Overview of SB 191
Ensuring Quality Instruction through Educator Effectiveness

Colorado Department of Education
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Purposes of S.B. 191

• Emphasize that a system to evaluate the effectiveness of licensed personnel is crucial to improving the quality of education in Colorado.

• Ensure that one of the purposes of evaluation is to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and nonrenewal of contract.

• Ensure that educators are evaluated in significant part based on the impact they have on the growth of their students.
Critical Effects of S.B. 191

• Requires statewide minimum standards for what it means to be an “effective” teacher or principal
• Requires that all teachers and principals be evaluated at least 50 percent on the academic growth of their students
• Prohibits forced placement of teachers
• Makes non-probationary status “portable”
• Requires annual evaluation of all teachers and principals
• Changes non-probationary status from one that is earned based upon years of service to one that is earned based upon three consecutive years of demonstrated effectiveness
• Provides that non-probationary status may be lost based upon consecutive years of ineffectiveness.
Timeline for Promulgation of New Regulations Concerning Performance Evaluation Systems

**March 2011:** State Council makes recommendations on several items, including:
* definitions of principal and teacher effectiveness;
* quality standards for evaluating effectiveness; and
* guidelines for implementation of a educator evaluation system based on quality standards.

**June 2011:** State Board begins rulemaking process.

**November 2011:** State Board votes to adopt rules.

**February 2012:** General Assembly reviews rules and either approves or repeals provisions.

**May 2012:** For any provisions that are repealed by the General Assembly, State Board promulgates emergency rules and re-submits to General Assembly for review.
Timeline for Implementation of New Requirements for Personnel Evaluation Systems

2010-11:
• Districts should review personnel evaluation systems to ensure compliance with current statutory requirements and prepare for implementation of additional requirements.
• CDE will gather information about current evaluation systems and begin to develop resource bank based on best-practices.

2011-12:
• CDE will work with districts and BOCES to assist with development of performance evaluation systems that are based on quality standards.
• CDE will make available a resource bank that identifies assessments, processes, tools and policies that a district or BOCES may use to develop their evaluation system.

2012-13:
• New performance evaluation system based on quality standards will be piloted as recommended by State Council.

2013-14:
- New performance evaluation system based on quality standards will be implemented statewide in the manner recommended by the State Council.
- Teachers will be evaluated based on quality standards.
- Demonstrated effectiveness or ineffectiveness will begin to be considered in the acquisition of probationary or non-probationary status.

2014-15:
- New performance evaluation system based on quality standards will be finalized on a statewide basis.
- Teachers will continue to be evaluated based on quality standards.
- Demonstrated effectiveness or ineffectiveness will be considered in the acquisition or loss of probationary or non-probationary status.
New Requirements for Personnel Evaluation Systems in 2010-11

• Probationary teachers must receive at least two documented observations and one evaluation that results in a written evaluation report each academic year and must receive the written evaluation at least two weeks before the last class day of the school year.

• No person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by CDE that will enable him or her to make fair, professional, and credible evaluations.

• A teacher or principal whose performance is deemed to be “unsatisfactory” must be given notice of deficiencies. A remediation plan to correct the deficiencies must be developed by the district and the teacher or principal and must include professional development opportunities that are intended to help the teacher or principal to achieve an effective rating in his or her next performance evaluation.
Requirements for Teacher Evaluations Effective as Early as 2013-14

• Standards must ensure that every teacher is evaluated using multiple fair, transparent, timely, rigorous and valid methods.

• One of the standards for measuring teacher performance must require that at least 50 percent of the evaluation is determined by the academic growth of the teacher’s students.
  – Expectations of student academic growth must take into consideration diverse factors, including but not limited to special education, student mobility, and high-risk student populations.
  – These measures of academic growth must include statewide summative assessment results, when available, and must include results from the Colorado Growth Model, when available.
  – Measures of student academic growth also may include interim assessments that are rigorous and comparable across classrooms and are aligned with the state model content standards.

• Standards still must include “multiple measures” of student performance.
Requirements for Principal Evaluations Effective as Early as 2013-14

- Standards must ensure that every principal is evaluated using multiple fair, transparent, timely, rigorous and valid methods.

- One of the standards for measuring teacher performance must require that at least 50 percent of the evaluation is determined by the academic growth of the students enrolled in the principal’s school. Quality standards must include:
  
  - Achievement and academic growth for students enrolled in the principal’s school, as measured by the Colorado Growth Model;
  
  - The number and percentage of licensed personnel in the principal’s school who are rated as effective or highly effective; and
  
  - The number and percentage of licensed personnel in the principal’s school who are rated as ineffective but are improving in effectiveness.
Frequently Asked Questions

• How will the Race to the Top 3 funding be used for implementation of SB 191?
  • $3.5 million will enhance the state’s capacity to build and launch the state model evaluation system and to provide technical assistance and support to districts statewide.
  • Participating LEAs may use their allocation of the funding to develop and implement a local evaluation system.

• What resources will be available to support districts in implementation?
  • CDE has launched an online resource bank (available at: http://www.cde.state.co.us/EducatorEffectiveness/ResourceBank.asp) that identifies assessments, processes, tools and policies that a district may use to develop an evaluation system that meets the requirements of SB 191.
  • In February, CDE launched Content Collaboratives, teams of P-12 educators from around the state tasked with identifying and creating high-quality assessments, which are aligned to the new Colorado Academic Standards and may be used in the context of Educator Effectiveness evaluations. The Collaboratives are a four-year initiative. The first year of work will focus on the reviewing and creation of fair, valid and reliable measures of student learning.
Frequently Asked Questions, Cont.

• **Will districts be required to use a specific evaluation system?**
  - No. Districts will need to demonstrate that their system meets the minimum requirements of SB 191 and the state board’s rules, but have flexibility to adapt their system to local circumstances.

• **How will it be possible for principals to evaluate every teacher every year?**
  - SB 191 allows principals to designate this responsibility to other individuals (who have received education and training in evaluation skills that will enable him or her to make fair, professional and credible evaluations.)

• **May districts seek waivers from SB 191?**
  - SB 191 allows for waivers from specific provisions of the law related to teacher placement, provided that certain requirements are met. Please stay tuned for more information from CDE concerning how waivers may be sought.
Frequently Asked Questions, Cont.

• **Who is included on the state council?**
  • The council was appointed by the governor in January 2010, by executive order, and was codified by SB 191. It includes the following fifteen members:
    • The Commissioner of Education, or his or her designee;
    • The Executive Director of the Department of Higher Education, or his or her designee;
    • Four teachers, selected with the advice of the Colorado Education Association;
    • Two public school administrators and one local school district superintendent, each selected with the advice of CASE;
    • Two members of local school boards, selected with the advice of CASB;
    • One charter school administrator or teacher, selected with the advice of the Colorado League of Charter Schools;
    • One parent of a public school student, selected with the advice of Colorado Parent Teachers Association;
    • A current student or recent graduate of a Colorado public school, selected with the advice of a statewide student coalition; and
    • One at-large member with expertise in education policy.

• **How can I give input into the state council’s work?**
  • Please send comments, questions or other materials to SCEE@cde.state.co.us.