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DEPARTMENT *of* EDUCATION

# S.B. 10-191 Implementation Strategies Brief: January 2013 Panel Discussion

**January 2013 S.B. 10-191 Panel Participants**

**Don Haddad**
- Superintendent, St. Vrain Valley School District
- Piloting the Colorado State Model Evaluation System

**Jack Hoke**
- Retired Superintendent, Alexander County Schools and current Executive Director of the North Carolina School Superintendents' Association
- Involved in creation and implementation of the North Carolina Educator Evaluation System

**Joe Petrone**
- Superintendent, Moffat RE1
- Piloting the Colorado State Model Evaluation System

**Judy Skupa**
- Assistant Superintendent of Instruction, Thompson School District
- Integration district piloting the Colorado State Model Evaluation System

**Lori Smith**
- Middle School Principal, Cheyenne Mountain School District 12
- Self-initiated pilot of the Colorado State Model Evaluation System

**Dan Snowberger**
- Superintendent, Durango (Formerly with Harrison School District)
- Integration district piloting the Colorado State Model Evaluation System

## Overview

Senate Bill 10-191 aims to provide educators with meaningful feedback, promote professional growth and positively impact student learning. Districts are required to implement teacher and principal evaluation systems that align with state law and State Board rules by the 2013-14 school year. To support districts, CDE has developed, and is currently piloting, a model evaluation system that meets the defined requirements and provides an optional system districts may adopt.

CDE is using pilot experiences and feedback to inform strategies for statewide implementation of S.B. 10-191 requirements. In January 2013, CDE brought together a panel of early implementers to discuss their preliminary experiences with the new evaluation requirements and the state model system. The panel and audience members discussed some of the very real challenges in implementing this work, such as resources and time required. They also shared many strategies for successful implementation and the benefits they have already experienced. This implementation brief highlights key ideas and insights from the panel discussion.

## Strategies for Successful Implementation

**Context:** Principals have many important roles. How can they focus more on their role as instructional leader, train their teachers on the new evaluations and then subsequently complete annual evaluations for all their teachers? The following strategies were discussed by the panel:

- Delegate a portion of the evaluations to the assistant principal (AP) or other designee. Previously, many principals have taken sole responsibility for teacher evaluations. Sharing the responsibility with an AP helps with time management and gives the AP the opportunity to build stronger relationships with teachers and increase his/her overall competencies.

> *"With this new process, I felt like I needed to build some capacity with my team…we decided to break up evaluations strategically….I would say that the biggest challenge I see as far as organization is for principals to be able to build capacity within their administrative teams. Organizationally I don't see anything additional; I see it as a reshuffling of my time."* Lori Smith

- Districts can manage functions such as facilities management and custodial supervision to allow principals to shift to more of an instructional leader role. This builds time and capacity at the school level for more focus on observations and feedback.

- Transition to seeing evaluation as a *process* rather than a one-time event. With observations and discussions occurring over the course of the entire year, the final summative

> *"It is also critical that it becomes a seamless process throughout the year, that it is not an event. Evaluation isn't something that occurs at one time but is about creating tools that help you gather data throughout the year so that the conversation is ongoing."* Dan Snowberger

evaluation is easier and less time-consuming.

- Engage early on. Take time this year (2012-13) to learn about the requirements, review the rubrics and begin training staff. Also, take time to become familiar with the new system

*"As a superintendent, I am confident in delegating to our outstanding team of professionals; however, Senate Bill 191 is something so significant that I would recommend that everyone throughout the system engage at a more intense level earlier in the process."* Don Haddad

prior to making long-term organizational changes. The first year of implementation requires more time and is the most stressful. By the second year, everyone will have a better understanding of the new system and the time requirements.

- To alleviate anxiety and build trust, engage teachers in as many aspects of the planning and implementation as possible. This helps build principals' capacity and provides great opportunities for teachers' professional growth. The more staff from a building are involved, the more momentum and commitment to the new process.

*When we did the train-the-trainer with our principals we included two or three teachers so that it was a collective effort. That was very powerful."* Jack Hoke

*"Teacher involvement is so critical in terms of leadership. We have definitely engaged many of our outstanding teachers."* Don Haddad

- Use existing meetings and professional development days to begin training and digging into this work. Faculty meetings can become professional learning communities with teachers diving into the professional practices rubric and discussing strategies for specific standards/elements of effective teaching. Similarly, administrator meetings can be used for district leaders to discuss strategies and work together to advance implementation.
- Engage teachers when putting together the student learning outcomes (student growth) part of the evaluation. Start by conducting an inventory of the assessments currently available.
- Do a budget analysis to identify non-essentials; reallocate funding to support this work.
- During the training and implementation process, stay focused on the elements that create positive energy such as professional growth and the positive impact on students. Work to shift the conversations from "how do I get exceeds expectations" to "what can I do to improve my practice and be even better."

*"We have one teacher that says it best: 'Bring on your new evaluation system because you've given me the tools. You've given me the tools I need to be a better educator.'"* Judy Skupa

**Benefits of New Evaluations**

**Context:** During the panel discussion, the pilot superintendents and principal relayed many benefits associated with piloting the new evaluation system:

- The model evaluation system rubric provides a roadmap for both teachers and principals as to what effective instructional practice looks like. Being part of the pilot has increased conversation and focus on instructional effectiveness and has also provided concrete ideas for areas of growth.

*"One of the mindsets we have to shift is that we have to think less of evaluation and more of professional development. That's what this process is really about. It's about developing teachers along the continuum."* Dan Snowberger

- The model process creates more of a partnership between principals and teachers. It is focused on the professional needs and aspirations of teachers rather than a compliance exercise for the human resources department.
- Teachers in the pilot report that evaluation feels less subjective with the new rubric and process; they greatly appreciate receiving *actionable* feedback.

*"A teacher told me 'you know the very best part of this is that it provides that actionable feedback. I'm not sure I've ever received actionable feedback before and it's very, very critical.'"* Judy Skupa

- The self-assessment step gives the district information on where to focus their energy (e.g. professional development needs).

- The new evaluation process has the opportunity to change the way professional development is approached. The observations and coaching conversations become the professional development instead of all-day 'one-size fits all' professional development.
- The new evaluations are connecting the work from students to teachers to principals to schools to districts in a much more meaningful way. It also helps to focus discussions on alignment of standards, curriculum and assessments from preschool through twelfth grade.
- The professional practices rubric brings students into the equation rather than only focusing on what teachers are doing.
- In general, the new evaluations bring a shift in

> *"When we talk about student focus, it's that students are being brought into the equation... You cannot be* [rated] *accomplished or exemplary unless you see some really good things happening with those students. And they are looking at: What is the student doing? How does my student perceive my instruction? How am I engaging my students in that content? … So it's not just what's happening with teachers it's also looking at what the student is doing."* Judy Skupa

roles at every level. Teachers own their professional growth more than in years past, principals focus on their role as instructional leaders, districts focus resources to support principals and the state shifts to being more supportive (vs. compliance driven) by providing models, tools, trainings and overall guidance as to how to implement the requirements of S.B. 10-191.

> *"We wanted to engage teachers in an understanding of what we were doing to change their world, if in fact it was going to change. It really didn't' change markedly…when teachers sat in the meeting, they started to think about what it could do for them. We not only spoke with teachers, we went to the community, too. We thought 'this is too big to leave our 13,000 member community out.' So, when we went to our community meetings, we were celebrating the opportunity that came forward to get better… Parents were surprised by the sophistication and complexity in the job of a teacher – and principal. It nurtured and engendered a real support for the work we were doing."* Joe Petrone

**CDE Supporting Work**

**Context:** In closing the panel discussion, CDE personnel provided a quick overview of current work supporting implementation of S.B. 10-191:

- CDE just completed a request for proposal (RFP) selecting a vendor to assist districts with Inter-Rater Agreement training (extent to which two or more evaluators using the same observation tool give the same rating to an identical observable situation). This optional system will allow for online training for interested evaluators.
- CDE is beginning the RFP process for an online performance management system. The aim is to provide an optional performance management technology platform at no cost to districts.
- The CDE Resource Bank is populated with assessments aligned to the Colorado Academic Standards and suitable for use in educator evaluations.
- CDE is working to build a video library with examples of exemplary teaching practice tagged to each standard in the teacher rubric.

**Where can I learn more?**

- S.B. 10-191: www.cde.state.co.us/EducatorEffectiveness/OverviewOfSB191.asp
- Sample District Work Plan: www.cde.state.co.us/EducatorEffectiveness/ImplementationResources.asp
- State Model System: www.cde.state.co.us/EducatorEffectiveness/StateModelEvaluationSystem.asp
- CDE Fact Sheets: www.cde.state.co.us/Communications/factsheets.html