

## Background and Survey Methods

To support ongoing professional growth for all educators, the Colorado Department of Education has developed a model evaluation system that districts may use to evaluate their teachers, which meets all requirements of Senate Bill 10-191 and State Board of Education Rules. The Colorado State Model Evaluation System for teachers was piloted in 26 districts during the 2012-13 school year and is now an optional evaluation system being used by 160 Colorado districts in 2013-14. Feedback was collected from the initial 26 pilot districts (through surveys, interviews and focus groups) to inform improvements to the evaluation system.

In the fall of 2012, pilot teachers completed an initial survey to establish a baseline understanding of their opinions of their current evaluation system (prior to piloting the model system). They were then introduced to and evaluated by the Colorado State Model Evaluation System over the course of the 2012-13 school year. Teachers were surveyed again at the end of the 2012-13 school year to gauge their perceptions of the model system for teachers. The findings are reported below (findings from the 2011-12 pilot of the model system for principals can be found at: [www.cde.state.co.us/sites/default/files/documents/communications/download/factsheets/principalpilotdata.pdf](http://www.cde.state.co.us/sites/default/files/documents/communications/download/factsheets/principalpilotdata.pdf)).

## Percent of Positive Responses Given by Teachers in Baseline and Feedback Surveys

Survey Question	Baseline Survey Fall 2012 (N=784)	Feedback Survey Spring 2013 (N=812)	Change in Percent Positive Responses
	<i>My current system...</i>	<i>The state model system...</i>	
Identifies areas that need improvement.	77%	76%	-1%
Identifies areas of strength.	76%	75%	-1%
Is intended to guide professional growth.	60%	71%	+11%
Sets high standards for the person being evaluated.	55%	70%	+15%
Serves as a basis for improving teaching and learning.	28%	35%	+7%
Provides actionable feedback to the person being evaluated.	54%	49%	-5%
Documents changes in professional practice over time.	38%	47%	+9%
Supports the improvement of the school's instructional program.	43%	46%	+3%
Is based on current scientifically sound research.	31%	45%	+14%
Results in improved student growth.	39%	32%	-7%
Provides an accurate assessment of my performance.	51%	30%	-21%

## Representative Written Comments from Feedback Surveys

- *"The feedback on how I can continue to improve as a teacher is invaluable."*
- *"I see the value in it and believe that, with a little more time using it, it will result in improved performance. It is much more specific and opens up continuous dialogue with the principal."*
- *"Generally, I think the Colorado State Model Evaluation System accomplishes its goals. But there's still a lot of work to do at the district and building levels to effectively implement it and support teachers."*
- *"The evaluation areas are very relevant to quality teacher practices. In reviewing these areas, it was evident to me what I need to work on in my teaching. It was very helpful."*
- *"I think the effectiveness of the evaluation system depends on what you and your administration put into it. It can still just be a hoop to jump through, but with the right administrators it is a great tool."*
- *"My hope is that by really dissecting my teaching and making changes as needed I will become an even better teacher for my students."*

## Summary of Findings

Teachers in the pilot districts tended to rate the Colorado State Model Evaluation System on par with their prior evaluation system. They felt most strongly that the model system sets high standards, identifies strengths and areas of improvement, and is intended to guide professional growth. Educators felt less positive regarding the system providing an accurate assessment of their performance. Early childhood education classroom teachers, interventionists, librarians and specialized service professionals (SSPs) in particular responded less positively. This finding is reflective of some educators' concerns that the teacher professional practice rubric does not capture some of the unique nature of their work. To address these concerns, CDE made adjustments to the language in the rubric and also developed nine rubrics to be used by SSPs ([www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals](http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals)). CDE will continue to monitor the extent to which different educator groups believe that the Colorado State Model Evaluation System provides an accurate assessment of their performance.

Teachers also felt less positive regarding the evaluation system resulting in improved student growth. With it being the first pilot year, teachers do not have concrete evidence as to how the system results in improved student growth. CDE anticipates that student growth will be impacted as educators use the Teacher Quality Standards and feedback from the model evaluation system to guide professional growth and improve their practice.

## Next Steps

The Colorado State Model Evaluation Systems for teachers is being offered as an option for districts to use during the 2013-14 school year. The educator effectiveness team at CDE will be collecting informal feedback through the Colorado State Model Evaluation System website, in addition to continuing to collect quantitative and qualitative feedback from the pilot districts. The department is also continuing to analyze evaluation data to evaluate the reliability and validity of all components of the Colorado State Model Evaluation Systems for teachers (as well as the system for principals).

- CDE Educator Effectiveness website: [www.cde.state.co.us/EducatorEffectiveness](http://www.cde.state.co.us/EducatorEffectiveness)
- Colorado State Model Evaluation System: [www.cde.state.co.us/EducatorEffectiveness/StateModelEvaluationSystem](http://www.cde.state.co.us/EducatorEffectiveness/StateModelEvaluationSystem)

### The Colorado Department of Education

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