

State Council for Educator Effectiveness

# Technical Advisory Group

CDE Guidelines for Implementation  
and Monitoring Work Group

## Testing, Pilot, and Roll Out of the State's Educator Evaluation System

### Recommendations to the State Council on Educator Effectiveness Second Read February 25, 2011

#### Summary of Changes from First Read

The primary change from the State Council's first read is the underlying assumption that the State Council will recommend required elements for district-developed systems and make available a state model for districts that choose to use it. This change resulted in the removal of the earlier "meet or exceed" language. Changes were made to distinguish the section of the recommendations that the State Council would submit for State Board rule making from the section designed to serve as guidance for CDE to consider as it rolls out the state system. Edits were also made to clarify recommendations based on State Council members' written and verbal feedback.

#### Underlying Assumption

The recommendations are based on the assumption that the State Council will recommend required elements for district-developed educator evaluation systems and provide a state exemplar educator evaluation system that incorporates these required elements. The state exemplar system would be available for districts that choose to adopt it rather than develop their own systems.

#### State Lens

The following recommendations reflect a state-level perspective. They address the testing, piloting, and roll-out of the state's educator evaluation system which is being defined to include:

- the state's processes for monitoring district adherence to SB 10-191 and corresponding rules;
- the state's exemplar educator evaluation model; and
- the state's process for collecting and reporting data and supporting performance improvement.

#### Statutory Language

The statutory language guiding the recommendations is provided below.

On or before March 1, 2011, to provide the State Board with recommendations concerning the implementation and testing of the new performance evaluation system that is based on quality standards and with recommendations for the subsequent statewide implementation of the new performance evaluation system. (22-9-105.5(b))

**Development:** "Beginning with the **2011-12** school year, the department shall work with school districts and boards of cooperative services to assist with the development of performance evaluation systems that are based on quality standards." (22-9-105.5)(10(a)(I))

**Level 1 Implementation:** "Beginning with the **2012-13** school year ... the new performance evaluation system that is based on quality standards shall be implemented and tested as recommended by the council ..." (22-9-105.5(10)(a)(III))

**Level 2 Implementation:** "Beginning with the **2013-14** school year ... the new performance evaluation system ... shall be implemented statewide in a manner as recommended by the council ..." (22-9-105.5(10)(a)(IV(A)))

**Full implementation:** "Beginning with the **2014-15** school year ... based on the results of the first and second levels of implementation ... the new performance evaluation system ... shall be finalized on a statewide basis." (22-9-105.5(10)(a)(V)(A))

## Recommendations to the State Board of Education for Rule-Making Consideration

CDE shall implement a sequenced roll-out of the state's educator evaluation system that includes the following phases and components:

### **Phase 1: Support, Development, and Beta-Testing (by 2011-12)**

- Provide differentiated support to districts based on their readiness to implement the law and related rules.
- Develop rubrics and tools to support the state's exemplar educator evaluation system.
- Conduct early beta-testing of state rubrics and tools.
- Develop state monitoring processes to ensure district adherence with the law.
- Design state processes for gathering and reporting educator evaluation data.
- Launch the state's online resource bank.

### **Phase 2: Pilot of System for Teachers & Principals (by 2012-13)**

- Continue to work with districts to prepare them for implementation.
- Pilot the state's exemplar educator evaluation system for teachers and principals in selected districts.
- Pilot the state's monitoring processes for ensuring district adherence with the law.
- Pilot the state's data gathering and reporting processes.

### **Phase 3: Roll Out System for Teachers & Principals, Pilot for Remaining Licensed Personnel (by 2013-14)**

- Support district implementation of local evaluation systems for teachers and principals.
- Roll out the state's exemplar educator evaluation system for teachers and principals.
- Monitor district adherence to the law.
- Collect and report evaluation data.
- Pilot the state's exemplar educator evaluation system for use with remaining licensed personnel in selected districts.

### **Phase 4: Roll Out System for Remaining Licensed Personnel (by 2014-15)**

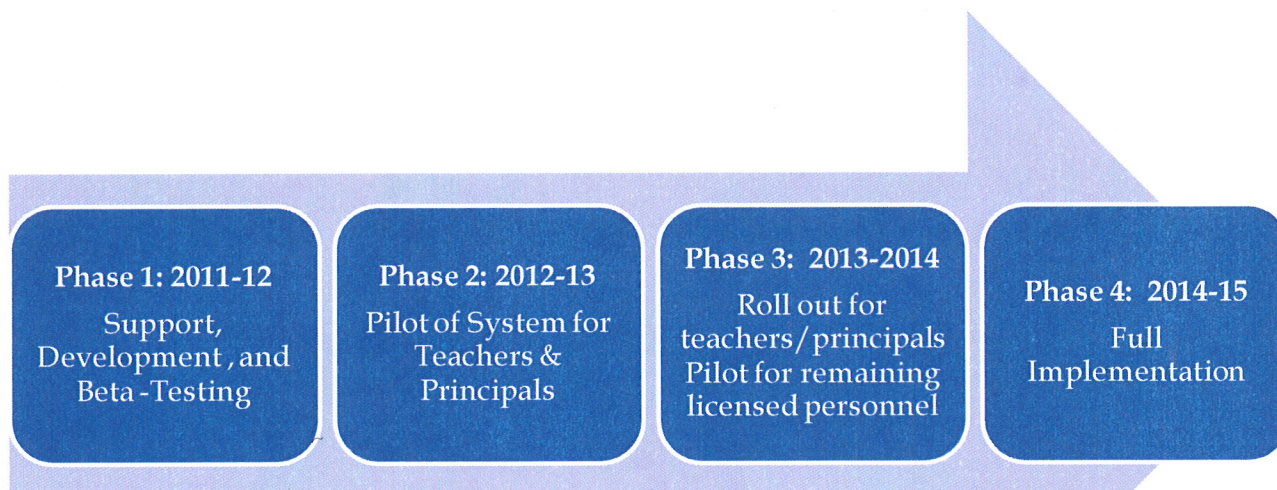
- Support district implementation of local evaluation systems for all licensed personnel.
- Roll out the state's exemplar educator evaluation system for remaining licensed personnel.
- Monitor district adherence to the law.
- Collect and report evaluation data.

At the end of each phase, CDE shall analyze the data collected to make process and system refinements. CDE shall have the discretion to adapt the timing and components of the phases based on the data gathered while remaining in compliance with statutory timelines.

Pursuant to state statute, on or before July 1, 2013 and each July 1 thereafter during the implementation of the educator evaluation system, CDE shall report to the State Council on Educator Effectiveness the results of the implementation and testing of the system. Based on the results of the reports, the Council may make additional recommendations to be incorporated in the next stage of implementation.

## Guidance for CDE Consideration Regarding Testing, Piloting, and Rolling Out the State’s Educator Evaluation System

### Implementation Phases of the State’s Educator Evaluation System



**Activities**

- Provide differentiated support to districts based on their readiness to implement the law and related rules.
- Develop rubrics and tools to support the state’s exemplar educator evaluation system.
- Conduct early beta-testing of state rubrics and tools.
- Develop state monitoring processes to ensure district adherence with the law.
- Design state processes for gathering and reporting educator evaluation data.
- Launch the state’s online resource bank.

**Activities**

- Continue to work with districts to prepare them for implementation.
- Pilot the state’s exemplar educator evaluation system for teachers and principals in selected districts.
- Pilot the state’s monitoring processes for ensuring district adherence with the law.
- Pilot the state’s data gathering and reporting processes.

**Activities**

- Support district implementation of local evaluation systems for teachers and principals.
- Roll out the state’s exemplar educator evaluation system for teachers and principals.
- Monitor district adherence to the law.
- Collect and report evaluation data.
- Pilot the state’s exemplar educator evaluation system for use with remaining licensed personnel in selected districts.

**Activities**

- Support district implementation of local evaluation systems for all licensed personnel.
- Roll out the state’s exemplar educator evaluation system for remaining licensed personnel.
- Monitor district adherence to the law.
- Collect and report evaluation data.

### Key Activities of the State

Each implementation phase includes the following key state-level activities:

1. **District Support:** Supporting districts with implementation
2. **State Exemplar:** Testing and implementing components of the state’s exemplar educator evaluation system
3. **Monitoring:** Designing and testing the state’s processes for monitoring district adherence to the law
4. **Reporting:** Developing and testing the state’s processes for collecting and reporting educator evaluation data

Further detail for each of the phases is provided on the following pages.

**Phase 1 – Support, Development, and Early Beta-Testing (2011-12)**

**Key Activities**

District Support	State Exemplar	Monitoring	Reporting
<ul style="list-style-type: none"> <li>• Assess the range of existing evaluation systems</li> <li>• Learn from early implementers</li> <li>• Support all districts in moving toward the requirements of SB 10-191</li> <li>• Launch CDE's resource bank</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and refine the rubrics, tools, and implementation processes for the state's exemplar evaluation system</li> <li>• Conduct early beta-testing of these rubrics, tools, and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear implementation benchmarks and timelines to assist districts in meeting the law</li> <li>• Monitor district progress</li> <li>• Develop state-level monitoring processes for ensuring districts' adherence to the law</li> </ul>	<ul style="list-style-type: none"> <li>• Assess districts' data capacity related to collecting and reporting educator evaluation data</li> <li>• Investigate the feasibility of a statewide integrated performance management system that districts may choose to use to manage their evaluation processes and data</li> <li>• Develop processes for CDE to monitor implementation and track/report data on district evaluation systems</li> </ul>

**Sample Timeline:**

**Fall 2011**

- Conduct a survey of existing district educator evaluation systems to determine the range of systems, how districts use evaluation data, and district's capacity to collect, house, and report evaluation data.
- Use the survey results to identify and provide support to districts at different levels of development with regard to their evaluation systems.
  - Learn from early implementers. Work with districts that have recently updated (within the last 2 years) their evaluation systems. What are good practices/processes for designing and rolling out systems at the local level? What learning can be shared with other districts? What examples might be appropriate to post on the resource bank? What performance management systems are they using?
  - Provide targeted support to districts that have not updated their evaluation systems to ensure readiness for full implementation.
- Establish clear implementation benchmarks and timelines to help districts prepare for full implementation of SB 10-191.
- Establish processes for monitoring district progress toward meeting the requirements of SB 10-191.
- Design CDE's processes and develop internal structures for monitoring district implementation, ensuring district adherence to the law, and gathering and reporting district evaluation data.
  - Develop monitoring processes to review district implementation and ensure ongoing adherence to the required elements of the law and corresponding rules.
  - Establish processes to collect and report district education evaluation data.
  - Establish state level systems to respond to and support districts when monitoring data indicates support is needed.
- Design, populate, and launch the online resource bank.

**Spring 2012**

- Beta-test rubrics, tools, and implementation processes with selected districts interested in using the state's exemplar educator evaluation system.
  - Objectives of beta testing: 1) improve instruction; 2) test use of rubrics, tools, and processes; 3) understand how feasible it is for a district as a whole to implement the rubrics and tools (resources, staffing, time, communication needs, etc.); and 4) improve inter-rater reliability
  - Selection: Identify at least three districts that are willing to test the rubrics and tools in their schools. CDE may identify districts through the survey conducted at the beginning of the year or through an open invitation to interested districts.
  - Testing: CDE will determine the nature of the beta-testing based on the specific questions it is seeking to answer regarding the testing and use of its rubrics, tools, and related implementation activities. CDE staff will observe implementation, conduct focus groups, and engage in other activities as needed throughout the beta-testing.
- Refine rubrics, tools, and related processes based on the learning from the beta-testing.
- Prepare for pilot of the state's exemplar educator evaluation system for teachers and principals in selected districts.
  - Identify districts/BOCES to participate in the pilot (see process outlined in Phase 2).
  - Refine system and develop supporting tools and training.
  - Prepare for spring/summer training of pilot sites.
- Continue the work from the fall with all districts.
- Continue development and refinement of CDE's processes for monitoring implementation and adherence to the law and for gathering and reporting district evaluation data.
- Investigate integrated performance management systems for possible use at the state level. Make recommendations to the State Council. (Note: If the state decides to develop and make available a system for district use, the steps to implement such a system should be integrated into the phases below, as appropriate.)

**Summer 2012**

- Prepare and train pilot districts as appropriate (see process outlined in Phase 2).

**Ongoing activities**

- Provide frequent reports to districts on the implementation process, with regular updates on the findings from the beta-testing.
- Update the resource bank regularly and notify districts of changes.
- Provide annual report to the State Council on the implementation process and any needed areas for refinement/change.

**Phase 2 – Pilot the Evaluation System for Teachers and Principals (2012-13)**

**Key Activities**

District Support	State Exemplar	Monitoring	Reporting
<ul style="list-style-type: none"> <li>• Continue support to districts in meeting the requirements of SB 10-191</li> <li>• Continue to populate and disseminate resources on the resource bank</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot the state’s exemplar system for teachers and principals in selected districts</li> <li>• Refine the state’s exemplar system based on the pilot</li> <li>• Design the pilot of the state’s system for remaining licensed personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor district progress ensuring that districts are meeting implementation benchmarks and timelines</li> <li>• Pilot the state’s monitoring processes for ensuring adherence to the law</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot the state’s processes for gathering and reporting educator evaluation data</li> </ul>

**Sample Pilot Objectives and Activities**

*\*Note: Districts that participate in the pilot will be helping the state test the state’s exemplar evaluation system, the state’s processes for monitoring adherence to the law, and the state’s processes for collecting and reporting educator evaluation data. Participation in the pilot will not change the dates by which consequences of evaluation ratings take effect for educators.*

**Objectives**

- Improve instruction.
- Determine the feasibility of the state’s exemplar evaluation system in a range of districts (specifically testing the use of the quality standards, accompanying rubrics, and recommended processes)
- Test the process components of the state’s exemplar evaluation system (timing, frequency, training, communication)
- Provide insight into districts’ capacity to disseminate data necessary for the evaluation process and to collect, house, and report evaluation data
- Test and refine the implementation of the requirement that 50% of the evaluation be based on student growth measures
- Test and refine the implementation of the remaining 50% of the evaluation
- Test differences in evaluation outcomes for teachers in tested and non-tested subjects
- Test the accuracy of the system’s ability to appropriately categorize educator performance levels
- Gather information from pilot participants to refine the state’s exemplar evaluation system and inform needed training and communication
- Test CDE’s capacity to support and monitor district implementation of the state’s exemplar evaluation system
- Test CDE’s processes for monitoring and ensuring districts’ adherence to the law
- Test CDE’s processes for collecting and reporting district evaluation data

**Pilot Design and Evaluation**

- Consult with the State Council in the design of the pilot.
- Engage a university or other third-party partner to assist in evaluating the components of the pilot and capturing the lessons learned.

**Pilot Identification & Selection**

- Desired criteria of pilot sites:

- Represent rural, urban, and suburban schools with at least one district from the Western Slope
- Represent at least one district collaborative (e.g., participation of a BOCES)
- Represent a range of district-level capacity with the majority of the pilot sites characterized as having low to moderate internal capacity as determined by existing systems and resources to support human capital (aim is to test in authentic locations where challenges are more likely to present themselves)
- Represent varying propensities for change (from eager first-adopter to supportive leadership, but reluctant community) – this may require use of an external survey to gauge readiness for change
- Have district leadership and board-level support to participate in the pilot for two years with the first year consisting of the roll out of the evaluation system to teachers and principals and the second year extending the roll out to all remaining licensed personnel
- Be willing to use the state’s exemplar evaluation system in place of their current system or test a locally-developed system to determine adherence to the law
- Incentive to participate in the pilot: For those using the state’s model evaluation system, pilot participants will receive support/assistance in developing and implementing the model system. For those using their own system, pilot participants will know after one year how their system adheres to the law, will help the state develop/refine its monitoring and data collection processes, and will benefit from the learning shared by other pilot participants.
- Process for selection:
  - December 2011: Notify districts/BOCES of opportunity to participate in the pilot, posting the criteria noted above. In order to include districts that may have low awareness and propensity for change, CDE will need to actively identify specific districts and solicit their participation.
  - Ask districts/BOCES to submit letter of interest to participate (signed by superintendent and board) accompanied by their intent to use the state’s exemplar system or test their locally developed system. Interested districts should indicate support from and collaboration with local teachers unions, as applicable.
  - January 2012: Establish a cross-unit team within CDE to select districts/BOCES for the pilot. Select those that best meet the desired criteria and that will help the state achieve its desired objectives.
  - February 2012: Make selections. Communicate to districts/BOCES and provide materials to support districts/BOCES in communicating their involvement in the pilot with their schools.
  - March 2012: Deadline for selected districts with collective bargaining agreements to work with their unions to make any agreements necessary to ensure participation in the pilot.

### **Pilot Implementation**

- Spring/Summer 2012: Provide training to pilot districts/BOCES on the state’s exemplar evaluation system. Provide districts/BOCES with communication tools for use with their school and community stakeholders. For districts using their own systems, support local communication efforts as appropriate. Share learning across pilots.
- Fall 2012-Spring 2013:
  - Provide support to pilot sites.
  - Survey pilot participants and stakeholders (community, board, principals, teachers, parents, students) at the beginning, middle, and end of the pilot to gauge perceptions and understanding of the state’s exemplar evaluation system or district’s system in the case of locally-developed systems.
  - Convene pilot participants at the beginning, middle, and end of the pilot to solicit feedback on the evaluation systems.
  - Gather and analyze data throughout the pilot to test the rubrics, tools, ratings, process elements, and other components of the state’s exemplar evaluation system.
  - Share lessons learned across pilot sites and facilitate cross-pilot discussions/learning.
  - Monitor CDE’s capacity to support implementation, identifying areas of needed support and capacity.
  - Test CDE’s systems and processes for monitoring district adherence to the law and for gathering/reporting district evaluation data.
  - Use the findings from the pilot sites to make refinements to the state’s exemplar evaluation system and to the state’s monitoring and data collection/reporting processes.
  - Refine system tools, processes, and other elements in preparation for Phase 3 roll out.

### **Design of Pilot for Remaining Licensed Staff**



- Use the learning from the pilot process to design the pilot for remaining licensed personnel in Phase 3 (2013-14).
- Consult with the State Council in the design of the pilot for remaining licensed personnel.
- Continue the engagement of a university or third-party evaluator to support the evaluation of the pilot as it expands to remaining personnel.

**Ongoing activity**

- Provide annual report to the State Council on the implementation process and any needed areas for refinement/change.

**Phase 3: – Implement teacher/ principal evaluation system in all districts; pilot evaluation system for remaining licensed personnel (2013-14)**

**Key Activities**

<b>District Support</b>	<b>State Exemplar</b>	<b>Monitoring</b>	<b>Reporting</b>
<ul style="list-style-type: none"> <li>• Support all districts in implementing their evaluation systems</li> <li>• Continue to populate and disseminate resources on the resource bank</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out the state’s exemplar system for teachers and principals with districts that choose to use it</li> <li>• Monitor roll out to test and refine components of the state exemplar system</li> <li>• Pilot the state’s exemplar system for remaining licensed personnel in selected districts</li> <li>• Refine the state’s exemplar system for remaining licensed personnel based on the pilot</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the state’s monitoring processes to monitor and ensure district adherence to the law</li> <li>• Regularly evaluate the state’s monitoring processes and make process improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the state’s processes for gathering and reporting educator evaluation data</li> <li>• Report educator evaluation data</li> <li>• Use the data to inform monitoring efforts and support local implementation</li> <li>• Regularly evaluate the state’s data collection and reporting processes and make process improvements</li> </ul>

**Suggested Timeline**

**Spring/Summer 2013**

- Districts Using the State’s Exemplar Educator Evaluation System
  - Provide training and communication materials to support districts using the state’s exemplar system. Provide districts with communication tools for use with their schools and community stakeholders.
- Districts Using a District-Developed Evaluation System
  - Support districts implementing district-developed evaluation systems, as appropriate.
- Pilot districts for remaining licensed personnel
  - Provide training to pilot districts on the state’s exemplar evaluation system for remaining licensed personnel. Provide pilot districts with communication tools for use with their licensed personnel and community stakeholders. For districts using their own systems, provide support as appropriate.

**Fall 2013-Spring 2014:**

- All districts
  - Support implementation of teacher/principal evaluation systems across the state.
  - Gather and analyze data throughout the roll-out to ensure that the rubrics, tools, ratings, process elements, and other components of the state’s exemplar evaluation system are working. Make refinements as needed.
  - Implement the state’s processes for monitoring district implementation and adherence with law.

- Implement the state's processes for collecting and reporting district educator evaluation data.
- Pilot districts for remaining licensed personnel
  - Provide support to pilot sites.
  - Survey pilot participants and stakeholders (community, board, teachers, principals, parents, students) at the beginning, middle, and end of the pilot to gauge perceptions and understanding of the evaluation system.
  - Convene pilot participants at the beginning, middle, and end of the pilot to solicit feedback on the system.
  - Use the findings from the pilot sites to make refinements to the state's model evaluation system for remaining licensed personnel.
  - Monitor CDE's capacity to support implementation, identifying areas of needed support and capacity.
  - Establish mechanisms for CDE to monitor district implementation for all remaining licensed personnel.
  - Share lessons learned.
  - Refine system tools, processes, and other elements in preparation for roll out of the state's model evaluation system for remaining licensed personnel in Phase 4.

**Ongoing activities**

- Monitor districts to ensure quality implementation and gather/report district evaluation data.
- Provide annual report to the State Council on the implementation process and any needed areas for refinement/change.
- Provide frequent reports to districts on the implementation process.
- Update the resource bank regularly and notify districts of changes.

**Phase 4: - Implement the Statewide Evaluation System for all Personnel (2014-15)**

**Key Activities**

District Support	State Exemplar	Monitoring	Reporting
<ul style="list-style-type: none"> <li>• Support all districts in implementing their evaluation systems</li> <li>• Continue to populate and disseminate resources on the resource bank</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out the state’s exemplar system for remaining personnel with districts that choose to use it</li> <li>• Monitor roll out for remaining personnel</li> <li>• Continue to support the state’s exemplar system for teachers and principals</li> <li>• Refine the state’s exemplar system based on input and feedback from users</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor district adherence to the law</li> <li>• Regularly evaluate the state’s monitoring processes and make process improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and report educator evaluation data</li> <li>• Use the data to inform monitoring efforts and support local implementation</li> <li>• Regularly evaluate the state’s data collection and reporting processes and make process improvements</li> </ul>

**Suggested Timeline**

**Summer 2014**

- Districts using the state’s exemplar evaluation system for remaining licensed personnel
  - Provide training and communication materials to support districts with the implementation of the state’s model evaluation system for remaining licensed personnel. Provide districts with communication tools for use with their schools, licensed personnel, and community stakeholders.

**Fall 2014-Spring 2015**

- Roll out and monitor the state’s exemplar evaluation system for remaining licensed personnel.
- Continue support to districts using the state’s exemplar evaluation system.
- Gather and analyze data to ensure that the rubrics, tools, ratings, process elements, and other components of the state’s exemplar educator evaluation system are working.
- Refine the state’s exemplar educator evaluation system as needed.
- Provide support, training, and resources to support districts with the implementation of their evaluation systems.
- Monitor district implementation and adherence to the law.
- Collect and report district educator evaluation data.
- Evaluate state-level monitoring and data reporting processes. Make refinements as needed.

**Ongoing activities**

- Monitor districts to ensure quality implementation and gather/report district evaluation data. Support districts as appropriate based on the data.
- Provide annual report to the State Council on the implementation process and any needed areas for refinement/change.
- Provide frequent reports to districts on the implementation process.
- Update the resource bank regularly and notify districts of changes.

**Resources Referenced**

In preparing the draft recommendations, the work group relied on work products and/or experiences from the following locations:

- Rhode Island Educator Evaluation System Design
- New York City Public Schools Teacher Effectiveness Pilot
- New Haven Public Schools, Connecticut
- Houston Independent School District, Texas
- Washington D.C. Public Schools
- Harrison Public Schools, Colorado
- Denver Public Schools, Colorado
- Eagle County Public Schools, Colorado

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State Council for Educator Effectiveness  
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Detailed Pilot/Rollout Period Activities

CDE Activities

	2011-12	2012-13	2013-14	2014-15
<b>Pilot Districts</b>	<ul style="list-style-type: none"> <li>Establish pilot process, goals, objectives, and measurements</li> <li>Identify pilot districts</li> <li>Convene pilot districts</li> <li>Begin pilot</li> <li>Support pilot districts through resources, tools, training, meetings, data analysis, communication and monitoring</li> <li>Facilitate and share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Continue pilot, rolling out subsequent phases</li> <li>Support pilot districts through resources, tools, training, meetings, data analysis, communication, and monitoring</li> <li>Facilitate and share lessons learned across pilot sites</li> </ul>	<ul style="list-style-type: none"> <li>Continue pilot, rolling out subsequent phases</li> <li>Support pilot districts through resources, tools, training, meetings, data analysis, communication, and monitoring</li> <li>Facilitate and share lessons learned across pilot sites</li> <li>Build pilot site capacity to sustain implementation following the pilot</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and support district implementation</li> <li>Continue to support and monitor pilot district progress through full implementation</li> <li>Provide ongoing training and support on the state model evaluation system</li> <li>Maintain and update the resource bank</li> <li>Share lessons learned</li> </ul>
<b>Districts planning to use their own evaluation system</b> (Note: Districts may not have fully developed their systems for all licensed personnel. In such cases, they may find	<ul style="list-style-type: none"> <li>Capture district evaluation processes to inform development of the state's model system</li> <li>Gather sample rubrics, tools, and measurements from these districts for possible sharing on the state's resource bank</li> <li>Convene districts to share lessons learned</li> <li>Work with districts to establish a meaningful</li> </ul>	<ul style="list-style-type: none"> <li>Test the state's monitoring processes with these districts to see how the processes ensure adherence to the law while being supportive to districts</li> <li>Seek feedback from these districts to refine the state's monitoring processes</li> <li>Provide targeted support to districts in the areas</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and support district implementation</li> <li>Provide targeted support to districts in the areas they identify</li> <li>Continue to provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> <li>Share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and support district implementation</li> <li>Provide targeted support to districts in the areas they identify</li> <li>Continue to provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> <li>Share lessons learned</li> </ul>

themselves in this category)	and useful system of monitoring and support from CDE	they identified	from these districts	from these districts
<ul style="list-style-type: none"> <li>Identify areas of needed support from these districts</li> <li>Provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> <li>Share lessons learned from these districts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> <li>Share lessons learned from these districts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide resources and tools on the resource bank to help these districts refine and improve their evaluation systems</li> <li>Share lessons learned from these districts</li> </ul>	<ul style="list-style-type: none"> <li>Roll out the state model system for remaining licensed personnel</li> </ul>
<p>Districts planning to use the state's system after pilot</p>	<ul style="list-style-type: none"> <li>Gather baseline data on the needs of these districts</li> <li>Provide tools and guidance on the resource bank to help these districts prepare for implementation</li> <li>Provide training and support on the components of S.B. 10-191 and steps that districts should be taking to prepare for implementation</li> <li>Communicate the status of the pilot to these districts</li> <li>Solicit input and feedback from these districts on elements of the model system, as appropriate</li> <li>Engage interested districts in beta-testing of tools as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Provide training and support on elements of the state model that these districts can begin to put in place (e.g., evaluation process components - like beginning, middle, and end of year conferences, observations, etc.)</li> <li>Continue to provide tools and guidance on the resource bank to support these districts</li> <li>Continue to communicate the status of the pilot to these districts</li> <li>Monitor and support district implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Roll out the full state model for teachers and principals to these districts</li> <li>Provide ongoing support and training through resources, tools, training, meetings, data analysis, communication, and monitoring</li> <li>Continue to provide tools and guidance on the resource bank to support these districts</li> <li>Continue to communicate the status of the pilot to these districts</li> <li>Monitor and support district implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Roll out the state model system for remaining licensed personnel</li> </ul>

District Activities

	2011-12	2012-13	2013-14	2014-15
<b>Pilot Districts</b>	<ul style="list-style-type: none"> <li>Secure district-wide support for participation in the pilot</li> <li>Meet with CDE, provide baseline data as appropriate</li> <li>Communicate across district about the pilot</li> <li>Provide training (with support of CDE) on components of the state model evaluation system that will be piloted in the school-year</li> <li>Implement, support, and monitor the pilot as directed and supported by CDE</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the pilot as directed and supported by CDE</li> <li>Communicate internally about the pilot</li> <li>Provide continued training (with support from CDE) on the components of the state model evaluation system that will be piloted in the school year</li> <li>Share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the pilot as directed and supported by CDE</li> <li>Communicate internally about the pilot</li> <li>Provide continued training (with support from CDE) on the components of the state model evaluation system that will be piloted in the school year</li> <li>Share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the full model state system for all licensed personnel</li> <li>Communicate internally about the evaluation system</li> <li>Provide continued training (with support from CDE) on the state model evaluation system</li> <li>Share lessons learned</li> </ul>
<b>Districts planning to use their own evaluation system</b>	<ul style="list-style-type: none"> <li>Review and align evaluation system to state rules</li> <li>Implement, support, and monitor the district's evaluation system</li> <li>Share lessons learned and sample rubrics, tools, processes with CDE and other districts</li> <li>Assist CDE in developing a statewide system to monitor district adherence to the law and rules</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the district's evaluation system</li> <li>Ensure district adherence to the law and rules</li> <li>Share lessons learned and sample rubrics, tools, processes with CDE and other districts</li> <li>Stay abreast of lessons learned from the state model system and incorporate relevant learnings into the districts' system</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the district's evaluation system</li> <li>Ensure district adherence to the law and rules</li> <li>Share lessons learned and sample rubrics, tools, processes with CDE and other districts</li> <li>Stay abreast of lessons learned from the state model system and incorporate relevant learnings into the</li> </ul>	<ul style="list-style-type: none"> <li>Implement, support, and monitor the district's evaluation system for all licensed personnel</li> <li>Ensure district adherence to the law and rules</li> <li>Share lessons learned and sample rubrics, tools, processes with CDE and other districts</li> <li>Stay abreast of lessons learned from the state model system and incorporate relevant</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide baseline data to the state on current evaluation system and needs</li> <li>• Prepare for implementation using resources and tools from CDE and districts already implementing systems (e.g., communicate about changes to staff, build culture of open conversations about instruction, convene personnel committees, implement regular observations, ensure all educators receive annual evaluations, etc.)</li> <li>• Use CDE’s resource bank</li> <li>• Attend information and training sessions by CDE</li> </ul>	<ul style="list-style-type: none"> <li>• Implement components of state model that were tested in year one of the pilot and are ready for implementation (e.g., evaluation process components, observations, teacher-selected growth measures, etc.)</li> <li>• Communicate internally about the pieces of the model system that will be implemented</li> <li>• Provide continued training (with support from CDE) on the components of the state model evaluation system that will be implemented in the school year</li> <li>• Monitor implementation, and share lessons learned, and make refinements as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for implementation of the district’s system for all licensed personnel (if this is not already occurring)</li> <li>• Implement, support, and monitor the state model system for teachers and principals</li> <li>• Communicate internally about the state model system</li> <li>• Provide continued training (with support from CDE) on the state model evaluation system</li> <li>• Monitor implementation, share lessons learned, and make refinements as needed</li> <li>• Prepare for implementation of the first phase of the model system for remaining licensed personnel</li> </ul>	<p>learnings into the district’s system</p> <ul style="list-style-type: none"> <li>• Implement, support, and monitor the state model system for remaining licensed personnel</li> <li>• Communicate internally about the state model system</li> <li>• Provide continued training (with support from CDE) on the state model evaluation system</li> <li>• Monitor implementation, share lessons learned, and make refinements as needed</li> </ul>
<p><b>Districts planning to use the state’s system after pilot</b></p>	<ul style="list-style-type: none"> <li>• Provide baseline data to the state on current evaluation system and needs</li> <li>• Prepare for implementation using resources and tools from CDE and districts already implementing systems (e.g., communicate about changes to staff, build culture of open conversations about instruction, convene personnel committees, implement regular observations, ensure all educators receive annual evaluations, etc.)</li> <li>• Use CDE’s resource bank</li> <li>• Attend information and training sessions by CDE</li> </ul>	<ul style="list-style-type: none"> <li>• Implement components of state model that were tested in year one of the pilot and are ready for implementation (e.g., evaluation process components, observations, teacher-selected growth measures, etc.)</li> <li>• Communicate internally about the pieces of the model system that will be implemented</li> <li>• Provide continued training (with support from CDE) on the components of the state model evaluation system that will be implemented in the school year</li> <li>• Monitor implementation, and share lessons learned, and make refinements as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for implementation of the district’s system for all licensed personnel (if this is not already occurring)</li> <li>• Implement, support, and monitor the state model system for teachers and principals</li> <li>• Communicate internally about the state model system</li> <li>• Provide continued training (with support from CDE) on the state model evaluation system</li> <li>• Monitor implementation, share lessons learned, and make refinements as needed</li> <li>• Prepare for implementation of the first phase of the model system for remaining licensed personnel</li> </ul>	<p>learnings into the district’s system</p> <ul style="list-style-type: none"> <li>• Implement, support, and monitor the state model system for remaining licensed personnel</li> <li>• Communicate internally about the state model system</li> <li>• Provide continued training (with support from CDE) on the state model evaluation system</li> <li>• Monitor implementation, share lessons learned, and make refinements as needed</li> </ul>

State Council for Educator Effectiveness

Draft Recommendation: April 5, 2011

CDE SUPPORT TO DISTRICTS DURING IMPLEMENTATION OF TEACHER AND PRINCIPAL EVALUATION SYSTEMS

District	2011-12	2012-13	2013-14	2014-15
<b>Pilot Districts</b>	<ul style="list-style-type: none"> <li>Establish pilot process</li> <li>Support pilot districts in implementation of state system through resources, tools, trainings, meetings, data analysis, communication, and monitoring</li> <li>Convene pilot districts to share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Continue pilot</li> <li>Support pilot districts through resources, tools, trainings, meetings, data analysis, communication, and monitoring</li> <li>Convene pilot districts to share lessons learned, improve inter-rater reliability, validity and reliability of measures and identify areas of needed improvement and support</li> </ul>	<ul style="list-style-type: none"> <li>Continue pilot</li> <li>Support pilot districts through resources, tools, trainings, meetings, data analysis, communication, and monitoring</li> <li>Convene pilot districts to share lessons learned</li> <li>Build pilot site capacity to sustain implementation</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and support district implementation</li> </ul>
<b>Model System Districts</b>	<ul style="list-style-type: none"> <li>Gather information about district needs</li> <li>Provide training and support to prepare for implementation</li> <li>Collect and share resources on state resource bank</li> <li>Solicit input from districts about pilot and engage interested districts in beta-testing of tools</li> </ul>	<ul style="list-style-type: none"> <li>Provide training and support on elements of state model that districts can begin to put in place</li> <li>Collect and share resources on state resource bank</li> <li>Continue to communicate status of the pilot and solicit input from districts</li> <li>Monitor and support district implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Roll out full state model system for teachers and principals</li> <li>Provide ongoing support and training through resources, tools, trainings, meetings, data analysis, communication, and monitoring</li> <li>Provide tools and guidance on resources bank to support districts</li> <li>Continue to communicate status of the pilot and solicit input from districts</li> <li>Monitor and support district implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Roll out state model system for remaining licensed personnel</li> <li>Monitor and support district implementation</li> </ul>
<b>Local System Districts</b>	<ul style="list-style-type: none"> <li>Collect and share resources on state resource bank</li> <li>Assess local needs for support</li> </ul>	<ul style="list-style-type: none"> <li>Test monitoring processes for value and identify need for support</li> <li>Provide targeted support to districts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor implementation and identify areas for additional support and system improvement</li> <li>Share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Monitor implementation and identify areas for additional support and system improvement</li> </ul>

	<ul style="list-style-type: none"> <li>Districts share lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide resources and tools on state resource bank</li> </ul>	<ul style="list-style-type: none"> <li>Share lessons learned</li> </ul>
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**State Council for Educator Effectiveness**

Draft Recommendation: April 5, 2011

**CDE SUPPORT TO DISTRICTS DURING IMPLEMENTATION OF TEACHER AND PRINCIPAL EVALUATION SYSTEMS**

<b>All districts</b>	<b>Districts adopting state model system</b>
<ul style="list-style-type: none"> <li>Access to State Resource Bank</li> <li>Access to general implementation support</li> </ul>	<ul style="list-style-type: none"> <li>Complete evaluation system including rubrics, scoring protocols, sample tools for classifying personnel, etc. developed specifically for use with state measurement tools and measures</li> <li>Guidance on implementation</li> <li>Technical assistance with analyzing student growth measures</li> <li>Protocols for combining multiple measures</li> <li>CDE-supported training for evaluators tailored to state model materials</li> <li>CDE-supported professional development tailored to state system materials</li> <li>Regional technical support tailored to state system materials</li> <li>CDE analysis of common data (e.g. parent and student surveys)</li> </ul>

**State Council for Educator Effectiveness – Draft recommendations**  
**Guidelines for CDE Implementation: Role of the State Model System**

**DRAFT March 16, 2011**

Senate Bill 10-191 requires the Colorado Department of Education (CDE) to create an online resource bank with tools and other resources that local school districts can use to implement new performance evaluation systems. As part of its recommendations for CDE implementation, the State Council for Educator Effectiveness (“the Council”) recommends that such a resource bank include a complete exemplar of a high-quality performance evaluation system that local districts can use. Because the system will be developed and improved over time, the Council believes that such development and improvement should reflect the following:

- Districts and educators across the state have expressed strong interest in being provided exemplars of teacher and principal evaluation systems.
- Local investment and ownership is more likely to be achieved if local evaluation systems reflect local choices and empower a sense of agency.
- Consistency and comparability are important long-term objectives of the system. There should be no surprises. Principals and teachers should have a clear and understandable set of expectations of what it means to be “effective”. Students, parents, guardians and the general public should have the assurance that the system will provide effective educators and support the improvement of ineffective educators. The Council anticipates that allowing districts the flexibility to use different approaches in the short-term will allow for the state to learn about different possible methods of evaluating educators, and to incorporate practices that seem promising into the state model system over time.
- The pilot period should be leveraged as an opportunity to study and refine the system itself, thereby making it more valuable and attractive over time.
- A statewide model system should build upon innovation and promising practices developed by districts across the state.
- A statewide model system should be of high enough quality that districts wish to adopt it.
- A statewide model system should be easily adaptable for use in districts of varying size.
- A long-term commitment to the on-going evaluation and improvement of educator evaluation over time, as more is learned about best practices and what works for students, teachers, schools and districts.

**The State Council for Educator Effectiveness offers the following recommendations:**

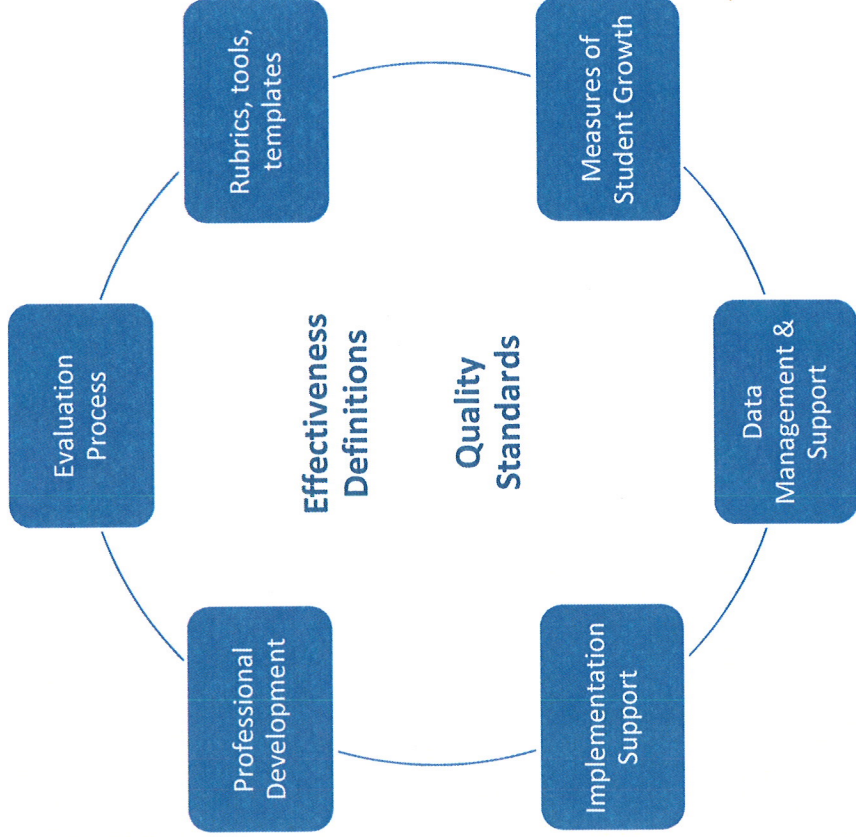
- CDE, in consultation with an ongoing advisory group from the State Council, shall develop one model teacher and principal evaluation system that follows the framework and meets the criteria identified by the Council in its recommendations (i.e., shalls and may). At least three versions of the model system will be developed to ensure that districts of varying size can implement systems that are comparable to the state model and also consistent with their needs and resources. One version will be created with the intent of meeting the needs and capacities of large districts, a second geared towards small districts, and a third aimed at medium-sized districts.
- The creation of the state model system shall:
  - Support districts by providing an exemplar system, rather than expecting each to district to develop a system independently;
  - Enable the state to create a high quality system by collecting and analyzing feedback and information during the pilot phase on the efficacy of the Council's recommendations that will be used to drive systems improvement;
  - Facilitate the ability to identify and disseminate professional development and instructional supports directly aligned to the identified needs of educators.
- CDE, with ongoing support from the State Council, shall develop a method to fully leverage the initial 4 years of pilot and implementation (2011-2015) as an opportunity to learn and improve the state model system by, among other things:
  - Identifying and capturing the critical elements of local implementation and training.
  - Identifying and capturing innovative practices that local districts are developing and using that can improve the state model system.
  - Assessing the interest among districts to utilize a statewide model system.
  - Identifying the critical state supports needed for districts to implement high quality systems statewide.
  - Identifying barriers to strong local implementation.
  - Identify the unique needs of districts of varying size, demographics and geographic location.
  - Providing useful information to school districts about how they can use the system to improve student achievement and educator performance.

During the four year process, Districts and BOCES may adopt one of the three state model evaluation system variations or develop their own local system. Districts choosing to develop or adapt their own system must ensure that their performance evaluation systems incorporate the mandatory elements and technical requirements outlined in the SCEE's recommendations ("the Mandatory Elements"). The Mandatory Elements reflect the minimum attributes of a system that is reliable, valid, transparent and coherent. As a result, the Council recommends that waivers not be granted for Mandatory Elements.

- In 2013 and 2015, CDE, in consultation with an on-going advisory group from the State Council, shall evaluate the data and feedback received during the four-year window in order to propose a long-term solution to the question of using the statewide model systems as either a default or a resource. The goal is to ensure that value and quality of the statewide system builds on the best of what local districts have done, and is as good as or better, in terms of outcomes, than any locally developed system. The Council proposes that a recommendation be made to the State Board of Education at that time as to whether or not the quality of the state model system supports an expectation that all school districts use it.

# State Model Evaluation System

## State Model Educator Evaluation System



The State Model Educator Evaluation System will be:

- **complete and fully developed**, minimizing design considerations at the district level;
- **coherent**, ensuring connection and alignment across all of the component parts of the system;
- **comprehensive**, serving all educators;
- **supported** by CDE in ongoing way; and
- **available for any district** that chooses to use it.

# Examples of Anticipated Products of the State Model Evaluation System

Evaluation process



Handbook that describes how the evaluation process works and outlines the purpose and nature of the activities that occur throughout the year (e.g., beginning, mid, and end-of-year conferences, observation frequency, collection of a body of evidence, etc.)

It is anticipated that the handbook would include the rubrics, tools, and templates highlighted on the next slide.



# Examples of Anticipated Products of the State Model Evaluation System

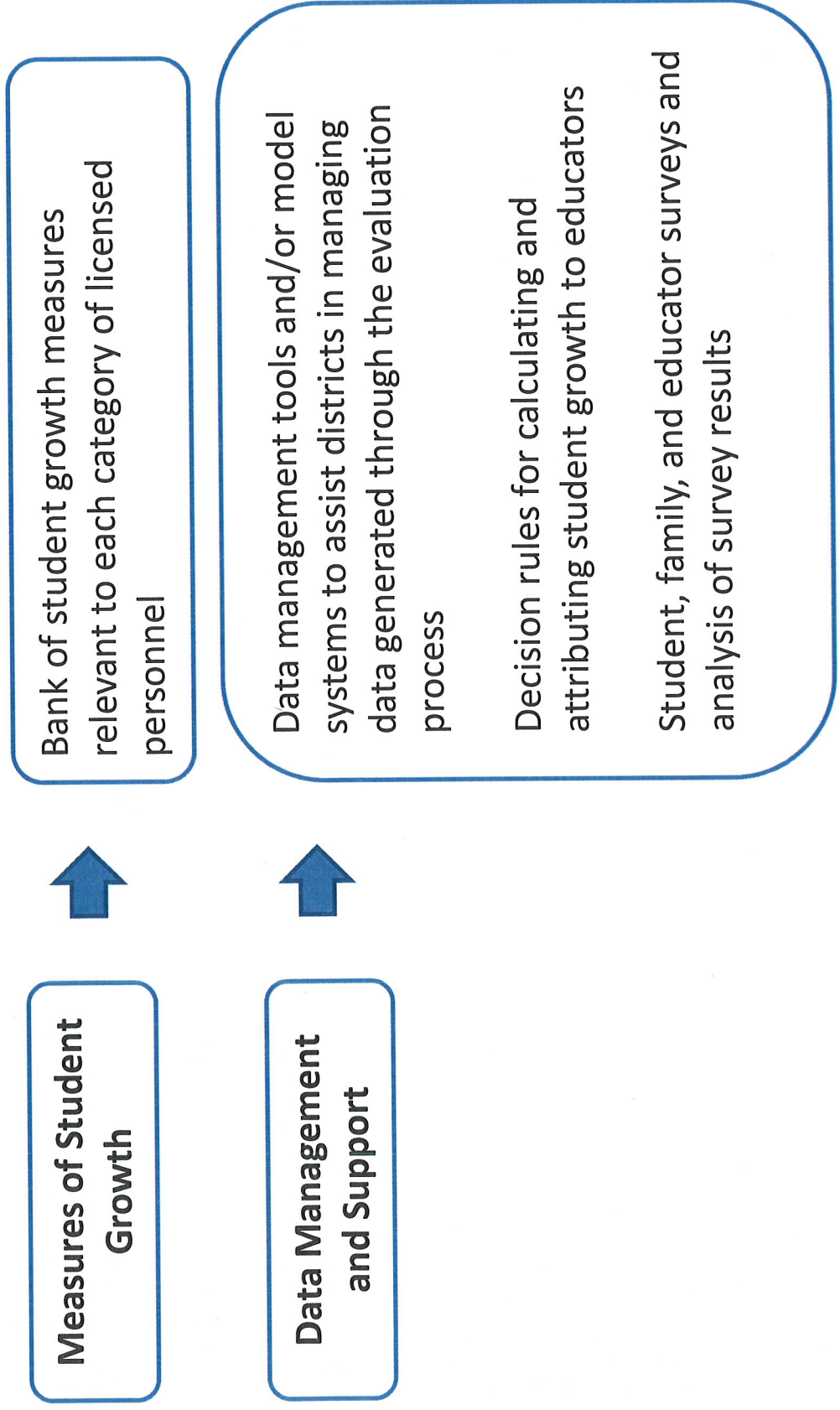
Rubrics, tools,  
templates



For teachers and principals (and eventually remaining licensed personnel), as appropriate:

- Self-assessment tools
- Goal-setting templates and student growth objective templates
- Performance rubrics
- Observation templates
- Beginning, mid, and end-of-year conference templates
- Summative rating tool
- Tools to assist evaluators in leading effective conferences, conducting quality observations, and providing high quality feedback
- Tools to assist those being evaluated in preparing for their conferences and tips for how to ensure a meaningful evaluation

# Examples of Anticipated Products of the State Model Evaluation System



# Examples of Anticipated Products of the State Model Evaluation System

**Implementation Support**



- Training on the model system
- Targeted technical assistance
- Implementation guidelines with regard to sequencing, adapting the model, involvement of stakeholders, improving inter-rater reliability, etc.
- Model appeals process
- Resource bank
- Exemplars

**Professional Development**



- Professional development tools aligned to state standards and rubrics
- Tips and guidance for assisting districts in connecting educator evaluations to meaningful professional development
- Professional development growth plan template
- Remediation plan template