



Educator Effectiveness Frequently Asked Questions

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[Educator Effectiveness \(SB 10-191\) Components](#)

- **What is the Colorado State Model Evaluation System?**
 - *To support school districts in implementing the new evaluation requirements under Senate Bill 10-191, the Colorado Department of Education (CDE) is developing **The Colorado Model Evaluation System** as an option for districts to use for teacher and principal evaluations. The Colorado Model Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated and is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated.*

- **Will districts be required to use the Colorado State Model Evaluation System?**
 - *No. To support school districts in implementing the new evaluation requirements, CDE is developing the Colorado Model Evaluation System as an option for districts to use for teacher and principal evaluations. However, districts do not have to adapt the Colorado Model Evaluation System. If a district chooses to create their own system, it must meet or exceed the requirements in State Board Rules. - See more at: <http://www.cde.state.co.us/educatoreffectiveness/FAQs.asp#What is the Colorado State Model Evaluation System>*

- **Who gets evaluated with SB 10-191?**
 - *All teachers, principals, and assistant principals will be evaluated. This includes all licensed teachers, special education generalists, specialized service professionals.*
 - *In Adams 14, Dean of Students and Instructional coaches, Instructional Coordinators, Non-Instructional TOSAs will be using a specialized job descriptive rubric.*

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▪ How often do evaluations take place?

- According to the Colorado State Model Evaluation System all teachers, specialized service professionals, principals, and assistant principals are to be evaluated annually.

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▪ How does the Colorado State Model Evaluation System (SB 10-191) work?

- The State Model Evaluation System is made up of two parts. There are five Professional Practice Standards that describe an effective teacher and six Professional Practice Standards that describe an effective principal or assistant principal. Those five (six) Professional Practice Standards make up 50% of the evaluation and are scored using the Colorado State Model Evaluation System Rubric for Teachers or Principals. The Professional Practice Standards address the following:

Teachers

Standard 1: Content Knowledge
Standard 2: Learning Environment
Standard 3: Facilitating Learning
Standard 4: Reflective Practice
Standard 5: Leadership

Principals

Standard 1: Strategic Leadership
Standard 2: Instructional Leadership
Standard 3: School Culture and Equity Leadership
Standard 4: Human Resource Leadership
Standard 5: Managerial Leadership
Standard 6: External Development Leadership

- The other 50% of the evaluation is made up of Standard 6(Teachers)/Standard 7(Principals): Measures of Student Learning which include the following:

Teachers (Standard 6)

An individual attribution
A collective attribution
Statewide summative assessment results
Results from the Colorado Growth Model

Principals (Standard 7)

School Performance Framework Data
Other Measures of Student Learning

- See Colorado Model User Guide for further explanation.

http://www.cde.state.co.us/sites/default/files/Ed_Eval_User_Guide_LP11_07_Links_REV121213.pdf

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• What does probationary and non-probationary status mean under SB 10-191?

- As part of a school board's employment authority, it enters contracts with its teachers. These contracts are one-year agreements, which are automatically renewed unless the board decides otherwise. Some of these contracts are with teachers who are engaged with the district on a trial basis, called "probationary teachers." Other contracts are with teachers who hold tenure, called "non-probationary teachers."
 - Non-probationary teachers have certain protections shielding them from unmerited disruptions to their employment.
 - Probationary teachers do not have those protections, and their employment with the district can be terminated or "non-renewed" up to the renewal date for any reason (with some exceptions).
- Non-Probationary Teachers:
 - A teacher who has completed three consecutive years of demonstrated effectiveness. (Note: Non-probationary teachers can lose their non-probationary status based on two consecutive years of partially effective or ineffective ratings starting in the school year 2014-2015.)
- Probationary Teachers:
 - A teacher who has not completed three consecutive years of demonstrated effective or highly effective ratings.

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▪ How will my effectiveness rating affect me?

- *The 2013-2014 school year is considered a “Hold harmless” year by the State. Ratings of ineffective or partially effective will not be considered in the loss of non-probationary status.*
- *Starting in 2014-2015, ALL ratings will be considered for earning non-probationary status and for possible loss of non-probationary status.*
 - *Non-probationary status is earned through three consecutive years of an effective or highly effective rating.*
 - *Non-probationary status may be lost for two consecutive years of partially effective or ineffective ratings.*

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The Evaluation Cycle

▪ What are the components of the Evaluation Cycle?

- *There are nine(9) components that make up the Colorado State Model Evaluation System*
 - **1 Training:** *Every educator involved in using the Colorado State Model Evaluation System must have been trained by a CDE Approved training program. This process helps to ensure reliability and validity and make certain that everyone has the same foundational knowledge to apply to this high stake decision-Making process.*
 - **2 Annual Orientation:** *Each district should provide an orientation on the evaluation system, including all measures to which the educator will be held accountable, no later than the end of the first two weeks of school each year. This will ensure that educators who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.*
 - **3 Self Assessment:** *Each educator should complete a self assessment by the end of the first month of the school year. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year in the context of the students, teachers and school for the current year.*
 - **4 Review of Annual goals & Performance Plan:** *As soon as the educator’s self-assessment has been completed, the evaluator and person being evaluated should review the school’s annual goals to ensure alignment with the goals included in the educator’s performance plan. This step allows the teacher to consider the unique context for that year with respect to the school’s culture, student body, community issues and changes in district initiatives and to adjust professional and school goals.*
 - **5 Mid-Year Review:** *The educator being evaluated and the evaluator should schedule time to review progress toward achieving school and personal goals. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date.*
 - **6 Evaluator Assessment:** *Evaluators should review the performance of educators being evaluated throughout the year and record their rating on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end of the year.*
 - **7 End-of-Year Review:** *The evaluator and educator being evaluated discuss the educator’s performance ratings on the rubric and measures of student learning, self-assessment ratings, artifacts and any evidence needed to support the evaluator ratings.*
 - **8 Final Professional Practices Ratings:** *Should the evaluator and the educator being evaluated not agree on the final rating during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the correct rating. The suggested two-week period provides adequate time to collect and summarize the evidence and have a discussion to determine final ratings.*
 - **9 Goal-Setting & Performance Planning:** *Using the element and standard ratings, comments and artifacts discussed during the end-of-year review and the establishment of final ratings, the educator being evaluated will develop a professional growth plan and new student learning targets designed to address any areas in which growth and development or training required and other resources needed to fully implement the professional growth plan.*

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Quality Standards 1-5 and Rubric

▪ How is the rubric scored?

- *The rubric consists of:*
 - *The Quality Standard: Standards I-V for teachers and specialized service professionals (I-VI for principals and assistant principals) relate to professional knowledge and practices that contribute to effective teaching, while Standard VI (VII for principals and assistant principals) establishes measures of student learning as a requirement for demonstrating effectiveness. S.B. 10-191 requires that these standards serve as the foundation for all educator evaluations in Colorado.*
 - *Performance rating level: Describes the performance on professional practices with respect to the Quality Standards (Basic, Partially Proficient, Proficient, Accomplished & Exemplary)*
 - *Element(s) of the Standard: the mandatory items that each Colorado district must address in its evaluation system.*
 - *Professional Practices: the day-to-day activities in which educators engage as they go about their daily work. The professional practices included in the rubric are those one would expect an educator to demonstrate at each level of the rating scale.*
- *Identifying Professional Practices:*
 - *The person completing the rubric should mark all items that describe the performance of the educator during the year-long evaluation cycle. Evidence of proficiency on non-observable professional practices will be determined by an examination and discussion of the practice and any necessary artifacts provided by both the evaluator and the person being evaluated.*
- *Scoring the actual rubric:*
 - *Score each element separately. The evaluator should begin with the Basic column of the rubric and work across the columns to Exemplary, marking each professional practice that describes the performance of the educator for the period for which he or she is being evaluated. The evaluator continues marking professional practices across the columns until all practices for that element have been checked or the evaluator has determined that there is inadequate evidence of performance for the practice to be marked.*
 - *The rating for each element is the highest rating for which ALL professional practices are marked and ALL practices below that level are marked. If no marks are made in the rubric then a score of Basic is assigned to the element. It is possible for there to be marks made in higher categories and an educator still be marked at a much lower rating level. (Note: The rubric is designed to be a cumulative rubric meaning all of one rating level must have been marked to receive that level as a rating.)*
 - *Each element of the standard is scored separately and then combined to get an overall rating for the standard.*
 - *Each standard is then combined to produce an overall rating for the Professional Practices Standards (1-5/1-6)*
 - *See the Colorado Model User Guide for examples.*
[http://www.cde.state.co.us/sites/default/files/Ed Eval User Guide LP11 07 Links REV121213.pdf](http://www.cde.state.co.us/sites/default/files/Ed_Eval_User_Guide_LP11_07_Links_REV121213.pdf)

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▪ How many observations should I expect during the year?

- *In Adams 14, probationary teachers should have two formal observations. Non-probationary teachers should have at least one formal observation.*
- *The expectation is that there are frequent observations of a more informal nature happened consistently throughout the school year. There is no set number for these informal observations.*

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▪ **What are artifacts and when do I need them?**

- *Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of any educator.*
- *Many educators will be tempted to create a portfolio at the beginning of the school year in order to ensure that they have all possible artifacts available during the final evaluation conference. This process is NOT recommended because it creates unnecessary work on the part of the person being evaluated and the artifacts or items included in the portfolio may not be needed during the final evaluation conference when the evaluator and person being evaluated have a face-to-face discussion about professional performance and progress toward meeting the state's quality standards.*
- *In fact, educators and their evaluators may choose not to use any artifacts so long as they agree on their rating levels. If, during that face-to-face discussion, the evaluator and person being evaluated agree that the evaluator's ratings are fair, they may conclude their discussion, sign off on the year's evaluation activities, and proceed to developing goals and a professional development plan to be used during the subsequent year.*
- *They only need to review artifacts if they have differing opinions about final ratings.*
- *At least one of the following artifacts must be discussed during the evaluation:*

Teachers

*Student Feedback
Peer Feedback
Lesson Plans
Student Work
Parent Feedback*

Principals

*Teacher Feedback
% & # of Teachers Highly Eff., Effective, Partially Effective, & Ineffective
% & # of Teachers improving their performance compared to goals articulated in the Principal's Professional Growth Plan*

- *Examples of other artifacts that could be used (this is not an exhaustive list):*

Teachers

*Student achievement data
Observation feedback
Instructional activities
Student journals/learning logs
Anecdotal records
Formative and summative assessments
Self-reflection templates
Assessment plans
Data analysis records
Responses to feedback
Student portfolios
Service on teams, task forces, & committees
Notes from parent & community meetings
Records of advocacy activities*

Principals

*Student perceptions
Parent/Guardian & Stakeholder perceptions
Perceptions of other administrators
Evidence of Team Development
Staff Meeting Notes, Email, Memos to staff
School Newsletters, Communications & Website
Master Schedule & budget
Partnerships & Awards
UIP
Teacher Lesson Plans
Supervisor feedback
School mission, vision, goals
Teacher Turnover rates
Reports for SAC*

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Quality Standard 6/7: Measures of Student Learning

▪ **What is Standard 6/7: Measures of Student Learning?**

Teachers

- **Standard 6:** *Teachers take responsibility for student academic growth*
 - *Element A: Teachers demonstrate high levels of student learning and academic achievement*
 - *Element B: Teachers demonstrate high levels of student academic growth in the skills necessary for post-secondary and workforce readiness including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.*

Principals

- **Standard 7:** Principals demonstrate leadership around measures of student learning.
 - **Element A: Student Academic Achievement and Growth=** Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.
 - **Element B: Student Growth and Development=** Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.
 - **Element C: Use of Data=** Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of Student Academic Growth. They take responsibility and devise and intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

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▪ **Is every district using the same measures for Standard 6/7?**

- *No. Local school districts identify the different measures of student learning comprising an educator's body of evidence for the 50 percent measures of student learning portion of their evaluations. Districts determine the best approach for combining these measures.*

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▪ **What is Adams 14 doing for Measures of Student Learning?**

- *Specific information regarding 2013-2014 Measures of Student Learning will be communicated in early spring 2014.*
- *Like many other districts in the state, Adams 14 is developing a process to be used by all teachers, not just teachers in untested subjects that would include a Student Learning Outcome (SLO) component. The development of the SLO process will continue during the Spring/Summer of 2014 for roll out in the fall for the 2014-2015 school year.*

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▪ **What are we doing for Measures of Student Learning if we are a subject that is not tested by TCAP/PARCC?**

- *Like many other districts in the state, Adams 14 is in process of developing a process to be used by all teachers, not just teachers in untested subjects that would include a Student Learning Outcome (SLO) component. The development of the SLO process will continue during the Spring/Summer of 2014 for roll out in the fall for the 2014-2015 school year.*

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Special Populations of Teachers (What if I don't fit the "regular" teacher description?)

▪ Who are the Specialized Service Professionals?

- *The State Council for Educator Effectiveness has identified nine categories of specialized service professionals (referred to as other licensed personnel in law and state board rules) and has outlined high quality professional practices specific to each group.*
- *Specialized Services Professionals are on a delayed timeline compared to the teacher and principal timeline. The 2013-2014 school year is a pilot year for these professionals. The 2014-2015 school year will be their "hold harmless" year. The 2015-2016 will be their year for full implementation. CDE link to Implementation Timeline: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>*
- *Specialized Service professionals also have Five Quality Standards for Professional Practice (50% of the evaluation) and Standard 6 for Student Outcomes (the other 50% of the evaluation.) The rubrics developed for each of the following SSPs are to be used in the same manner as the teacher and principal rubric.*
 - *School Audiologists*
 - *School Counselors*
 - *School Nurses*
 - *School Occupational Therapists*
 - *School Orientation and Mobility Specialists*
 - *School Physical Therapists*
 - *School Psychologists*
 - *School Speech Language Pathologists*
 - *School Social Workers*
- *CDE Fact Sheet on SSPs: http://www.cde.state.co.us/sites/default/files/SSP_FactSheet.pdf*
- *CDE Link to SSP Rubrics: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>*

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▪ What happens if I am not a Specialized Service Professional?

- *There are educators who do not fall into the category of SSP who are still licensed and employed by districts. These could include Instructional Coaches, TOSAs, Instructional Coordinators, Dean of Students, Athletic Directors and some CTE and ROTC instructors.*
- *Adams 14 has developed rubrics for Instructional Leaders (Coaches, Coordinators), Dean of Students, and Non-Instructional TOSAs that are modeled after the teacher and principal rubrics and are designed to be used in the same manner.*
- *CDE has developed an Initial Guidance Document for Educators Serving in Unique Roles meant to be high level guidance for districts regarding how to evaluate individuals serving in a dual or specialized role for the 2013-14 school year. This is not a fully comprehensive document but, rather, offers ideas and points of consideration for districts as they identify and implement the tenets of S.B. 10-191. This guidance may be revised as we learn more about what works best for districts. - See more at: http://www.cde.state.co.us/sites/default/files/EdEffectiveness_UniqueRole_v1Jan20142.pdf*

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▪ What about Early Childhood Educators?

- *Early Childhood Educators follow the Colorado State Model Evaluation System for teachers.*
- *CDE Fact Sheet for Early Childhood Educators: <http://www.cde.state.co.us/sites/default/files/documents/communications/download/factsheets/ecefactsheet.pdf>*

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Final Educator Effectiveness Ratings

▪ How will my final Educator Effectiveness Rating be calculated?

▪ *The best resource for this answer is the CDE website link to Determining Final Ratings*

▪ *Teachers:*

http://www.cde.state.co.us/sites/default/files/Determining%20Final%20Rating%20TEACHER_Revised_2014_01_14.pdf

▪ *Principals and Assistant Principals:*

http://www.cde.state.co.us/sites/default/files/Determining%20Final%20Rating%20PRINCIPAL_Revised_2014_01_14.pdf

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Who do I contact if I have questions?

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