State Council for Educator Effectiveness
Summary of Public Input Process

The State Council for Educator Effectiveness has articulated as one of its core values that:

The Development and Implementation of Educator Evaluation Systems Must Continue To Involve All Stakeholders In A Collaborative Process

The Council's work was conducted in an environment that emphasized the value of the engagement and input of all stakeholders affected by evaluation. Consensus was achieved not through compromise, but by listening intently to each other's key needs and seeking to address them in meaningful ways. This collaborative approach must continue as systems are further developed and implemented at the state and district level, and as they are incorporated into the culture of each school.

Change is always difficult, and communication is vital. Every stakeholder, from students and families, teachers, related service providers, administrators, school board members, and others, needs to be operating with the same information and with a clear picture of what the new system is, how it will be implemented, and how it will impact them. Thus, in addition to reviewing the work of national and state experts on performance evaluation, the Council also actively sought input from the broader public.

Throughout the Council's process, meetings were widely publicized and open to the public. The agenda for each meeting included time for members of the public to give feedback to the Council, and 35 individuals and organizations did so. In addition to comment at SCEE meetings, the public was provided the opportunity to make comments directly to the Council via email. Throughout the course of the Council's work, the public was welcome to send comments to scee@cde.state.co.us and those emails were sent directly to all Council members for consideration in their recommendations.

The individuals and groups that provided public feedback included parents, teachers, state legislators, Colorado Department of Education staff members, school administrators, early childhood educators, superintendents, school board members, BOCES representatives, business leaders, the Colorado Education Association, the Colorado Association of School Boards and the Colorado Association of School Executives.

In addition, CDE and the Colorado Legacy Foundation conducted more than 25 meetings across the state to discuss the Council's recommendations. The more than 500 participants were asked about their "best hopes" and "worst fears" for the new evaluation system, and asked to provide advice and recommendations moving forward. Finally, the Council posted an online survey that asked for input and advice on the proposed system. This survey was completed by more than 1,750 persons.

The most common hopes for the new system are that it will bring about improved student achievement, foster collaboration, create a common understanding of "effective" performance, and provide regular

and meaningful feedback to educators through fair processes. The biggest fears people expressed were that districts and schools would not have the funds or the time to properly implement a new, comprehensive evaluation system, and that the new system might limit creativity and result in mediocrity.

Many of the online respondents were teachers, and expressed strong fears that teachers would be evaluated solely on the basis of one annual student assessment. Participants suggested that this could result in fewer teachers being willing to teach in challenging classrooms or schools, or result in teaching to the test or decreased collaboration. The Council's recommendations (and the language of SB 10-191) specifically require multiple measures of student growth, and so these perceptions appear to be based on faulty information. However, perceptions affect reality, and it will be critically important to engage in ongoing communication with evaluation stakeholders to ensure that they have correct information about the system, so that the pilot and rollout period can get underway with all involved working from the same information and assumptions.

Resources identified as important to successful implementation included money, training and professional development, and time for collaboration, input, and questions. In particular, there was real interest in districts and schools being provided with sample evaluation tools, examples of effective and ineffective teaching to each standard, and a self-evaluation tool. Respondents also asked that the system consider including accountability for students and ways to support students who are experiencing difficulties outside of school.

Specific summaries of public comment received at meetings and over email; the public stakeholder meetings; and the on-line survey are found in the summaries which follow.

Outreach Efforts

The State Council for Educator Effectiveness, in partnership with the Colorado Department of Education and the Colorado Legacy Foundation have made efforts to provide outreach to school districts and other interested parties statewide. Below is a list of meetings and conferences at which Council members and/or CDE staff presented updates and information on Senate Bill 10-191 and the work of the Council.

Date	Efforts
9/10/10	Training for New Superintendents: Presented overview of CDE educator effectiveness efforts (State Council for Educator Effectiveness, Rose grant project, and CDE support for district implementation of SB 191) and shared SB 191 district self-assessment tool.
9/17/10	CASPA Training: Presented power point overview of SB 191 and shared SB 191 district self-assessment tool.
9/29/10	Presentation at Southern Superintendents Meeting
10/22/10-10/23/10	CASE PD Conference
10/25/10	Educator Effectiveness panel at the West Slope Superintendents' Conference
11/1/10	Presentation at Colorado Science Educators Network meeting
11/5/10	Presentation to NE BOCES
11/10/10	Centennial BOCES SB 191 Panel
11/12/10	Colorado School Public Relations Association (COSPRA) Annual Meeting
12/2/10-12/4/10	Presentations at CASB Conference
12/7/10	Presentation at State Advisory Committee for Gifted Student Education
1/14/11	Steve Cantrell from Gates Foundation at the Metro Area Learning Leaders Meeting in Thompson
1/19/11	NW BOCES Principal Roundtable
1/19/11	Presentation to East Central BOCES
1/21/11	Presentation at Colorado Association of School Personnel Administrators (CASPA) Meeting
2/2/10	Presentation at CASE and CASPRA pre-conference
2/18/11	Presentation at Colorado Association of School Personnel Administrators (CASPA) Meeting
2/18/11	Technology Leadership Forum (TLF) and CO School Library Leaders (CoSLL)
2/22/11	Presentation to Adams 14 Board
4/15/11	Presentation at Colorado Association of School Personnel Administrators (CASPA) Meeting
4/25/11-4/26/11	West Slope Superintendents' Conference at DoubleTree in Grand Junction
6/17/11	Presentation at Colorado Association of School Personnel Administrators (CASPA) Meeting

SCEE Public Input Survey Results
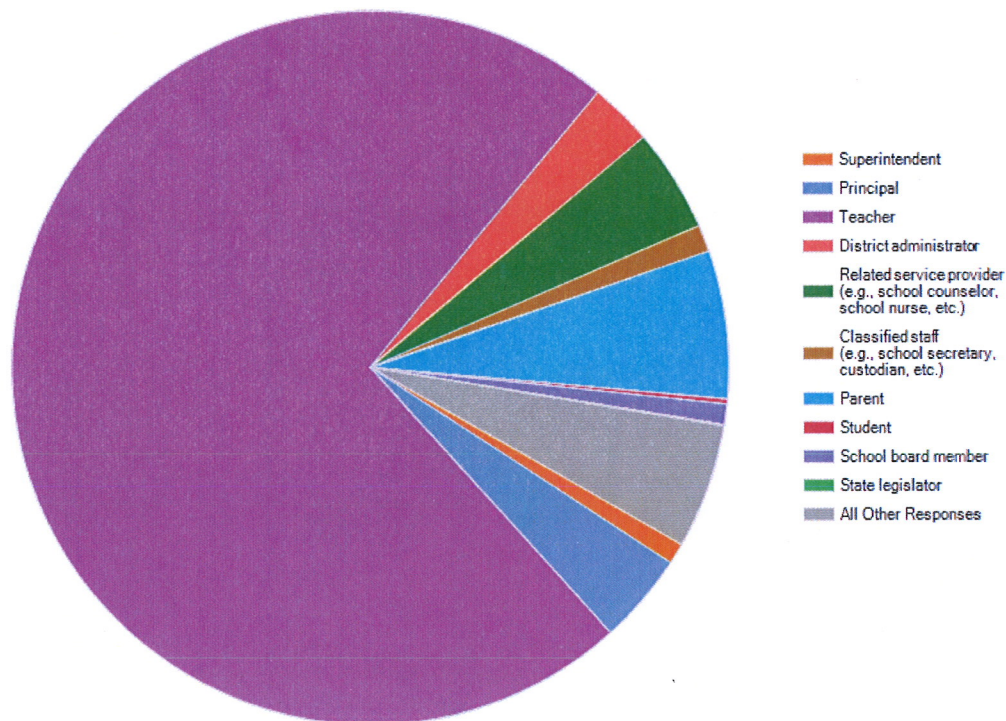
Background

The State Council for Educator Effectiveness (SCEE), guided by Colorado's landmark educator effectiveness law (S.B. 191), is charged with providing recommendations to the Colorado State Board of Education to develop a new educator evaluation system to improve teaching, learning and achievement for all Colorado students.

The Council is using multiple strategies to gather stakeholders' input. They released a survey in March, 2011 via newsletters, website postings and emails. Thus survey – and other efforts – are just the beginning of a longer term process of gathering feedback that will continue as state board members – and later legislators – review the Council's recommendations.

Survey Respondents

The SCEE Public Input survey was open for one month and, in that time, the Council received 1,753 responses. Respondents from various roles in education provided input (Figure 1). Teachers made up 78% of respondents. Parents, principals, district administrators, superintendents and school board members were among the participants in this survey.

Figure 1: Survey Respondents

Legend:
- Superintendent
- Principal
- Teacher
- District administrator
- Related service provider (e.g., school counselor, school nurse, etc.)
- Classified staff (e.g., school secretary, custodian, etc.)
- Parent
- Student
- School board member
- State legislator
- All Other Responses

Responding District Demographics

Of these respondents who are school district employees, the majority are employed in large, suburban school districts in the Denver Metro area with over 20,000 students (Figures 2, 3, 4). When asked about the current state of their district's educator evaluation systems, the majority of respondents didn't know whether theirs had been revised, are in the process of being revised or are waiting for final recommendations from the SCEE (Figure 5).

Non-District Responders

Of the respondents who are not employed by a school district, the majority live in the Denver Metro area or in the Front Range (Figure 6).

Best Hopes

Survey respondents were asked about their best hopes for the new educator evaluation system. The majority of survey respondents are hopeful that Colorado's new educator evaluation system has all of the following characteristics:

- Is flexible enough to use with a wide range of educators

- Has the ability to transfer with non probationary staff

- Improves instruction

- Fosters collaboration

- Facilitates a common understanding of "effective" performance

- Provides meaningful and regular feedback to educators

The ability of this system to transfer with non probationary staff is the lowest priority for survey respondents, while a common understanding of "effective" performance is the highest priority (Figure 7).

Survey respondents were given the opportunity to write in "other" best hopes. Many survey participants expressed the hope that the evaluation system will not be dependent on state tests such as CSAP.

"Evaluation of teachers is more than raising test scores. All students are not created equal, all days for students are not equal and testing outcomes may differ vastly when students have similar instruction. May things are beyond a teacher's control."

"I hope that more than just CSAP will be valued, kids need teachers that are confident teaching all of them not just the parts that are on the test. Educators need to feel safe and valued in teaching the whole child to be well-rounded risk takers."

An overwhelming number of survey participants expressed the hope that the new system would be applicable to all educators, including special education teachers, librarians and teachers who teach non-core subjects.

> *"Evaluation system that does not group everyone as teachers. Special education, special service providers (social workers, psychologists. speech language) do not fit in a "one fits all " category"*
>
> *"Hopeful that this is relevant to CTE educators and that it doesn't cause more work that takes away from good instruction that is already occurring"*
>
> *"I am strongly hoping that the evaluation system will address the GAP between CSAP assessed teachers (3-10 language arts, math and science) and those who teach students too young/old for CSAP or in content areas like PE, Art, Music etc... This gap is often a source of arguments, misunderstandings and nervousness in staffs."*

Many also hope that the diverse needs of all students will be taken into consideration in the design of Colorado's new educator evaluation system.

> *"Effectiveness recognizing best practices for meeting needs of individual students, not just looking at grade norms; encouraging the use of other reliable and valid testing measures when appropriate, a system that has problem-solving flexibility for admin and teachers and can empower teachers and parents (and students) for identifying and meeting individual student needs and leading to genuine EARLY collaboration for student success (especially those who don't fit the norms and easily fall through the cracks otherwise) -- students "win"! That is effective teaching!"*
>
> *"Evaluation system that values diversity in effectiveness of teachers with various personality style, instructional style and cultures."*
>
> *"I hope the state will take into account that we do not all work with the same population. My 95% ELL class is highly different from an affluent all English speaking class."*

Survey participants expressed hope that the new evaluation system would support the following:

- Encouragement of professional development and growth

- Encouragement of student and parent responsibility

- Encouragement of collaboration

- Fair and objective evaluations for both teachers and principals

Worst Fears

Survey respondents were asked about their worst fears in the implementation of Colorado's new educator evaluation system (Figure 8). They are most fearful that this system will limit creativity and result in mediocrity. They were least fearful that principals will lose power. Respondents were only somewhat fearful of the loss of local control and portability. They were slightly more fearful about increased litigation.

Survey respondents were also given the opportunity to write in "other" worst fears. There is an overwhelming perception that the state's plan places CSAP scores at 50% of the entire effectiveness rating, rather than as a portion of student growth.   The fears reflect this misunderstanding.

"Worst fear…CSAP determining the effectiveness of a teacher! I would like multiple pieces of data to determine student growth."

"Again, having test scores judge half of teacher effectiveness is faulty."

"You are going to judge teachers on a one time class visit and 50% test scores? Doesn't make sense."

The majority of the fears suggested by respondents have to do with the possible unintended negative consequences of implementing this system.

Some fear that fewer teachers will be willing to take on challenging students or teach in poor districts

"If scores determine in part if I get to keep my job, I will be sorely tempted to not accept the marginal kid who wants to challenge him/herself. I will not be alone and our high school students are the ones who will suffer."

"I am fearful that there will be a mass exodus of teachers away from schools that are highly impacted by ELL, poverty rates, mobility and other factors that create a challenge for teachers which will widen even further the "haves" and the "have nots" of our society."

"My concern is that rather than fostering collaboration, you will have administrators and teachers throwing each other under the bus."

"It will destroy the spirit of collaboration, which is the lifeblood of a dynamic, quality educational community. It will cause teachers to not want students or parents with difficult issues."

Others expressed the fear of decreased collaboration.

"Anyone who has a choice about leaving teaching for another profession will do so."

Some survey respondents are fearful that this system may discourage people from entering or staying in the profession.

Unfair termination of educators is another fear expressed by respondents.

"A huge concern is that principals will be able to arbitrarily fire or place teachers on probation for minor things, personality conflicts, etc, rather than working with any teachers who need remediation or help in increasing their abilities."

"Fear that this will be used as a weapon against teachers, not as a tool to help teachers and students."

"I fear that teachers could lose their jobs because they are placed in unwinnable situations."

"My biggest fear is that good teachers in low performing schools will begin losing their jobs by no fault of their own."

Many are fearful that the system will result in increased teaching to the test.

"Again, if CSAP is going to be the main factor for measuring student growth, teachers will only teach to the test more than they do now."

"(The system) will limit creativity, result in mediocrity. This much focus on CSAP will result in dishonesty and gaming the test."

"Too much emphasis on standardized test scores, which do not measure what matters. This will lead to increased "teaching to the test" and decreased ability to engage students in real world, relevant, engaging

Resources

This survey provided school districts, schools and boards of education the opportunity to provide input on what resources would be of most value to help them effectively implement the new educator evaluation system in their district (Figure 9). All resource options in this multiple choice question would be considered very helpful by survey respondents. These resources include:

- Sample evaluation tools

- Training and professional development

- Examples of effective and ineffective teaching to each standard

- Funding for implementation

- Self-evaluation tool

- Timeline for implementation

Respondents indicated that funding for implementation would be the most helpful resource of all of the suggested resources.

Advice

Finally, survey participants were asked, "What advice would you give to the Council as it moves forward?"Responses to this question varied. Notable responses are below.

Providing for student/parent accountability

> "Basing teacher/school success on CSAP scores should definitely be reconsidered. Students do not have a personal investment in the testing and do not feel personally accountable other than the simple act of sitting through the exam because they are forced to take it one way or another."

> "I can teach 24 hours a day...and still for those children out there who have no accountability to themselves or their families, why should they be accountable to schools and their teachers?

> "Students who perform well in class have no incentive to perform well on this test. Nothing happens to them if they finish in 10 minutes with no effort. Yet, I am held accountable for their lack of effort. At some point, parents and students need to be held accountable too. I work very hard and do my job well, but I cannot MAKE a student try his/her best on a test that has no effect on him/her.

> "The most effective teachers can achieve little without parents and students who are held accountable as well."

> "Can we make "CSAP" count for students? Students complain that CSAP is a joke, it is just another boring test. How can we make it relevant to them?"

Regarding CSAP: less adherence & more clarity regarding how it will be used in evaluations

> "Please beware, if 50% of teacher evaluation is tied to student growth, please let there be more than ONE as CSAP is not that effective, way to show growth from when student came into a teacher's class."

> "Be clearer about how CSAP scores affect a teacher's evaluation. Understand that teachers are going to teach to the test. As a parent, I do not like that my kids are going to be in a classroom where CSAP drives instruction, not best practices and creativity."

> "Consider a balanced look at data - not just CSAP."

Help this system to recognize other factors (e.g., homelessness, poverty, domestic or drug abuse, truancy, language barriers, disabilities) that affect achievement

> "Think about what you are doing. It is ridiculous to base anything on Student Merit since students move around so much and change schools and we have no control over their home situations and how they come to us hungry, homeless, and sad. I wish you good luck and hope that you can come up with a better way to evaluate and inspire teachers to stay in their profession."

"Families struggle with rent $$, jobs, alcohol and drug abuse, messy divorces, lack of family support, etc. No amount of "effective teaching" can erase 5 years of turmoil for the average student."

Hold administrators/principals/teachers accountable

"Flesh out the performance standards for teachers and principals with clear and measurable objectives."

"Lastly, who will "evaluate" the principals? An administrator that visits the building maybe a whole day, once a month? I believe it should also have some teacher input as well."

"Principals / Administrators also need to be held to high standards and they need to be held accountable for their performance as well. More often than not, in the school district where I teach, principals are allowed to give poor performance evaluations to teachers without providing much reason for giving a teacher a poor evaluation."

Decrease class size

"It would be unfair to have expectations that for student growth that can't be achieved with high class sizes. I can't implement Best Practices and small-group instruction with 34+ students. The class sizes have to be addressed first."

Figure 2

(For district employees only) How many students are in your school district?		
Answer Options	Response Percent	Response Count
Under 1,000	10.1%	153
1,000 to 5,000	17.9%	271
5,001 to 10,000	10.5%	159
10,001 to 20,000	14.6%	220
Over 20,000	47.4%	717
answered question		1512
skipped question		241

Figure 3

(For district employees only) How would you best describe your district?		
Answer Options	Response Percent	Response Count
Rural	17.2%	264
Urban	22.7%	349
Suburban	58.3%	897
Mountain	9.3%	143
Other (please specify)		34
answered question		1538
skipped question		215

Figure 4

(For district employees only) Where is your district located?		
Answer Options	Response Percent	Response Count
Denver Metro	45.3%	705
Front Range	26.2%	407
Western Slope	12.9%	201
Eastern Plains	4.6%	71
Northern Colorado	6.5%	101
Southern Colorado	8.1%	126
answered question		1556
skipped question		197

Figure 5

(For district employees/ BOE members only) Please check which statement best describes your district and its educator evaluation process:		
Answer Options	**Response Percent**	**Response Count**
We are waiting for final recommendations from the State Council on Educator Effectiveness before we revise our educator evaluation process.	8.4%	118
We are waiting for final recommendations from the Colorado State Board of education before we revise our educator evaluation process.	8.5%	120
We are now in the process of revising our educator evaluation process.	19.6%	277
We have already revised our educator evaluation process and will ensure that it meets new state requirements.	15.1%	213
We have already revised our educator evaluation process and do not plan to determine whether the changes meet new state requirements.	0.5%	7
Don't know	50.8%	717
Other (please specify)		28
	answered question	**1411**
	skipped question	**342**

Figure 6

(For all others - survey takers not employed by a school district) Please check which region best describes where you live in Colorado:		
Answer Options	**Response Percent**	**Response Count**
Denver Metro	42.1%	199
Front Range	25.8%	122
Western Slope	11.2%	53
Eastern Plains	4.2%	20
Northern Colorado	9.1%	43
Southern Colorado	10.8%	51
	answered question	**473**
	skipped question	**1280**

Figure 7

How strongly does each of the following reflect your best hopes?							
Answer Options	**Very Hopeful**	**Hopeful**	**Somewhat Hopeful**	**Not Hopeful**	**Don't Know**	**Rating Average**	**Response Count**

Evaluation system that is flexible enough to use with a wide range of educators	757	542	222	189	22	1.95	1732
Ability to transfer with non probationary staff	418	532	282	193	282	2.64	1707
Improved instruction	768	495	239	202	17	1.96	1721
New system that fosters collaboration	681	511	262	250	19	2.08	1723
Common understanding of "effective" performance	796	441	247	227	17	1.97	1728
Meaningful and regular feedback to educators	763	458	284	205	13	1.98	1723
Other (please specify)							278
					answered question		**1739**
					skipped question		**14**

Figure 8

How strongly does each of the following reflect a worst fear?

Answer Options	Very Fearful	Fearful	Somewhat Fearful	Not Fearful	Don't Know	Rating Average	Response Count
Principals lose power	122	268	373	909	46	3.28	1718
Loss of local control	407	398	446	443	29	2.59	1723
Portability	197	344	459	355	345	3.18	1700
Increased litigation	388	469	415	344	99	2.59	1715
Limit creativity; result in mediocrity	729	418	259	283	24	2.10	1713
Other (please specify)							371
					answered question		**1736**
					skipped question		**17**

Figure 9

(FOR SCHOOL DISTRICTS/SCHOOLS/BOEs ONLY) What resources would be of most value to help you effectively implement the new educator evaluation system in your district?

Answer Options	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Rating Average	Response Count
Sample evaluation tools	731	432	116	27	1.57	1306
Training and professional development	723	411	119	55	1.62	1308
Examples of effective and ineffective teaching to each standard	782	375	100	54	1.56	1311
Funding for implementation	1019	217	49	29	1.31	1314
Self-evaluation tool	703	462	107	30	1.59	1302
Timeline for implementation	673	453	128	40	1.64	1294
Other (please specify)						133

	answered question	**1320**
	skipped question	**433**

Summary of Public Comments

All meetings of the State Council for Educator Effectiveness (SCEE) were widely publicized and open to the public. The agenda for each meeting included approximately 30 minutes for the purpose of public comment. Members of the public interested in commenting during meetings signed up to do so during the meeting and were allowed three minutes to speak in front of the Council.

In addition to comment at SCEE meetings, the public was provided the opportunity to make comments directly to the Council via email. Throughout the course of the Council's work, the public was welcome to send comments to scee@cde.state.co.us and those emails were sent directly to all Council members for consideration in their recommendations.

Through these two mediums, the SCEE heard or read comments from about 36 members of the public. These individuals and groups included parents, teachers, state legislators, Colorado Department of Education staff members, school administrators, early childhood educators, superintendents, school board members, BOCES representatives, business leaders, the Colorado Education Association, the Colorado Association of School Boards and the Colorado Association of School Executives. Below is a list of individuals and organizations that provided public comment and the date which this comment was given.

Date	Name	Affiliation
9/17/10	Regan Benson	Parent
10/1/10	Brian Barhaugh	Project Voyce, student advocacy group
10/1/10	Pat McGraw	Douglas County School District Administrator
10/15/10	Carole Murray	Colorado State Representative
12/3/10	Becky Russell	CDE, State Library
12/3/10	Senator Mike Johnston	Colorado State Senator
12/3/10	Jessica	Teacher
12/3/10	Unknown	Career Tech Education representative
12/17/10	Amanda Moreno	Marsico Institute for Early Learning and Literacy
12/17/10	Bryan Barhaugh	Project Voyce
12/17/10	Linda Kanan	Colorado School Safety Resource Center
12/17/10	Jerry Wilson	Poudre School District Superintendent
12/17/10	Bruce Caughey	Colorado Association of School Executives (CASE)
12/17/10	Jane Urschel	Colorado Association of School Boards (CASB)
12/17/10	Walt Cooper	Superintendent Cheyenne Mountain School District
12/17/10	John Barry	Superintendent, Aurora Public Schools
12/17/10	Steve Tkach	Parent
1/7/11	Jane Urschel	Colorado Association of School Boards (CASB)

1/10/11	Ronald Cabrera/Scott Murphy	Denver Area School Superintendents Council
1/12/11	Walt Cooper/David Crews	Colorado Association of School Executives (CASE)
1/24/11	Ginger Maloney	Marsico Institute for Early Learning and Literacy
1/24/11	Carol Carpenter	Educators Advancing
1/27/11	Robert Herrell	Unknown
2/9/11	Tina House	Colorado Parent Information and Resource Center
2/9/11	Donna Day	Rio Blanco BOCES
2/10/11	Julie Whitacre	Colorado Education Association (CEA)
2/11/11	Scott Laband	Colorado Succeeds
2/11/11	Tony Salazar, Lindsay Neil, Mike Johnston	CEA, Stand for Children
2/11/11	Ian Macgillivray	Colorado Department of Higher Education (CDHE)
2/23/11	Nicki Massieon	Gifted and Talented SAC
3/11/11	Amanda Moreno	Marsico Institute for Early Learning and Literacy
3/11/11	Barb Conroy	CASE
3/17/11	Colorado Succeeds	Colorado Succeeds
3/18/11	Senator Michael Johnston	Colorado State Senatore
3/25/11	Amy Spicer	Stand for Kids
3/26/11	Higher Education Linguistically Diverse Educators (HELDE)	HELDE