

### **What is Senate Bill 10-191?**

Senate Bill 10-191 was legislation passed in 2010 to update the way that districts and BOCES evaluate their principals, teachers, and other licensed personnel. Among other things, the bill required the State Board of Education to adopt state standards and ratings for the annual evaluation of licensed personnel and required that at least 50 percent of a teacher's evaluation be based on the academic growth of the teacher's students and that 50 percent of a principal's evaluation be based on the academic growth of the students in the principal's school. The bill also required that teachers only be granted non-probationary status after demonstrating three consecutive years of effectiveness, rather than based on the number of years that they have taught.

### **What will comprise an educator's evaluation?**

A teacher's evaluation must be based on a body of evidence related to the six state Quality Standards, one of which is student academic growth. The academic growth standard must account for at least 50 percent of the evaluation. Teacher evaluations must include multiple measures collected on multiple occasions, using observations and other measures selected by the district.

A principal's evaluation must be based on a body of evidence related to the seven state Quality Standards, one of which is student academic growth. The academic growth standard must account for at least 50 percent of the evaluation. Principal evaluations must include multiple measures collected on multiple occasions, including measures that collect input from teachers at the principal's school and information about how well teachers in the school are improving in their performance.

### **How much will the TCAP count on teachers' evaluations?**

While student academic growth must comprise 50 percent of a teacher's evaluation, that growth must be evaluated based on *multiple* valid and reliable measures. TCAP results, when available, must be used as a portion of how student growth is measured. Districts and BOCES will make their own decisions about how much weight to give the TCAP results.

### **How will you measure teachers' impact on student growth in those grades and contents where we don't have state summative tests?**

The Colorado Content Collaboratives, groups of preschool-12<sup>th</sup> grade educators from around the state, are identifying and creating a resource bank of high-quality assessments for all grades in 10 content areas. While not required, these assessments will provide an optional resource for measuring student growth. To access the resource bank, visit <http://www.coloradopl.org/assessment>.

### **When will this be implemented?**

Beginning with the 2013-14 school year, the Quality Standards for teachers and principals will be applied statewide. This first year of statewide implementation will be a "hold harmless" year, in that a final rating of partially effective or ineffective will not count towards the loss of non-probationary status for teachers. Beginning with the 2014-15 school year, a final rating of partially effective or ineffective will count towards the loss of non-probationary status.

### **What are the consequences for teachers?**

The new evaluations are intended to provide teachers ongoing feedback aimed at improving instruction and student learning. Evaluation ratings must be used in granting and allowing teachers to retain non-probationary status but S.B. 10-191 does not mandate how districts will or will not use the evaluation ratings to make decisions related to hiring, promotion and retention.

### How will non-classroom teachers be evaluated?

The State Council for Educator Effectiveness has identified nine categories of other licensed personnel (now called Specialized Service Professionals) including school audiologists, psychologists, nurses, physical therapists, occupational therapists, counselors, social workers, speech language pathologists and orientation and mobility specialists. The council has appointed work groups with experts from the field to evaluate how the evaluation standards that apply to traditional classroom teachers apply to these other categories of licensed personnel. The council will bring its recommendations to the State Board of Education this spring (2013) and the State Board will be asked to adopt rules next year (2013-14). Districts and BOCES will begin to conduct the new evaluations for these categories of personnel in the 2014-15 school year (one year after teacher and principal implementation).

### Where can I learn more?

- CDE Educator Effectiveness website: [www.cde.state.co.us/EducatorEffectiveness/index.asp](http://www.cde.state.co.us/EducatorEffectiveness/index.asp)
- CDE Fact Sheets: [www.cde.state.co.us/EducatorEffectiveness/FactSheets.asp](http://www.cde.state.co.us/EducatorEffectiveness/FactSheets.asp)

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