

State Model Evaluation System: *Timeline and Implementation Best Practices*



COLORADO
Department of Education

June-July

- Colorado Performance Management System (COPMS) or RANDA
 - Identify the person(s) responsible for evaluation support, technical support for the performance management system and Local Access Manager (LAM).
 - Disable all accounts for educators no longer employed by the district/BOCES.
 - Enable the new school year as early as July 20 (users will not be able to log in until the new school year is enabled).
 - Update roles and ensure that all teachers are assigned evaluators and accounts within the data management system.
 - Update local educator agency (LEA) settings.
- Local adaptation and continuous adjustment
 - Identify key stakeholders for planning (i.e. principals, HR, Educator Effectiveness coordinators, key teacher leaders, union leadership).
 - With stakeholder groups, review current year's professional practice data (pull relevant reports), measures of student learning (MSL), measures of student outcomes (MSO) data and overall effectiveness ratings, including performance evaluation council (1338) in order to adapt the following aspects of the evaluation system to local context:
 - Observation practices
 - Feedback practices
 - Measures selection and weights
 - Standard and element weights
 - Appeals process
 - District policies and procedures related to evaluation practices
 - Professional development
 - Alignment with district's plan of instruction
- Implementation plan
 - Determine the level of support/training (i.e. new evaluators, new teachers, all staff and principals) needed to communicate changes in the rubric and scoring changes in preparation for the upcoming school year.
 - Create an implementation timeline that aligns training, self-evaluation, professional growth planning, etc. to the 4 Connections (see page 4) and school and district initiatives. (Use this suggested timeline to understand the general time period during which these step should occur.)
 - Review and customize orientation PowerPoint from CDE (including number of observations, weights of quality standards, measures of student learning/outcomes, etc.) to present to staff.
 - Design a plan to support inter-rater agreement (reliability) among evaluators.
 - Determine plans for professional development days to conduct orientation and support new educators, inductees, specialized service professionals (SSPs) and evaluators for evaluation process.
- Review and complete the [CDE Assurances](#) (July 1)
- Determine how to utilize Regional Specialists to support evaluators in the upcoming school year.



August-September

- Based on the district/BOCES implementation plan:
 - Clearly communicate to all teachers (including special education (SPED), librarians and early childhood), principals and SSPs the tools, processes and measures that will be used in their evaluations as well as the intent to provide more meaningful feedback and improve student achievement.
 - Ensure all licensed personnel complete an annual orientation and all new educators complete training on the evaluation system.
 - Communicate the person(s) responsible for evaluation support, technical support for the performance management system (if using COPMS) and Local Access Manager (LAM, if using COPMS) to all licensed employees.
 - Work with principals to make sure that they are prepared to train and support teachers in the upcoming evaluation process (i.e. common understanding of evaluation processes, inter-rater agreement (reliability), drawing connections to district and school initiatives).
- Conducting evaluations
 - Direct all licensed personnel to complete the self-assessment, ideally at the same time as the annual orientation.
 - Ensure all licensed personnel work with their evaluator to establish professional goals and individual measures of student learning/outcomes for the year.
- Continue to contact Regional Specialists for support.

September-October

- Based on the district/BOCES implementation plan:
 - Continue to develop a common understanding between evaluators and educators of the rubric to increase fluency in the standards, elements and professional practices.
 - Continue to support evaluators in calibrating observation practices within and across schools/district/BOCES to support inter-rater agreement (reliability).
- Local adaptation and continuous adjustment
 - Release, with educator and evaluator input, the measures of student learning/outcomes templates to be used for educators during the evaluation cycle. Communicate these decisions clearly with all educators and input to COPMS (if utilizing).
 - Use beginning of year benchmark data and the prior year's state summative assessment data to finalize measures of student learning/outcomes targets and establish success criteria. Update MSL/MSO templates/worksheet.
- Conducting evaluations
 - Begin gathering evidence and providing feedback in preparation for the mid-year review.
 - Align observation data to standards and elements, in the Evaluator Assessment Rubric, to make connections between professional practices and observed practices.
 - Identify areas for growth for ongoing feedback and support around professional goals and measures of student learning/outcomes.
- Continue to contact Regional Specialists for support.

October-November

- Based on the district/BOCES implementation plan:
 - Continue to develop a common understanding between evaluators and educators of the rubric to increase fluency in the standards, elements and professional practices.



- Continue to support evaluators in calibrating observation practices within and across schools/district/BOCES to support inter-rater agreement (reliability).
- Conducting evaluations
 - Continue to observe educators and gather evidence about their performance; provide ongoing feedback for improvement in a timely way after each observation.
 - Schedule, prepare and begin to hold mid-year reviews.
- Continue to contact Regional Specialists for support.

December

- Using the December Human Resources collection and December Count, report (at the district level) the prior year's ratings for each educator, including overall ratings and ratings for each Quality Standard to CDE.
- Local adaptation and continuous adjustment
 - Release and finalize, with teacher and principal input, the measures of student learning/outcomes to be used for educators during the evaluation cycle. Communicate these decisions clearly with all educators and input to COPMS (if utilizing).
- Conducting evaluations
 - Schedule, prepare and continue to hold mid-year reviews.
 - Continue to observe educators and gather evidence about their performance; provide ongoing feedback for improvement in a timely way after each observation.
- Continue to contact Regional Specialists for support.

January-March

- Conducting evaluations
 - Schedule, prepare and complete mid-year reviews in January.
 - Use the feedback from the mid-year review to inform changes/improvements to instructional practice and inform professional development.
 - Use targeted evidence collection to close professional learning gaps identified in the mid-year reviews.
 - Continue gathering evidence such as observations, artifacts and feedback toward the end-of-year review and final rating.
- Continue to contact Regional Specialists for support.

April-May

- Conducting evaluations
 - Ensure that rubrics and measures of student learning/outcomes have been completed and/or rated.
 - Provide written report and final ratings, including measures of student learning/outcomes for all educators two weeks prior to the last day of school.
- Create an implementation timeline that aligns training, self-evaluation, professional growth planning, etc. to the 4 Connections (see page 4) and school and district initiatives in preparation for the following school year.



Where can I learn more?

- [View the State Model Evaluation System User's Guide.](#)
- [View the Colorado Performance Management System User's Guide.](#)
- [View the CDE Educator Effectiveness website.](#)
- [View all CDE fact sheets.](#)