

State Council for Educator Effectiveness – Draft Recommendations

Measuring Teacher Practice for Use in Teacher Evaluations

DRAFT January 31, 2011

Framework recommendation language

1. All districts in the state shall evaluate the performance of teachers using an evaluation system that includes the components of the State Framework for Teacher Evaluation Systems (flow chart).
2. Districts shall evaluate the performance of teachers against the Colorado Teacher Quality Standards using multiple measures of performance, which are weighted in such a way that the measures of Standards I – V determine no more than 50% of the educator’s performance; and the measures of Standard VI (student growth) determine at least 50% of the weight of the evaluation.

Definition recommendation language

3. All districts shall use the Colorado definition of an Effective Teacher.

Quality Standards recommendation language

4. All districts shall base their evaluations of non-administrative licensed teachers on the full set of Colorado Quality Standards for Teachers (“Teacher Quality Standards”) and associated detailed descriptions of knowledge and skills (also known as “Elements”). The narrative descriptions of the Elements within the Quality Standards are intended to assist districts in understanding the performance outcomes of the Element and to guide the selection and use by districts of appropriate tools to measure a teacher’s performance against the Teacher Quality Standards.
5. Districts shall not create additional Teacher Quality Standards or Elements of the Teacher Quality Standards. However, districts may measure performance of the Teacher Quality Standards using tools that are locally selected or developed. Districts shall engage teachers in the process of selecting or developing the measurement tools.

Quality Standards I – V Measures recommendation language

6. Districts, in collaboration with teachers including representatives of the local teachers association or federation if one exists, shall develop or adopt measures of teacher performance that measure a teacher’s performance of the Teacher Quality Standards.

7. Districts shall clearly communicate to 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 to arrive at a final effectiveness rating.
8. Districts shall use multiple measures to evaluate all teachers against Teacher Quality Standards I – V using multiple formats and occasions as defined in Sections 11-14 below.
9. District evaluation policies may reflect a determination that different categories educators require varying degrees of evaluation and support. These categories shall include those listed in sections 9(a) and (b) below.
 - a. Because of the high stakes associated with evaluation results of teachers in the following categories, the categories of teachers identified in section 9(a)(i)-(ii) shall have a more intensive process of measurement that leads to a more robust body of evidence about their performance. Districts may collect this evidence in whatever manner they determine best.
 - i. Novice teachers in the year before they achieve non-probationary status;
 1. For the purpose of Section 9(a), a novice teacher shall be defined as a teacher:
 - a. within his/her first two years of in-service who has not yet reached a rating of "effective" or above;
 2. For the purpose of Section 9(a), districts may decide whether or not to consider the following categories of teachers as “novice”:
 - a. A teacher within his/her first two years of a change in teaching content responsibilities who has not yet reached a rating of "effective" or above;
 - b. A teacher within his/her first two years of a major change in grade level responsibilities (e.g., changes between K-2 primary, intermediate, middle and secondary) who has not yet reached a rating of "approaching effective" or better.
 - ii. Teachers whose performance indicates they are likely to be rated as “ineffective” or “highly effective”.
 - b. Teachers evaluated as effective or highly effective for two or more consecutive years may be measured with fewer measurement tools than indicated in section 11 above.
10. Measures for Quality Standards I – V shall comply with any technical requirements developed by CDE to ensure the technical rigor of the measurement tool and may include but are not limited to:
 - a. Classroom observation;
 - b. Classroom observation combined with pre- / post- interview;
 - c. Critical examination of lesson and/or unit plans;
 - d. Critical examination of assignments and/or assessments;
 - e. Student surveys with optional follow up interviews;
 - f. Parent/guardian surveys with optional follow up interviews;
 - g. Teacher surveys or interviews.

11. With the exception of educators indicated in section 10(b) above, districts shall use some combination of the following measures to measure teacher performance against Teacher Quality Standards I-VI for the purpose of high-stakes evaluations. The following types of measures have been validated for use in teacher evaluation. Districts may use additional measures that have been validated for use in teacher evaluations in a manner aligned with CDE guidelines.
 - a. Districts shall collect information on teacher performance against Teacher Quality Standards I - V through the use of supervisor observations, which shall be aligned with technical guidance provided by CDE;
 - b. Districts shall collect teacher performance data using at least of the following additional other measures:
 - i. Some form of student perception measures, where appropriate and feasible as defined by CDE guidelines;
 - ii. Feedback or evaluation by peers, in a manner that is aligned with technical guidelines issued by CDE;
 - iii. Feedback from parents or guardians in a manner that is developed in collaboration with relevant group members, and is aligned with technical guidance issued by CDE.
 - iv. Review of teacher lessons plans or student work samples in a manner aligned with technical guidance issued by CDE.
12. Districts shall use the following measurement tools primarily for the purpose of providing feedback to teachers about their performance and to inform decisions about professional development and growth opportunities. The following types of measures have been validated for the purpose of providing professional feedback and facilitating professional development. Districts may use additional measures that have been validated for the purpose of providing professional feedback and facilitating professional development.
 - a. Observations and feedback by peers;
 - b. Some form of student perception measures, where appropriate and feasible;
 - c. Feedback or evaluation by peers;
 - d. Feedback from parents or guardians.
13. With respect to the measurement tools and methods delineated in Sections 11-13 above, CDE shall provide districts with technical and implementation guidance. CDE's Resource Bank (detailed in Section XX below) shall include examples of tools determined to be technically rigorous or to have an evidence base.
14. With the exception of teachers identified in Section 10, a formal rating of teachers as effective, highly effective, and ineffective shall take place once a year, using a body of evidence collected systematically in the months prior. Districts shall collect evidence of teacher performance with enough frequency 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 I-V.
 - a. Districts may choose to evaluate educators more than once in a year should they deem it necessary.

- b. Districts are strongly encouraged to collect data about teacher performance through observations or other methods as soon as practicable whenever there is evidence that an educator’s performance is ineffective or the educator is in need of support.

Quality Standard VI/Student Growth measures recommendation language

See separate document under “Student Growth” tab

***** NOTE: STATE COUNCIL HAS NOT CONSIDERED DRAFT LANGUAGE BELOW *****

Weighting policies recommendation language

- 15. Districts shall determine locally how multiple measures of teacher performance against the Colorado Quality Standards will be aggregated to provide an overall effectiveness rating against Quality Standards I – V. CDE shall provide exemplars such policies.
 - a. In developing their weighting policies, districts shall ensure that measures providing information about Quality Standard III (Facilitating Learning for All Students) are weighted more heavily than any other single standard.
- 16. Districts shall communicate the weighting policies in order to ensure that all teachers understand the process whereby they are assigned an effectiveness rating against the Quality Standards I – V.
- 17. Districts shall develop locally a policy for determining how the multiple measures of student growth required by Quality Standard VI will be used to determine a Teachers’ performance of such Quality Standard.
 - a. In developing their weighting policies, districts shall ensure that level 1 measures of student growth (as defined in Section XX), whether individual or through shared attribution, are weighted more heavily than any other single measure of student growth.

Weighing policies recommendation language

- 1. Districts shall develop weighing policies which are aligned with CDE guidelines to ensure the technical adequacy of weighting policies.
- 2. Districts shall be transparent and clear about how the body of evidence collected about a teacher’s performance will be used to make a decision about a teacher’s effectiveness.
- 3. The Council recommends that all districts use the panel approach for aggregating measures of teacher performance against the Teacher Quality Standards.

4. The Council recommends that all districts statewide use the same panel, which should be developed by CDE in accordance with Council recommendations, to assign teachers to performance categories on the basis of the measures of teacher performance against the quality standards.
5. Districts shall aggregate the multiple measures of teacher performance about quality standards I-V into a single score (1-4); and aggregate the multiple measures of teacher performance against quality standard VI (student growth) into a single score.
6. Districts shall use the state teacher performance panel to assign teachers to appropriate performance categories.
7. Districts weighing policies shall explicitly address the issue of how to handle instances of conflicting teacher performance data, in accordance with CDE developed guidelines.

CDE support of district development educator evaluation systems recommendation language

8. CDE shall develop a complete state model system that complies with all of the requirements laid out in these recommendations. CDE shall ensure that this state model system can be implemented in all districts wishing to use it whether individually, through collaborative efforts, or with the support of CDE-provided resources and technical assistance.
9. Districts shall implement a system that satisfies the requirements laid out above and in CDE-developed technical guidelines for Educator Evaluator Systems for Teachers and Principals.
10. Monitoring system needs to measure whether educators 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.

Resource bank recommendation language (see separate document re: Resource Bank)

11. CDE must provide resources about how districts can develop this body of evidence. These resources should be part of the resource bank developed by CDE in accordance with the requirements of SB 191.

Implementation guidelines recommendation language

To be added after SCEE has reviewed implementation guidelines