

SUPPORTING Early Childhood Educator Evaluations

Overview of Senate Bill 10-191 Requirements for Early Childhood Professionals

High quality early childhood education plays a crucial role in the foundation for school readiness for Colorado's young children. A key component of quality programming is the assurance that every child in Colorado has access to great educators who are supported in their professional growth. The new evaluation requirements under Senate Bill 10-191 are intended to provide meaningful evaluations for all education professionals who are licensed by the state. The Colorado Department of Education (CDE) is incorporating early childhood educators into the scope and intent of S.B. 10-191 to ensure that they, too, benefit from opportunities for meaningful feedback and professional development.

Considerations in the Early Childhood Landscape

Colorado's early care and education system is evolving with the introduction of four new elements:

- Early Learning and Development Guidelines adopted by the Early Childhood Leadership Commission in Jan. 2013
- Early Educator and Administrator Competencies
- School readiness assessment and individual readiness plans for children in publicly funded preschool and kindergarten classrooms (S.B. 08-212)
- Reinvented Quality Rating Improvement System (QRIS)

These aligned elements will guide how early care and education professionals work with children and their families. For some, S. B. 10-191 will also play a role in shaping evaluation and professional practice. Professionals will be rated on both professional practices and student learning outcomes (student growth). In much the same way that the teacher Quality Standards will be used to inform professional practices for K-12 educators, the Early Educator and Administrator Competencies, and in some cases the teacher Quality Standards, will be the basis for evaluating educators in preschool and early care settings.

The opportunities presented by these changes are great and coordination is essential. CDE's Educator Effectiveness Team, CDE's Office of Early Learning and School Readiness, and the Colorado Department of Human Services' Office of Early Childhood are working closely together to create

What are the teacher evaluation requirements?

S.B. 10-191 requires annual evaluations for all licensed teachers, principals, and specialized service professionals including: school audiologists, counselors, nurses, occupational therapists, physical therapists, psychologists, social workers, speech language pathologists, and orientation and mobility specialists. Teacher requirements include:

- Evaluation based on statewide teacher Quality Standards defining what it means to be an effective teacher
- Professional practices account for 50 percent of a teacher's annual evaluation
- The other 50 percent of a teacher's annual evaluation is based on the teacher Quality Standard that measures student learning outcomes (student growth)
- Non-probationary status is earned after three consecutive years of demonstrated effectiveness
- Non-probationary status is lost after two consecutive years of ineffective ratings

a comprehensive, aligned and supported system that embodies continuous improvement and opportunities for meaningful feedback and ongoing professional development.

How do Early Childhood Educators fit into S.B. 10-191?

S.B. 10-191 applies to any early childhood educator (ECE) whose position requires a CDE license. This includes some, but not all ECEs. District or BOCES policies can have an impact on how ECE professionals are evaluated in accordance with S.B. 10-191 requirements. For example, if a district or BOCES requires a certain position to be licensed (that isn't required to be licensed by the state), then it is a district or BOCES decision if those professionals are evaluated under S.B. 10-191.

Categories of early childhood educators have differences in how S.B. 10-191 applies because of differences in requirements for professional educator licensing:

Educators Serving Colorado Preschool Program Funded Children

The Colorado Preschool Program (CPP) statute does not require educators serving preschoolers funded through CPP to be CDE licensed. Therefore, educators serving preschoolers funded through CPP do not fall under S.B. 10-191 requirements for evaluation. However, some school districts require that their preschool teachers be CDE licensed and in those cases, districts could decide whether S.B. 10-191 requirements would apply.

Head Start Educators

In addition to serving children funded through the Colorado Preschool Program and/or preschool special education, some school districts are also a Head Start grantee. This may include Early Head Start for infants and toddlers or a preschool level Head Start program. Head Start does not require that teachers or administrators be licensed through CDE, therefore S.B. 10-191 requirements for evaluation would not apply. However, the school district personnel policy may require a CDE licensed professional and in that case, districts could decide whether S.B. 10-191 requirements would apply. Likewise, if the Head Start teacher is also functioning as an Early Childhood Special Educator, they would be required to be licensed and therefore, S.B. 10-191 requirements would not apply.

Early Childhood Special Education and Child Find

Early Childhood special education services are typically delivered by a licensed Early Childhood Special Educator in accordance with a child's Individual Education Plan (IEP). These personnel may provide itinerant services only or may also be the classroom teacher. In either scenario, they are required to hold CDE licensure and S.B. 10-191 evaluation requirements apply. Child Find personnel are district employees who are responsible for screening and/or evaluating children birth to five years old when there is a concern about the child's development. Child Find's role is to identify whether or not a child has a developmental delay or disability that would qualify the child for early intervention (birth-age three) or special education (ages three-five) services. Teams are made up of Child Find coordinators, early childhood special educators, and specialized service professionals (i.e., speech/language pathologists, occupational therapists, physical therapists, etc.). In large school districts, their role may be solely to screen and evaluate young children. In smaller districts, the coordinator or team members may also serve children with disabilities in the classroom. All Child Find

team members must be licensed by CDE whether or not they also provide services in the classroom and therefore, S.B. 10-191 evaluation requirements apply.

Early Childhood Coordinators

Local early childhood coordinators wear many hats. These may include CPP coordinator, Child Find coordinator, Head Start education manager, assistant special education director and/or classroom teacher. While there is no state requirement that personnel functioning as coordinators be licensed, district personnel policy may require licensure. In this case, districts can decide whether S.B. 10-191 would apply. Additionally, coordinators who are also performing roles such as an Early Childhood special educator would be required to be licensed and S.B. 10-191 requirements would apply.

Role/Teacher Assignment	Is it required that the position be CDE licensed and therefore S.B. 10-191 requirements apply?
Infant/toddler (birth-2 years) care provider	No. May be required by district or BOCES policy
Preschool (2 ½ to 6 year-olds) educator	No. May be required by district or BOCES policy
Early Childhood special educator (lead teacher or itinerant) (2 ½ to 6 year-olds)	Yes
Early childhood coordinators	No. May be required by district or BOCES policy
Head Start/Early Head Start educators	No. May be required by district if they are the Head Start grantee
Kindergarten educators	Yes
1 st - 3 rd grade educators	Yes

Determining the Evaluative Differences for Early Childhood Educators, P-K

Colorado school districts may choose to adopt the Colorado State Model Evaluation System, or create their own system that meets or exceeds the requirements in State Board rules. The State Council for Educator Effectiveness (SCEE) has recommended that early childhood education teachers be evaluated under the state model evaluation system using the teacher rubric. However, feedback from early childhood education stakeholders is being collected to ensure alignment to:

- The Colorado Early Learning and Development Guidelines
- Competencies for ECE
- Teacher Quality Standards and elements (the state model rubric)
- SCEE recommendations, State Board of Education rules and S.B. 10-191
- Colorado Quality Standards for early childhood care and education services

Early Childhood Educator Evaluation Process

The evaluation process for ECE is similar to K-12 educators. However, since there are unique developmental considerations for young children, the evaluation process of these educators should look at student learning outcomes (student growth) in both academic and developmental domains.

Quality Standards and the Colorado State Model Evaluation System Teacher Rubric

Like all teachers and principals, 50 percent of the evaluation for an ECE that falls within the scope of S.B. 10-191 will be based on statewide teacher Quality Standards and, if the district chooses, the state model's teacher rubric.

Student Learning Outcomes

CDE is working with early childhood professionals to give feedback on [draft guidance](#) on what might be used to measure student learning outcomes (student growth). All domains across the developmental spectrum should be considered since there is a critical impact that developmental readiness and appropriateness has on student outcomes at the early learning stages. The workgroup recommends that current assessments already being used (and soon to be used statewide) can also be used as one of the multiple measures of student growth.

This chart lists options for assessments. However, multiple sources should be used to measure student growth across developmental and academic domains.

Evaluation Protocol Age level	Assessments Available to Measure Student Growth Across Developmental and Academic Domains
If CDE licensure is required by district or BOCES: Preschool (2 ½ to 6 year olds)	Examples: - Results Matter Assessment (Teaching Strategies GOLD or HighScope Child Observation Record) - Global Child Outcome Ratings (Growth data derived from the Results Matter assessments)
Early childhood special educator (lead teacher or itinerant, 2 ½ to 6 year olds)	Examples: - Results Matter Assessment (Teaching Strategies GOLD or HighScope Child Observation Record) - Global Child Outcome Ratings (Growth data derived from the Results Matter assessments)
Kindergarten	Examples: - School Readiness Assessment - Other measures to represent a balance of developmental and academic areas
1st- 3rd grade teachers (6-8 years)	These professionals are currently evaluated within the Colorado State Model Evaluation System and can use the current student learning outcomes draft guidance to see examples.

Where can I learn more?

- To learn about the Colorado State Model Evaluation System for teachers and view the rubric, visit: <http://www.cde.state.co.us/EducatorEffectiveness/SMES-Teacher.asp>
- To view the student learning outcomes draft guidance and give feedback, visit: <http://www.cde.state.co.us/EducatorEffectiveness/StudentGrowthGuide.asp>