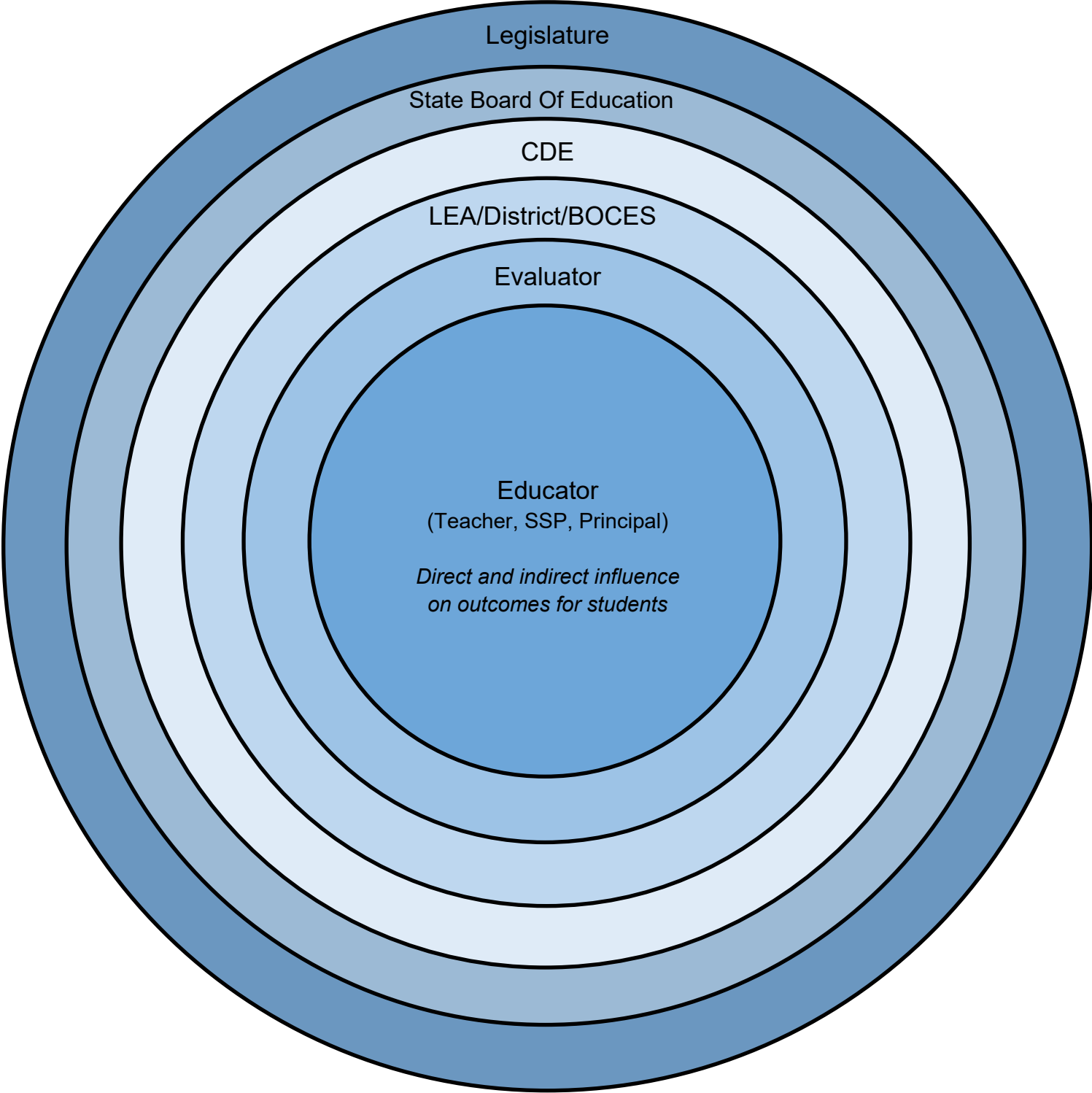


Educator Effectiveness Spheres of Influence

The following illustrates the interconnectedness and influence the various stakeholders have—directly and indirectly—related to educator effectiveness in Colorado.



Educator Effectiveness: Who Does/Decides What

The following tables highlight the roles and responsibilities for stakeholders related to educator effectiveness (EE) in Colorado. This is not an exhaustive list and additional examples may be added.

Colorado Legislature	
<p><i>EE Scope & Role:</i></p> <ul style="list-style-type: none"> • Create and pass bills that become law/statute. • Respond to input from constituents and advocacy organizations to inform the creation of new bills. 	
<p><i>Decisions:</i></p> <ul style="list-style-type: none"> - What becomes law i.e., what will be required in statute for educator evaluations. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - SB 10-191 - HB 15-1323 - SB 22-070
<p><i>EE Requirements in Statute:</i></p> <ul style="list-style-type: none"> - Creation of a state model evaluation system - Districts/BOCES use the state model system or adopt a locally created system that meets or exceeds the state model system - Every licensed educator (i.e., teachers, SSPs, and principals) is evaluated every year - All licensed educators receive a final effectiveness rating - Documentation and timing for evaluation report to teachers - Final ratings made up of Professional Practices and measures of student learning/outcomes (MSLs/MSOs), composition was 50:50, as of 2023-24 school year 70:30, respectively - Collective measure(s) within the MSLs/MSOs* cannot exceed 10% - Collective measure(s) within the MSLs for teachers and principals can only use data based on the performance of students enrolled at their school - Any educator who is new to a district/BOCES cannot have data from before they were employed used in the collective measure(s) of their MSL/MSO* - Creation of a Highly Effective evaluation process and availability of that process to educators with final effectiveness ratings of Highly Effective for three consecutive years - Threshold for teachers to earn/lose nonprobationary status - Minimum observations and documentation for probationary and nonprobationary teachers - Portability of nonprobationary status for teachers - Appeals process for nonprobationary teachers - Advisory Personnel Performance Evaluation Councils (also known as 1338 Councils) - Reporting of educator evaluation data to CDE - Evaluator designees and Approved Training Providers (ATPs) - Required training for all evaluators of licensed educators - Use of state assessment data in MSLs and timing based on availability of data 	

*MSOs for SSPs may include a collective measure, yet a collective measure is not required for SSPs.

State Board of Education	
<p><i>EE Scope & Role:</i></p> <ul style="list-style-type: none"> • Provide clarity and parameters for implementation of laws established by the legislature through the creation of rules, regulations, and policies that govern the Colorado Department of Education and PreK-12 public education. 	
<p><i>Decisions:</i></p> <ul style="list-style-type: none"> - Content of rules and regulations aligned with statute. - Grant waivers of Colorado education law and regulations. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Code of Colorado Regulations 1 CCR 301-87
<p><i>EE Requirements in State Board Rules:</i></p> <ul style="list-style-type: none"> - Definitions of effectiveness, Quality Standards and Elements, and performance evaluation ratings for licensed educators (i.e., teachers, SSPs, and principals) - Individual and Collective measures within MSLs for teachers and principals - Criteria for measures in MSLs/MSOs - Minimum criteria for the Highly Effective evaluation process - Evaluator Training Standards and Elements - Minimum criteria for membership of advisory councils for districts/BOCES (i.e., 1338 Council, DAC, and SAC) - Minimum criteria for district/BOCES appeal process for nonprobationary teachers - Criteria for teachers to earn or lose nonprobationary status - Annual reporting of EE Assurances 	

Colorado Department of Education	
<p><i>EE Scope & Role:</i></p> <ul style="list-style-type: none"> • Provide guidance, information, resources, and support to LEAs/districts/BOCES for implementation of educator effectiveness as required in statute and State Board rule. • Provide clarification and support related to available flexibilities for implementation to align with local vision and values. • Provide monitoring/reporting stipulated in statute and State Board rule. • Create/deliver content stipulated in statute and State Board rule. 	
<p><i>Decisions:</i></p> <ul style="list-style-type: none"> - Form and structure of state model evaluation system (SMES) - Creation of professional practices within the Quality Standards and Elements for licensed educators - How to support districts/BOCES - Development of resources and supports - Structure/process and oversight of ATPs - Collect, analyze, and report on educator evaluation data from districts/BOCES 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Colorado Performance Management System (COPMS) in RANDA - Educator Effectiveness Regional Specialists - H.E.L.P. Guides - Resource Guide - Values Activity Guide - Recorded webinars - Regional and online PLCs - Required Evaluator Training

Local Education Agency (LEA)/ School Districts/BOCES

EE Scope & Role:

- Determine policy and implementation guidance for the evaluation of educators within the LEA/district/BOCES.
- Ensure that decisions at the local level are aligned and in compliance with current statute and State Board rule.

Decisions:

- Which evaluation system to use, i.e., the state model or a locally created system
- How to manage evaluation data, i.e., which performance management system to use
- How to implement educator evaluations, e.g., timing and process
 - o How to align evaluation system to local district/BOCES values and vision/mission
 - o If/how to differentiate evaluation process
 - o How to evaluate licensed personnel in unique roles
 - o If/how to use of alternate evaluators
 - o If/how to use of peer evaluators/observers
 - o If/how to use of student perception data in teacher and SSP evaluation
 - o If/how to use of teacher perception data in principal evaluation
 - o Observation and feedback policies/procedures
 - o Artifact policies/procedures
 - o If/how to use evaluator designees
- How to train and support evaluators and educators in the district/BOCES
- Developing/utilizing 1338 Councils
 - o How to involve and partner with local stakeholders and what role they will play in decision-making related to educator evaluations (including Associations where applicable)
- The makeup of MSLs/MSOs
 - o Weights/percentages within the 30%
 - o What makes up a collective measure
 - o Who determines what within the creation of the MSLs/MSOs
 - o Setting success criteria protocols
- How to implement the Highly Effective evaluation process
- Specific policy and timelines for appeals

Examples:

- Professional Growth Plans (PGPs) policies and procedures, e.g., due dates, use, and sharing for self-assessment
- Number of observations to complete
- Length of observations
- Pre-/Post-observation conference guidelines
- Weights on Quality Standards
- Locally created rubrics
- Content of MSLs/MSOs
- Districts or principals or teachers create measures and success criteria in MSLs
- Artifact policies and procedures
- Steps for implementation for an educator and evaluator to use the Highly Effective evaluation process
- Performance plans related to evaluations
- Use of peer observation data

Evaluators	
<p>EE Scope & Role:</p> <ul style="list-style-type: none"> • Conduct and complete evaluations for assigned educators in accordance with district/BOCES policies and procedures. • Provide opportunities for reflection, review, professional development and growth. 	
<p>Decisions*:</p> <ul style="list-style-type: none"> - Approach to evaluation as opportunity to support professional growth or required compliance activity, i.e., approach to evaluation with a growth- or deficit-mindset - How to support the completion of Professional Growth Plans (PGPs) - How/When to conduct observations - If/When to share progress and observation notes - What and when to consider something as “demonstrated”/proficient - Understanding and interpreting rubrics - Content of school based MSLs/MSOs - Type of observation to complete - Type of feedback to give - How to engage in difficult conversations when needed - For those who meet the criteria, which educators to support using the Highly Effective evaluation process 	<p>Examples:</p> <ul style="list-style-type: none"> - Rubric evidence, i.e., observation data - Feedback – preparation through delivery - Look-fors in observation - Walk through tool(s)

*These decisions may be made by the district, school, and/or evaluator.

Educators	
<p>EE Scope & Role:</p> <ul style="list-style-type: none"> • Delivery of professional practices in support of students. • Ensure understanding of LEA/district/BOCES policies and procedures. • Engage in ongoing professional growth, development, and refinement of professional practices. 	
<p>Decisions:</p> <ul style="list-style-type: none"> - Approach to evaluation as opportunity to support professional growth or required compliance activity, i.e., approach to evaluation with a growth- or deficit-mindset - If/when to share self-assessment with evaluator - If/which artifacts and examples to include that demonstrate professional practices - If/how to leverage peer observations - Input into creation of MSLs/MSOs - Creation and tracking of assessments and success criteria for individual MSLs/MSOs - When criteria are met, to pursue using the Highly Effective evaluation process or not 	<p>Examples:</p> <ul style="list-style-type: none"> - PGP content and use in conversations with evaluator - Rubric evidence - Sharing context/explanation of professional practices with evaluator - Specific weights for individual MSLs/MSOs - Collection of MSL/MSO evidence/process