Implementation Matrix
DRAFT February 10, 2011

Statutory Authority

The statutory language guiding the recommendations is provided below:

22-9-105.5 (3) (e) On or before March, 1, 2011, to develop and recommend to the State Board guidelines for adequate implementation of a high-quality educator evaluation system that shall address at a minimum the following:

(I) Ongoing training to ensure full understanding of the system and its implementation

(II) Evaluation results that are normed to ensure consistency and fairness

(III) Evaluation rubrics and tools that are deemed fair, transparent, rigorous and valid (recommendations for this item will be provided by another work group)

(IV) Evaluations conducted using sufficient time and frequency, at least annually, to gather sufficient data upon which to base an evaluation rating

(V) Provide adequate training and collaborative time to ensure educators fully understand and have resources to respond to student academic growth data

(VI) Student data that is monitored at least annually to ensure correlation between student academic growth and outcomes educator effectiveness rating

(VII) Process by which a non-probationary teacher may appeal his or her second consecutive performance rating of ineffective (recommendations for this item will be provided by the appeals work group)

Underlying Assumption

The recommendations are based on the assumption that the State Council will recommend required elements for district-developed educator evaluation systems <u>and</u> 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 Role

These implementation guidelines recommend a support and monitoring role for the Colorado Department of Education (CDE).

Support. The support function includes:

- Development of tools, training, and resources to support the implementation of the state exemplar system by districts that choose to use it
- Population of on an online resource bank of tools, resources, and best practices related to implementing high quality educator evaluation systems
- Dissemination and sharing of best practices, resources, and tools
- Professional development and technical assistance on key aspects of quality educator evaluation systems
- Training on data use, specifically support with using the Colorado Growth Model
- Reporting and analysis of student performance results, growth data, and educator evaluation statistics to inform local educator effectiveness and continuous improvement efforts

Statutory Language	District		CDE	
To recommend guidelines for implementation that shall address:	**Required Elements**	*Implementation Considerations*	**Support & Monitoring**	**Sample Materials for the Resource Bank**
Ongoing training on the use of the system that is sufficient to ensure that all evaluators and educators have a full understanding of the evaluation system and its implementation. The training may include such activities as conducting joint training sessions for evaluators and educators;	Districts shall have in place a process for providing training on their evaluation system to evaluators and educators. The process shall ensure the following: • Evaluators have a full understanding of the evaluation system and receive regular training to improve inter-rater reliability, increase accuracy of ratings, and support ongoing and constructive performance feedback. • Licensed personnel have a full understanding of the evaluation system, including expectations, evaluation rubrics, timelines, required processes and forms, and the consequences of the evaluation process. • Licensed personnel are provided with materials and appropriate training explaining the evaluation system upon hiring, at the beginning of each school year, and after any changes have been made. • Communication is provided to licensed personnel prior to and following key evaluation milestones (e.g., prior to and following mid-year and end-of-year reviews) to explain the purpose of the evaluation activities and the results of the evaluation. • The district engages in regular monitoring of the quality and effectiveness of its evaluation system training and communication (e.g., through staff perception surveys) and uses the data gained through its monitoring activities to improve training and support on the evaluation system.	*Some districts may choose to use trained evaluators from BOCES, other districts, or CDE to increase objectivity and spread costs of implementation.*	Survey educators regarding the sufficiency of the training they receive on the evaluation system (use TELL survey or other statewide surveys as appropriate) and their level of understanding with their district evaluation system. Analyze survey data for outliers and provide support to districts that may be experiencing difficulty in communicating with and training their evaluators and personnel on their evaluation system. Monitor the effectiveness of district training by checking for consistency of performance ratings with student growth and school performance ratings. Offer state-level training and/or training of trainers (such as BOCES and other service providers) for districts using the state's model evaluation system. Examine the feasibility of a state-level platform to support the delivery of training for districts using the state model. Provide professional development on how to use growth data and how to use/interpret data in the performance evaluation system. Provide professional development on change management and instructional feedback (having meaningful conversations at the school level).	*Evaluator training modules and/or examples of quality training for evaluators and for personnel* *Sample communications and information packets for evaluators and educators* *Resources on how to use growth data and how to use/interpret data in the performance evaluation system* *Resources on change management and on how to deliver quality instructional feedback* *Resources could include: web-based videos, annotated sample growth reports, webinars, handbooks, data guides, simulations, district examples, etc.*

Statutory Language	District		CDE	
To recommend guidelines for implementation that shall address:	**Required Elements**	*Implementation Considerations*	**Support & Monitoring**	**Sample Materials for the Resource Bank**
Evaluation results that are normed to ensure consistency and fairness	Districts must have in place a process for ensuring that evaluation results are normed across their schools.	*Norming processes could include, but are not limited to:* • *Use of video-taped instruction to train on evaluation and norm to rubrics* • *District administrators, peers, or impartial master teachers to conduct observations side-by-side with the instructional manager to norm ratings* • *Regular, random audits of evaluation results by third-party evaluators* • *Pool of trained observers to conduct all reviews*	Compare effectiveness ratings from different schools that have students performing at similar proficiency levels. Compare the effectiveness ratings for schools/districts with the same school/district performance framework ratings (e.g., effectiveness ratings of priority and turnaround schools/districts). Use the data to identify outliers. Share with districts to determine if any systematic biases are occurring in the rating process. Assist as appropriate. Compare ratings across districts to monitor state-wide consistency. Strengthen the review of evaluation systems during Comprehensive Assessment of District Improvement (CADI) and School Support Team (SST) visits.	*Sample norming processes* *Tools for CADI and SST teams to use to support their examination of districts' evaluation systems*

Statutory Language	District		CDE	
To recommend guidelines for implementation that shall address:	**Required Elements**	*Implementation Considerations*	**Support & Monitoring**	**Sample Materials for the Resource Bank**
Evaluations* that are conducted using sufficient time and frequency, at least annually, to gather sufficient data upon which to base the ratings contained in an evaluation; *As noted earlier, the work group has interpreted "evaluation" to represent the summative activity that incorporates data from observations, professional practice, student data, and other data sources to result in a performance rating.	Districts shall have in place a process to ensure that evaluations are conducted using sufficient time and frequency, at least annually, to gather sufficient data upon which to base the ratings contained in an evaluation. Evaluations shall: 1. be based on multiple observations with at least one observation of sufficient time to observe a full lesson or comparable professional activity for licensed personnel who are not in the classroom; and 2. incorporate data from a range of sources. Districts shall ensure that evaluators have adequate time to conduct evaluations. Districts shall demonstrate that the ratio of evaluators to licensed personnel is manageable and is resulting in quality evaluations.	*The number of observations may vary based on educator effectiveness (e.g., less effective educators receiving more frequent observations than more effective educators).* *Sources of data for evaluations may include, but are not limited to:* • *Observations* • *Professional interactions* • *Ongoing analysis of student data* • *Ongoing analysis of additional data such as student/parent surveys, learning plans, professional development plans*	Monitor staff perceptions of the sufficiency of the time, frequency, and range of data used for evaluations (use TELL or other surveys as appropriate).	*Examples and best practices regarding the time and frequency of evaluations* *Examples of how districts assign evaluators to licensed personnel, including optimum ratios of evaluators to personnel*

Statutory Language	District		CDE	
To recommend guidelines for implementation that shall address:	Required Elements	*Implementation Considerations*	Support & Monitoring	Sample Materials for the Resource Bank
Provision of adequate training and collaborative time to ensure that educators fully understand and have the resources to respond to student academic growth data	Districts shall have in place a process for providing training on growth data. Where appropriate, this training should be incorporated in the overall training on the evaluation system. Districts shall provide for collaborative time for educators to plan and respond to student performance data (formative, summative, and growth data). At a minimum, the collaborative time should be made available with enough frequency and duration to enable teachers to collaborate on the diagnosis of student performance challenges, plan for instructional changes, and test implementation of those changes.		Survey educators regarding the sufficiency of the training on growth data and the adequate provision of collaborative time and resources to respond to the data (use TELL survey or other statewide surveys as appropriate). Provide state-level training on growth data.	*Examples and best practices of district training on growth data* *Examples and best practices of how districts can arrange their schedules to allow for collaborative time* *Examples and best practices related to the organization and facilitation of effective collaborative work groups*

Statutory Language	District		CDE	
To recommend guidelines for implementation that shall address:	**Required Elements**	*Implementation Considerations*	**Support & Monitoring**	**Sample Materials for the Resource Bank**
Student data that is monitored at least annually to ensure the correlations between student academic growth and outcomes with educator effectiveness ratings	Districts shall have in place a process for monitoring at least annually the correlation between student growth and educator effectiveness ratings and for taking action when correlations are not present.	*Analyze and compare the effectiveness ratings for teachers who are from different schools but have similar student learning outcomes.* *Identify outliers and examine cause to determine if systematic biases might be occurring.* *Work to tighten correlation of ratings across schools.*	Analyze the percent of teachers in each effectiveness rating by school rating as identified in the school performance framework. Look for outliers where effectiveness ratings are not correlated with school performance ratings. Share with districts to determine if any systematic biases are occurring in the rating process. Assist as appropriate. Develop mechanisms for testing the correlation of other student measures as defined by the State Council.	