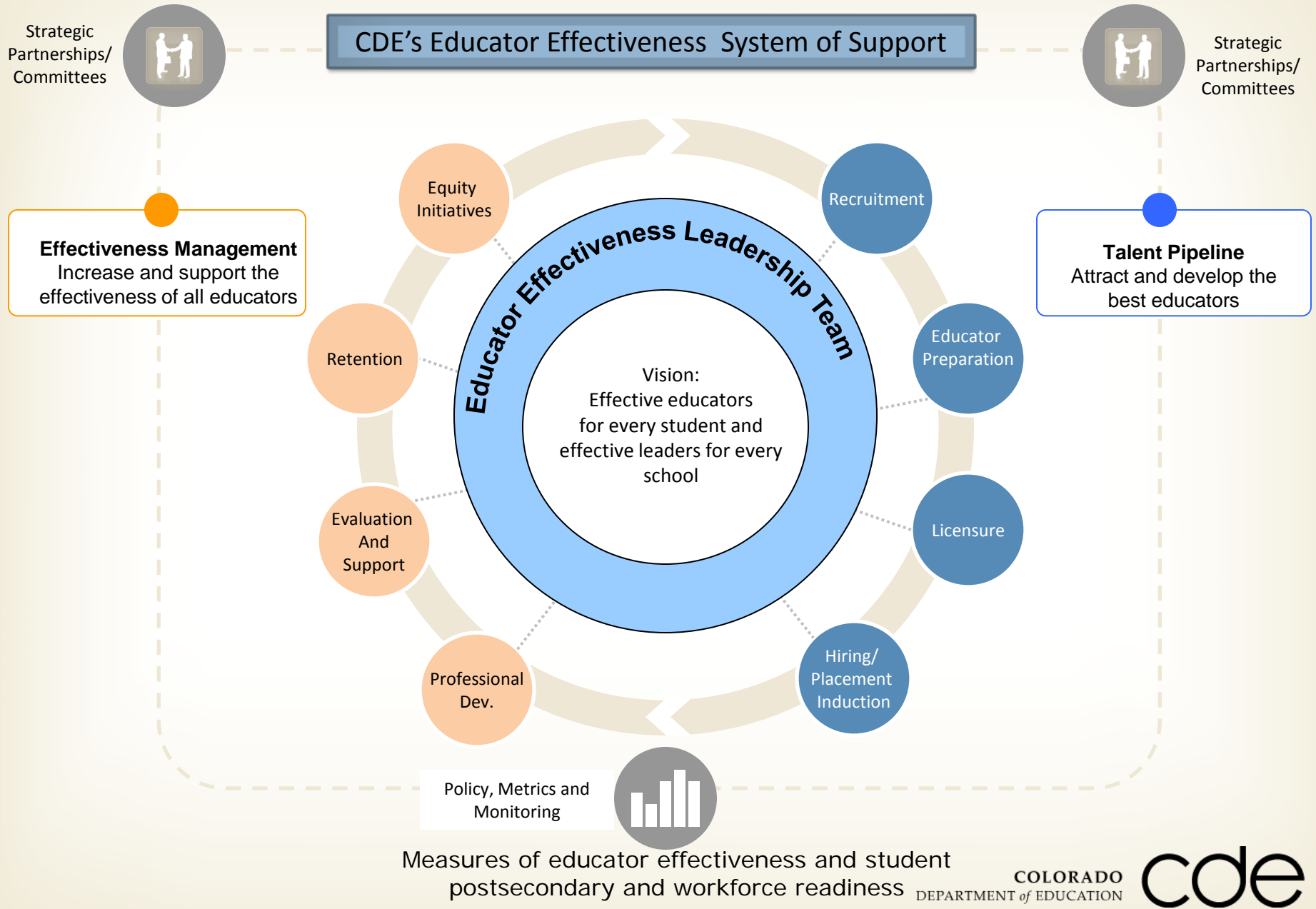


Educator Effectiveness and S.B. 10-191

**Colorado Department of Education
September 2013**

Evaluation is one component of the state's system of support for educators.



Core Components of S.B. 10-191 Great Teachers & Leaders Act

- Establishes annual evaluations for all licensed personnel
- Bases 50% of an educator's evaluation on student growth
- Requires educators to earn three consecutive years of effective evaluation ratings to be granted non-probationary status
- Removes non-probationary status if an educator receives two consecutive years of ineffective ratings
- Includes mutual consent hiring practices, requiring the consent of the principal and teacher before job placements can be made

Guiding Principles of State Evaluation System

1. Data should inform decisions, but human judgment will always be an essential.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders
5. Educator evaluations must take place within a larger system that is aligned and supportive.



Structure of Evaluation

Teacher Evaluations

Evaluated using: (1) a measure of individually-attributed growth, (2) a measure of collectively-attributed growth; (3) when available, statewide summative assessments; and (4) where applicable, Colorado Growth Model data.

Evaluated using: (1) observations; and (2) at least one of the following: student perception measures, peer feedback, parent/guardian feedback, or review of lesson plans/student work samples. May include additional measures.

50%
Student
Academic
Growth

50%
Professional
Practice

Quality Standard VI:

VI. Responsibility for student academic growth

Quality Standards I-V:

- I. Mastery of content
- II. Establish learning environment
- III. Facilitate learning
- IV. Reflect on practice
- V. Demonstrate leadership

Principals have an evaluation system aligned and almost identical to the teacher system

S.B. 10-191 Timeline of Implementation

This year is a “practice year” as ineffective ratings don’t count toward the loss of non probationary status

2011-12
Development
and testing,
principal pilot

2012-13
Full pilot:
teacher and
principal

2013-14
Statewide rollout
principal &
teacher evaluation

2014-15
Full statewide
implementation



Districts Using the State Model

The department has successfully collected assurances from 177 districts (Kit Carson has an Innovation waiver), and 12 BOCES, indicating how licensed personnel in their district or BOCES will be evaluated. Below is a summary of the data collected.

State Model System:

- 160 districts/12 BOCES are using the State Model System for teachers and principals



Districts Using Other Models

Hybrid System:

- 10 districts/0 BOCES are using a hybrid system that includes the State Model for evaluating teachers OR principals and a local system for the other group

Mapleton 1, Adams-Arapahoe 28J, Walsh RE1, Buena Vista R-31, Eagle County RE 50, Jefferson County R-1, Montrose County RE-1J, Rangely RE-4, Woodland Park RE-2, and Falcon 49.

Locally-Developed Systems for Teachers and Principals:

- 7 districts/0 BOCES have developed their own evaluation systems for teachers and principals

Boulder Valley RE-2, Denver County 1, Douglas County RE-1, Harrison 2, Academy 20, Kim Reorganized 88, and Granada RE-1

Implementation Progress

- **CDE continues to train, support and do deeper work with pilot districts**
- **CDE has created and launched a host of implementation resources:**
 - Rubrics (paper and electronic) to evaluate teachers and principals on the educator Quality Standards
 - Implementation guides for the rubrics and student learning portions of the evaluation
 - Video tutorials on use of the State Model System
 - Tools for districts to develop and select measures of student learning
 - Assessment resource bank to assist districts with identifying multiple measures of growth in all content areas
 - Communication toolkit
 - See Handout



What we are learning: 35,000 feet

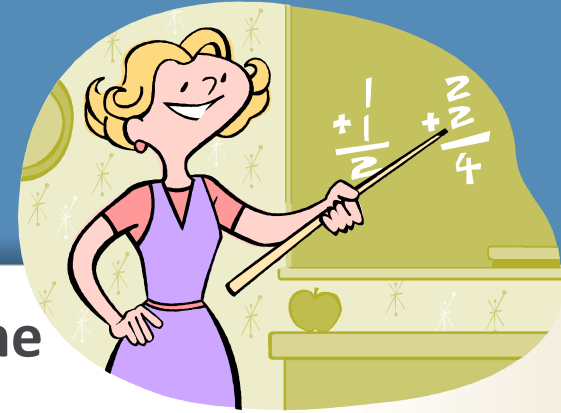
- Principals are a linchpin to ensuring quality evaluations. How they communicate about it and lead is key. Effective principals focus on the system being about professional learning for all.
- It can be done! It is time-consuming at first, but all learning processes are and our pilots say it is worth it.
- We are building a learning system – we will continue to refine and improve the evaluation system and tools as we learn what works.



What we are learning (cont.)

- We know it is stressful and a lot of work but our pilots recommend: “Just get started!” Once districts start the process it becomes less daunting. Districts have the 2013-14 school year to practice the system and work through the details.
- The tools on the CDE Educator Effectiveness webpage provide a roadmap for getting started: Districts have found helpful the electronic tools, the rubrics and the step-by-step guide to using student learning outcomes in evaluations.
- There’s power in this process! It’s changing conversations about professional practice across the state.

Anecdotes



An email from a principal tells us a story on one of his teacher meetings:

- A 25 year veteran teacher was 'partially proficient' (PP) in the professional practices side on my first pass at filling out her rubric. We talked through some items and made some tweaks and checked some things that were blank. She was still PP, but had more looking to do on her own. She says: "this is the best thing I've done for evaluation in the 27 years I've been teaching because even though I'm PP (and believe you me it won't stay that way) I have ideas from this rubric that I can try out and grow."

Pilot of the State Model Evaluation System

- Piloted in 27 districts across the state: “It can be done!”

CDE Pilot District		CDE/CLF Integration District*	
1	Center	1	Centennial
2	Crowley	2	Archuleta
3	Custer	3	Bayfield
4	Del Norte	4	Dolores RE-2
5	Eads	5	Dolores RE-4
6	Jefferson	6	Durango
7	Miami-Yoder	7	Eagle
8	Moffat	8	Ignacio
9	Mountain Valley	9	Mancos
10	Platte Canyon	10	Montezuma Cortez
11	Salida	11	Silverton
12	South Routt	12	Thompson
13	St. Vrain		
14	Valley Sterling		
15	Wray		

*CLF: Colorado Legacy Foundation

Integration districts are participating in the pilot as well as additional efforts to integrate the implementation of the state’s new academic standards. The districts are working in partnership with CDE and CLF.

State Model Evaluation System for Teachers

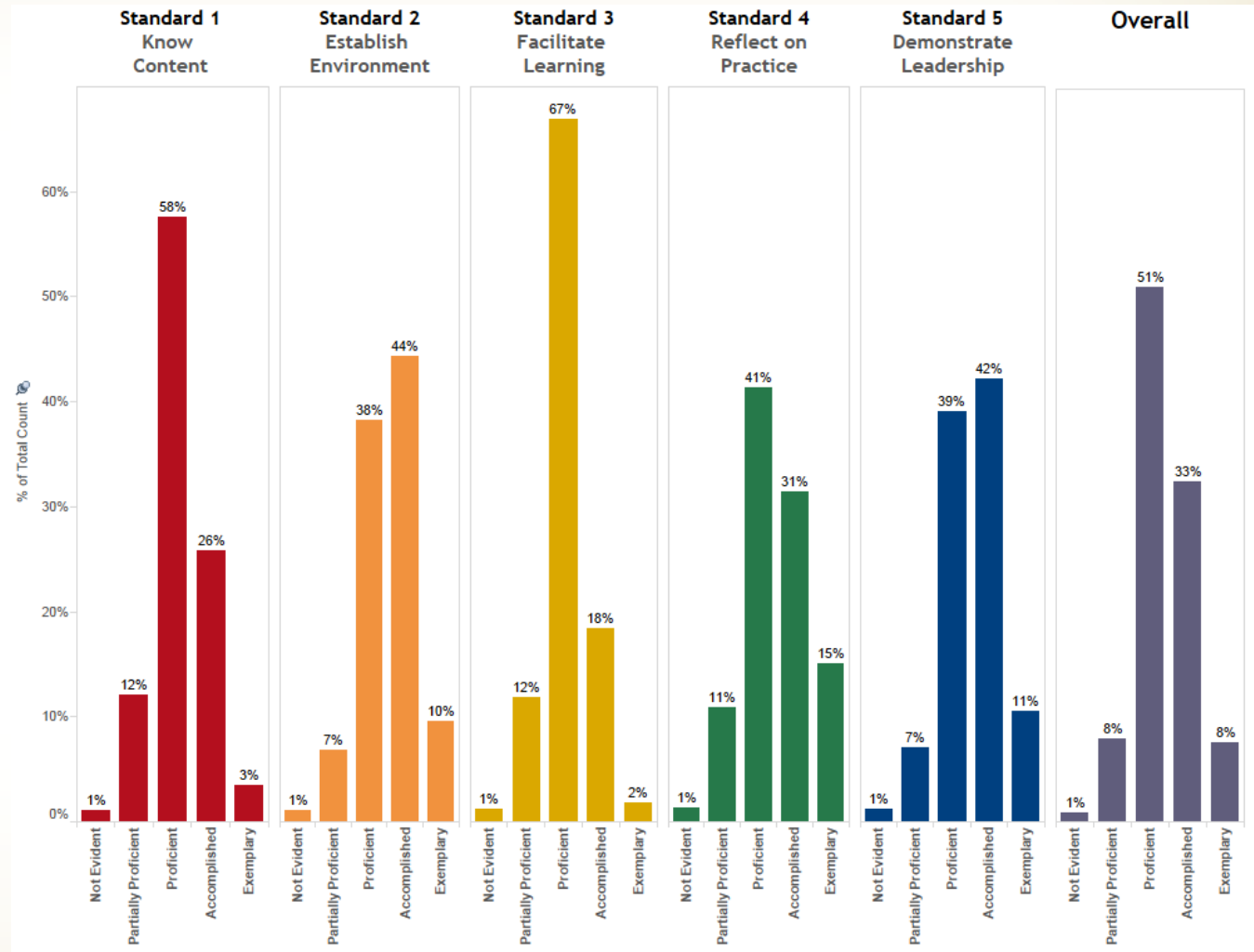
- **1,900 teachers from 164 schools in 25 districts**
- **Preliminary findings indicate:**
 - Professional practice rubric captures multiple aspects of teaching
 - Evaluators differentiate between different elements and between teachers
 - Evidence for reliability
- **See companion report (*2012-13 Teacher Pilot Report*) for full findings and interpretations**

Distributions: Standards and Overall

92% of teachers received a proficient or higher overall rating.

Teachers received the highest ratings on Standards 2 (Establish Environment) and 5 (Demonstrate Leadership).

Teachers received the lowest ratings on Standard 3 (Facilitate Learning).

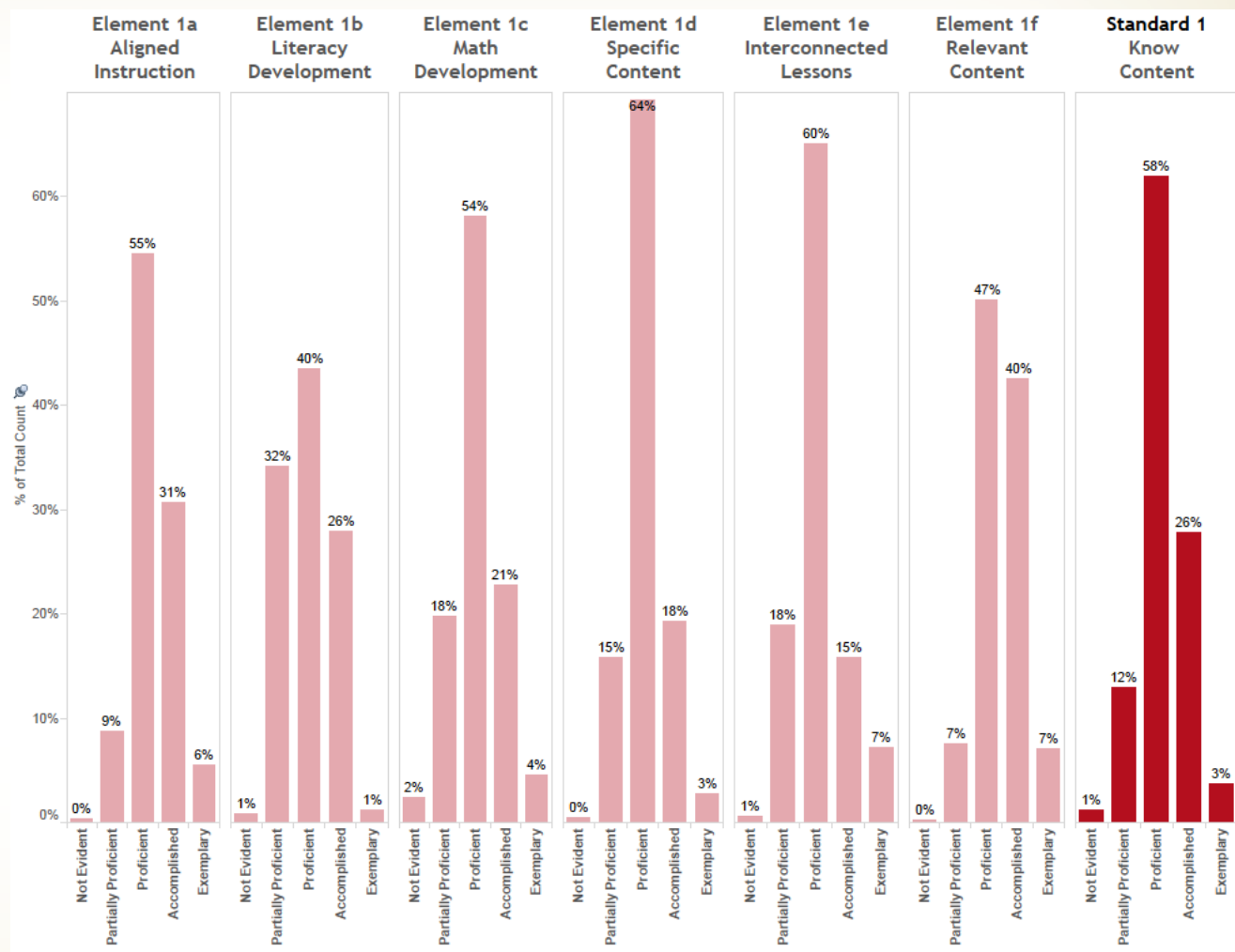


Notes. Percentages may not add to 100 percent because of rounding.

Standard 1: Know Content Elements and Summative Rating

87% of teachers received a rating of proficient or higher on Standard 1 (Know Content). Twenty-nine percent of teachers were rated accomplished or exemplary.

Element 1b (Literacy Development) is one of the lowest rated elements with 67% of educators receiving a rating of proficient or higher.

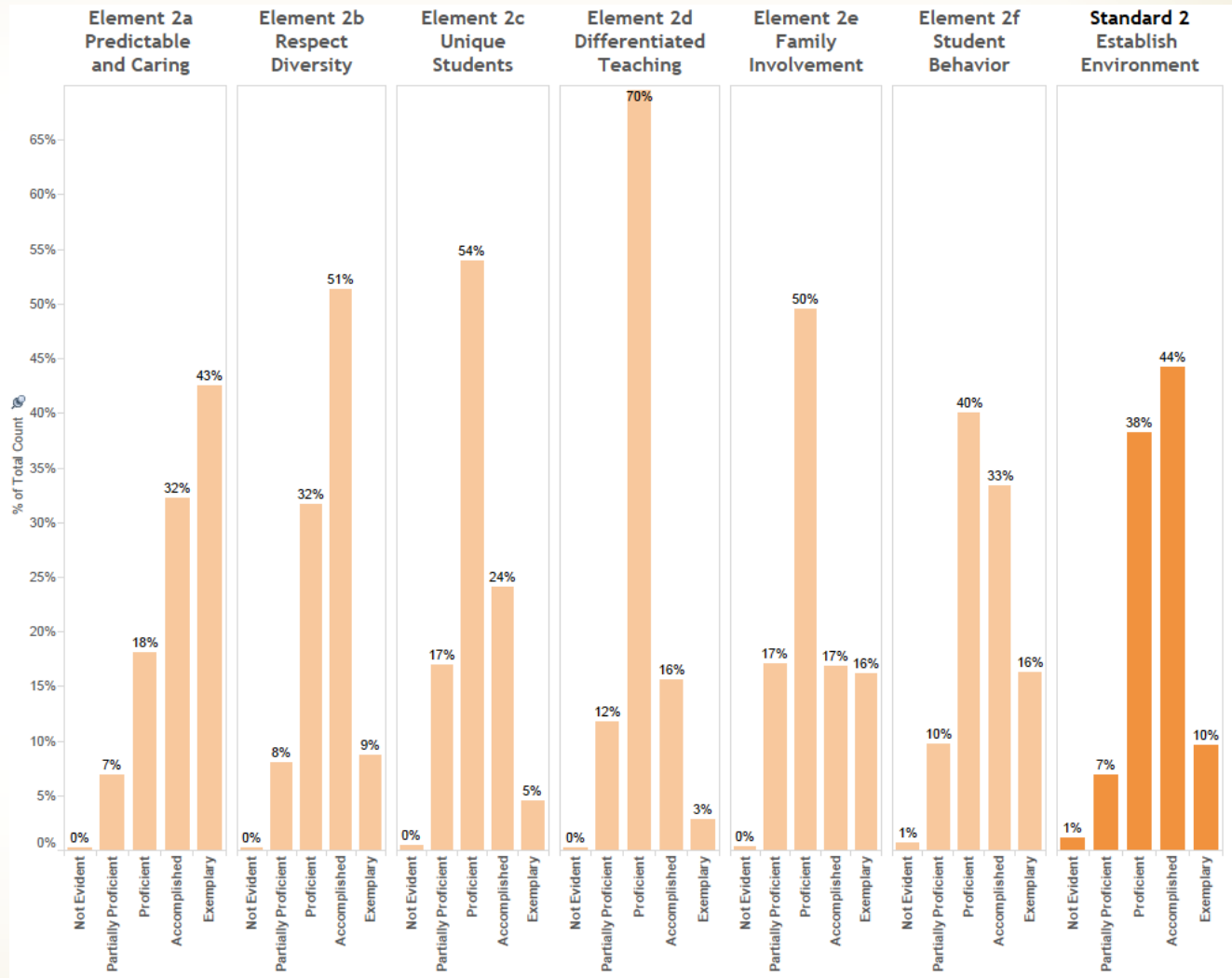


Notes. Percentages may not add to 100 percent because of rounding.

Standard 2: Establish Environment Elements and Summative Rating

Standard 2 (Establish Environment) is one of the highest rated standards, with 92% of teachers receiving a rating of proficient or higher. Fifty-four percent were rated accomplished or exemplary.

Three of the highest rated elements are in this Standard: Elements 2a (Predictable and Caring), 2b (Respect Diversity), and 2f (Student Behavior).

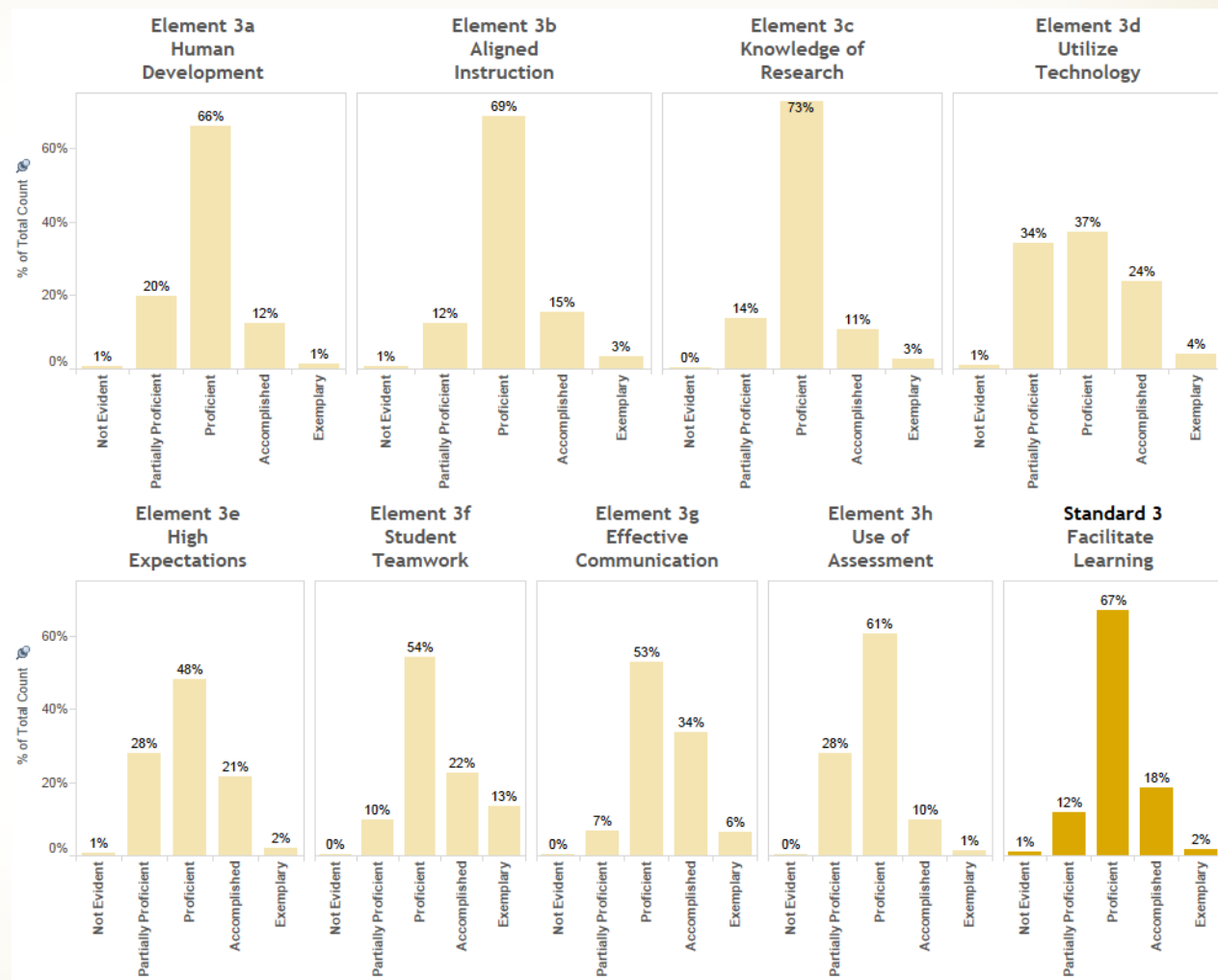


Notes. Percentages may not add to 100 percent because of rounding.

Standard 3: Facilitate Learning Elements and Summative Rating

Standard 3 (Facilitate Learning) is the lowest rated standard, with 87% of teachers receiving a rating of proficient or higher. Twenty percent were rated accomplished or exemplary.

Four of the lowest rated elements are in this Standard: Elements 3a (Human Development), 3d (Utilize Technology), 3e (High Expectations), and 3h (Use of Assessment). Element 3h is the lowest rated element on the rubric, with only 11% of teachers rated accomplished or exemplary.

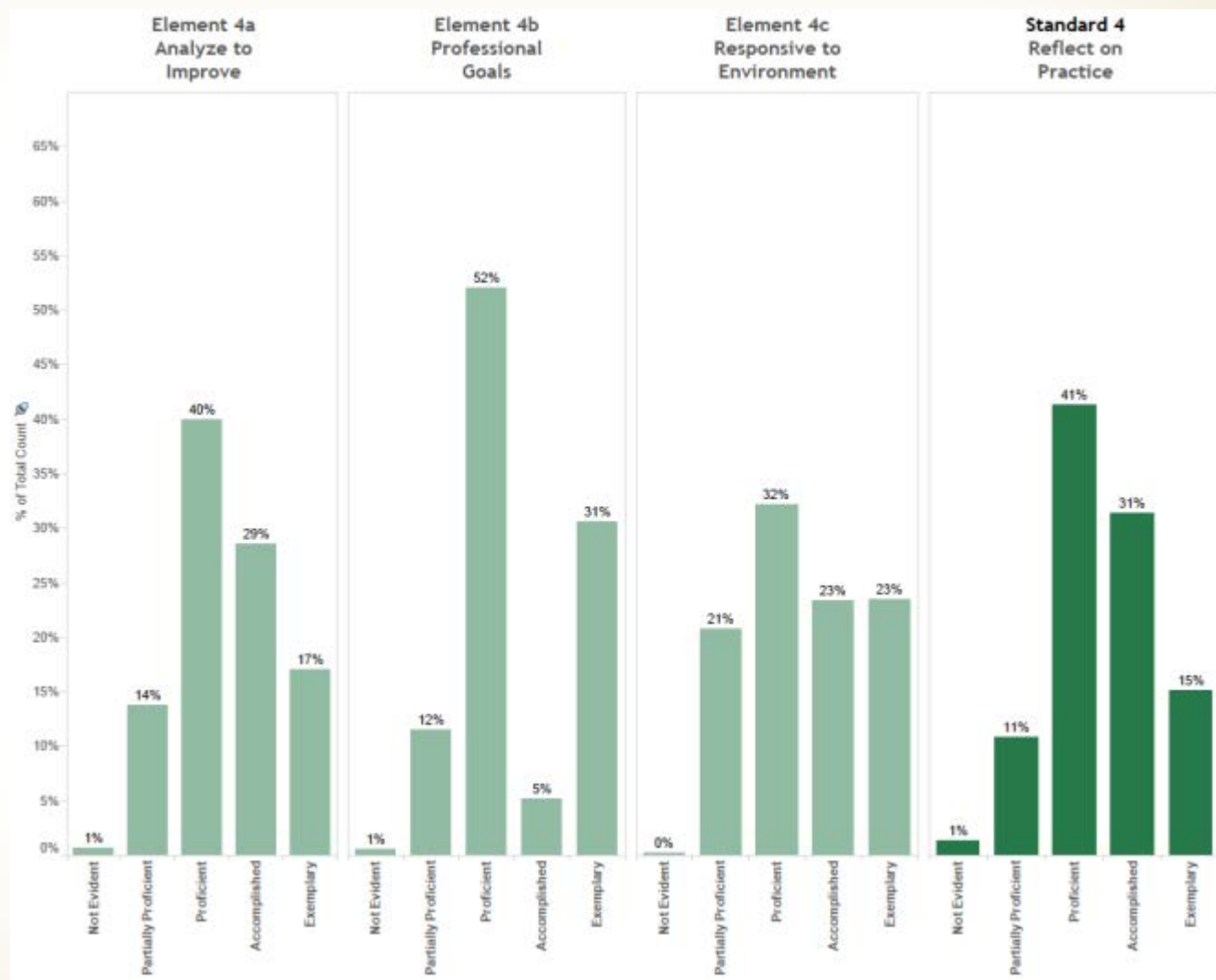


Notes. Percentages may not add to 100 percent because of rounding.

Standard 4: Reflect on Practice Elements and Summative Rating

On Standard 4 (Reflect on Practice), 87% of teachers received a rating of proficient or higher. Forty-six percent were rated accomplished or exemplary.

More teachers received an exemplary rating on Standard 4 than any other standard.

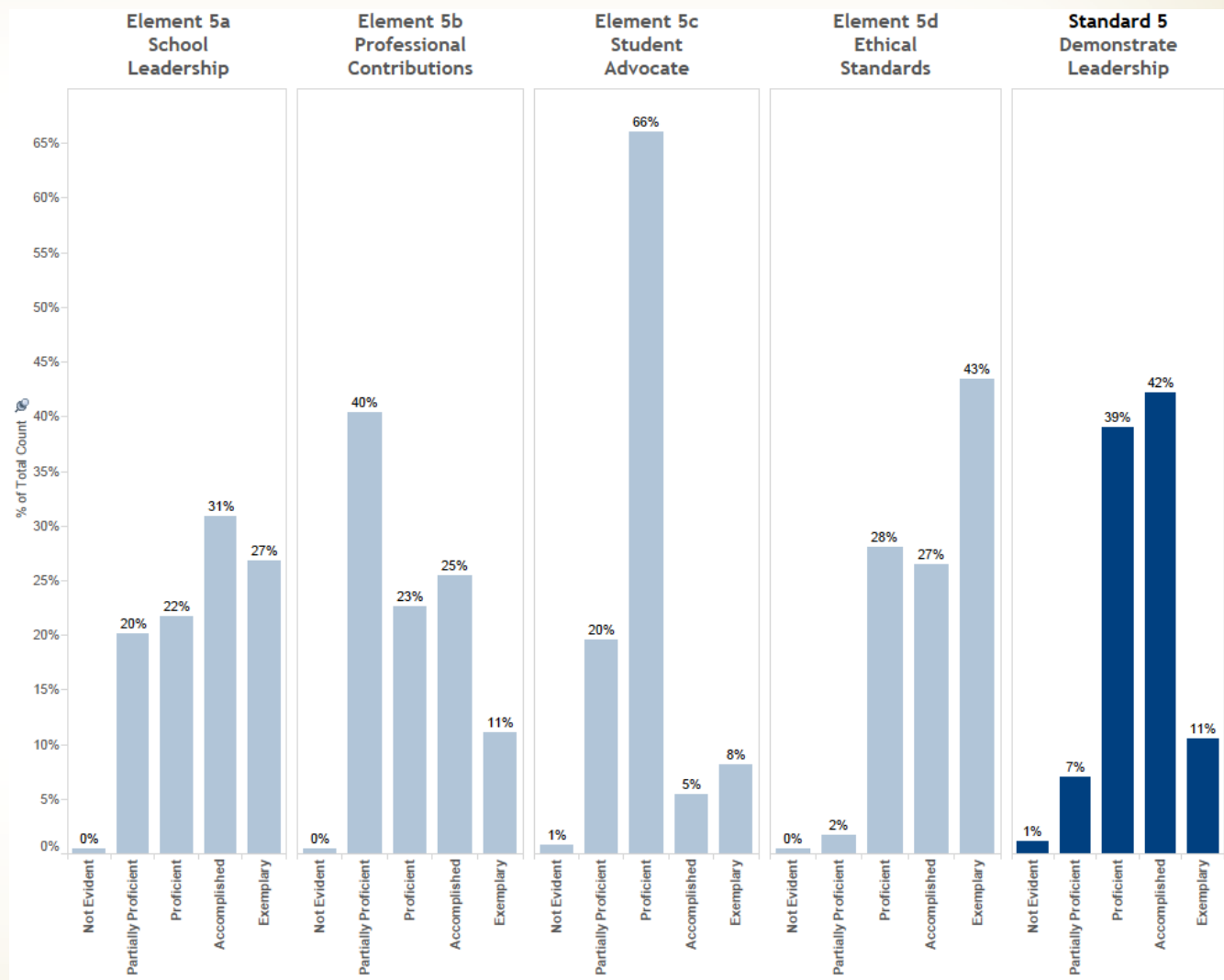


Notes. Percentages may not add to 100 percent because of rounding.

Standard 5: Demonstrate Leadership Elements and Summative Rating

Standard 5 (Demonstrate Leadership) is one of the highest rated standards, with 92% of teachers receiving a rating of proficient or higher. Fifty-three percent were rated accomplished or exemplary.

Two of the highest rated elements are in this Standard: Elements 5a (School Leadership) and 5d (Ethical Standards). Element 5d is the highest rated element on the rubric.



Notes. Percentages may not add to 100 percent because of rounding.

Summary of Highest Ratings

Highest Rated Elements

- **Element 5d - Ethical Standards:** *High ethical standards.*
- **Element 2a - Predictable and Caring:** *Predictable classroom learning environment in which each student has a positive, nurturing relationship with caring adults and peers.*
- **Element 5a - School Leadership:** *Demonstrate leadership in their schools.*
- **Element 2b - Respect Diversity:** *Commitment to and respect for diversity.*
- **Element 2f - Student Behavior:** *Learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.*

Highest Rated Standards

- **Standard 2 - Establish Environment:** *Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.*
- **Standard 5 - Demonstrate Leadership:** *Teachers demonstrate leadership.*

Summary of Lowest Ratings

Lowest Rated Elements

- **Element 3h - Use of Assessment:** *Use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.*
- **Element 3a - Human Development:** *Knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.*
- **Element 1b - Literacy Development:** *Knowledge of student literacy development in reading, writing, speaking and listening.*
- **Element 3d - Utilize Technology:** *Integrate and utilize appropriate available technology to maximize student learning.*
- **Element 3e - High Expectations:** *Communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.*

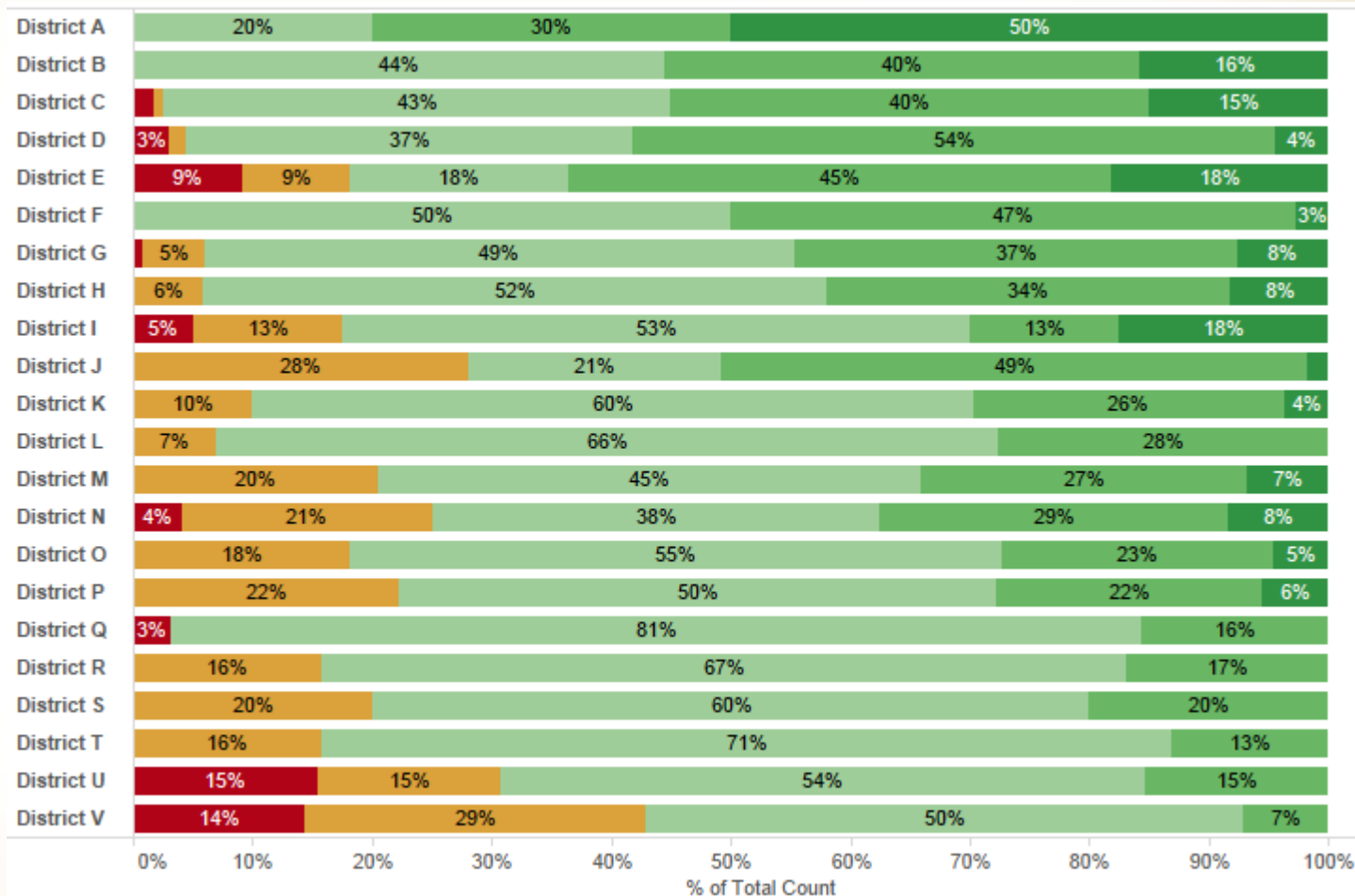
Lowest Rated Standards

- **Standard 3 - Facilitate Learning:** *Teachers plan and deliver effective instruction and create an environment that facilitates learning for students.*

Ratings Distributions Across 22 Pilot Districts



There are large (and statistically significant) differences between districts in the percent of teachers in each performance category, meaning that the ratings distributions vary as a function of the district.

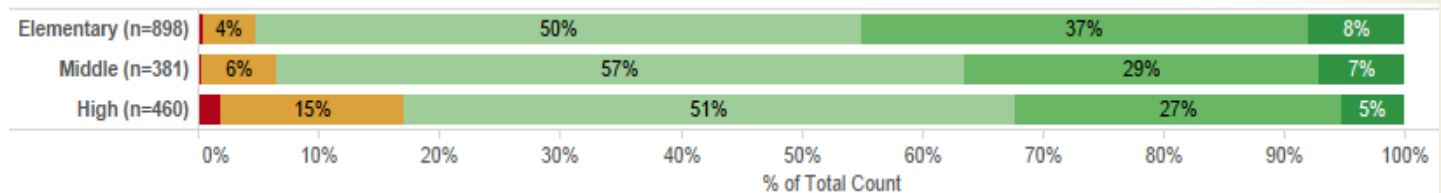


This stacked bar chart is ordered from highest scores to lowest scores. District names and sample sizes have been removed to protect district confidentiality. Districts with fewer than 10 teachers participating in the pilot also have been removed.

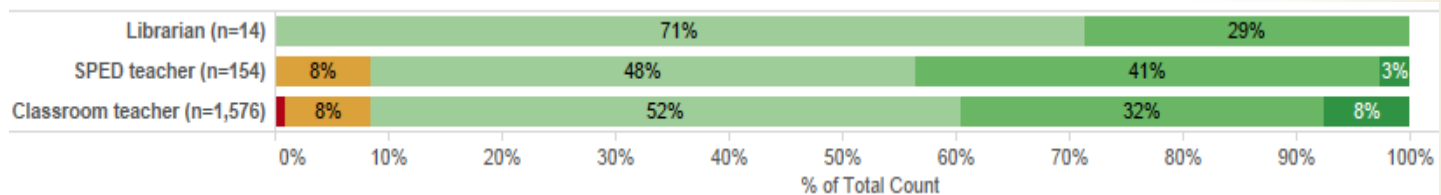
Ratings Distributions Based on Teacher Employment Characteristics



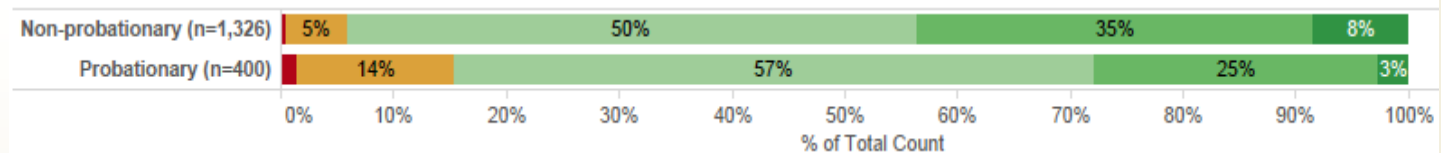
School Level *



Job Category



Probationary Status *



Stacked bar charts are ordered from highest scores to lowest scores.

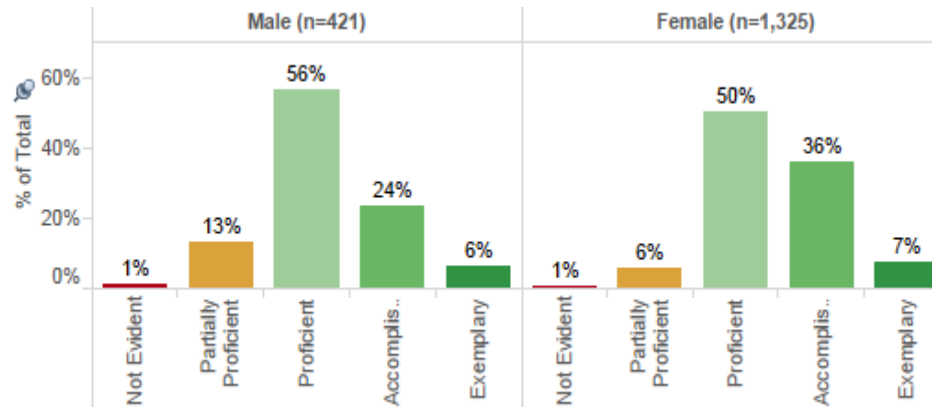
* = Statistically significant differences, indicating a relationship between the teacher employment characteristic and overall ratings.

There are differences in teachers' overall ratings based on school level and probationary status, but no differences based on job category. Elementary teachers and teachers with non-probationary status receive the highest ratings.

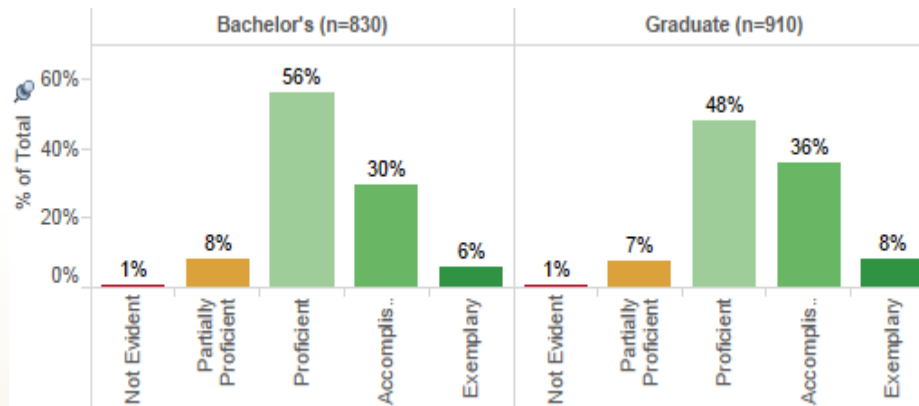
Ratings Distributions Based on Teacher Demographic Characteristics

There are differences in teachers' overall ratings based on their demographic characteristics and years of experience. Female teachers received higher ratings. Teachers with a graduate degree and more years of experience also received higher ratings.

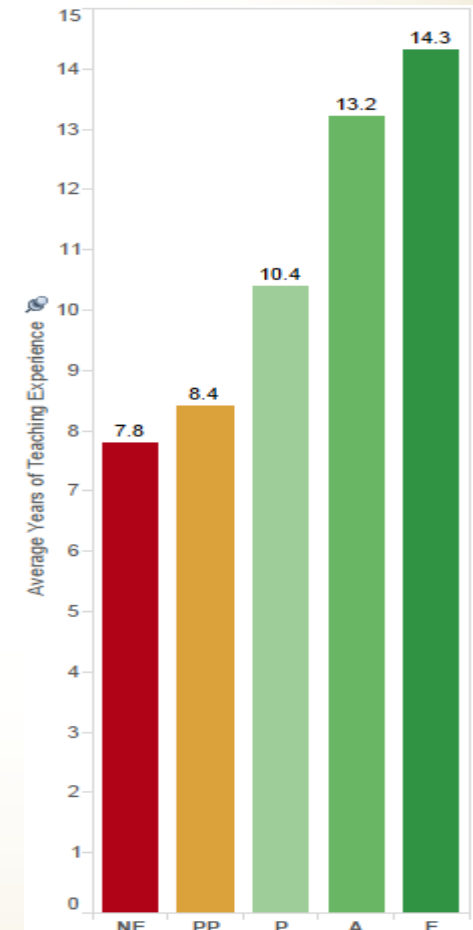
Gender *



Degree *



Years of Experience *



Stacked bar charts are ordered from highest scores to lowest scores.

* = Statistically significant differences, indicating a relationship between the teacher demographic characteristic and overall ratings.

Pilot Teacher Survey Data

Baseline Survey on Prior Evaluation System Compared with Feedback Survey on the State Model System

Teachers tended to rate the state model system on par with their prior evaluation system.

Teachers felt most strongly that the model system identifies strengths and areas of improvement and guides professional growth.

Teachers were less positive regarding accurate performance assessments and improving student growth.

Survey Question	Baseline Survey Fall 2012 (N=784) My current system...	Feedback Survey Spring 2013 (N=812) The state model system...	Change in Percent Positive Responses
Identifies areas that need improvement.	77%	76%	-1%
Identifies areas of strength.	76%	75%	-1%
Is intended to guide professional growth.	60%	71%	+11%
Sets high standards for the person being evaluated.	55%	70%	+15%
Serves as a basis for improving teaching and learning.	28%	35%	+7%
Provides actionable feedback to the person being evaluated.	54%	49%	-5%
Documents changes in professional practice over time.	38%	47%	+9%
Supports the improvement of the school's instructional program.	43%	46%	+3%
Is based on current scientifically sound research.	31%	45%	+14%
Results in improved student growth.	39%	32%	-7%
Provides an accurate assessment of my performance.	51%	30%	-21%

Using Data to Improve the System

- **Quantitative and qualitative data have informed the following changes to the state model system:**
 - Changed the “not evident” category to “basic”
 - Rubric shortened by 6 pages
 - Professional practices language made more specific to help set performance expectations
 - Eliminated redundancies
 - Most non-observable professional practices have been eliminated from Standards 1, 2 and 3
 - Need for inter-rater agreement and continuing the development of tools such as Elevate Colorado

Next Steps in the Pilot of the State Model Evaluation System

- Continue to pilot and validate rubrics
- Continue to provide technical assistance to districts using the state model system
- Refine the supporting tools (teacher and student perception surveys, guidance, online tutorials for evaluators to improve consistency of ratings)
- Develop and deploy the online platform that will allow districts to manage their evaluation process electronically for ease of use and reporting
- Develop and pilot the SSP systems



Questions



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