

STRATEGIC DATA PROJECT

**FEATURED CAPSTONE REPORT FROM
STRATEGIC DATA PROJECT FELLOWSHIP, COHORT 3**



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IMPLEMENTING EDUCATOR EFFECTIVENESS:

COLLABORATION BETWEEN LOCAL SCHOOL DISTRICTS, THE COLORADO DEPARTMENT OF EDUCATION, AND THE COLORADO LEGACY FOUNDATION

The Problem

In 2010, Colorado policymakers took action to address flaws with the existing teacher and school leader evaluation systems. To address this issue, Colorado created legislation around teacher effectiveness and evaluation. Supporters of the bill identified that the current system did not encourage meaningful feedback and personalized professional development. Senator Michael Johnston, speaking from his own experience as a practitioner, voiced his strong concerns surrounding the existing tenure system that forced principals to make decisions concerning the lifetime employment of their staff after only three years.¹ Thus, the goal of the legislation focuses on creating a system based on continuous improvement. For a complete list of the priorities, please see Appendix A.

The Solution

The Colorado Department of Education (CDE) identified five focus areas to expand student learning: 1) Coherent and rigorous standards, 2) innovative and engaging learning options, 3) supported and effective educators, 4) aligned and meaningful assessments, and 5) statewide and district accountability are alignment.

Senate Bill 191 - *Great Teacher and Leaders: Ensuring Quality Instruction through Educator Effectiveness* - centers on the idea of creating effective educators through a system of continuous improvement and support. The resulting legislation created a system in which all teachers and principals receive evaluations at least once every year. At least 50% of the evaluation must be based on measures of student learning (student growth). Details surrounding probationary status, final ratings, and other requirements are detailed in Appendix B. The State Board ruled to implement the new system beginning in September 2011 and, since that time, CDE and local school districts have been working to ensure they progress towards the final implementation in SY 14-15.

This report details the work of three Strategic Data Project (SDP) Colorado Agency Fellows implementing local supports for this legislation through their work with the Colorado Legacy Foundation and the Integration Project.

¹ Laband, S. (2010). *Creating a Winning Legislative Campaign: The Colorado Story*. Democrats for Education Reform. Downloaded September 3, 2013 from: www.dfer.org/CO_Case_Study.pdf.

THE INTEGRATION PROJECT

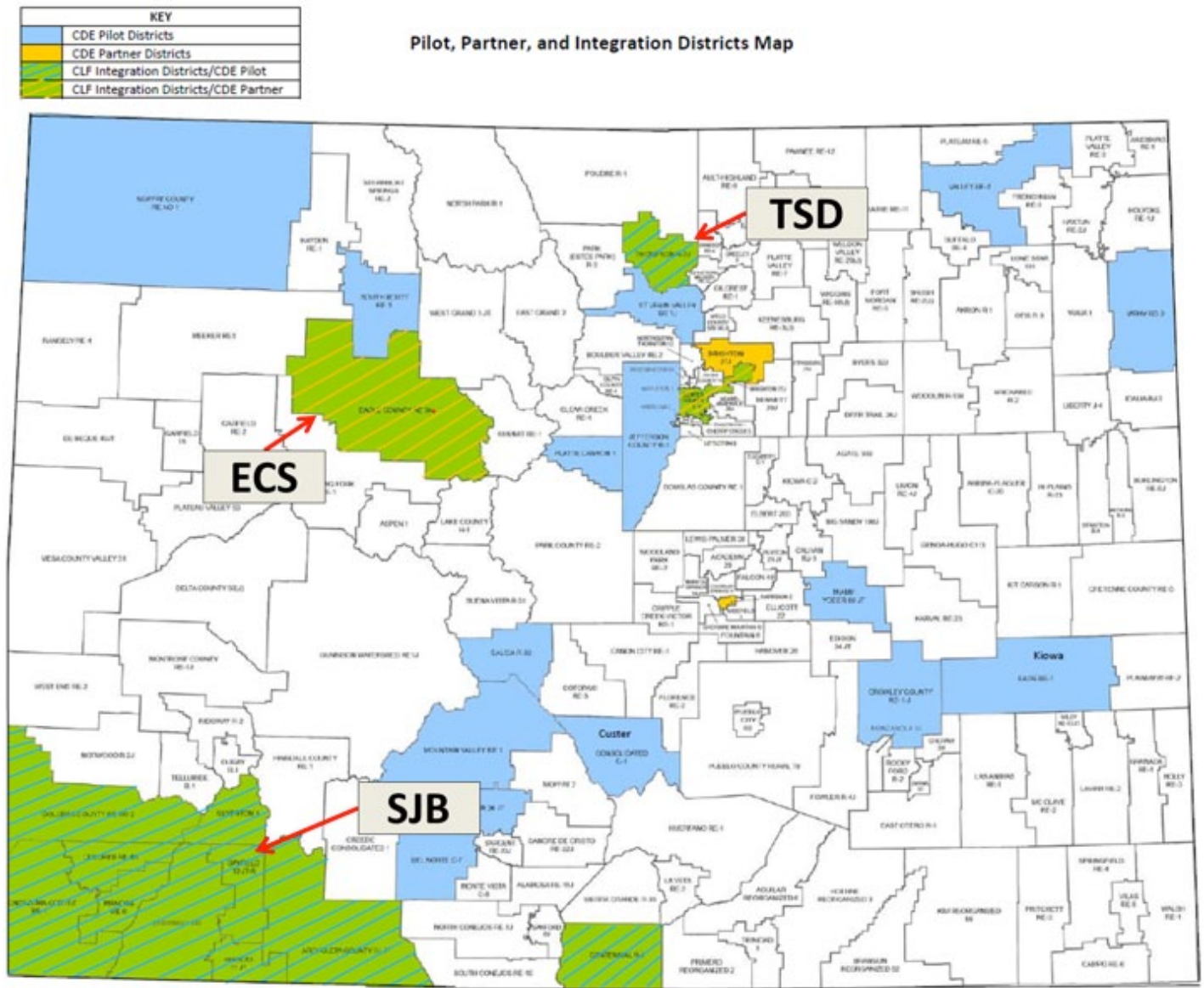


Eagle County Schools (ECS), the nine districts of San Juan BOCES (SJB), and Thompson School District (TSD) are working together as part of the Colorado Integration Project and also jointly involved in the Strategic Data Project. The Integration Project also includes Denver Public Schools and Centennial School District, however they are not part of the SDP partnership and therefore not included in this report. With support from the Colorado Department of Education (CDE), the Colorado Legacy Foundation (CLF), and the Bill and Melinda Gates Foundation, the Integration Project aims to pilot SB-191 in these participating agencies in order to identify best practices for statewide implementation in SY 13-14. Since its onset in SY 11-12, educators in each district have participated in the following three pilot initiatives.

- ▶ **State Model Evaluation System**
- ▶ **Student Perception Surveys**
- ▶ **Instructional Strategies tied to the Common Core State Standards**

These components of the Integration Project, with a focus on teacher effectiveness, are discussed in greater detail later in this report. The Integration Project intentionally segues into statewide implementation of the evaluation system in SY 13-14. To guide this statewide implementation, the three agencies in this report – Eagle County Schools, San Juan BOCES, and Thompson School District – represent the range of districts in the state. In addition to varying in size from rural to urban, each of the districts had differing evaluation procedures in place prior to this grant – a pay-for-performance system was in place in one district, while others were not completing full annual evaluations. Through the collaboration promoted by the Integration Project among participating districts and between these districts and the Colorado Department of Education, educators in Eagle, San Juan BOCES and Thompson are developing best practices for their schools and those throughout the state.

Figure 1
Map of Integration Districts



DISTRICT PARTNERS



- ▶ **Eagle County Schools**
- ▶ **San Juan Board of Cooperative Education Services**
- ▶ **Thompson School District**

Eagle County Schools

Eagle County Schools (ECS) is located in the Rocky Mountains, and contains the ski resorts of Vail and Beaver Creek. There are about 6,000 students enrolled in preschool through 12th grade. Eagle County has 18 schools and is proud to have schools of choice as a part of the District (two alternative high schools, an EL school, an IB school, two dual-language schools, a ski and snowboard academy, and a charter school are all a part of ECS). The mission of Eagle County Schools is: Educating Every Student for Success. Along these lines, the vision of the district is: to be the schools of choice for all families in Eagle County. Eagle County Schools started working on a system of teacher evaluation in 2001. ECS selected a model that included multiple career paths (master and mentor teachers), on-going professional growth (embedded professional development), instructionally-focused accountability (pay and bonuses based on teacher evaluations and student performance), and performance-based compensation (pay-for-performance). Since then, Eagle County, with the support of several large grants, has worked to enhance and adjust the system. This local work aligns well with Senate

Bill 191 and readies Eagle County to implement the new requirements based compensation (pay-for-performance). Since then, Eagle County, with the support of several large grants, has worked to enhance and adjust the system. This local work aligns well with Senate Bill 191 and readies Eagle County to implement the new requirements.

San Juan Board of Cooperative Education Services

The San Juan BOCES (Board of Cooperative Education Services) (SJB) is a consortium of nine rural and geographically isolated districts in southwest Colorado. Working with students, teachers, and administrators throughout this region, the San Juan BOCES aims to improve student achievement through specialized and centralized support. Totalling around 12,500 preschool through 12th grade students, districts range in size from 60 students to 4,500. Diverse student populations include high numbers of low-income (44% of total BOCES population qualify for free/reduced lunch), as well as Native American (11%) and Latino (18%) students. The Integration Project has introduced several evaluative practices to the districts in San Juan BOCES. Prior to piloting the statewide evaluation model, teachers were more likely to receive less frequent and less standardized feedback from their evaluators than under the new statewide model. Using student growth and performance in educator evaluations is also a new initiative, one that educators are tackling during SY 13-14. Recognizing limited staffing pools in the region, it is necessary to use multiple measures to pinpoint support for educators and dynamically deliver that support.

Table 1

Demographic Comparison of the Three Districts

	ECS	SJB	TSD	STATE
Total Student Count	6,214	12,349	16,282	863,561
% Asian	0.9	0.7	1.2	3.2
% Black	0.9	0.6	0.9	4.7
% Amer. Indian or Alaska Native	0.9	10.5	0.6	0.8
% Native Hawaiian/Other Pacific Islanders	0.9	0.0	2.7	0.2
% White	46.0	68.2	74.7	55.6
% Hispanic	49.0	17.8	19.7	32.3
% Multiple Races	1.7	2.0	0.2	3.3
% Free/Reduced Lunch	42.0	43.6	37.5	41.6
% English Language Learners	43.8	4.7	2.7	14.4
% Exceptional Students	10.5	9.4	12.0	9.8

Thompson School District

Located in Northern Colorado about 40 miles north of Denver and encompassing the town of Berthoud and the city of Loveland, the Thompson School District (TSD) is classified as a suburban district, serving 16,000 students from preschool through 12th grade. The district's mission, "Empower to learn, Challenge to achieve, Inspire to excel", is enhanced in its vision: The Thompson School District will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel. The district's per-pupil funding is among the lowest in the state of Colorado - which is among the lowest in the

nation - due to variables in the state's funding formula and the district's failed mil-levy election in 2011. Seeking to address an ineffective teacher evaluator system, the Thompson School District developed and adopted a new model that was implemented in SY11-12. When the district was awarded the Colorado Integration Project Grant, it chose to embrace the Colorado Model Evaluation System for the SY 12-13 and beyond.



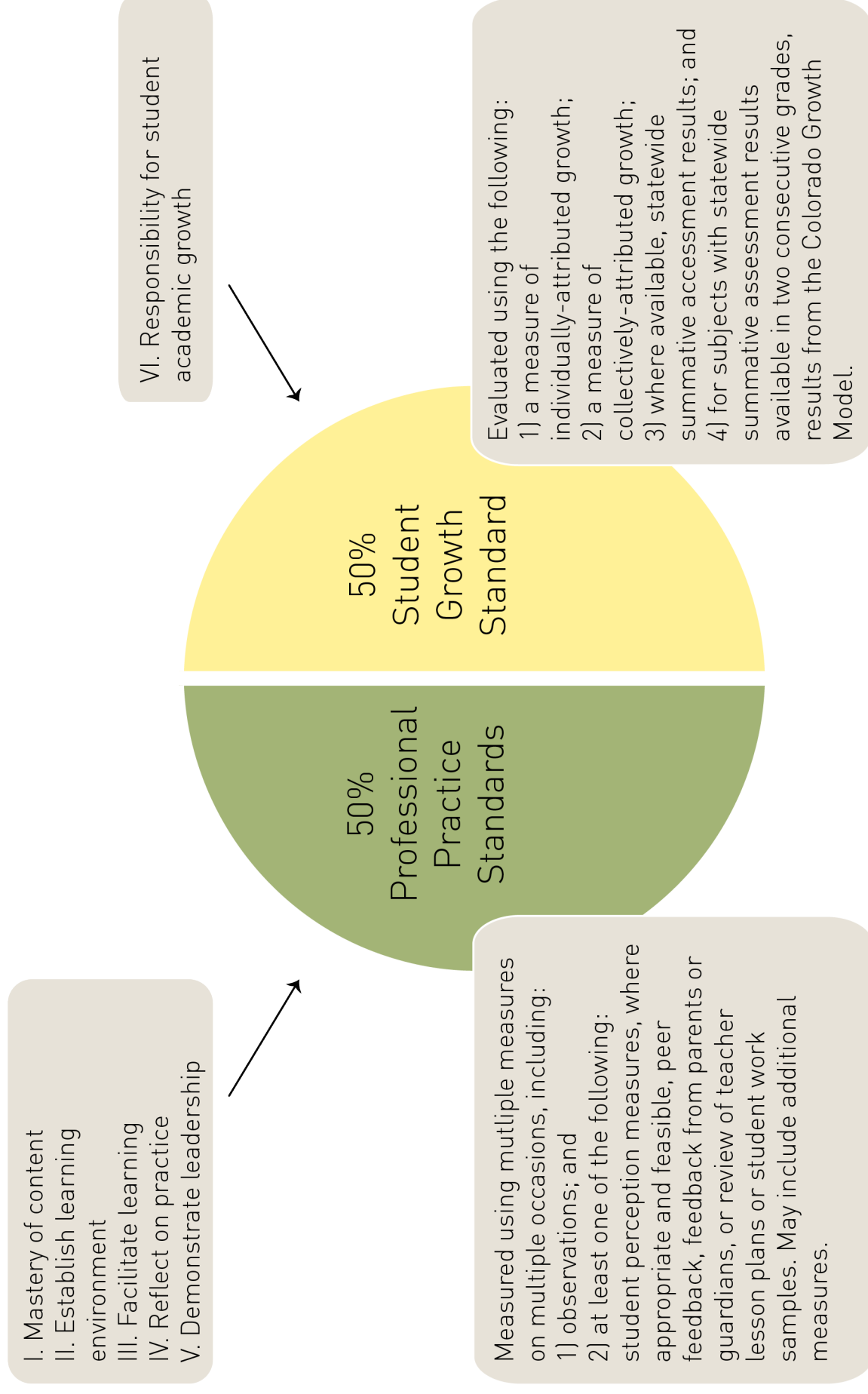
1. State Model Evaluation System

As written in Senate Bill 191, at least 50% of a teacher's final evaluation score is based on measures of student learning (student growth) and no more than 50% is based on professional practice standards. At a minimum, each district must report an individual score for each of the six teacher quality standards and an overall effectiveness score.

THE SIX TEACHER QUALITY STANDARDS:

1. **Teacher Content Knowledge:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach
2. **Learning Environment:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students
3. **Facilitates Learning:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students
4. **Reflection on Practice:** Teachers reflect on their practice
5. **Demonstration of Leadership:** Teachers demonstrate leadership
6. **Student Growth:** Teachers take responsibility for student academic growth

Figure 2
Reporting Requirements of the Two Components of Colorado's Evaluation System



Professional Practice Standards

This section will highlight the professional practices side of the model, while the following section highlights the measures of student learning model.

The Colorado State Model Evaluation System is an optional, state-specific system with associated tools and supports available to all Colorado educators, and includes rubrics for both teacher and principal evaluation. For the purposes of this report, we will only discuss the teacher evaluation system. Of the 178 school districts in Colorado, 160 are using the CDE system. Eagle County Schools is one of the districts choosing to continue using its existing teacher observation rubric, originally based on Charlotte Danielson's work. ECS is currently working to enhance this tool through an extensive crosswalk between the State tool and further research regarding best practices. Thompson School District and all nine districts in the San Juan BOCES are adopting the State Model.

The State Model supports continuous improvement and details a process with multiple checkpoints throughout the year (see Appendix C for a visual of the recommended process model).

District Implementation and Lessons Learned

Creating a system of teacher evaluation that is truly about teacher improvement is difficult. Many teachers are fearful of evaluation ratings and for many teachers in our Districts, this was their first exposure to an extensive evaluation system. In order to help teachers embrace this system, each of the three Districts highlighted in

this report tried to do the following to make the implementation more effective.

Evaluation tools must be written so teachers can clearly understand their areas of strength and growth. During the summer of 2013, and based on feedback from Pilot and Integration Districts, CDE revised the teacher rubric to make the elements more actionable and observable, reduce redundancies, and clarify language. Teachers and principals seek ways to make the system more standardized and evidence-based. Currently many professional practices of the rubric are open for interpretation. For example, in order to achieve the highest two ratings, evaluators must see evidence of student actions. With the level of action and number of students unspecified, teachers struggle with this ambiguity. More broadly, educators are trying to clarify best practices about how to determine teacher effectiveness rating using a rubric system. All of this said; differentiated professional development is essential to making this truly become a growth system.

Teachers need immediate feedback that is easily accessible – technological platforms can help with this. However, it is essential that teachers and principals receive training on the data collection platform. Many teachers and principals are not digital natives and therefore struggle with using an online system to store data and materials. To prevent hindering the evaluation process, an easy-to-use platform must be offered to all users, and training must be provided to clearly outline system steps and protocols. The technology must support rather than hinder the use of the feedback.

Measures of Student Learning

Perhaps the most unprecedented aspect of Senate Bill 191 is the requirement that at least fifty percent of an educator's evaluation must be based on individual impact on multiple measures of student academic growth. In Colorado, the term academic growth is closely associated with results from the Colorado Growth Model (CGM) in the School and District Performance Frameworks.

The State Board of Education outlines four basic requirements that districts must incorporate into multiple measures of student learning:

- 1 Individual Attribution: Student results on a measure are attributed to one licensed person**
- 2 Collective Attribution: Student results on a measure are attributed to more than one licensed person**
- 3 Statewide Summative Assessment Results, when available**
- 4 Results from Colorado Growth Model (CGM), when available**

Results from a single assessment may be used to address more than one of the above requirements. For example, the reading score from a set of 5th grade students on the Transitional Colorado Assessment Program (TCAP) could be used to meet requirements 1, 3, and 4 or requirements 2, 3, and 4.

District Implementation and Lessons Learned

Colorado's 178 school districts have the autonomy to select the specific measures, as well as how they are weighted. Many districts are finding it challenging to identify the measures of student learning to use in individual attribution, especially for teachers who instruct students in content areas not currently assessed by the statewide assessments. This is particularly seen in grades K-3 and 11-12, and subjects such as Music, Arts, Physical Education, and Social Studies.

Determining a fair, reliable system that incorporates input from all parties, but does not overly tax teachers and principals, is difficult. Utilizing and/or creating measures of student learning for all licensed staff, especially those outside Language Arts and Math, requires extensive work.

Another challenge districts are facing is navigating the data systems that will accurately link students to teachers. While this may seem a simple endeavor, each district must determine its own business rules regarding a student's enrollment window and attendance rate required to attribute that student's score to a specific teacher. In addition, many student information systems are not designed in a manner as to connect students to non-classroom teachers (such as those designated as Gifted/Talented, Exceptional Student, Interventionists, and Instructional Coaches). Best practices for Roster Verification and Teacher-Student Data Links (TSDL) are being identified through pilot implementations.



2. Student Perception Surveys

In Colorado, as in many other states, educators are exploring new, informative ways to determine effective teaching practices and support professional growth. Building off the research from the Measures of Effective Teaching (MET) Project, the Colorado Legacy Foundation developed a Student Perception Survey² (SPS) tailored for Colorado educators, with an adapted version for grades 3-5 and grades 6-12. These instruments, and the data they provide, intend to provide targeted, valid feedback to teachers, and – if a district decides – to inform a teacher’s evaluation.

District Implementation and Lessons Learned

Since April 2012, the Integration Project agencies have piloted the Colorado Student Perception Survey. Administrators, teachers, and students were tested and provided feedback on several iterations of the instruments. During the SY12-13, teachers throughout the districts administered the survey twice, primarily on paper in fall 2012 then online in spring 2013. Interactive results from both fall and spring surveys were provided to teachers and, in some districts, to principals in late spring 2013. This year, Eagle County Schools, San Juan BOCES, and the Thompson School District will administer the final instruments once, in late fall to early winter, and focus on working with teachers to access and utilize results. Table 2 provides a full pilot timeline.

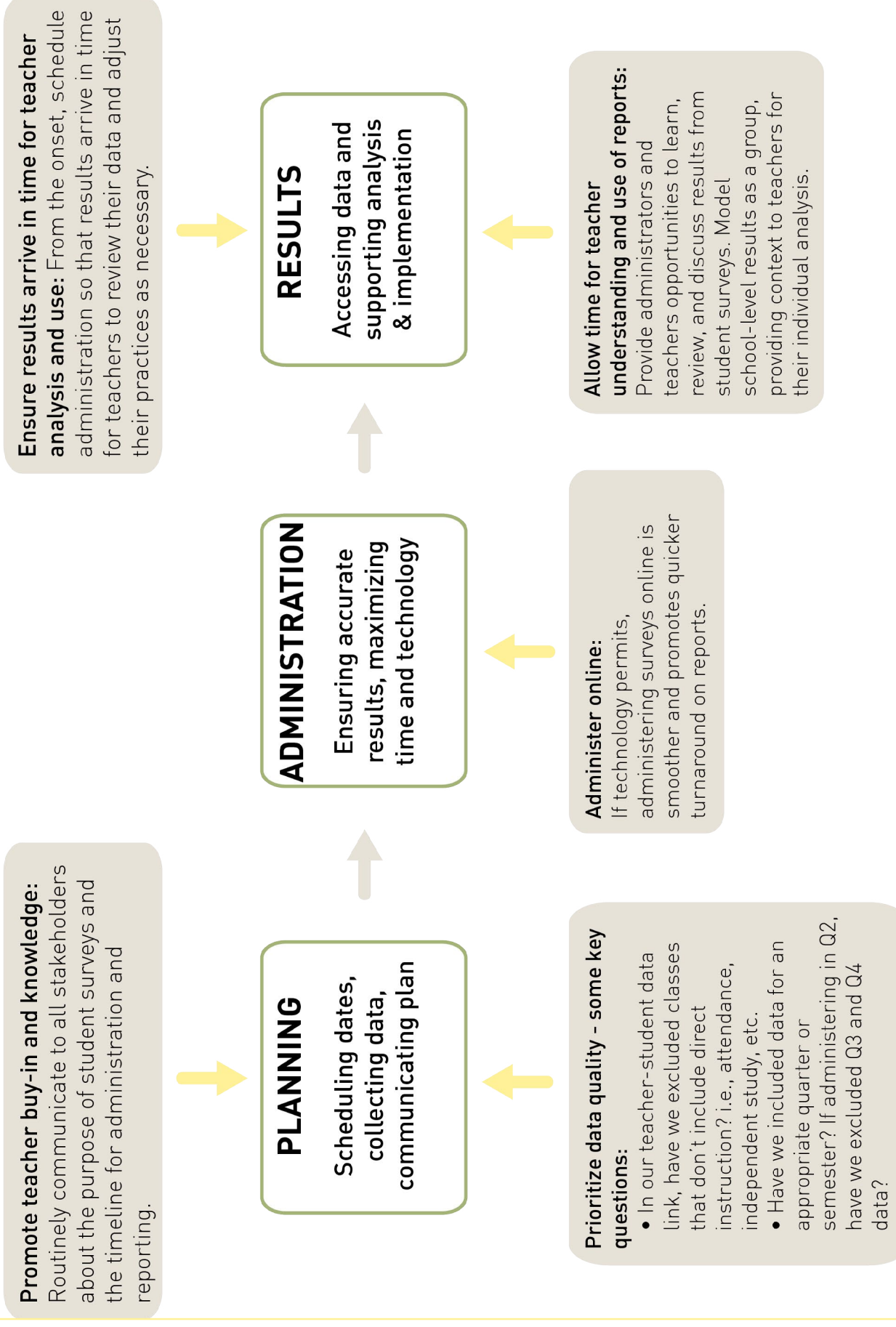
² A number of items on Colorado’s Student Perception Survey were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

Table 2
Timeline of District Participation in Colorado's SPS Pilot

Time Period	Participation Description
Summer 2012	<ul style="list-style-type: none"> • ECS conducts psychometric field test • Think-alouds/cognitive interviews
Fall 2012	<ul style="list-style-type: none"> • Planning and initial survey administration
Winter 2012/2013	<ul style="list-style-type: none"> • Feedback survey on instrument completed by districts • Planning for second administration
Spring 2013	<ul style="list-style-type: none"> • Teacher focus groups discuss items and recommendations for reporting • Spring validation pilot administration • Release of fall and spring reports
Summer 2013	<ul style="list-style-type: none"> • Teacher focus groups discuss process • CLF development of toolkit, outlining guidance for all CO districts in planning and implementing student surveys
Fall 2013	<ul style="list-style-type: none"> • Using the released CLF toolkit, districts plan for and begin administration
Winter 2013/2014	<ul style="list-style-type: none"> • Districts continue administration • Results from administration released to teachers, schools, and districts, alongside support for implementing data

The rollout of student surveys in Integration districts in SY 12-13 offered several lesson learned for future implementation. As with many other components highlighted in this report, engaging teachers throughout the student survey process is imperative. Over the course of SY 12-13, teachers in ECS, SJB, and TSD expressed concerns about student surveys acting as “popularity contests.” To alleviate these concerns, ensure that teachers know exactly what the questions entail and what the results indicate. Additionally, it helps to focus on teachers using the results for reflection rather than as a measure of accountability. Figure 3 presents this focus, and other lessons learned, across the overall steps of the process.

Figure 3
Key Steps and Lessons in Student Survey Implementation





3. Instructional Strategies Tied to the Common Core State Standards

One goal of the Integration Project Grant is to give teachers tools to incorporate the Common Core State Standards (CCSS) into everyday practice. This work supports the state's goal of coherent and rigorous standards. The Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) were selected as tools to enable this work. Both projects are designed for secondary teachers and funded by the Bill and Melinda Gates Foundation.

The LDC work centers on supporting teachers in creating modules from pre-existing templates that enable the CCSS English Language Arts (ELA) standards to be utilized in literacy, science, and social studies classrooms. Trainings for LDC began in 2011 and included teachers from Centennial School District, Eagle County Schools, and Thompson School District. Schools in the San Juan BOCES held a similar training not long after the initial training. Teachers were introduced to the module creator and started designing their own modules. All modules are housed online and sharable across all LDC sites. After the initial trainings, train-the-trainers were selected in each district to continue training new cohorts of teachers.

The MDC work is based on Formative Assessment Lessons (FALs)/Classroom Challenges, which were created through collaborative work between the Shell Center team at the University of Nottingham and the University of California,

Berkeley. Using the available 60 lessons, teachers engage students in developing mathematical concepts in order to build their understanding around mathematical topics. Math Solutions conducted the initial trainings for the districts involved in the Integration Project. As with the LDC work, teachers were trained and then train-the-trainers were selected to continue implementation at the district level.

District Implementation and Lessons Learned

Like every part of this project, encouraging teachers to change their practice is difficult work. The three agencies have learned from this project that teachers need support with the tools. In other words, you cannot simply give a tool and expect perfect implementation to follow. Survey results and observations indicated that teachers need content-specific training as well as effective implementation tools. The new standards require rigor for students but also necessitate a deep level of content knowledge for teachers. This means that intentional professional development is essential to support teachers in ensuring that the necessary shifts take place in the classroom.

Furthermore, teachers need time to practice new tools and receive feedback with the implementation. Training should include modeling and demonstrations. This supports the work of Joyce and Showers (1995) who found that when teachers have exposure to theory, demonstration, practice, feedback and coaching, the transfer of new learning back to the classroom has an effect size of 1.68 (versus 0 when any of these steps are

done independently)³. In order to encourage this transfer, teachers need time to discuss, plan, reflect, and practice on the new instructional strategies - it cannot be a one-shot training that does not provide on-going support.

The grant provided the opportunity for teachers from across the Districts to attend common trainings and planning time. Teacher feedback indicated that this collaborative time was highly valued. Survey results indicate that teachers treasure the opportunity to work with others to determine best practices and reflect on how implementation goes. For the first time, the CCSS allows the opportunity for educators across the country to work together. This is an exciting opportunity and should be capitalized on in order to ensure that the power of the CCSS is realized.

³ Tallerico, M. (2005). *Supporting and Sustaining Teachers' Professional Development: A Principal's Guide*. Corwin Press: Thousand Oaks, CA.

CONCLUSION



The work of implementing a statewide system of teacher effectiveness is not easy – change is hard. In order to effectively implement a system that truly aims for continuous improvement and to support educators, collaboration, communication, and transparency must be prioritized. This approach is not only necessary across the levels of a district, but also between local districts and the state education departments. Progress towards implementation of these educator effectiveness initiatives, and challenges and resources along the way, must be routinely shared across all parties involved.

The Integration Project has allowed partner districts to leverage grant funds and promote collaboration. Relationships formed between

districts across Colorado have allowed educators to share ideas, learn best practices, and reduce the burden of public education agencies trying to do this work independently. Together districts can advocate to ensure that the most fair and effective system is implemented and encouraged.

Implementation of educator effectiveness initiatives requires dedication and on-going work. In Colorado, this grant will continue during the SY 13-14 and beyond. The Strategic Data Project and the Integration Project explicitly focus on building local knowledge and momentum around this work. Along with utilizing the cross-district relationships formed over the past two years, districts will look to local educators to continue to advance this work.

TOP 10: LESSONS LEARNED

1. The focus needs to be on teacher improvement and outcomes for students—not accountability.
2. Teacher engagement and input help move the work forward.
3. Teachers and principals need practical support (professional development) in order to create a system that creates effective teachers in every classroom.
4. Flexibility and adaptability are essential to move this work forward.
5. Communication is vital to success.
6. Collaboration among partners makes the work more efficient.
7. Practice is always harder than theory.
8. This work takes time, time and more time.
9. With any observation system human judgment plays a large role.
10. Keep at it – the work is worth it!

ABOUT THE FELLOWS



KRISTEN BUNN OLSEN is the Agency Fellow for Eagle County Schools. She works for the Educator Quality Department and, prior to her Fellowship role, she began working on the other components of the Integration Grant. At the time, Eagle County did not have a Department of Research and Evaluation. Due to Kristen's background in qualitative and quantitative research, Kristen was selected to become the SDP Agency Fellow. Eagle County continues to focus on progressive initiatives, despite budget cuts over the past three years. As such, staff are required to manage multiple projects and responsibilities. Kristen serves as an Instructional Coach, a Project Manager, a Curriculum Lead, and a Data Analyst.

As a result of the SDP Fellowship, Kristen plays a more active role in the use of data in Eagle County and continues to encourage a more strategic use of the vast amounts of data available. She spearheaded the pilot work around the Student and Teacher Perception Surveys and is working to create a new data warehousing and management system. She continues to be involved in all elements of the implementation of Senate Bill 191 in Eagle County, as well as continuing to support the local work already in progress to ensure an effective teacher in every classroom.

The San Juan BOCES Agency Fellow is **MATT KLAUSMEIER**. Prior to the Integration Project, in his role as Data Coach for the San Juan BOCES, he supported administrators and teachers in the nine districts in data analysis, specifically for benchmark and summative assessments. In addition to developing and distributing tools, Matt works with school leaders to implement best practices for using data in the classroom. The Integration Project has diversified this role, enhancing data and assessment use and literacy and bringing this analytic approach to a multitude of other initiatives. With a focus on establishing new evaluation systems, Matt combines data outputs from rubrics and observations with other measures (e.g., surveys, student growth metrics) to maximize efficiency and target supports for schools. This project, with the scope and interconnectedness of the initiatives, has increased the visibility and value of the role of Data Coach, enhancing collaboration between the BOCES and the member districts.

The Thompson School District's Agency Fellow is **PATRICK MOUNT**. As Agency Fellow in TSD, Patrick championed the pilot implementation of Senate Bill 191, including the roll-out of the Professional Practices Rubric and its online system (BloomBoard); facilitating the Student and Teacher Perception Surveys; and initiating collaborative input regarding the district's selection of the Measures of Student Learning. Data from these measures collected during the 2012-13 pilot year is offered to staff as a basis for the Professional Learning Communities (PLCs).

Patrick is currently the Enterprise Applications Manager with the St. Vrain Valley School District in Colorado, where he leads a team of programmers and support specialists in running the district's student information system. He continues to contribute to statewide technology and educational organizations; Empowering others to use data to inform and improve education remains at the heart of his professional passion.

APPENDIX A



Senate Bill 191 Priorities

CDE has worked with a variety of stakeholders throughout the design and development of the Colorado State Model Evaluation System. This collaborative process has remained focused on five key priorities:

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

APPENDIX B



Senate Bill 191 Core Requirements

- Evaluations are to “provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and nonrenewal of contract.”
- Educator effectiveness is to be determined by use of “fair, transparent, timely, rigorous and valid methods.”
- Evaluations will be done at least once a year.
- Performance standards shall include at least three levels, highly effective, effective and ineffective.
- At least 50 percent of a teacher’s evaluation must be based on the academic growth of students.
- At least 50 percent of a principal’s evaluation is to be determined by the academic growth of students in a school and the effectiveness of the school’s teachers.
- Expectations of student growth can take into consideration such factors as student mobility and numbers of special education and high-risk students.
- Educators will be given “meaningful” opportunities to improve effectiveness and provided means to share effective practices with other educators.
- Probationary teachers must have three consecutive years of demonstrated effectiveness to gain non-probationary status.
- Non-probationary teachers who receive two consecutive years of unsatisfactory evaluations return to probation.
- A teacher may be placed in a school only with the consent of the principal and the advice of at least two teachers who work at that school.
- Effective non-probationary teachers who aren’t placed in a school will go into a priority hiring pool.
- Non-probationary teachers who lose their jobs because of staff reductions will be given lists of all available jobs in their districts.
- A non-probationary teacher who doesn’t find another job within 12 months or two hiring cycles will be placed on unpaid leave.
- School districts and their unions can apply for waiver of these mutual consent provisions.
- Teacher effectiveness, then seniority, will be considered when layoffs are made.

Additional details about Senate Bill 191

- Non-probationary teachers who receive ineffective evaluations may appeal those either through existing collective bargain agreements or to the superintendent or a designee. If there’s no contract, a teacher may request review by a mutually chosen third party, whose decision on whether the evaluation was arbitrary or capricious will be binding.
- Teachers must receive written evaluations two weeks before the end of the school year.
- Principals and administrators have to maintain written records of evaluations.
- Teachers evaluated as unsatisfactory must receive written notice and will receive remediation plans and professional development opportunities.
- The state board will review local evaluation systems and will consider local conditions such as size, demographics and location of districts.
- The current system of achieving non-probationary status will remain in force through the 2012-13 school year.
- Effective non-probationary teachers who move to a new district can carry that status with them.

APPENDIX C



CDE Model Evaluation Process and Implementation Timeline



APPENDIX C CONT'D



YEAR ONE 2011-12 Development and Beta Testing	YEAR TWO 2012-13 Pilot and Rollout	YEAR THREE 2013-14 Pilot and Rollout	YEAR FOUR 2014-15 Full Statewide Implementation
COLORADO DEPARTMENT OF EDUCATION ACTIVITIES			
<ul style="list-style-type: none"> • Develop Colorado State Model Systems for teachers and principals • Beta-testing of rubrics and tools • Develop technical guidelines on Professional Practices and Measures of Student Learning (student growth) • Provide differentiated support for districts • Populate and launch online, Educator Effectiveness resources • Develop state data collection and monitoring system • Develop tools for district/BOCES implementation of system 	<ul style="list-style-type: none"> • Usability study of rubrics • Support pilot districts through resources, training, tools, etc. • Convene pilot districts to share lessons learned • Analyze pilot district data and make adjustments to materials as needed • Train all non-pilot districts that are using the model system • Develop draft rubrics for all specialized service professional groups (referred to as other licensed personnel in law and Colorado State Board of Education rules) • Make recommendations on specialized service professionals to Colorado State Board of Education 	<ul style="list-style-type: none"> • Statewide technical assistance on rollout of teacher/principal systems • Continued development of evaluation system for specialized service professionals • Pilot test specialized service professional rubrics • Support all districts through resources, trainings, tools, etc. • Convene pilot districts to share lessons learned • Analyze state data and make adjustments to the system as needed • Validate scores resulting from implementation of teacher and principal systems • Develop criteria for approval of evaluation training courses 	<ul style="list-style-type: none"> • Finalize processes, procedures and materials for statewide implementation of teacher/principal systems • Continue support to districts via resources and training • Ensure there are evaluator training courses throughout the state • Analyze data and make adjustments as needed • Make recommendations for continuous improvement of the state model system • Validate scores resulting from implementation of specialized service professionals systems

APPENDIX D



Links to Resources

Colorado's State Model Evaluation System:

- Rubric with Teacher Quality Standards:

<http://www.cde.state.co.us/sites/default/files/TeacherRubric.pdf>

Student Perception Surveys:

- MET Policy and Practice Brief - Asking Students about Teaching:

http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

- CLF Toolkit, including Planning Guide and Technical Report:

<http://colegacy.org/initiatives/educator-effectiveness/data-use/studentsurvey/>

Formative Assessment Lessons/Classroom Challenges:

- <http://map.mathshell.org/materials/index.php>

This report was produced in collaboration with, and assistance from, the following agencies/organizations:



SDP Fellowship Capstone Reports

SDP Fellows compose capstone reports to reflect the work that they led in their education agencies during the two-year program. The reports demonstrate both the impact fellows make and the role of SDP in supporting their growth as data strategists. Additionally, they provide recommendations to their host agency and will serve as guides to other agencies, future fellows, and researchers seeking to do similar work. *The views or opinions expressed in this report are those of the authors and do not necessarily reflect the views or position of SDP or the Center for Education Policy Research at Harvard University.*