

DRAFT SB 191 RULES (11.2.11 Showing Redline Edits)

DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR ~~THE~~ ADMINISTRATION OF A STATEWIDE SYSTEM TO EVALUATE THE EFFECTIVENESS OF LICENSED PERSONNEL EMPLOYED BY SCHOOL DISTRICTS AND BOARDS OF COOPERATIVE SERVICES

1 CCR 301-87

0.0 STATEMENT OF BASIS AND PURPOSE

These rules are promulgated pursuant to Colorado Revised Statutes ~~§section~~ 22-2-107 (1) (c), ~~§section~~ 22-9-104 (2) and ~~§section~~ 22-9-105.5 (10). Senate Bill 10-191, codified at ~~§section~~ 22-19-101, C.R.S., *et seq.* creates a system to evaluate the effectiveness of licensed personnel in school districts and boards of cooperative services throughout the state as a means of improving the quality of education in Colorado. The basic purposes of the statewide system to evaluate the effectiveness of licensed personnel are:

To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, fifty percent of which evaluation is determined by the academic growth of their students;

To ensure that all licensed personnel receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness; and

To ensure that all licensed personnel are provided the means to share effective practices with other educators throughout the state.

1.0 DEFINITIONS

1.01 “BOCES” or “Board of Cooperative Services” shall have the same meaning as provided in section 22-5-103 (2), C.R.S.

1.02 “Colorado Academic Standards” means ~~the~~ standards adopted by the State Board pursuant to section 22-7-1005, C.R.S., that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, ~~and include English language proficiency standards. Section 22-7-1013, C.R.S., requires each local education provider to ensure that its preschool through elementary and secondary education standards meet or exceed the Colorado Academic Standards. When referenced in these rules, the Colorado Academic Standards may be substituted with these locally adopted standards.~~

1.03 “Department” means the Colorado Department of Education created pursuant to section 24-1-115, C.R.S.

1.04 “Element” means the detailed description of knowledge and skills that contribute to effective teaching and leading, and which corresponds to a particular Principal Quality Standard or Teacher Quality Standard.

1.05 “Equity Pedagogy” ~~refers to a commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of~~

diverse student talents, experiences and challenges. Equity pedagogy values students' individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.

- 1.065 "High Risk Students" shall have the same meaning as provided in section 22-7-604.5 (1.5), C.R.S.
- 1.076 "Licensed Personnel" means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state that hold a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes.
- 1.087 "Measures of Student Academic Growth" means the methods used by School Districts and BOCES for measuring Student Academic Growth in order to evaluate Licensed Personnel. ~~These methods must comply with technical guidelines issued by the Department~~
- ~~1.08 "Novice" means a Teacher within his or her first, second or third year of service in teaching, depending on how a particular School District or BOCES defines a Novice Teacher.~~
- 1.09 "Performance Evaluation Rating" means the summative evaluation rating assigned by a School District or BOCES to licensed personnel and reported to the Department on an annual basis. It is the equivalent of a "performance standard," as defined in section 22-9-103 (2.5), C.R.S.
- 1.10 "Pilot Period" means the time during which the Department will collaborate with School Districts and BOCES to develop, define, and improve the State Model System. The Pilot Period will end on July 2013 or when the ~~State Model System performance evaluation system~~ based on the Principal and Teacher Quality Standards has ~~been completed~~ ~~the initial phase of implementation~~ ~~and has been implemented statewide~~, and the commissioner has provided notice of such implementation to the revisor of statutes, whichever is later.
- 1.11 "Principal" means a person who is employed as the chief executive officer or an assistant chief executive officer of a school in the state and who administers, directs, or supervises the education program in the school.
- 1.12 "Principal Professional Performance Plan" means the plan required by section 22-9-105.5 (3), C.R.S., and is a written agreement developed by a Principal and district administration that outlines the steps to be taken to improve the Principal's effectiveness. The Principal Professional Performance Plan shall include professional development opportunities.
- 1.13 "Principal Quality Standard" means the Professional Practice or focus on Student Academic Growth needed to achieve effectiveness as a Principal.
- 1.14 "Professional Practice" means the behaviors, skills, knowledge and dispositions that educators should exhibit. Teacher Quality Standards I-V and Principal Quality Standards I-VI address the Professional Practice standards for educators in Colorado.
- 1.15 "School District" or "District" means a School District organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.

- 1.16 “State Board” means the State Board of Education established pursuant to Section 1 of Article IX of the state constitution.
- 1.17 “State Council” means the state council for educator effectiveness established pursuant to article 9 of title 22.
- 1.18 “State Model System” means the personnel evaluation system and supporting resources developed by the Department, which meets all of the requirements for local personnel evaluation systems **that are outlined in statute and rule.**
- 1.19 “Statewide Summative Assessments” means ~~the~~ the assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, **C.R.S.**, or as part of the system of assessments adopted by the State Board pursuant to section 22-7-1006, **C.R.S.**
- ~~1.20 “Student Academic Growth” means the change in student achievement against Colorado Academic Standards for an individual student between two or more points in time. Student Academic Growth may be calculated using the results of State Summative Assessments, or other standards-based measures that are rigorous and comparable across classrooms.~~
- ~~-OR-~~
- ~~“Student Academic Growth” means the change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which may be calculated using the results of State Summative Assessments, or other standards-based measures that are rigorous and comparable across classrooms. Student Academic Growth also may include gains in progress towards postsecondary and workforce readiness, which, for Principals, may include performance outcomes for successive student cohorts.~~
- ~~-OR-~~
- “Student Academic Growth” means the change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which **shall be determined using multiple measures, one of which may be calculated using** ~~shall be~~ the results of Statewide Summative Assessments, **and which may include** ~~or~~ other standards-based measures that are rigorous and comparable across classrooms **of similar content areas and levels.** Student Academic Growth also may include gains in progress towards postsecondary and workforce readiness, which, for Principals, may include performance outcomes for successive student cohorts. ~~For students with disabilities,~~ Student Academic Growth may include progress toward academic and functional goals included in ~~the~~ individualized education program **and/or progress made towards Student Academic Growth Objectives.**
- 1.21 “Student Academic Growth Objectives” means ~~s~~ a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.
- 1.22 “Teacher” means a person who holds an alternative, initial, or professional Teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a School District, BOCES or a charter school in the state to instruct, direct, or supervise an education program.

- 1.23 “Teacher Quality Standard” means the Professional Practices or focus on Student Academic Growth needed to achieve effectiveness as a Teacher.
- 1.24 “Unified Improvement Plan” means the school plan required pursuant to section 22-11-210, C.R.S.

2.00 PRINCIPALS: DEFINITION OF EFFECTIVENESS, QUALITY STANDARDS AND PERFORMANCE EVALUATION RATINGS

2.01 Definition of Principal Effectiveness. Effective Principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As schools’ primary instructional leaders, effective Principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective Principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective Principals lead and manage their schools in a manner that supports schools’ ability to promote equity and to continually improve their positive impact on students and families.

2.02 Principal Quality Standards. ~~Effective Principals in the state of Colorado demonstrate a positive impact on student outcomes, including advancing student academic growth and closing the achievement gap by demonstrating excellence against the following professional standards.~~ The Principal Quality Standards outline the knowledge and skills required of an effective Principal and provide the foundation for preparation, licensure, professional development and evaluation of Principals in the state of Colorado. All School Districts and BOCES shall base their evaluations of their Principals on either the full set of Principal Quality Standards and associated ~~detailed descriptions of knowledge and skills (also known as Elements)~~ included below, or shall adopt their own locally developed standards that meet or exceed the Principal Quality Standards and Elements. A School District or BOCES that adopts its own locally developed standards shall crosswalk those standards to the Principal Quality Standards and Elements, so that the School District or BOCES is able to report the data required by section 6.04 of these rules.

2.02 (A) **Quality Standard I:** Principals demonstrate strategic leadership.

2.02 (A) (1) **Element a:** School Vision, Mission and Strategic Goals: Principals ~~collaboratively~~ develop the vision, mission, values, ~~beliefs expectations~~ and goals of the school, collaboratively determine the processes used to establish these ~~attributes foundations~~, and facilitate their integration into the life of the school community.

2.02 (A) (2) **Element b:** School ~~Unified Improvement~~ Plan: Principals ensure that a plan is in place ~~their schools’ Unified Improvement Plan provides the structure for the vision, values, goals, and changes necessary for that supports~~ improved academic achievement and developmental outcomes for all students, and provides for ~~data-based~~ progress monitoring ~~based on data~~.

2.02 (A) (3) **Element c:** Leading Change: Principals solicit input and collaborate with staff and their school community to ~~develop a vision and implementation~~implement strategies for change and improvements ~~and changes which that~~ result in improved achievement and developmental outcomes for all students.

2.02 (A) (4) **Element d:** Distributive Leadership: Principals create and utilize processes to distribute leadership and ~~decision-making~~support collaborative efforts throughout the school among ~~†~~Teachers and administrators.

2.02 (B) **Quality Standard II:** Principals demonstrate instructional leadership.

2.02 (B) (1) **Element a:** Curriculum, Instruction, Learning and Assessment: Principals ~~foster school-wide conversations regarding~~promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and ~~best~~evidence-based practices, ~~and ensure that the ideas developed are integrated into the school's curriculum and instructional practices~~ that result in student academic achievement.

2.02 (B) (2) **Element b:** Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.

2.02 (B) (3) **Element c:** Implementing High-quality Instruction: Principals support Teachers through ongoing, actionable feedback and ~~appropriate needs-based~~ professional development to ensure that rigorous, relevant and ~~appropriate evidence-based~~ instruction and ~~appropriate~~authentic learning experiences meet the needs of all students and are, aligned across P-20, ~~are delivered to and for all students.~~

2.02 (B) (4) **Element d:** High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas. ~~ambitious student outcomes.~~

2.02 (B) (5) **Element e:** Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, ~~as determined~~identified by research and ~~successful practice~~on best practices, in order to support and guide ~~†~~Teachers in data-based decision making regarding effective practices to maximize student success.

2.02 (C) **Quality Standard III:** Principals demonstrate school culture and equity leadership.

2.02 (C) (1) **Element a:** Intentional and Collaborative School Culture: Principals articulate, ~~and~~ model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

- 2.02 (C) (2) **Element b:** Commitment to the Whole Child: Principals ~~value-promote~~ the cognitive, physical, social and emotional health, ~~and~~ growth and skill development of every student.
- 2.02 (C) (3) **Element c:** Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory positive school culture, and provide direction in meeting the needs of diverse students, talents, experiences and challenges.
- 2.02 (C) (4) **Element d:** Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and ~~an honest~~ valid assessment of outcomes.

2.02 (D) **Quality Standard IV:** Principals demonstrate human resource leadership.

- 2.02 (D) (1) **Element a:** Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.
- 2.02 (D) (2) **Element b:** Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff, ~~including an overall count and percentage of effective Teachers that reflects the school's improvement priorities.~~
- 2.02 (D) (3) **Element c:** Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement.

2.02 (E) **Quality Standard V:** Principals demonstrate managerial leadership.

- 2.02 (E) (1) **Element a:** School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.
- 2.02 (E) (2) **Element b:** Conflict Management and Resolution: Principals effectively proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.
- 2.02 (E) (3) **Element c:** Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

2.02 (E) (4) **Element d:** School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

2.02 (E) (5) **Element e:** Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and districts and board policies, including negotiated agreements, **if applicable**, and establish processes to ensure that **these policies, laws and agreements** are consistently met and implemented.

2.02 (E) (6) **Element f:** Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

2.02 (F) **Quality Standard VI:** Principals demonstrate external development leadership.

2.02 (F) (1) **Element a:** Family and Community Involvement and Outreach: Principals design **and/or utilize** structures and processes which result in family and community engagement, support and ownership for the school.

2.02 (F) (2) **Element b:** Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, district and board policies, and negotiated agreements where applicable.

2.02 (F) (3) **Element c:** Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

2.02 (G) **Quality Standard VII:** Principals demonstrate leadership around Student Academic Growth.

2.02 (G) (1) **Element a:** Student Academic Achievement and Growth: Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness **standards to be mastered** by high school graduation. Principals prepare students for success by ensuring mastery of **all** Colorado Academic Standards, including 21st century skills.

2.02 (G) (2) **Element b:** Student Academic Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

2.02 (G) (3) **Element c:** Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of Student Academic Growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize the data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

2.03 Performance Evaluation Ratings for Principals. The following four Performance Evaluation Ratings for Principals shall be used statewide: ineffective, partially effective, effective, and highly effective. ~~These Performance Evaluation Ratings shall be used in the following manner:~~

2.03 (A) ~~During the Pilot Period described in section 6.03 of these rules, the Department shall develop a All School Districts and BOCES shall apply a single, common, statewide personnel evaluation framework to aggregate evidence collected systematically on multiple measures of a Principal's performance on Principal Quality Standards I-VI (Professional Practice) into a single score and to aggregate evidence collected systematically on multiple measures of a Principal's performance on Principal Quality Standard VII (Student Academic Growth) into a single score. This framework shall be based on recommendations from the State Council and information gathered from the pilot of the State Model System and the implementation of other local systems during the Pilot Period. School Districts and BOCES may use this framework as an example or may adopt their own framework, provided they ensure that each of the Principal Quality Standards I-VI has a measurable influence on the final Professional Practice score assigned to Principals. School Districts and BOCES may use this framework as an example. The common statewide personnel evaluation framework shall be developed by the Department during the Pilot Period described in section 6.03 of these rules.~~

2.03 (B) ~~During the Pilot Period, the Department, based on recommendations from the State Council, also shall develop During the Pilot Period, the Department also shall develop All School Districts and BOCES shall apply a statewide performance scoring matrix to assign a decision-making structure for assigning Principals to one of four Principal Performance Evaluation Ratings once a year, using the single Professional Practice score and the single Student Academic Growth score identified in section 2.03 (A) of these rules. School Districts and BOCES may use this decision-making structure as an example or may adopt their own structure, provided they ensure that each Performance Evaluation Rating is based fifty percent on Principal Quality Standard VII (Student Academic Growth) and that each of the Principal Quality Standards I-VI (Professional Practice) has a measurable influence on the final Performance Evaluation Rating. School Districts and BOCES may use this matrix as an example. The statewide performance scoring matrix shall be developed by the Department during the Pilot Period described in section 6.03 of these rules.~~

2.03 (C) ~~All School Districts and BOCES shall measure each individual Principal's performance against the Principal Quality Standards using rubrics and tools that meet criteria outlined in technical guidelines developed by the Department and that have been identified or approved by the Department. The Department shall develop model rubrics and tools for~~

School Districts and BOCES to use in measuring each individual Principal's performance against the Principal Quality Standards. The Department also shall provide technical guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems during the Pilot Period ~~lines~~ that School Districts and BOCES may use in developing their own rubrics and tools if they choose to develop their own distinctive personnel evaluation system.

2.03 (D) During the Pilot Period, as the Department develops the State Model System's personnel evaluation framework and decision-making structure for assigning Performance Evaluation Ratings, the State Board will adopt statewide definitions for the Principal Performance Evaluation Ratings of highly effective, effective, partially effective and ineffective.

~~A Principal shall be rated as ineffective if his or her Professional Practice and impact on Student Academic Growth both fall below minimal expectations.~~

~~2.03 (E) A Principal shall be rated as partially approaching effective if either his or her Professional Practice or his or her impact on Student Academic Growth falls below minimal expectations.~~

~~2.03 (F) A Principal shall be rated at effective if his or her Professional Practice and his or her impact on Student Academic Growth both meet expectations.~~

~~2.03 (G) A Principal shall be rated as highly effective if his or her Professional Practice and his or her impact on Student Academic Growth both exceed expectations.~~

3.0 TEACHERS: DEFINITION OF EFFECTIVENESS, QUALITY STANDARDS, AND PERFORMANCE EVALUATION RATINGS

3.01 Definition of Teacher Effectiveness. Effective Teachers in the state of Colorado have the knowledge, skills, and commitments ~~that ensure that they are able needed to provide excellent and equitable learning opportunities and growth for all students.~~ They strive to **support growth and development**, close achievement gaps and to prepare diverse student populations for postsecondary **and workforce** success. Effective Teachers facilitate mastery of content and skill development, and ~~identify and employ appropriate strategies employ and adjust evidence-based strategies and approaches~~ for students who are not achieving mastery **and students who need acceleration**. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and ~~find ways~~ **utilize diverse strategies** to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

3.02 Teacher Quality Standards. ~~Effective Teachers in the state of Colorado demonstrate a positive impact on student outcomes, including advancing student academic growth and closing the achievement gap by demonstrating excellence against the following professional standards.—~~The Teacher Quality Standards outline the knowledge and skills required of an effective Teacher and provide the foundation for preparation, licensure, professional development, and evaluation of Teachers in the state of Colorado. All School Districts and BOCES shall base their evaluations of

licensed classroom Teachers on the full set of Teacher Quality Standards and associated detailed ~~descriptions of knowledge and skills (also known as Elements)~~ included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and Elements. School Districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Teacher Quality Standards and Elements, so that the School District or BOCES is able to report the data required by section 6.04 of these rules.:

3.02 (A) **Quality Standard I:** Teachers demonstrate ~~knowledge mastery of~~ and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that they teach (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

3.02 (A) (1) **Element a:** Teachers provide instruction that is aligned with the Colorado Academic Standards; ~~and their District's scope and sequence~~ organized plan of instruction; and ~~is aligned with~~ the individual needs of their students.

3.02 (A) (2) **Element b:** Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

3.02 (A) (2) (a) Early childhood and elementary Teachers who teach literacy as a key component of their core assignment demonstrate their ability to do the following:

3.02 (A) (2) (a) (i) plan reading instruction based on ongoing assessment;

3.02 (A) (2) (a) (ii) develop phonological and linguistic skills related to reading including: phonemic awareness; concepts about print; systematic, explicit phonics; other word identification strategies; and spelling instruction;

3.02 (A) (2) (a) (iii) develop reading comprehension and reading fluency including comprehension strategies for a variety of genre; literary response and analysis; content area literacy; and reading fluency;

3.02 (A) (2) (a) (iv) support reading through oral and written language development including: development of oral English proficiency in students; development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling; the relationships among reading, writing, and oral language; vocabulary development, and the structure of standard English; and

3.02 (A) (2) (a) (v) interpret student errors and monitor student progress in the essential skills of reading, writing, and communicating.

3.02 (A) (2) (b) Secondary Teachers who are assigned to teach a language arts subject demonstrate the ability to:

3.02 (A) (2) (b) (i) make content accessible to all students, including those who struggle with reading, writing, and communicating;

3.02 (A) (2) (b) (ii) use evidence-based strategies for reading, writing, and communicating in the content areas;

3.02 (A) (2) (b) (iii) teach content specific vocabulary, text structures, and academic language conventions related to the discipline;

3.02 (A) (2) (b) (iv) enhance content instruction through a thorough understanding of the Colorado Academic Standards for reading, writing, and communicating;

3.02 (A) (2) (b) (v) understand the critical role that phonological and phonemic awareness, decoding and spelling, fluency, vocabulary, and text comprehension play in the development of literacy skills;

3.02 (A) (2) (b) (vi) identify students' reading, writing, and communicating abilities in order to differentiate instruction to accommodate diverse learning needs and refer students who are struggling or advanced for additional intervention or enrichment.

3.02 (A) (2) (c) Secondary Teachers assigned to teach subjects other than language arts demonstrate the ability to do the following:

3.02 (A) (2) (c) (i) make content accessible to all students by aligning instruction and resources to the students' reading, writing and communicating skills;

3.02 (A) (2) (c) (ii) use evidence-based strategies for reading, writing and communicating in the content areas;

3.02 (A) (2) (c) (iii) teach content-specific vocabulary, text structures and academic language conventions related to the discipline; and

3.02 (A) (2) (c) (v) differentiate for a variety of student English language proficiency levels.

3.02 (A) (3) **Element c:** Teachers demonstrate knowledge of mathematics.

3.02 (A) (3) (a) Early Childhood and Elementary Teachers who teach mathematics as a key component of their core assignment have a deep conceptual knowledge of mathematics and understand how to promote student mathematics development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. These Teachers demonstrate the ability to:

3.02 (A) (3) (a) (i) plan and organize math instruction based on ongoing assessment;

3.02 (A) (3) (a) (ii) develop students' mathematical comprehension and fluency through: number sense, properties, and fluency with operations; patterns, functions, and algebraic structures; data analysis, statistics, and probability; and shape, dimension, and geometric relationships; and

3.02 (A) (3) (a) (iii) use mathematically appropriate, accurate, and useful definitions and explanations;

3.02 (A) (3) (a) (iv) support mathematics comprehension through mathematical modeling and visual mapping of ideas and operations from physical to symbolic representations;

3.02 (A) (3) (a) (v) pose mathematical questions and problems that are productive for students' learning; and

3.02 (A) (3) (a) (vi) monitor student progress, interpret and make mathematical and pedagogical judgments about students' questions, solutions, problems and insights, and respond productively.

3.02 (A) (3) (b) Secondary Teachers who are assigned to teach a mathematics subject demonstrate knowledge of student mathematics development in numbers and operations, algebra, geometry and measurement, and analysis and probability. The secondary Teacher demonstrates the ability to do the following:

3.02 (A) (3) (b) (i) make the content that they teach accessible to all students by aligning instruction and resources to the students' mathematical and analytical skills; and

3.02 (A) (3) (b) (ii) use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

3.02 (A) (42) **Element db:** Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, ~~and appropriate strategies and specialized character of the disciplines being taught~~ ~~appropriate to their teaching specialty.~~

3.02 (A) (53) **Element ee:** Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

- 3.02 (A) (64) **Element fd:** Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.
- 3.02 (B) **Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- 3.02 (B) (1) **Element a:** Teachers ~~are consistent in fostering~~ to foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- 3.02 (B) (2) **Element b:** Teachers demonstrate a commitment to and respect for diversity in the school community and in the world, while working towards common goals and objectives as a community.
- 3.02 (B) (3) **Element c:** Teachers ~~value-engage~~ students as individuals with unique interests and strengths.
- 3.02 (B) (4) **Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.
- 3.02 (B) (5) **Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.
- 3.02 (B) (6) **Element f:** Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.
- 3.02 (C) **Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- 3.02 (C) (1) **Element a:** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.
- 3.02 (C) (2) **Element b:** Teachers plan and consistently deliver ~~learning experiences appropriate for their students~~ instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.
- 3.02 (C) (3) **Element c:** Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students, ~~including those practices specifically proven effective for literacy and mathematics such as the development of phonological and linguistic skills related to reading (e.g., phonemic awareness, concepts about print, systematic and explicit phonics, other word identification strategies, and spelling instruction) reading comprehension and promotion of independent reading (e.g., promotion of comprehension for a variety of genres, literacy response and analysis,~~

~~content area literacy, and student independent reading), and the support of reading through oral and written language development.~~

3.02 (C) (4) **Element d:** Teachers thoughtfully integrate and utilize ~~to~~ available technology in their instruction to maximize student learning.

3.02 (C) (5) **Element e:** Teachers have high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

3.02 (C) (6) **Element f:** Teachers provide students with opportunities to work in teams and develop leadership qualities.

3.02 (C) (7) **Element g:** Teachers communicate effectively, ~~making learning objectives clear and providing appropriate models of language.~~

3.02 (C) (8) **Element h:** Teachers use ~~a variety of appropriate~~ methods to assess what each student has learned, ~~including formal and informal assessments, and use results to plan further instruction.~~

3.02 (D) **Quality Standard IV:** Teachers reflect on their practice.

3.02 (D) (1) **Element a:** Teachers demonstrate that they analyze student learning, ~~development, and growth~~ and apply what they learn to improve their practice.

3.02 (D) (2) **Element b:** Teachers link professional growth to their professional goals.

3.02 (D) (3) **Element c:** Teachers ~~function effectively in~~ are able to respond to a complex, dynamic environment.

3.02 (E) **Quality Standard V:** Teachers demonstrate leadership.

3.02 (E) (1) **Element a:** Teachers demonstrate leadership in their schools.

3.02 (E) (2) **Element b:** Teachers contribute knowledge and skills to educational practices and the teaching profession.

3.02 (E) (3) **Element c:** Teachers advocate for schools and students, partnering with students, ~~and~~ families and communities as appropriate.

3.02 (E) (4) **Element d:** Teachers demonstrate high ethical standards.

3.02 (F) **Quality Standard VI:** Teachers take responsibility for Student Academic Growth.

3.02 (F) (1) **Element a:** Teachers ~~pursue promote~~ high levels of ~~Student Academic Growth and learning, growth and~~ academic achievement.

3.02 (F) (2) **Element b:** Teachers pursue high levels of Student Academic Growth in the skills necessary for postsecondary ~~life and workforce readiness,~~ including democratic and civic participation.

~~3.02 (F) (3)~~ **Element c:** Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of Student Academic Growth.

3.03 Performance Evaluation Ratings for Teachers. The following four Performance Evaluation Ratings for Teachers shall be used statewide: ineffective, partially effective, effective, and highly effective. ~~These Performance Evaluation Ratings shall be determined and applied in the following manner:~~

3.03 (A) ~~During the Pilot Period described in section 6.03 of these rules, the Department shall develop a All School Districts and BOCES shall apply a single, common statewide personnel evaluation framework to aggregate evidence collected systematically on multiple measures of a Teacher's performance on Teacher Quality Standards I-V (Professional Practice) into a single score and to aggregate evidence collected systematically on multiple measures of a Teacher's performance on Teacher Quality Standard VI (Student Academic Growth) into a single score. This framework shall be based on recommendations from the State Council. School Districts and BOCES may use this framework as an example or may adopt their own framework, provided they ensure that each of the Teacher Quality Standards I-V has a measurable influence on the final Professional Practice score assigned to Teachers. The common statewide personnel evaluation framework shall be developed by the Department during the Pilot Period described in section 6.03 of these rules.~~

3.03 (B) ~~During the Pilot Period, the Department, based on recommendations from the State Council, also shall develop All School Districts and BOCES shall apply a statewide personnel evaluation scoring matrix to assign both a decision-making structure for assigning Novice and experienced Teachers to one of the four Teacher Performance Evaluation Ratings once a year, using the single Professional Practice score and the single Student Academic Growth score identified in section 3.03 (A) of these rules.~~

~~Th shall address the statutory requirement, outlined in section 22-5-117, C.R.S., that teachers formerly employed by a School District and hired by a BOCES must retain the employment status they attained prior to their transfer to the BOCES. School Districts and BOCES may use this decision-making structure as an example or may adopt their own structure, provided they ensure that each Performance Evaluation Rating is based fifty percent on the Teacher Quality Standard VI (Student Academic Growth) and that each of the Teacher Quality Standards I-V (Professional Practice) has a measurable influence on the final Performance Evaluation Rating. The statewide personnel evaluation scoring matrix shall be developed by the Department during the Pilot Period described in section 6.03 of these rules~~

3.03 (C) ~~All School Districts and BOCES shall measure each individual Teacher's performance against the Teacher Quality Standards using rubrics and tools that meet criteria outlined in technical guidelines developed by the Department and that have been identified or approved by the Department. The Department will develop model rubrics and tools for School Districts and BOCES to use in measuring each individual Teacher's performance against the Teacher Quality Standards. The Department also shall provide technical~~

guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems during the Pilot Period that School Districts and BOCES may use in developing their own rubrics and tools if they choose to develop their own distinctive personnel evaluation system. ~~The Department also will provide technical guidelines School Districts and BOCES use in developing their own rubrics and tools.~~

- 3.03 (D) ~~School Districts and BOCES shall use the indicators below for determining a Teacher's Performance Evaluation Rating and the implications for such a rating~~ During the Pilot Period, as the Department develops the State Model System's personnel evaluation framework and decision-making structure for assigning Performance Evaluation Ratings, the State Board will adopt statewide definitions for the Teacher Performance Evaluation Ratings of highly effective, effective, partially effective and ineffective. School Districts and BOCES shall assign one of the Teacher Performance Evaluation Ratings to each Teacher in a written evaluation report. As required by section 22-9-106 (3), C.R.S., all evaluation reports must contain a written improvement plan, that shall be specific as to what improvements, if any, are needed in the performance of the Teacher and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the Teacher's license renewal process. As required by section 22-9-105.5 (3) (a), C.R.S., each Teacher shall be provided with an opportunity to improve his or her effectiveness through a Teacher development plan that links his or her evaluation and performance standards to professional development opportunities.

The following status implications shall apply for each Teacher Performance Evaluation Rating. These status implications shall not apply to at-will employees.

- 3.03 (D) (1) **Ineffective.** ~~Indicator: A Teacher whose performance indicates that his or her Professional Practice and impact on Student Academic Growth both fall below minimal expectations.~~

- 3.03 (D) (1) (a) ~~Implication for support: A Teacher whose performance is rated as ineffective shall be considered as being in need of additional support. Whenever there is evidence that an educator is in need of support, School Districts and BOCES shall collect data about Teacher performance through observations or other methods as soon as practicable. This dData about that Teacher's performance shall be shared with the educator in a manner that facilitates improvement and the educator shall be provided with additional professional development and supports in a timely manner.~~ Beginning with evaluations conducted during the 2014-15 school year, as required by section 22-9-106 (3.5) (b) (I), C.R.S., a Teacher whose performance is deemed ineffective shall receive written notice that his or her Performance Evaluation Rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance, and identification of deficiencies.

- 3.03 (D) (1) (b) *Implications for earning or losing nonprobationary status:* Beginning with evaluations conducted during the 2013-14 school year, for probationary Teachers, a rating of ineffective shall not count towards the accrual of years

towards nonprobationary status. A Beginning with evaluations conducted during the 2014-15 school year, a nonprobationary Teacher who is rated as ineffective for two consecutive years shall lose nonprobationary status. For probationary Teachers, an ineffective rating does not count towards the accrual of years towards non-probationary status.

3.03 (D) (2)

Partially Effective. *Indicator:* A Teacher whose performance indicates that either his or her Professional Practice or his or her impact on Student Academic Growth falls below minimal expectations.

~~3.03 (D) (2) (a) Implication for support: A Teacher whose performance is rated as partially effective shall be considered as being in need of additional support. Whenever there is evidence that an educator is in need of support, School Districts and BOCES shall collect data about Teacher performance through observations or other methods as soon as practicable. This data about that Teacher's performance shall be shared with the educator in a manner that facilitates improvement and the educator shall be provided with additional professional development and supports in a timely manner.~~

3.03 (D) (2) (ba) *Implications for earning or losing nonprobationary status:*

(i) Beginning, For a Novice Teacher, a rating of partially effective shall be considered the first of three consecutive years of effective performance needed to earn nonprobationary status. Nonprobationary status in this instance would shall only be earned if the Teacher is subsequently rated effective or above in the following two consecutive years. For a novice Teacher in his/her second year of service, a rating of partially effective will not count towards the accrual of three years of effectiveness needed to reach nonprobationary status.

(ii) Beginning with evaluations conducted during the 2013-14 school year, For a non-novice for a probationary Teacher, a rating of partially effective will shall not count towards the accrual of three years of effectiveness needed to reach nonprobationary status.

(iii) Beginning with evaluations conducted during the 2014-15 school year, For a nonprobationary Teacher, a rating of partially effective will shall be considered the first of two consecutive years of ineffective performance that results in loss of nonprobationary status. Nonprobationary status in this instance would shall only be lost if the Teacher were is subsequently rated partially effective or ineffective during the following year.

3.03 (D) (3)

Effective. *Indicator:* A Teacher whose performance indicates that his or her Professional Practice and his or her impact on Student Academic Growth both meet expectations.

~~3.03 (D) (3) (a) Implications for support: Effective Teachers will be evaluated and receive supports as appropriate to support their ability to remain effective or to become highly effective.~~

3.03 (D) (3) (ba) Implications for earning or losing nonprobationary status: Beginning with evaluations conducted during the 2013-14 school year, aA probationary Teacher mustshall receive a ~~performance standard~~rating of effective for three consecutive years to earn nonprobationary status. Beginning with evaluations conducted during the 2014-15 school year, Aa nonprobationary Teacher must maintain an effective rating to retain nonprobationary status. Two consecutive ratings below effective willshall results in the loss of nonprobationary status.

3.03 (D) (4) **Highly Effective.** ~~Indicator: A Teacher whose performance indicates that his or her Professional Practice and his or her impact on Student Academic Growth both exceed expectations.~~

~~3.03 (D) (4) (a) Implications for support: Highly effective Teachers will be evaluated and receive supports as appropriate to support their ability to remain highly effective.~~

3.03 (D) (4) (ba) Implications for earning or losing nonprobationary status: For the purposes of gaining or losing nonprobationary status, a rating of highly effective shall have the same implications as a rating of effective.

4.00 [Reserved: MEASURING PERFORMANCE OF OTHER LICENSED PERSONNEL]

4.01 [Reserved: Definition of Effectiveness for Other Licensed Personnel]

4.02 [Reserved: Performance Evaluation Ratings for Other Licensed Personnel]

5.0 LOCAL PERFORMANCE EVALUATION SYSTEMS: DUTIES AND POWERS OF LOCAL SCHOOL BOARDS AND BOARDS OF COOPERATIVE EDUCATION SERVICES

5.01 **Required Components of Written Local Evaluation System.** Every School District and BOCES shall adopt a written evaluation system that shall contain, but need not be limited to, the following information:

5.01 (A) The purposes of the evaluation system, which shall include but need not be limited to the following:

5.01 (A) (1) providing a basis for the improvement of instruction;

5.01 (A) (2) enhancing implementation of programs of curriculum;

5.01 (A) (3) providing the measurement of satisfactory performance for individual licensed personnel and serving as documentation for an unsatisfactory performance dismissal proceeding under article 63 of title 22;

- 5.01 (A) (4) serving as a measurement of the professional growth and development of licensed personnel; and
- 5.01 (A) (5) (a) measuring the level of performance of all licensed personnel within the School District or employed by the BOCES, until the School District or BOCES begins to apply the Principal and Teacher Quality Standards and (b) measuring the effectiveness of all licensed personnel with the School District or employed by the BOCES according to the Principal and Teacher Quality Standards, no later than July 2013.
- 5.01 (B) The licensed personnel ***positions to be evaluated***, which shall include all licensed personnel, all part-time Teachers as defined in section 22-63-103 (6), C.R.S., and all administrators and Principals;
- 5.01 (C) The ***title or position of the evaluator*** for each licensed personnel position to be evaluated;
- 5.01 (D) Until the School District or BOCES applies the Teacher Quality Standards and Principal Quality Standards, which must occur no later than July 2013, the standards set by the local school board or BOCES for satisfactory performance for licensed personnel and the criteria to be used to evaluate that licensed person's performance against such standards;
- 5.01 (FE) No later than July 2013, the ***standards*** set by the local school board or BOCES for effective performance for licensed personnel and the ***criteria*** to be used to evaluate the performance of each licensed person against such standards. Though the selected criteria may vary among categories of personnel, in order to reflect the diversity of students taught by educators, the School District's or BOCES' evaluation system shall apply consistent criteria to each category of personnel, including to various categories of ~~P~~Principals and ~~T~~Teachers;
- 5.01 (FE) (1) **Principal Effectiveness and Principal Quality Standards.** No later than July 2013, the definition of Principal effectiveness, included in section 2.01 of these rules, and **either** the Principal Quality Standards **and associated Elements**, included in section 2.02 of these rules, **or locally adopted standards that meet or exceed the Principal Quality Standards and Elements.**
- 5.01 (FE) (2) **Method for Evaluating Performance on ~~Principal Quality Standards I-VI~~(Professional Practice).** No later than July 2013, a description of the method for evaluating Principals' **Professional Practice performance against the ~~Principal Quality Standards I-VI~~**, which method shall include data collection for multiple measures on multiple occasions.
- 5.01 (FE) (2) (a) **Required Measures of Principal ~~Quality Standards I-VI~~(Professional Practice).** School Districts and BOCES shall measure Principal performance against Quality Standards I –VI using tools that capture information about the following: (i) **input from Teachers**

employed at the Principal's school, provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the Principal's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential. ~~Teacher and staff perceptions and feedback about the school environment, working conditions, evaluation and professional supports (which could be collected from, among other sources, the TELL-Colorado Survey);~~ and (ii) the percentage and number of Teachers in the school who are rated as effective, highly effective; partially effective; and ineffective, and the number and percentage of Teachers who are improving their performance, ~~in comparison to the goals articulated in the Principal's Professional Performance Plan.~~

- 5.01 (FE) (2) (b) ~~Additional Measures of Principal Quality Standards I-VI (Professional Practice).~~ In addition to the required measures of Professional Practice, School Districts and BOCES may also ~~consider using~~ other sources of evidence ~~regarding a Principal's Professional Practice. ; provided that these additional measures meet the criteria outlined in guidelines developed by the Department.~~ School Districts and BOCES are strongly encouraged to use measures, where appropriate, that capture evidence about the following: (i) student perceptions; (ii) parent/guardian perceptions; and (iii) perceptions of other administrators about a Principal's professional performance. Other measures may include the following: (i) direct observations; and (ii) examination of a portfolio of relevant documentation regarding the Principal's performance against the Principal Quality Standards, which may include but need not be limited to ~~professional development strategies and opportunities,~~ evidence of team development, staff meeting notes, school newsletters; content of website pages, award structures developed by the school, master school schedule, or evidence of community partnerships, parent engagement and participation rates, "360 degree" survey tools designed to solicit feedback from multiple stakeholder perspectives, examination of a Unified Improvement Plan, Teacher retention data, external review of budgets, and school communications plan. ~~The Department also shall provide technical guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems during the Pilot~~

Period that School Districts and BOCES may use in developing their own measures of Professional Practice.

5.01 (FE) (3) **Method for Evaluating Principal Performance on Principal Quality Standard VII (Related to Student Academic Growth).** No later than July 2013, a description of the method for evaluating Principals' performance ~~against the Principal Quality Standard VII (related to Student Academic Growth).~~ The Measures of Student Academic Growth used for evaluating Principals' performance against Quality Standard VII must meet ~~the following criteria outlined in guidelines issued by the Department, which shall include the following:~~

5.01 (FE) (3) (a) School Districts and BOCES shall ensure that data included in the school performance framework, required pursuant to section 22-11-204, C.R.S., is used to evaluate Principal performance. School Districts and BOCES may choose to weight specific components of the school performance framework differently than they are weighted in the school performance framework, depending on the Principal's responsibilities and the performance needs of the school, so long as student longitudinal growth carries the greatest weight.

5.01 (FE) (3) (b) School Districts and BOCES shall incorporate at least one other Measure of Student Academic Growth ~~to evaluate Quality Standard VII~~ and must ensure that the Measures of Student Academic Growth selected for Principal evaluations are consistent with the Measures of Student Academic Growth used for the evaluation of Teachers in each Principal's school, as described in section 5.01 (F) (7) of these rules.

5.01 (FE) (3) (c) ~~School Districts and BOCES are strongly encouraged to involve Principals shall have been involved~~ in a discussion of which of the available Measures of Student Academic Growth ~~will best match their responsibilities~~ are appropriate to the Principals' schools and school improvement efforts.

5.01 (FE) (3) (d) Measures of Student Academic Growth shall reflect the growth of ~~all~~ students in all subject areas and grades, not only those in subjects and grades that are tested using Statewide Summative Assessments, and shall reflect the broader responsibility a Principal has for ensuring the overall outcomes of students in the building.

5.01 (FE) (3) (e) ~~School Districts and BOCES shall seek to ensure that~~ Measures of Student Academic Growth ~~shall~~ correspond

to implementation benchmarks and targets included in the ~~school's~~ Unified Improvement Plan for the school at which a Principal is employed.

5.01 (FE) (3) (f) **School Districts and BOCES shall seek to ensure that** Measures of Student Academic Growth ~~shall be~~ valid, meaning that they measure growth towards attainment of the academic standards adopted by the local school board pursuant to § 22-7-1013, C.R.S. and that analysis and inferences from the measures ~~are~~ can be supported by evidence and logic.

5.01 (FE) (3) (g) **School Districts and BOCES shall seek to ensure that** Measures of Student Academic Growth ~~shall be~~ reliable, meaning that the measures should be reasonably stable over time and in substance, and that data from the measures will be sufficient to warrant reasonably consistent inferences.

5.01 (FE) (3) (h) **Early Childhood - Grade 3.** For the evaluations of Principals responsible for students in early childhood education through grade 3, measures shall be consistent with outcomes used as the basis for evaluations for Teachers teaching these grade levels, which may include, but are not limited to, assessments of early literacy and/or mathematics shared among members of the school community that may be used to measure student longitudinal growth.

5.01 (FE) (3) (i) **Grades 4 - 8.** For the evaluation of Principals responsible for students in grades 4-8, a portion of the Principal's evaluation for Quality Standard VII shall be based on the results of the Colorado longitudinal growth model, calculated pursuant to section 22-11-203, C.R.S., for subjects tested by Statewide Summative Assessments. The weight of this measure may be increased to reflect the increased proportion of subjects covered by Statewide Summative Assessments over time. A portion of the Principal's evaluation for Quality Standard VII also shall be based on other appropriate Measures of Student Academic Growth for students in grades 4-8, which may include, but are not limited to, Measures of Student Academic Growth shared among the evaluated personnel in the school.

5.01 (FE) (3) (j) **Grades 9 - 12.** For the evaluation of Principals responsible for students in grades 9-12, a portion of the Principal's evaluation for Quality Standard VII shall be based on the results of the Colorado longitudinal growth

model, calculated pursuant to section 22-11-203, C.R.S., for subjects tested by state summative assessments. To account for the portion of Teachers without direct or indirect results from the Colorado longitudinal growth model, a portion of a Principal's growth determination may be based upon appropriate Measures of Student Academic Growth for personnel teaching in subjects and grades not tested by Statewide Summative Assessments, which may include, but are not limited to, Measures of Student Academic Growth shared among evaluated personnel in the school.

5.01 (FE) (3) (k) For the evaluation of Principals responsible for students in multiple grade spans, School Districts and BOCES shall select a combination of Measures of Student Academic Growth reflecting the grade levels of all students in the school.

5.01 (FE) (3) (l) When compiling Measures of Student Academic Growth to evaluate performance against Principal Quality Standard VII, School Districts and BOCES shall give the most weight to those measures that demonstrate the highest technical quality and rigor.

5.01 (FE) (4) **Weighting of Performance on Principal Quality Standards.** No later than July 2013, a description of the manner in which performance on each of the Principal Quality Standards will be weighed in assigning Principals to a Performance Evaluation Rating. ~~This method shall be consistent with the common statewide personnel evaluation framework that is developed by the Department during the Pilot Period.~~

~~5.01 (F) (4) (a) Measures of Principal Quality Standards I-VI (Professional Practice) shall determine fifty percent of a Principal's total overall Performance Evaluation Rating score on an evaluation, and measures of Principal Quality Standard VII (Student Academic Growth) shall determine the other fifty percent of the weight of the total overall performance evaluation rating score. Each of the Principal Quality Standards I-VI (Professional Practice) shall have a measurable influence on the overall Performance Evaluation Rating. Weighting for Principal Quality Standards I-VI shall be aggregated in such a way that no single standard I-VI shall be weighted less than five percent of a Principal's total overall score. Districts and BOCES shall have discretion over how to allocate the remaining twenty percent among standards I-VI, in the manner best aligned with the District's or BOCES' own performance goals.~~

~~5.01 (F) (4) (b) School Districts and BOCES shall use a method that aggregates the multiple measures used to determine performance on Principal Quality Standards I-VI (Professional Practice) and Principal Quality Standard~~

~~VII (Student Academic Growth) separately. These aggregated results shall then be converted into a single score for performance on Principal Quality Standards I-VI and a single score for performance on Principal Quality Standard VII. Schools Districts and BOCES shall then use these two scores to assign Principals to a Performance Evaluation Rating.~~

~~5.01 (F) (4) (c) Weightings in a given year shall be transparent and consistent with the Principal Professional Performance Plan goals of the Principal, as described in section 5.01 (I) of these rules.~~

~~5.01 (F) (4) (d) School Districts and BOCES shall develop a process for identifying and further evaluating Principals whose measures of performance against Principal Quality Standard VII (Student Academic Growth) are internally inconsistent, or whose performance on Principal Quality Standard VII (Student Academic Growth) are inconsistent with that Principal's performance on Principal Quality Standards I-VI (Professional Practice).~~

5.01 (FE) (5) **Teacher Effectiveness and Teacher Quality Standards.** No later than July 2013, the definition of Teacher effectiveness, included in section 3.01 of these rules, and either the Teacher Quality Standards and associated Elements, included in section 3.02 of these rules, or locally adopted standards that meet or exceed the Teacher Quality Standards and Elements.

5.01 (FE) (6) **Method for Evaluating ~~Performance on Teacher Quality Standards I-V (Professional Practice)~~.** No later than July 2013, a description of the method for evaluating Teachers' ~~Professional Practice performance against the Teacher Quality Standards I-V~~, which method shall include data collection for multiple measures on multiple occasions. School Districts and BOCES shall collect Teacher performance data related to ~~Professional Practice Standards I-V of the Teacher Quality Standards~~ using observations and at least one of the following measures: (a) student perception measures (e.g. surveys), where appropriate and feasible, (b) peer feedback, (c) feedback from parents or guardians; or (d) review of Teacher lesson plans or student work samples.

The method for evaluating Teachers' ~~performance against the Teacher Quality Standards I-V~~ Professional Practice may include additional measures ~~to assess Professional Practice, provided that these additional measures meet criteria outlined in guidelines developed by the Department.~~ The Department also shall provide technical guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems

during the Pilot Period that School Districts and BOCES may use in developing their own measures of Professional Practice.

In determining how to use the data collected about Teacher performance, whether for written evaluation reports or for informal feedback and identification of appropriate professional development, School Districts and BOCES shall consider the technical quality and rigor of the methods used to collect the data, and the technical quality of the data itself.

- 5.01 (FE) (7) **Method for Evaluating Teacher Performance ~~on Teacher Quality Standard VI (Related to Student Academic Growth)~~.** No later than July 2013, a description of the method for evaluating Teachers' performance ~~related to against Teacher Quality Standard VI (Student Academic Growth)~~.

School Districts and BOCES shall categorize Teachers into appropriate categories based on the availability and technical quality of student assessments available for the courses and subjects taught by those Teachers. School Districts and BOCES shall then choose or develop appropriate Measures of Student Academic Growth, ~~which comply with technical guidelines issued by the Department,~~ to be used in the evaluation of each personnel category. ~~The Department will develop technical guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems during the Pilot Period, which School Districts and BOCES may choose to use in developing their own Measures of Student Academic Growth. This technical guidance shall address methods for ensuring that such Measures of Student Academic Growth meet minimum standards of credibility, validity, and reliability.~~ ~~the Department develop technical guidelines that the selected Measures of Student Academic Growth meet minimum standards of credibility, validity, and reliability.~~

Measures of Student Academic Growth shall be generated from an approach or model that makes design choices explicit and transparent (e.g., in a value-added model, transparency about student- or school-level factors which are statistically-controlled for) and has technical documentation sufficient for an outside observer to judge the technical quality of the approach (i.e., a value-added system must provide adequate information about the model). Measures of Student Academic Growth shall be generated from an approach or model that presents results in a manner that can be understood and used by educators to improve student performance.

Student Academic Growth shall be measured using multiple measures. When compiling these measures to evaluate performance against Teacher Quality Standard VI, School Districts and BOCES shall ~~consider the relative technical quality and rigor of the various measures.~~

~~give the most weight is given to those measures that demonstrate the highest technical quality and rigor.~~

Measures of Student Academic Growth shall include the following:

5.01 (EF) (7) (a) A measure of individually-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to an individual licensed person;

5.01 (EF) (7) (b) A measure of collectively-attributed Student Academic Growth, whether on a school-wide basis or across grades or subjects, meaning that outcomes on that measure are attributed to at least two licensed personnel (e.g., measures included in the school performance framework, required pursuant to section 22-11-204, C.R.S.);

5.01 (EF) (7) (c) When available, Statewide Summative Assessment results; and

5.01 (EF) (7) (d) For subjects with annual Statewide Summative Assessment results available in two consecutive grades, results from the Colorado Growth Model.

5.01 (EF) (8) **Selection of Additional Measures for Evaluating Teacher Performance ~~on Teacher Quality Standard VI (Related to Student Academic Growth)~~.** The method for evaluating Teachers' performance ~~related to against Teacher Quality Standard VI Student Academic Growth~~ may include Measures of Student Academic Growth in addition to those described in section 5.01 (F) (78) of these rules. These additional measures ~~used for evaluating Teachers' performance against Quality Standard VI must~~ shall meet the following criteria ~~outlined in guidelines issued by the Department, which shall include the following:~~

5.01 (EF) (8) (a) ~~School Districts and BOCES shall seek to ensure that~~ Measures of Student Academic Growth ~~shall be~~ valid, meaning that the measures ~~shall be~~ aligned with the academic standards adopted by the local school board pursuant to § 22-7-1013, C.R.S. and that analysis and inferences from the measures ~~should~~ can be supported by evidence and logic;

5.01 (EF) (8) (b) ~~School Districts and BOCES shall seek to ensure that~~ Measures of Student Academic Growth ~~shall be~~ reliable, meaning that the measures should be stable over time and in substance and that data from the measures will be sufficient to warrant reasonably consistent inferences;

5.01 (EF) (8) (c) ~~In the effort to ensure that~~ Measures of Student Academic Growth ~~shall be~~ comparable among Teachers of similar content areas and grades, School Districts and BOCES are strongly encouraged to include Teachers in a discussion of which measures are most appropriate to the Teachers' classrooms; and

5.01 (EF) (8) (cd) For Teachers teaching two or more subjects, individual Measures of Student Academic Growth shall include Student Academic Growth scores from all subjects for which the Teacher is responsible.

5.01 (FE) (9) **Weighting of Performance on Teacher Quality Standards.** No later than July 2013, a description of the manner in which performance on each of the Teacher Quality Standards will be weighted in assigning Teachers to a Performance Evaluation Rating. ~~This method shall be consistent with the common statewide personnel evaluation framework that is developed by the Department during the Pilot Period.~~

~~5.01 (F) (9) (a) School Districts and BOCES shall use a method that aggregates the multiple measures used to determine performance on Teacher Quality Standards I-V (Professional Practice) and Teacher Quality Standard VI (Student Academic Growth) separately. These aggregated results shall then be converted into a single score for performance on Teacher Quality Standards I-V and a single score for performance on Teacher Quality Standard VI. Schools Districts and BOCES shall then use these two scores to assign Teachers a Performance Evaluation Rating.~~

~~5.01 (F) (9) (b) School Districts and BOCES shall ensure that measures of Teacher Quality Standards I-V~~

~~(Measures of Teacher Professional Practice) shall determine fifty percent of a Teacher's total overall score on an evaluation Performance Evaluation Rating, and measures of Teacher Quality Standard VI (Student Academic Growth) shall determine the other fifty percent of the weight of the total overall Performance Evaluation Rating. score. Each of the Teacher Quality Standards I-V (Professional Practice) shall have a measurable influence on the final Performance Evaluation Rating. Each of Teacher Quality Standards I-V (Professional Practice) shall count for at least seven and one half percent but no more than twenty percent of a Teacher's Performance Evaluation Rating.~~

~~5.01 (F) (9) (c) School Districts and BOCES shall develop a process for identifying and further evaluating Teachers whose measures of performance against Teacher Quality Standard VI (Student Academic Growth) are internally~~

~~inconsistent, or whose performance on Teacher Quality Standard VI (Student Academic Growth) are inconsistent with that Teacher's performance on Teacher Quality Standards I-V (Professional Practice).~~

5.01 (GF) The ***frequency and duration of the evaluations***, which shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which fair and reliable conclusions may be drawn, and which shall meet the following requirements;

5.01 (GF) (1) **Principals.** Principals shall receive **at least** one evaluation that results in a written evaluation report each academic year. The written evaluation report, informed by a body of evidence collected systematically in the months prior, shall rate a Principal as highly effective, effective, partially effective, or ineffective. ~~School Districts and BOCES shall collect enough evidence of Principal performance with sufficient frequency and in a manner designed to ensure that the complete body of evidence leads to a fair and reliable measure of each Principal's performance against the Principal Quality Standards.~~

5.01 (GF) (2) **Teachers.** Probationary Teachers shall receive at least two documented observations and **at least** one evaluation that results in a written evaluation report each academic year. Nonprobationary Teachers shall receive a written evaluation report each academic year.

The written evaluation report, informed by a body of evidence collected in the months prior, shall **include fair and reliable measures of the Teacher's performance against the Teacher Quality Standards and be used to rate a Teacher as highly effective, effective, partially effective, or ineffective.** ~~School Districts and BOCES shall collect enough evidence of Teacher performance with sufficient frequency and in a manner designed to ensure that the complete body of evidence leads to a fair and reliable measure of each Teacher's performance against the Teacher Quality Standards.~~ Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

5.01 (GF) (3) **Ongoing Data Collection and Analysis.** ~~Beginning July 2013, School Districts and BOCES shall collection information about Principal and Teacher performance against the Elements for each Quality Standard, in order to inform decisions related to professional development and support.~~ School Districts and BOCES shall collect and analyze data on **an ongoing basis multiple occasions**, in order to provide actionable feedback and support to educators on a regular basis, ~~and to ensure that in an effort to make~~ evaluation **is an ongoing** process rather than

an event and to facilitate continuous improvement. ~~Whenever there is a substantial concern, based on prior evaluations or informal information, that an educator is in need of support, School Districts and BOCES shall collect data about performance through observations or other methods. This data shall be shared with the educator in a timely fashion and in a manner that facilitates improvement.~~

5.01 (GF) (4) **Differentiated Evaluation and Support Needs.** District evaluation policies may reflect a determination that different categories of Teachers require varying degrees of evaluation and support.

5.01 (HG) A description of ~~the~~ **the process that the School District or BOCES used for validating the evaluation** methods ~~results~~ selected by the School District or BOCES. Such process shall address ~~include~~:

5.01 (HG) (1) consistency among the multiple measures used for evaluations ~~norming evaluation results to ensure fairness and consistency, meaning that the measures used for evaluations are consistent with one another;~~

5.01 (G) (2) ~~and that there is~~ inter-rater reliability when the measures are applied by different evaluators; and

5.01 (HG) (2) ~~a method for ensuring that consistency of~~ data used to ~~determine evaluate~~ performance (i.e., observation, surveys, Measures of Student Academic Growth) ~~confirms and the determinations of~~ Performance Evaluation Ratings ~~that are assigned~~.

5.01 (IH) A description of the School District's or BOCES' system for ensuring that every Principal is provided with a **Principal Professional Performance Plan**.

5.01 (IH) (1) This Principal Professional Performance Plan shall be developed in collaboration with individual Principals and shall outline annual goals for the Principal with respect to his or her school's performance and the resources and supports which will be made available to support the Principal in achieving the outlined goals. ~~A Principal's Professional Performance Plan shall be consistent with the measures that are used to evaluate that Principal and how the Principal Quality Standards are weighted for that Principal's evaluation.~~ School Districts and BOCES are encouraged to include goals related to a Principal's and his or designee's ability to conduct meaningful evaluations of licensed personnel.

5.01 (IH) (2) Principals shall be held accountable for progress against the goals laid out in the Principal Professional Performance Plan and

School Districts or BOCES shall continually monitor Principal performance goals, provide feedback and adjust support for the Principal as needed.

5.01 (H) (3) The Principal Professional Performance Plan shall include the following:

5.01 (H) (3) (a) Goals addressing the number and percentages of effective Teachers in the school, and the number and percentage of Teachers who are improving, in a manner consistent with the goals for the school outlined in the school's Unified Improvement Plan; and

5.01 (H) (3) (b) Goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey (for example, the state-funded biennial Teaching, Empowering, Leading, and Learning (TELL) initiative survey, required pursuant to section 22-2-503, C.R.S.), ~~when available, or other working conditions survey~~, and other appropriate data, including conditions highlighted in comprehensive appraisal for district improvement (CADI) and school support team (SST) diagnostic reviews facilitated by the Department. ~~;~~ and

5.01 (H) (4) School Districts and BOCES are also strongly encouraged to include in Principal Professional Performance Plans goals related to staff participation in the TELL initiative survey, required pursuant to section 22-2-503, C.R.S., or other working conditions, culture and climate, or school leadership surveys, and use of survey results to guide improvement efforts.

5.02 Process for Developing Written Local Evaluation System. Colorado statute outlines requirements for various entities to be involved in the development of local personnel evaluation systems. School Districts and BOCES shall collaborate with these entities in developing systems that meet the minimum requirements for evaluation systems described in section 5.01 of these rules.

5.02 (A) Each School District shall have a ***School District advisory personnel performance evaluation council***, which shall, at a minimum, consist of the following members to be appointed by the local school board:

5.02 (A) (1) One Teacher;

5.02 (A) (2) One administrator;

5.02 (A) (3) One Principal from the school district;

- 5.02 (A) (4) One resident from the school district who is a parent of a child attending a school within the school district; and
 - 5.02 (A) (5) One resident of the school district who is not a parent with a child attending school within the school district.
- 5.02 (B) The council for a school district may be composed of any other school district committee having proper membership, as defined in section 5.02 (A) of these rules.
- 5.02 (C) Each BOCES that employs licensed personnel must have a **BOCES advisory personnel performance evaluation council**, which shall, at a minimum, consist of the following members to be appointed by the BOCES:
- 5.02 (C) (1) One Teacher;
 - 5.02 (C) (2) One administrator;
 - 5.02 (C) (3) One Principal representative of the school district or districts participating in the BOCES;
 - 5.02 (C) (4) One person employed by the BOCES who is defined as licensed personnel pursuant to section 22-9-103(1.5), C.R.S.;
 - 5.02 (C) (5) One resident who is a parent of a child attending a school within the participating school district(s); and
 - 5.02 (C) (6) One resident who is not a parent of a child attending a school within the participating school district(s).
- 5.02 (D) These advisory personnel performance evaluation councils shall consult with the local school board or BOCES as to the fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct continuous evaluation of the system.
- 5.02 (E) Additionally, each Local School Board, pursuant to section 22-11-301, C.R.S., shall appoint or create a process for the election of a **district accountability committee** that shall consist of:
- 5.02 (E) (1) At least three parents of students enrolled in the school district public schools;
 - 5.02 (E) (2) At least one Teacher who is employed by the school district;
 - 5.02 (E) (3) At least one school administrator who is employed by the school district; and
 - 5.02 (E) (4) At least one person who is involved in business in the community within the school district boundaries.
- 5.02 (F) Among the other powers and duties outlined in section 22-11-302, C.R.S., a district accountability committee shall be responsible for providing input and recommendations on an advisory basis to Principals concerning the development and use of assessment tools used for the purpose of measuring and evaluating student academic growth as it relates to Teacher evaluations.

5.02 (G) Each public school, pursuant to section 22-11-401, C.R.S., shall establish a **school accountability committee**, that shall consist of at least the following members:

5.02 (G) (1) the Principal of the school or the Principal's designee;

5.02 (G) (2) at least one Teacher who provides instruction at the school;

5.02 (G) (3) at least three parents of students enrolled in the school;

5.02 (G) (4) at least one adult member of an organization of parents, ~~†~~Teachers and students recognized by the school; and

5.02 (G) (5) at least one person from the community.

5.02 (H) Among the other powers and duties outlined in section 22-11-402, C.R.S., a school accountability committee shall be responsible for providing input and recommendations on an advisory basis to district accountability committees and district administration concerning the Principal Professional Performance Plan for the Principal of their school and Principal evaluations.

5.03 Training for Evaluators and Educators

5.03 (A) School Districts and BOCES shall provide training to all evaluators and educators to ~~ensure that they have provide~~ an understanding of their local evaluation system and ~~to provide the skills and knowledge needed for its-implementation of the system.~~

5.03 (B) As required by section 22-9-106 (4) (a), C.R.S., all performance evaluations must be conducted by an individual ~~whom evaluator may be an individual with a principal or administrator license or a designee of an individual with a principal or administrator license that~~ has ~~received education and completed a~~ training in evaluation skills that has been approved by the Department. ~~Teachers may fill the role of an evaluator if they are a designee of an individual with a Principal or administrator license and have completed a training on evaluation skills that has been approved by the Department. The Department shall develop a process for approving education and training programs for evaluators that is consistent with the approval process previously developed pursuant to section 22-9-108, C.R.S.~~ Teachers may fill the role of an evaluator if they are a designee of an individual with a Principal or administrator license and have completed a training on evaluation skills that has been approved by the Department. The Department shall develop a process for approving education and training programs for evaluators that is consistent with the approval process previously developed pursuant to section 22-9-108, C.R.S.

5.03 (C) ~~Peers may fill the role of evaluator, if they have received the education and training described in section 5.03 (B) of these rules.—~~ School Districts and BOCES are ~~encouraged to may also~~ provide training ~~specific to~~ Teachers, so that ~~they Teachers~~ may conduct peer ~~coaching~~ observations ~~and in order to~~ support other Teachers by providing actionable feedback on Professional Practice.

5.03 (D) School Districts and BOCES shall clearly communicate to all Teachers the tools that will be used to measure their performance of the Teacher Quality Standards prior to their use, and how these ~~tools will be used will be weighted and aggregated~~ to determine final Performance Evaluation Ratings. School Districts and BOCES shall clearly articulate to each educator the category or categories of personnel into which they are assigned, and how the growth of the students they teach will be measured for the purpose of informing their Performance Evaluation Rating. ~~School Districts and BOCES that elect to adopt~~

their own locally-developed quality standards for evaluating Teachers shall clearly communicate how those local standards align with the state's Teacher Quality Standards. School Districts and BOCES shall clearly communicate to Teachers the consequences of each category of Performance Evaluation Rating, including how each Teacher's assigned Performance Evaluation Rating contributes to the loss or gain of nonprobationary status for that Teacher.

5.03 (E) School Districts and BOCES shall clearly communicate to all Principals the tools that will be used to measure their performance on the Principal Quality Standards prior to their use, how the selected measurement tools will be used to determine his or her performance on each Principal Quality Standard, the party or parties responsible for making decisions, and how these multiple measures will be **weighted and aggregated to determine final Performance Evaluation Ratings**. School Districts and BOCES shall clearly articulate to Principals how Student Academic Growth for Principals will be measured, and delineate the manner in which these measures are aligned with the Growth Measures for Teachers. **School Districts and BOCES that elect to adopt their own locally-developed quality standards for evaluating Principals shall clearly communicate how those local standards align with the state's Principal Quality Standards. School Districts and BOCES shall clearly communicate to Principals the consequences of each category of Performance Evaluation Rating.**

5.03 (F) School Districts and BOCES shall ~~ensure that educators have sufficient~~ **provide** training ~~and collaboration time to educators to help them understand and have the resources to~~ understand how the growth of the students for which they are responsible will be measured for ~~purposes of information~~ their performance evaluation, and **to assist educators in responding in order to respond** to Student Academic Growth data.

5.04 [Reserved: Process for Nonprobationary Teacher to Appeal Second Consecutive Performance Rating of Ineffective]

6.0 SUPPORTING PILOTING AND IMPLEMENTATION OF REQUIREMENTS FOR LOCAL PERFORMANCE EVALUATION SYSTEMS: DUTIES AND POWERS OF COLORADO DEPARTMENT OF EDUCATION

6.01 Development of Model Principal and Teacher Evaluation System

6.01(A) The Department, in consultation with the State Council, shall develop a model Principal and Teacher evaluation system that **includes the Principal and Teacher Quality Standards and the personnel evaluation framework and decision-making structure for assigning Performance Evaluation Ratings that are developed by the Department based on recommendations from the State Council. The State Model System also shall meet** all of the requirements described in section 5.01 of these rules, ~~and~~ that ~~has~~ **have** the following characteristics:

6.01 (A) (1) is complete and fully developed and is ready for implementation by School Districts and BOCES that choose to use it;

6.01 (A) (2) is coherent, in that all components of the system are connected and well-aligned to one another;

- 6.01 (A) (3) is comprehensive, in that the system, over time, serves all licensed personnel;
 - 6.01 (A) (4) ~~has two variations that will allow the system to be~~ adaptable for use ~~in small and medium-sized by~~ School Districts of various sizes and geographical locations; and
 - 6.01 (A) (5) is supported, in that the Department provides supports for School Districts and BOCES using the State Model System.
- 6.01(B) The creation of the State Model System shall support districts by providing an exemplar system, ~~rather than requiring each district to develop a system independently~~; enable the state to create a high quality system by collecting and analyzing feedback and information during the Pilot Period that will be used to drive systems improvement; and facilitate the ability to identify and disseminate professional and instructional supports directly aligned to the identified needs of educators. Each School District and BOCES ~~may adopt the State Model System or develop its own shall implement the State Model System, unless it submits an application to the Department demonstrating that the School District or BOCES has developed a~~ distinctive personnel evaluation system that satisfied the requirements in section 5.012 of these rules ~~and the Department has approved this application.~~
- 6.01 (C) The Department shall provide the following resources for School Districts and BOCES that choose to use the State Model System:
- 6.01 (C) (1) evaluation process;
 - 6.01 (C) (2) rubrics, tools and templates;
 - 6.01 (C) (3) guidance on the development and selection of appropriate measures of student learning;
 - 6.01 (C) (4) support in analyzing state-collected data that may be used in evaluations;
 - 6.01 (C) (5) implementation support;
 - 6.01 (C) (6) initial and ongoing training for evaluators on the use of the State Model System rubrics, tools and templates; and
 - 6.01 (C) (7) guidelines for implementation of the State Model System and for training on implementation.
- 6.01 (D) The Department shall develop technical guidance ~~lines~~ regarding the development and use of various Student Academic Growth approaches ~~by School Districts and BOCES~~, which shall be updated as research and best practices evolve. ~~This technical guidance shall be based on research and best practices that emerge from the pilot of the State Model System and the implementation of other local systems during the Pilot Period, and School Districts and BOCES may choose to use the technical guidance in developing their own rubrics and tools if they choose to develop their own distinctive personnel~~

evaluation system. Approaches to be addressed within these **guidance documents** ~~lines~~ include, but are not limited to:

- 6.01 (D) (1) the development and use of Teacher-, school- or district-developed assessments;
- 6.01 (D) (2) the use of commercially available interim, summative and pre- and post-course assessments;
- 6.01 (D) (3) the development and use of Student Academic Growth objectives;
- 6.01 (D) (4) the development and use of other goal-setting approaches; and
- 6.01 (D) (5) piloting of new and innovative practices.

6.01 (E) The Department shall develop and/or provide examples of the following:

- 6.01 (E) (1) approaches to categorizing personnel for the purposes of measuring individual Student Academic Growth; and
- 6.01 (E) (2) approaches to categorizing personnel for the purposes of joint attribution of Student Academic Growth; and

6.02 Development of Online Resource Bank

6.02 (A) The Department shall create an online, searchable resource bank where School Districts can find resources to implement the State Model System or to develop their own local performance evaluation system.

6.02 (B) The Department ~~will~~ shall seek input from interested parties on a regular basis to ensure that the resource bank is meeting user needs, **and shall review and as necessary update the resource bank at least annually.**

6.02 (C) The resource bank ~~will~~ shall have the following characteristics:

- 6.02 (C) (1) it ~~will~~ shall effectively support School Districts and BOCES in the design, implementation and ongoing support of their local performance evaluation systems;
- 6.02 (C) (2) it ~~will~~ shall provide timely information at each stage of implementation that is relevant to current School District needs;
- 6.02 (C) (3) it ~~will~~ shall be comprehensive in scope and include a broad array of materials applicable to multiple School District contexts, **including exemplar lessons contributed from educators across the state;**
- 6.02 (C) (4) it ~~will~~ shall include a meaningful quality control process to ensure that resources placed in the resource bank have been reviewed for quality; and
- 6.02 (C) (5) it ~~will~~ shall be easy to navigate and have a robust search function.

6.03 **Piloting of State Model Principal and Teacher Evaluation System**

6.03 (A) The Department, with ongoing support from the State Council, shall select School Districts to pilot various components of the State Model System.

6.03 (B) **Selection of Participating School Districts and BOCES.** The Department will select participating Districts and BOCES on the basis of interest and varying stages of readiness and geographic and size distribution. Selected School Districts and BOCES shall include those that will implement only the aspects of the State Model System that are required by section 5.01 of these rules and those that will implement the State Model System in its entirety, using the same measurement tools, weightings and aggregation methods.

6.03 (C) **Objectives of Pilot Period.** The Department will support the following activities while piloting the State Model System:

6.03 (C) (1) development of methods that can be used reliably to assess Student Academic Growth, by facilitating collaboration across the state to develop Measures of Student Academic Growth for all subjects for early childhood through twelfth grade;

6.03 (C) (2) use of a Student Academic Growth Objective-based approach to calculating an individual Teacher's Student Academic Growth performance;

6.03 (C) (3) use of a measurement tool for collecting Teacher and staff perceptions about schools against the Principal Quality Standards;

6.03 (C) (4) use of a measurement tool for collecting student and family perception data;

6.03 (C) (45) use of a common statewide personnel evaluation framework and decision-making structure ~~personnel evaluation scoring matrix~~ to assign Principals and Teachers to Performance Evaluation Ratings, as described in sections 2.03 and 3.03 of these rules;

6.03 (C) (56) analysis of the quality of available measures in evaluating Professional Practice and Student Academic Growth for Principals and Teachers;

6.03 (C) (67) information gathering about the costs to various School Districts to implement the State Model System or other systems that comply with all applicable statutory and regulatory requirements; ~~and~~

6.03 (C) (8) identification of the resources needed to support School Districts and BOCES based on local characteristics, such as size and geography, educator demographics, and student demographics;

6.03 (C) (9) analysis of the efficiency and effectiveness of BOCES or other structures to support small and/or rural School Districts in implementing evaluation systems that comply with all applicable statutory and regulatory requirements;

6.03 (C) (610) development and refinement of a method for the Department to monitor implementation of local personnel evaluation systems- and

6.03 (C) (11) learning about and from the State Model System in order to make improvements to that system.

6.03 (D) During the Pilot Period, School Districts and BOCES that pilot the State Model System to assign educators assignment to Performance Evaluation Ratings using the Statewide Scoring Framework shall not contribute to use these ratings in determining the loss or gain of nonprobationary status for Teachers. Because the intent of the Pilot Period is to test the State Model System, Aa Teacher whose performance is or is likely to be deemed "ineffective" using the pilot scoring framework State Model System during the Pilot Period shall also receive a summative evaluation be evaluated using an the existing personnel evaluation framework-system in place in the participating School District or BOCES.

6.03 (E) **Evaluation of Pilot.** The Department shall evaluate the pilot in order to learn and improve the State Model System by, among other things:

6.03 (E) (1) identifying and capturing the critical elements of local implementation and training and the state supports needed to implement high-quality systems statewide;

6.03 (E) (2) identifying and capturing innovative practices that School Districts are developing and using that can improve the State Model System; and

6.03 (E) (3) assessing the interest among School Districts in the use of the State Model System and identifying barriers to strong local implementation of the State Model System.‡

6.04 Monitoring and Reporting on Implementation of Requirements for Local Evaluation Systems. The Department shall monitor School Districts' and BOCES' implementation of the requirements for local personnel evaluation systems as described in these rules and as otherwise required by federal or state statute and regulation. The intent of monitoring these systems shall be to understand whether they are implemented in a manner that provides educators with evaluations using multiple, fair, transparent, timely, rigorous and valid methods and ensures that educators receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.

Beginning in July 2013, the Department will collect an assurance from each School District and BOCES no later than July 1 of each year, indicating that the School District or BOCES is either implementing the State Model System or is implementing its own distinctive personnel evaluation system that satisfies the requirements in section 5.01 of these rules. These assurances shall be signed by (i) the executive director of the BOCES or superintendent of the School District, and (ii) the chair of the BOCES or local school board.

Additional methods that the Department may use to monitor local personnel evaluation systems are (i) integrating information about evaluation systems into accountability and improvement efforts, including, if applicable, the school and district performance reports, required pursuant to

section 22-11-503, C.R.S., and (ii) incorporating monitoring data into school and School District Unified Improvement Plans.

6.04 (A) School Districts and BOCES shall submit data, as requested by the Department, to allow said monitoring to occur and the Department will report this data on the SchoolView data portal. In order to report required data to the Department, School Districts and BOCES shall categorize all Teachers they employ as ~~either a t~~Teacher of record and/or contributing professional, using the statewide definitions of those terms that are established by the Department.

6.04 (B) The Department shall only publicly report data related to Performance Evaluation Ratings in the aggregate at the school-, district- and state-level, and shall not publicly report this data for cohorts smaller than five educators.

6.04 (C) The Department shall publish online the results of these monitoring efforts on or before September 2015, and annually thereafter. At a minimum, monitoring efforts shall focus on the following objectives and include ~~an analysis of~~ the following analysis:

6.04 (C) (1) Increase the effectiveness of all educators, the progress of which may be evaluated using the following data:

6.04 (C) (1) (a) the number of educators assigned to each Performance Evaluation Rating and how those numbers change over time;

6.04 (C) (1) (b) information concerning Teacher and Principal retention, correlated with Performance Evaluation Ratings and reasons Teachers and Principals leave districts and schools; and

6.04 (C) (1) (c) perception survey data of Colorado educators, parents and students; ~~and~~

6.04 (C) (2) ~~Ensure-Analyze the~~ correlation between student performance outcomes and the assignment of educators to Performance Evaluation Ratings, ~~the progress of~~ which may be evaluated using the following data:

6.04 (C) (2) (a) student performance data for each public school and data concerning the number of educators at each public school assigned to each Performance Evaluation Rating;

6.04 (C) (2) (b) student performance data, organized according to academic subjects and grades, and data concerning the number of educators assigned to each Performance Evaluation Rating, organized according to academic subjects and grades;

6.04 (C) (2) (c) information concerning the distribution of educators assigned to each Performance Evaluation Rating within each public school and School District;

6.04 (C) (2) (d) information concerning the correlation of Measures of Student Academic Growth used and student performance on Statewide Summative Assessments; and

6.04 (C) (2) (e) beginning July 2014, information concerning performance results for educators on each of the Teacher Quality Standards and each of the Principal Quality Standards, and analysis of the correlation between results for individual educators on the Measures of Student Academic Growth and the Professional Practice measures;

6.04 (C) (3) ~~Ensure~~Analyze the equitable distribution of effective and highly effective educators, ~~the progress of~~ which may be evaluated using the following data:

6.04 (C) (3) (a) the number of educators assigned to each Performance Evaluation Rating, disaggregated by common course code, educator demographics, student demographics, and school demographics; ~~and-~~

6.04 (C) (4) ~~Analyze the extent to which~~ ~~Ensure that~~ Principals and Teachers understand how they are being evaluated, what they need to do to improve, and how to access resources they need to support their professional development.

6.04 (D) ~~When data collected by the Department indicates that a School District or BOCES is unable to implement a local evaluation system that meets the objectives of the Licensed Personnel Evaluations Act, section 22-19-101, C.R.S., et seq., the Department will conduct a more thorough review of the School Districts' or BOCES' processes and procedures for its licensed personnel evaluation system to assure that the system is professional, sound, results in fair, adequate, and credible evaluation, satisfies the Quality Standards in a manner that is appropriate to the size, demographics, and location of the School District or BOCES, and is consistent with the purposes of Article 22.~~

~~Pursuant to section 22-11-207 (4) (b), C.R.S., if the Department has reason to believe that a School District is not in substantial compliance with one or more of the statutory or regulatory requirements that applies to School Districts, the Department shall notify the local school board that it has ninety days after the date of notice to come into compliance. If, at the end of the ninety-day period, the Department finds that the School District is not substantially in compliance with the applicable statutory or regulatory requirements, the School District may~~

be subject to the interventions specified in article 11 of title 22, Colorado Revised Statutes.

6.05 **Evaluation and Continuous Improvement of the Statewide System to Evaluate the Effectiveness of Licensed Personnel**

The Department shall use information obtained through monitoring and reporting efforts to identify opportunities for improvement. No later than July 1 of each year, beginning in 2012, the State Board shall review these rules (1 CCR 301-87) and, using recommendations from the State Council and information from implementation of the State Model System and other local systems, shall determine whether to affirm or revise the rules in order to reflect what has been learned.

7.0 PARENT AND STUDENT PARTNERSHIP WITH TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS

7.01 **Parents and Guardians.** Districts and schools are encouraged to develop systems and structures that focus on providing parents and guardians with meaningful opportunities to support the academic achievement and growth of their children. These systems and structures may include:

7.01 (A) High-quality and ongoing communication between parents/guardians and educators and schools using a variety of methods, such as various media, resources and languages;

7.01 (B) Involvements of parents/guardians in school and district leadership as currently supported by law and further identified through the implementation of local evaluation systems; and

7.01 (C) Engage parent/guardian and community partnerships to ensure the successful implementation of the Principal and Teacher Quality Standards.

7.02 As appropriate, the Department shall provide resources and technical assistance, through the online resource bank, to support Districts in developing systems and structures that provide meaningful opportunities for parents/guardians to support the academic achievement and growth of their children.

7.03 The Department shall encourage Districts to monitor and measure the effectiveness of community and family involvement strategies and to use data gathered to inform system refinements.

7.04 **Students.** Districts are strongly encouraged to gather student perceptions of their learning experience in order to provide Teachers with feedback on their performance. Where appropriate, Districts are encouraged to use student perception data as part of the multiple measures used to evaluate Teacher Professional Practice, described in section 5.01 (F) (6) of these rules.

7.05 Districts are strongly encouraged to gather student perceptions to provide Principals with feedback on their performance.