

State Model Evaluation System

Revisions: Teacher



COLORADO
Department of Education

Systems Change Overview

Introduction

The State Model Evaluation System teacher rubric has undergone significant revisions, informed by multiple stakeholder groups including a Technical Working Group rubric and scoring, 30 focus groups and a revised teacher rubric pilot conducted by 50 districts and BOCES around the state during the 2017-18 school year. The following provides an overview of these system changes in order to ensure districts and BOCES have a firm understanding of these revisions.

Rubric Revisions

Reduction in Quantity

The revised teacher rubric has undergone significant reductions in Standards, Elements and Professional Practices. The chart below highlights the reductions at all levels.

	Former Teacher Rubric	Revised Teacher Rubric
Number of Standards	5	4
Number of Elements	27	17
Number of Professional Practices	309 <i>(for an elementary teacher of literacy and mathematics)</i>	165

A primary goal of revising the State Model Evaluation System teacher rubric was to reduce the length while maintaining the rubric's conceptual integrity. The Technical Working Group, determined to reduce redundancies of similar practices, focused on the high leverage practices identified in quantitative and qualitative data from the initial teacher rubric pilot and incorporating feedback from educators. In addition, the team focused on clarifying language, ensuring that practices appeared in the appropriate rating levels and considered current research on best practices to modify, add or delete professional practices. Thus, similar elements were combined and rewritten to reflect changes made to professional practices. As a result, major shifts in the location of elements and professional practices occurred.

Category Labels Change

In addition to reducing and changing rubric content, feedback from the field also indicated a negative impression of the label "Basic" on the lowest rating level. With the help of focus groups, the Technical Working Group and pilot feedback, the five categories used to identify a rating were changed to better reflect a focus on educator instructional practices. This shift in labeling will allow evaluators to better focus feedback conversations on instructional practices rather than "labeling" a teacher with a rating at the element level. The rating levels of Basic, Partially Proficient, Proficient, Accomplished, and Exemplary, will still be utilized to determine standard and overall professional practice ratings. The chart below highlights these changes:

Former Teacher Rubric	Revised Teacher Rubric
Basic	Level 1 Practices
Partially Proficient	Level 2 Practices
Proficient	Level 3 Practices
Accomplished	Level 4 Practices
Exemplary	Level 5 Practices



Scoring Revisions

Values of the Scoring System

The Educator Effectiveness team has received feedback from the field for many years that the scoring of the State Model Evaluation System teacher rubric was not aligned to authentic evaluation ratings and did not reflect districts’ values. Examples of these values include 1) that the ratings at the element and standard level should roll up into the Overall Professional Practice rating in a way that mathematically makes sense, 2) that there should be an incredibly high bar for Accomplished and Exemplary on the professional practice side and 3) that there should be an incredibly high bar to earn an overall effectiveness rating of Highly Effective. The revisions to the State Model Evaluation System teacher rubric reflect more rigorous scoring that is aligned to these values.

Professional Practice Scoring Revisions

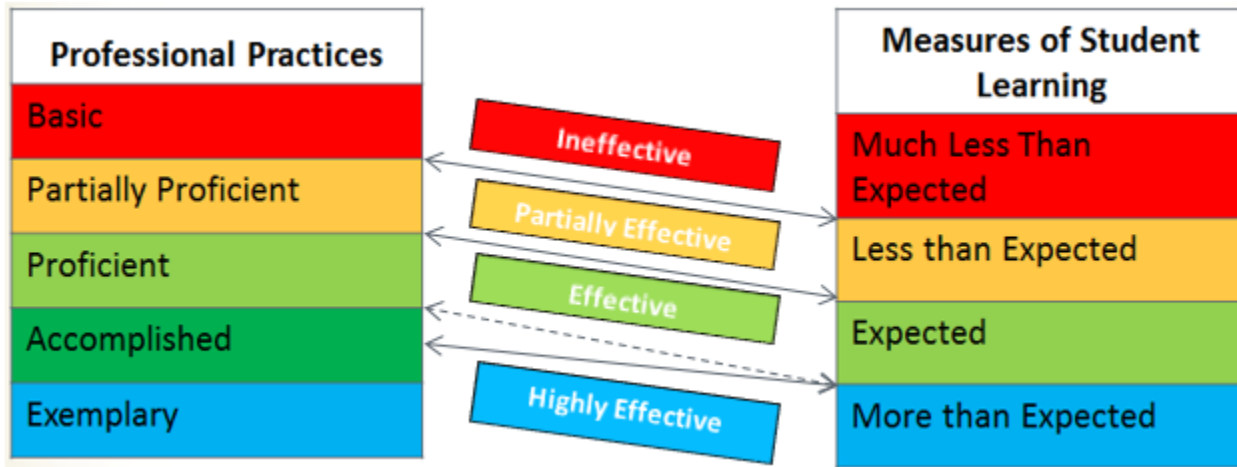
In the current professional practice rubric, the scoring reflects a “rounding up” approach in that half of the elements need to be of a certain rating in order to earn that rating. In the revised professional practice rubric there must be a “preponderance of evidence” in order for an educator to receive the higher of two ratings within a standard. If there are 4 elements in a standard, then the educator must receive 3 out of 4 elements at the higher rating in order to earn the higher rating. Previously only 2 of the 4 elements would have to be scored at the higher rating to earn that rating on the standard. This example is illustrated in the table below.

Rating Scenario of a 4-Element Standard Former/Revised	Standard Rating on the Former Teacher Rubric	Standard Rating on the Revised Teacher Rubric
Proficient/Level 3	Accomplished	Proficient
Proficient/Level 3		
Accomplished/Level 4		
Accomplished/Level 4		

The preponderance of evidence approach will be used for scoring at the standard level. The educator will need to earn the higher rating on more than half of the elements to earn the higher rating on that standard. Note that the rating cut points were established based on the standards being weighted equally. Districts and BOCES may still choose their own custom weights in order to emphasize specific standards based on local values and context.

Final Effectiveness Rating Scoring Revisions

The revised State Model Evaluation System teacher rubric also involves an adjustment of cut points at the Final Effectiveness Rating level in order to set a higher expectation to earn a Highly Effective rating. Previously, the minimum cut point for Highly Effective was determined by adding the minimum score for Accomplished (on Overall Professional Practice) to the minimum score for More than Expected (on Measures of Student Learning). The minimum cut point for Highly Effective is now determined by adding the midpoint score for Accomplished to the minimum score for More than Expected. The former cut point is represented with the dashed line in the image below. The solid lines represent the cut points that are used in the revised State Model Evaluation System teacher rubric.



Conclusion

All of the changes to the State Model Evaluation System teacher rubric were piloted during the 2017-18 school year by 50 districts and BOCES. The Educator Effectiveness Office collected feedback on the changes as a whole as well as the individual components. Based on the findings from the pilot feedback, both qualitative and quantitative, revisions provided in this document will be implemented during the 2018-19 school year.