evidence approach will be used for scoring at the standard level and the Overall Professional Practice Score. At the standard level, the educator will need to earn the higher rating on more than half of the elements to earn the higher rating on that standard. At the overall professional practice level, the educator will need to earn the higher rating on 3 of the 4 standards to earn the higher rating on the Overall Professional Practice Score. Note that the rating cut points were established based

on the standards being weighted equally. Districts and BOCES may still choose their own custom weights in order to emphasize specific standards based on local values and context.

Final Effectiveness Rating Scoring Revisions

The revised State Model Evaluation System also involves an adjustment of cut points at the Final Effectiveness Rating level in order to set a higher expectation to earn a Highly Effective rating. Previously, the minimum cut point for Highly Effective was determined by adding the *minimum score* for Accomplished (on Overall Professional Practice) to the minimum score for More than Expected (on Measures of Student Learning). The minimum cut point for Highly Effective is now determined by adding the *midpoint score* for Accomplished to the minimum score for More than Expected. The current cut point is represented with the dashed line in the image below. The solid lines represent the cut points that are being used in the pilot.



Conclusion

All of the changes to the State Model Evaluation System are being piloted during the 2017-18 school year in over 30 districts and BOCES. The Educator Effectiveness Office will collect feedback on the changes as a whole as well as the individual components and use that information to determine if these and other changes to the State Model Evaluation System would be impactful.