

# Educator Effectiveness

# Discuss and Recommend Changes to Educator Evaluation System



(I) Review the impact of the COVID-19 pandemic and the resulting disruption of the 2019-20 school year, including student transition to remote learning and the cancellation of the state assessments, accountability, accreditation, and educator evaluation systems for the 2019-20 school year;

**(ii) Discuss how the cancellation of state assessments will impact accountability, accreditation, and educator evaluations during the 2020-21 school year and whether future modifications are needed regarding the accountability, accreditation, and educator evaluation systems as a result of, and in response to, the COVID- 19 pandemic and possible further disruptions; and**

**(iii) Make recommendations regarding whether and how to proceed with state assessments, accountability, accreditation, and educator evaluations during the 2020-21 school year and how the systems can continue to effectively measure student achievement and growth and provide an accurate, credible, and comparable assessment of the quality of the public education system throughout the state following the COVID-19 pandemic.**

# SB10-191 Statutory Requirements

- Annual evaluation of all teachers, principals and special service providers (SSP) aligned to the state adopted professional practice standards
- Teachers and principals final effectiveness ratings based on 50% on the academic growth of their students and all SSPs on 50% student outcomes.
- Non-probationary status is earned after three consecutive years of effective or highly effectiveness final ratings
- Non-probationary status is lost based upon two consecutive years of less than effective final effectiveness ratings
- Non-probationary status is portable across Colorado school districts.
- Educator Effectiveness ratings are submitted annually to CDE

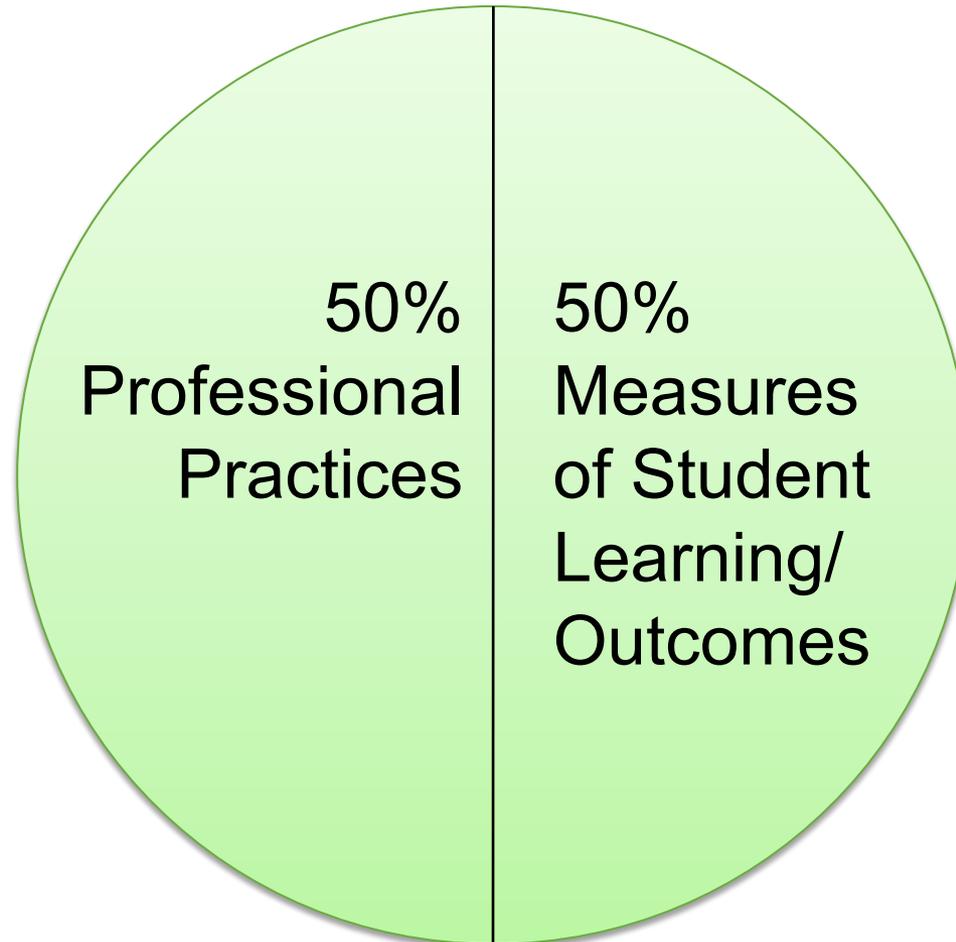


## ***Key Question:***

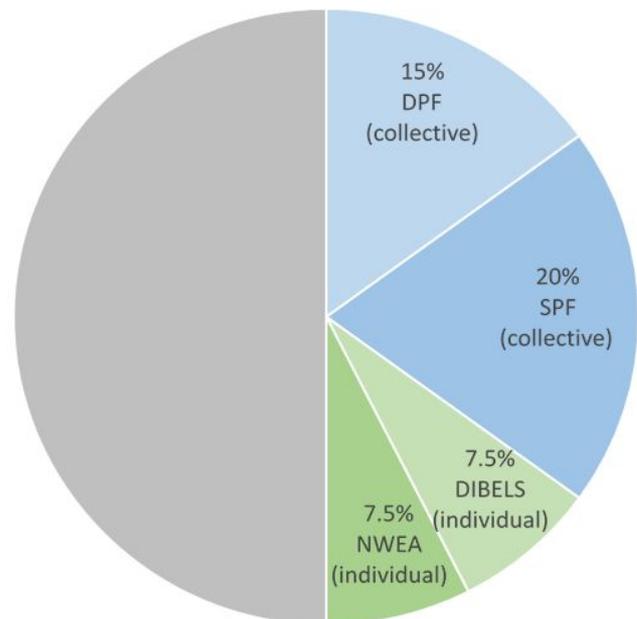
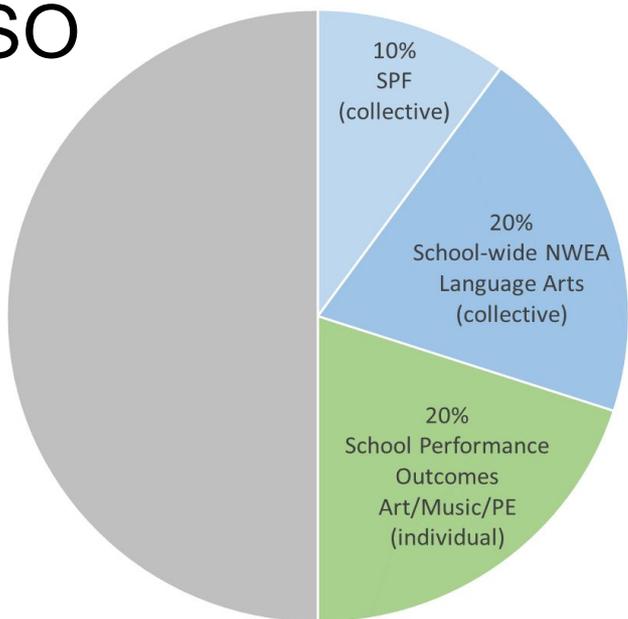
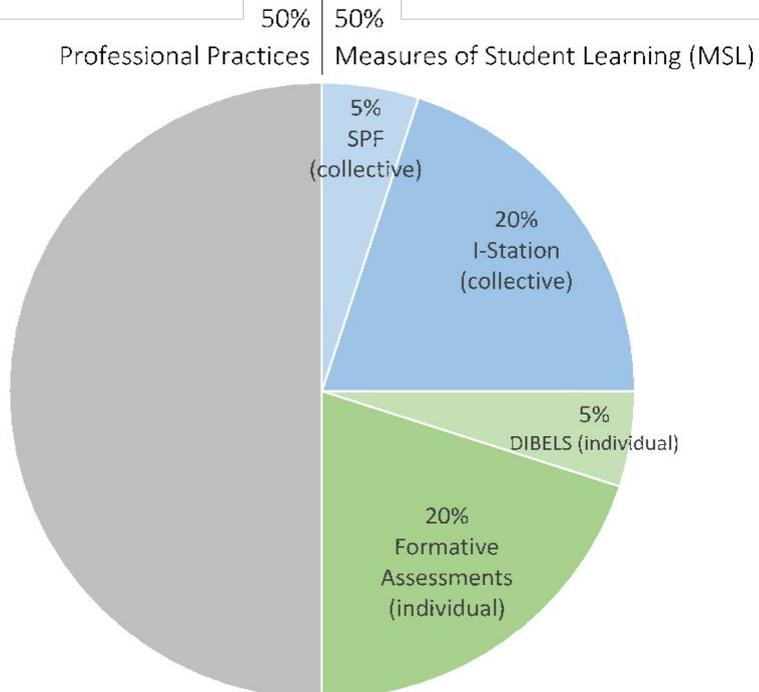
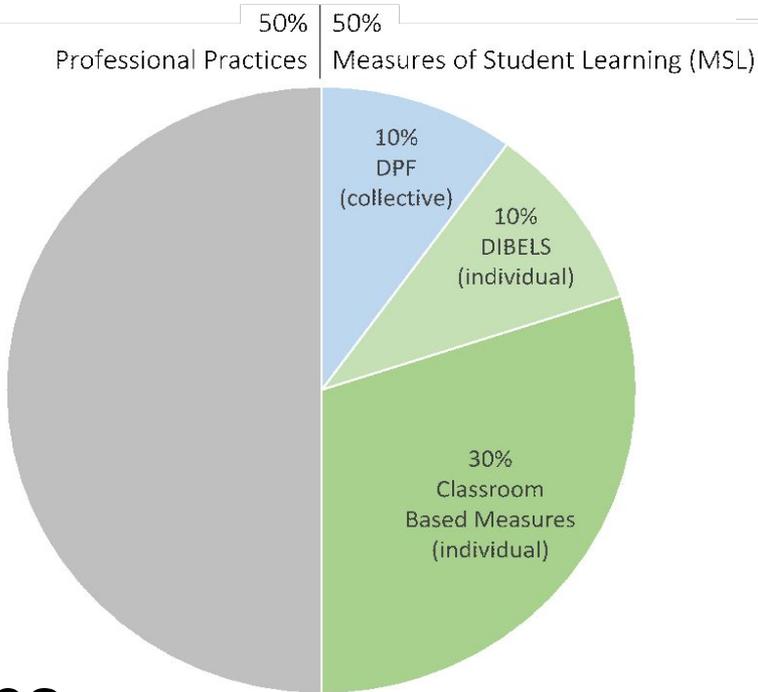
Should there be any changes to the educator effectiveness system for the 2020-21 SY specific to Professional Practices or Measures of Student Learning?

# SB10-191 Statutory Requirements

Measures of Student Learning/Outcomes must account for 50% of an educator's annual evaluation (Teacher, Principal, SSP).

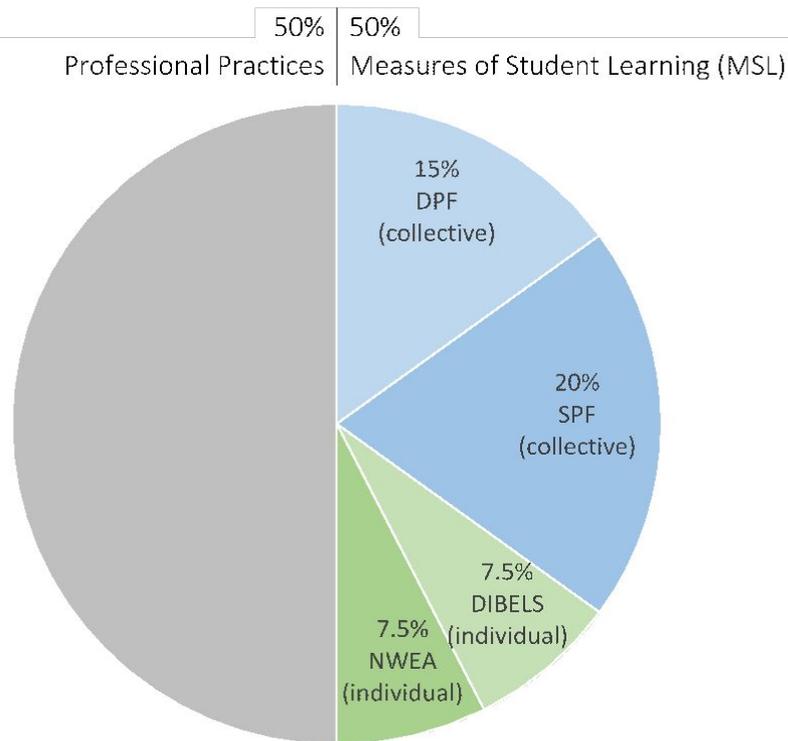


# Sample Distributions of MSL/MSO



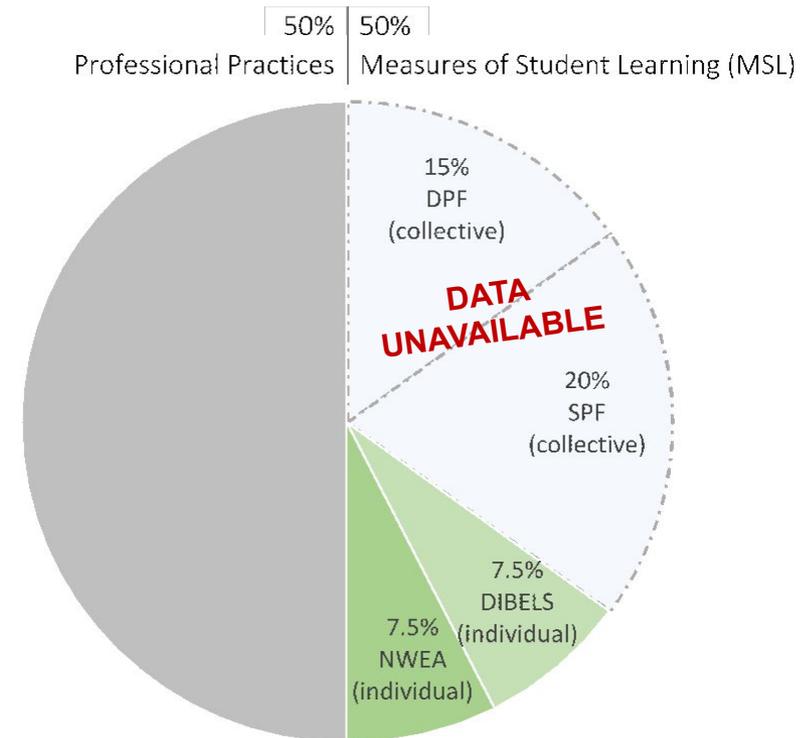
# Spring 2020 Impact on MSLs for 2020-21

## MSL distribution in 2019-2020



DPF/SPF data from 2018-2019 school year,  
no impact due to COVID-19

## MSL distribution in 2020-2021 *current school year*



**NO** DPF/SPF data from 2019-2020 school year  
due to COVID-19

CDE will **not** be monitoring the measures of student learning/outcomes (MSL/MSO) portion of the Educator Effectiveness requirements for educator evaluations in the 2020-21 evaluation cycle.

- The Educator Effectiveness process will be maintained and districts/BOCES should focus their efforts fully on the established professional practices.
- Monitoring and reporting of an educator's final effectiveness rating will be based 100% on professional practices.
- Educators can keep building and fortifying their skills for delivering effective instructional practices in all learning environments (including remote/online, hybrid, and in-person.)

# Evaluation Cycle Timeline



## *Evaluation cycle during a typical/normal school year*

### *Spring*

- State summative assessments for use in following school year eval cycle
- Final effectiveness rating and EOY conferences

### *Summer*

- [SPF/DPF data released to districts](#)

### *Fall*

- Orientation to Evaluation Cycle
- Determine individual professional growth goals
- [Determine MSL/MSOs](#)
- Conference between educator and evaluator

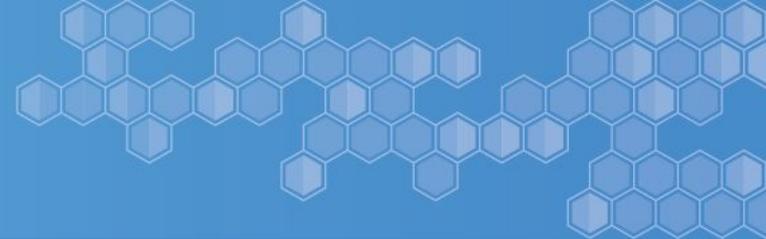
### *Winter*

- [Confirm MSL/MSOs](#)
- Conduct observations and feedback

### *Spring*

- State summative assessments for use in following school year eval cycle
- Final effectiveness rating and EOY conferences

# Evaluation Cycle Timeline



## Evaluation cycle during a typical/normal school year

Spring	Summer	Fall	Winter	Spring
<ul style="list-style-type: none"> <li>State summative assessments for use in following school year eval cycle</li> <li>Final effectiveness rating and EOY conferences</li> </ul>	<ul style="list-style-type: none"> <li>SPF/DPF data released to districts</li> </ul>	<ul style="list-style-type: none"> <li>Orientation to Evaluation Cycle</li> <li>Determine individual professional growth goals</li> <li>Determine MSL/MSOs</li> <li>Conference between educator and evaluator</li> </ul>	<ul style="list-style-type: none"> <li>Confirm MSL/MSOs</li> <li>Conduct observations and feedback</li> </ul>	<ul style="list-style-type: none"> <li>State summative assessments for use in following school year eval cycle</li> <li>Final effectiveness rating and EOY conferences</li> </ul>

## Evaluation cycle for 2020-2021 school year

Spring 2020	Summer 2020	Fall 2020	Winter 2020-21	Spring 2021
<i>Navigating school and COVID-19</i>				
<ul style="list-style-type: none"> <li>State summative assessments suspended due to COVID-19</li> <li>Final effectiveness rating and EOY conferences*</li> </ul>	<ul style="list-style-type: none"> <li>NO SPF/DPF data available</li> <li>CDE announces no monitoring of MSL/MSO data for 2020-21 sy</li> </ul>	<ul style="list-style-type: none"> <li>Orientation to Evaluation Cycle</li> <li>Determine individual professional growth goals</li> <li>Determine MSL/MSOs</li> <li>Conference between educator and evaluator</li> </ul>	<ul style="list-style-type: none"> <li>Confirm MSL/MSOs</li> <li>Conduct observations and feedback</li> </ul>	<ul style="list-style-type: none"> <li>State summative assessments TBD</li> <li>Final effectiveness rating and EOY conferences</li> </ul>

\*77% of districts/BOCES anecdotally reported completing evaluations for some or all of their educators for the 2019-20 school year.





## ***Group Discussion:***

Should there be any change to the educator effectiveness system for the 2020-21 SY specific to Professional Practices or Measures of Student Learning?



## ***Key Question:***

How will districts/BOCES determine how the final effectiveness rating for 2020-21 counts towards earning or losing non-probationary status for their educators?

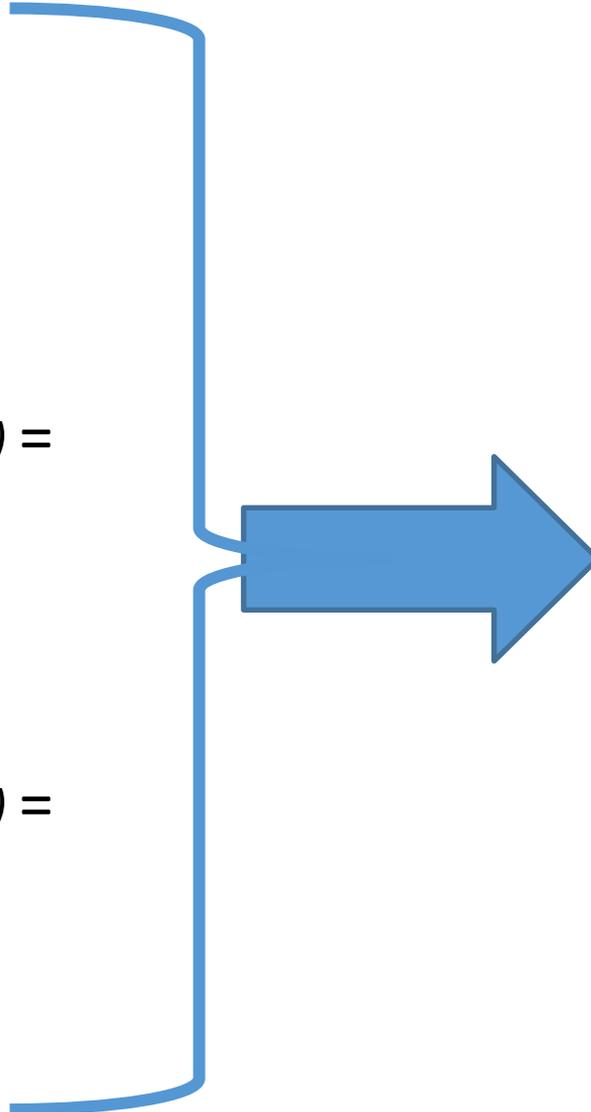
# Teacher Status: Probationary and Non-probationary

- Educators are required to have three consecutive years of an overall effectiveness rating of effective or highly effective to earn non-probationary status.
- S.B. 10-191 and State Board Rules state:  
“A teacher shall lose non-probationary status after receiving two consecutive ratings of either ineffective or partially effective.”

# Status Summary Probationary Teachers



- *Year 1* = effective or highly effective rating
- *Year 2 (consecutive)* = effective or highly effective rating
- *Year 3 (consecutive)* = effective or highly effective rating



Earn  
non-probationary  
status

# Status Summary

## Non-probationary (NP) Teachers



Effective or highly effective rating



Status remains NP

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*Year 1 (first time) =*

Partially effective or ineffective rating



Status remains NP

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*Year 2 (second consecutive year) =*

Partially effective or ineffective rating



Lose non-probationary status

Appeal the rating at the district level



## ***Key Question:***

How will districts/BOCES determine how the final effectiveness rating for 2020-21 counts towards earning or losing non-probationary status for their educators?



The following link to current information, resources, and supports related to Educator Effectiveness for the 2020-21 school year:

- [Educator Talent COVID-19 FAQs](#)
- [Educator Effectiveness Office homepage](#)
- [Planning for Educator Evaluations in the 2020-21 School Year](#)
- [Modifications to the 2020-21 Evaluation Cycle](#)