



# COLORADO STATE BOARD OF EDUCATION

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## Resolution In Support of Educator Effectiveness

- WHEREAS:** Effective teachers and principals in every school are critical to improving student results and eliminating achievement gaps among groups of students statewide; and,
- WHEREAS:** The State Board of Education has a moral obligation to facilitate access to effective teachers and principals by all students statewide; and,
- WHEREAS:** Local school districts are in the best position to determine how to implement such access in a manner that is consistent with the local community context and,
- WHEREAS:** The State Board of Education has a significant interest in ensuring that educator evaluation systems throughout the state are of high-quality and serve to improve student outcomes, and so should provide guidance to districts on the characteristics of high-quality evaluation systems and is authorized to do so under the Licensed Personnel Performance Evaluation Act; and,
- WHEREAS:** Local school districts understand the needs of their educators and students, and should have the flexibility to decide the specific details of their evaluation systems within the requirements of the Licensed Personnel Performance Evaluation Act; now therefore
- BE IT RESOLVED:** The State Board of Education hereby encourages districts to adopt the following principles in designing and implementing high-quality local evaluation systems:

**Bob Schaffer**  
**Chairman**  
4th Congressional District

**Randy DeHoff**  
**Vice-Chairman**  
6th Congressional District

**Elaine Gantz Berman**  
1st Congressional District

**Jane Goff**  
7th Congressional District

**Peggy Littleton**  
5th Congressional District

**Marcia Neal**  
3rd Congressional District

**Angelika Schroeder**  
2nd Congressional District

1. The purpose of the education system is to improve student outcomes. Evaluation systems for people working in the education system must be designed with that purpose at the center.
2. Evaluation systems are critical tools for improving educator effectiveness. Evaluations that are fair, transparent, rigorous, and relevant should serve as a key basis for decision making around promotion, pay, professional development, assignments, advancement to non-probationary status, and dismissal.
3. To have the potential to be considered fair, transparent, rigorous, and relevant, an evaluation system should have the following features:
  - a. The standards for evaluating performance are clear and relevant to the individual's roles and responsibilities and advance the system's goal of improving student outcomes; and
  - b. Multiple valid and reliable measures are used to assess performance against the standards, and multiple objective measures of student growth serve as the predominant factor in assessing performance for those educators with direct responsibility for students; and
  - c. Evaluations provide useful information about the performance of the individual to both the individual and the system through the use of multiple overall rating categories and personalized feedback on performance with respect to each standard used; and
  - d. Evaluators are well-trained with respect to the standards, appropriate assessment methods, and resources available for improvement; and
  - e. The standards used to evaluate performance are widely known, embedded in the culture, and consistently used

to provide frequent informal feedback designed to improve student outcomes; and

- f.** Sufficient and meaningful resources are available to assist educators seeking to improve their performance; and
- g.** The evaluation system is consistently monitored for its fairness, transparency, rigor, and relevance, and its design and implementation are adapted as needed.

**4.** Evaluation systems that have the qualities described above should result in the following outcomes:

- a.** Educators who are consistently high performers are recognized and rewarded, and have multiple opportunities to develop their leadership and share their knowledge and skills for the benefit of students in the school, district, and/or state; and
- b.** Educators who are solid performers are recognized and rewarded, provided with multiple opportunities to share their knowledge and skills in their areas of strength, and provided with ongoing high-quality professional development targeted to areas in need of improvement as identified by evaluations; and
- c.** Educators who are consistently poor performers despite opportunities to improve are removed from their positions in a process that is both quick and fair.

DATED THIS 10th DAY OF DECEMBER, 2009.



Bob Schaffer, Chairman  
4<sup>th</sup> Congressional District



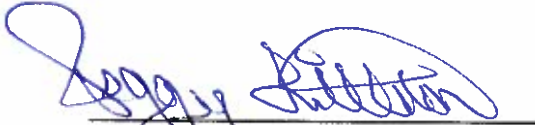
Randy DeHoff, Vice-Chairman  
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1<sup>st</sup> Congressional District



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7<sup>th</sup> Congressional District



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