

# What is the Colorado State Model Evaluation System?

## Supporting Improved Educator Evaluations



**COLORADO**  
Department of Education

### Background

Senate Bill 10-191 was passed with the idea that every child in every community deserves excellent classroom teachers and building leaders who are supported in their professional growth. As part of the bill, the way principals, teachers, and specialized service professionals are evaluated in Colorado has changed. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use for educator evaluations. The Colorado State Model Evaluation System for teachers and principals was piloted in 27 school districts of varying size and location during the 2011-16 school years. Nineteen sites across the state also piloted the Colorado State Model Evaluation System for special services providers. Educator feedback from these pilot districts informed improvements to the model system, and it continues to do so.

### What are the key priorities?

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

### What is the evaluation process?

The Colorado State Model Evaluation System uses a meaningful process for educator evaluation. The year-long process includes regular conversations between the evaluator and person being evaluated; it's not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge, and student outcomes of the person being evaluated. The process allows for districts to determine how many observations are included prior to the mid-year and final reviews (at least one for non-probationary teachers and two for probationary teachers). The process includes:

- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment
- An end-of-year review
- A final rating
- Goal-setting and performance planning

#### District Flexibility

**State Board of Education rules state that districts may design their own evaluation system if they:**

- Provide annual assurances that their system meets or exceeds the statewide Quality Standards;
- Adhere to the requirements of state statute and State Board of Education rules; and,
- Have their final evaluation ratings result in either: highly effective, effective, partially effective or ineffective.

**Districts who adopt the model system have flexibility to customize as follows:**

- If the statewide summative exam is taken in the grade level, it must count as one measure in the 50 percent Measures of Student Learning/Outcomes. Each school district may choose what other measures will contribute and weight those measures according to their values.
- Each district can decide how much each of the professional practice Quality Standards is weighted. Each standard must have a "measurable influence" on the total and the total of the standards must equal 50 percent of the total rating.

## How will an educator be evaluated?

Educators are rated on Quality Standards that measure professional practice and Measures of Student Learning (for teachers and principals) or Student Outcomes (for special services providers).

Teachers are evaluated on four Quality Standards and Measures of Student Learning:

- Half of the evaluation is based on the four Quality Standards that measure professional practice: content knowledge, classroom environment, facilitation of learning, and professionalism. The Quality Standards are measured using the state-developed rubric.
- Measures of Student Learning account for the other half of the evaluation. Evaluations for teachers must be based on multiple measures, not a single assessment. Teachers must have a collective or shared attribution measure and at least one individual attribution measure. If a teacher teaches a subject that takes the statewide summative exam, it must be used as one of the multiple measures.

Principals are evaluated on four Quality Standards and Measures of Student Learning:

- Half of the evaluation is based on the four professional practice Quality Standards: strategic leadership, cultural leadership, instructional leadership, and professionalism. The professional practices are measured with the state-developed rubric.
- The other half of a principal's evaluation is based on the Measures of Student Learning in their school. Principals must have a collective or shared team attribution score and student growth scores that are aligned to their teachers. Components of or an entire rating on the School Performance Framework would be applicable.

Special services providers are evaluated on four Quality Standards and Measures of Student Outcomes:

- Half of the evaluation is based on the four Quality Standards that measure professional practice: professional expertise; learning environment; high quality service delivery; and professionalism. The professional practices are measured with the 9 state-developed rubrics for each SSP role
- The other half of a special services providers' evaluation is based on at least two Measures of Student Outcomes that align to the role and duty of the special services provider.

## How is a final rating determined?

Educators earn a professional practice score based on the rubric and a Measures of Student Learning/Outcomes score based on multiple measures. The professional practices score and the Measures of Student Learning/Outcomes scores are combined to determine an overall effectiveness rating of either: highly effective, effective, partially effective, or ineffective.

## WHERE CAN I LEARN MORE?

- To learn more about the Colorado State Model Evaluation System, visit: [www.cde.state.co.us/educatoreffectiveness/statemodevaluationsystem](http://www.cde.state.co.us/educatoreffectiveness/statemodevaluationsystem)
- To access the Measures of Student Learning guidance, visit: [www.cde.state.co.us/educatoreffectiveness/studentgrowthguide](http://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide)
- To view all CDE fact sheets, visit: [www.cde.state.co.us/Communications/factsheetsandfags](http://www.cde.state.co.us/Communications/factsheetsandfags)