

State Model Evaluation System

Revisions: Principal



Systems Change Overview

Introduction

The State Model Evaluation System for principals and assistant principals has undergone significant revisions, informed by multiple stakeholder groups including a Technical Working Group, 15 focus groups, and an online feedback form. The following provides an overview of these system changes in order to ensure districts and BOCES have a firm understanding of these revisions.

Rubric Revisions

Reduction in Quantity

The revised principal rubric has undergone significant reductions in Standards, Elements, and Professional Practices. The chart below highlights the reductions at all levels.

	Former Principal Rubric	Revised Principal Rubric
Number of Standards	6	4
Number of Elements	25	17
Number of Professional Practices	255	215

A primary goal for the revision of the State Model Evaluation System for principals included a philosophical shift in the way we evaluate leadership within schools. Specifically, the intentions were:

- to provide clear expectations for Colorado principals and assistant principals to continuously improve their practice and advance growth for all students
- to offer a clear roadmap for professional growth for both the principal and those aspiring to the principalship
- to ensure that the principal serves as the instructional and equity leader for both teachers and the community.

The Technical Working Group, with a desire to align the teacher, principal, and SSP systems, focused on the high leverage practices identified in quantitative and qualitative data from the initial principal rubric pilot and incorporating feedback from educators. In addition, the team 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.

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 stakeholder groups, the five categories used to identify a rating were changed to better reflect a focus on educator instructional and leadership practices. This shift in labeling will allow evaluators to better focus feedback conversations rather than “labeling” an educator with a rating at the element level. The rating levels of Basic, Partially Proficient, Proficient, Accomplished, and Exemplary, will still be utilized to determine standard and overall professional practice ratings.

The chart below highlights these changes:

Former Principal Rubric	Revised Principal 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

In order to align the teacher, principal, and special services providers (SSPs) systems, the Educator Effectiveness team has implemented a common scoring process. For many years, the field has stated 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 revisions to the State Model Evaluation System reflect more rigorous scoring that is aligned to these values.

Professional Practice Scoring Revisions

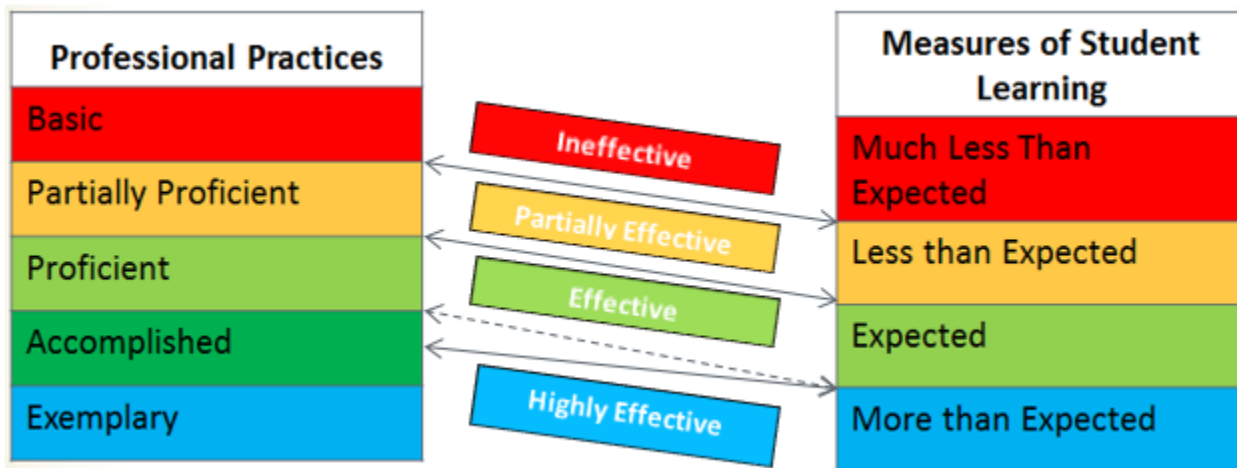
In the former professional practice rubric, the scoring reflects a “rounding up” approach in that half of the elements need to be of a certain rating in order to earn that rating. In the revised professional practice rubric there must be a “preponderance of evidence” in order for an educator to receive 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 Former/Revised	Standard Rating on the Former Principal Rubric	Standard Rating on the Revised Principal Rubric
Proficient/Level 3	Accomplished	Proficient
Proficient/Level 3		
Accomplished/Level 4		
Accomplished/Level 4		

The preponderance of evidence approach will be used for scoring 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. 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

To align with the Teacher and Principal systems, the revised State Model Evaluation System for principals 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 former cut point is represented with the dashed line in the image below. The solid lines represent the cut points that are used in the revised State Model Evaluation System.



Conclusion

The Educator Effectiveness Office collected feedback on the revisions to the principal quality standards and elements as well as the changes to the State Model Principal rubric from July to December 2018. Based on the findings from the stakeholder groups and feedback forms, they then proposed an update to the Principal Quality Standards and Elements, which was approved by the Colorado State Board in April 2019. The revisions provided in this document will be implemented statewide during the 2019-20 school year.