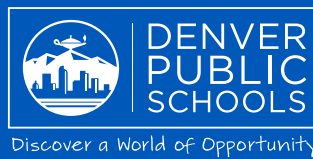


Framework for Effective Teaching: Professionalism

LEAP Handbook




























PROFESSIONALISM

- **What?** The third domain of the DPS Framework for Effective Teaching, *Professionalism*, is assessed by School Leaders and through teacher self-assessment to identify the work teachers do outside of instructional time, individually and collaboratively.
- **Who?** Rated collaboratively by school-based observer (i.e., School Leaders) and teacher.
- **Logistics & Timing**
Prior to both the Mid-Year and End-of-Year Conversations, teachers rate themselves on Professionalism as does the School Leader. Comments and discussion are encouraged to ensure the teacher's performance is fully reflected and ratings are based on behavior throughout the year.



PROFESSIONALISM

- When measuring teacher effectiveness, School Leaders should take into account school systems/structures that affect teachers’ performance in the *Professionalism* domain. Effective schools have collaborative team meeting times (e.g., data teams, Professional Learning Communities, School Intervention Teams, Response to Intervention teams, etc.) that are critical to teachers’ success in the *Professionalism* domain (articulated in the School Leadership Framework indicators IL 1, OL, and CEL 2).
- Professionalism is a component of teacher evaluation meant to assess performance outside of class time with students. The *Professionalism* domain measures a teacher’s academic and behavioral planning, data analysis and contribution to a positive climate and culture that is reflective of the Denver Public Schools (DPS) Shared Core Values.
- DPS expects school leaders and teachers to have conversations about Professionalism regularly, at least twice a year, during Mid-Year and End-of-Year Conversations (School Leadership Framework indicator HRL 1). The conversations are an opportunity to identify areas of strengths as well as areas for growth.
- DPS expects School Leaders to address behavior concerns or issues as they arise. Corrective action is different from the Professionalism component of LEAP in that it addresses behavior that demands immediate attention and should not be deferred until the teacher’s evaluation process.
- When scoring teachers on Professionalism indicators, School Leaders should weigh teachers’ behaviors for the entire year and score based on the body of evidence, not just one incident or event.

DOMAIN	EXPECTATION	INDICATOR	
PROFESSIONALISM	Essential Knowledge of Students and Use of Data	P.1	Demonstrates and applies knowledge of students’ developments, needs, interests and cultures to promote equity      
		P.2	Uses students’ work and data to plan, adjust and differentiate instruction       
	Effective Collaboration and Engagement	P.3	Collaborates with school teams to positively impact students’ outcomes    
		P.4	Advocates for and engages students, families and the community in support of improved students’ achievement       
	Thoughtful Reflection, Learning and Development	P.5	Demonstrates self-awareness, reflects on practice with self and others and acts on feedback 
		P.6	Pursues opportunities for professional growth and contributes to a culture of inquiry
	Masterful Teacher Leadership*	P.7	Builds capacity among colleagues and demonstrates service to students, school, district and the profession


*All teacher leaders serving in a formal teacher leadership role (through Teacher Leader Academy cohorts or Differentiated Roles) should receive a rating for P.7 on the Professionalism rubric. Particularly for teachers involved in a district-level Teacher Leadership role (including Physical Education, Arts, Student Services, Early Childhood, Gifted and Talented, World Language, Educational Technology and Library Services) the expectation is that they provide evidence for P.7 during Mid- and End-of-Year Conversations. School leaders may also consider rating other teacher leaders in their school for P.7.

Key to Symbols: All indicators in the *Framework for Effective Teaching* apply to all classrooms in Denver Public Schools and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.

 **Cultural Competency**—Culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)

 **English Language Learners (ELLs)**—Effective instructional strategies for all learners and essential for ELLs (all classrooms)

 **Spanish Native Language Instruction**—Essential Spanish native language instruction (when observing Spanish native language instruction)

 **Students with Disabilities or Gifted and Talented**—Essential supports for students with disabilities and students identified as gifted and talented (all classrooms)

 **Information Literacy and Technology**—Effective integration of technology and digital resources in classrooms (all classrooms)

 **CCSS Shifts**—The six common core instructional shifts to support rigorous learning (all classrooms)

DOMAIN: PROFESSIONALISM **EXPECTATION: ESSENTIAL KNOWLEDGE OF STUDENTS AND USE OF DATA**

INDICATOR P.1: Demonstrates and applies **knowledge of students' developments, needs, interests and cultures to **promote equity****

















Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p>	<ul style="list-style-type: none"> Rarely values and/or acknowledges the impact that cultural/background */ other differences can have on students' learning. Rarely plans supports or supports are inadequate. Rarely plans based on students' strengths. Individualized Education Plan (IEP) development is perfunctory and compliance-based (Special Educators and/or Gifted and Talented Educators only). 	<ul style="list-style-type: none"> Is aware that cultural/background/ other differences exist but may not develop a deeper understanding of the impact on learning, emotional and/or medical needs. Plans supports for some groups of students, and/or some supports do not adequately address students' needs. Identifies students' areas of growth but inconsistently leverages students' strengths when planning supports. Develops IEPs in compliance with the law and district policy (Special Educators and/or Gifted and Talented Educators only) and attempts to address students' needs. 	<ul style="list-style-type: none"> Takes steps to learn about individual student's diverse cultural and linguistic heritage, interests, background, developmental stage, and learning, emotional and medical needs. Plans appropriate lessons based on knowledge of students' cultural and linguistic heritage, interests, background, developmental stages, and learning, emotional and medical needs. Uses an asset-based approach that leverages students' strengths to ensure all students can learn at high levels, regardless of background, developmental stage and/or needs. Collaboratively develops IEPs/Advanced Learning Plans (ALPs) in a timely manner that is responsive to students' needs. Provides IEP/ALP documents to all professionals working with students (Special Educators and/or Gifted and Talented Educators only). 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Researches and plans experiences/lessons to introduce students to global diversity and foster respect for all backgrounds and cultures. Leads Equity Team activities and supports equity training to promote school-wide cultural competence. Encourages students to self-advocate for needed supports within the school community. Supports the transitions of students with IEPs/ALPs (to different grades, buildings, etc.) (Special Educators and/or Gifted and Talented Educators only).

Sources of evidence *may* include:





















- Teacher/team created parent/student survey results.
- Representation of students' backgrounds, including languages, is present in the classroom.
- Schedules, notes and/or collaborative documents from consultation meetings with special educators, nurses, social workers, etc.
- Logs, journals, photographs, virtual field trips, etc., of students' participation, speakers, cultural activities, etc.
- Students' self-assessments, reflections, ePortfolios, etc.
- Reflective journal.
- Culturally and linguistically responsive education professional development, certificate/transcript, notes, artifacts, etc.
- Planning/facilitating school-wide events such as parent/family outreach efforts, international food day, heritage days, etc.

* **Background** is a generic term that can include many dimensions of a student's life, for example: ethnicity, religion, language, sexual orientation, gender identity, disability, citizenship status, family composition, living arrangements, etc.

INDICATOR P.2: Uses students' work and data to plan, adjust and differentiate instruction     

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p> <ul style="list-style-type: none"> Rarely uses data inquiry cycles to inform planning. Collects but rarely reviews or analyzes data. Takes few action steps and cohesive action plans* are absent. Lesson plans are unrelated to students' data/goals and are not rigorous.** Rarely uses data to tailor lessons to students' needs. Rarely utilizes student support plans*** when planning instruction. 	<ul style="list-style-type: none"> Uses multiple data inquiry cycles to inform year-long planning, unit planning and/or weekly/daily lesson planning, but not all. Reviews available data sources but has limited understanding of the implications of the data. Inconsistently uses sources of data in developing action plans. Sometimes lesson plans are unconnected to students' data/goals and lessons may not be rigorous. Inconsistently uses data to modify lesson material and supports. Inconsistently utilizes student support plans when planning instruction. 	<ul style="list-style-type: none"> Uses multiple data inquiry cycles to inform year-long planning, unit planning and weekly/daily lesson planning. Analyzes multiple sources of students' learning data to identify students' learning needs relative to standards, gaps in students' understanding of content and gaps in learning between subgroups of students. Uses data to develop rigorous action plans that lead students to growth and mastery of standards.      Uses data to tailor interventions, content, process, and/or product to meet students' needs (including ELLs and students with disabilities and Gifted and/or Talented students).    Uses student support plans (that include baseline functioning, accommodations and goals) to drive instruction and support.  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Evaluates the quality of formative and summative assessments in conjunction with students' performance to identify additional data sources needed for instructional decisions. Analyzes data to correctly identify multiple root causes of whole class and individual students' learning needs and aligns action plans accordingly. Utilizes research-based strategies and interventions to meet all students' needs.    Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals.    	





Sources of evidence may include:





- Students' learning data can include formative assessments, performance tasks, checks for understanding and summative assessments.
- Students' performance measured against short- and long-term content and language instructional goals, including Student Learning Objectives (SLOs) and/or Student Growth Objectives (SGOs).
- Organized data analysis (electronic and/or printed, such as: Google spreadsheets/forms, Excel spreadsheets, binders, Schoolnet reports, etc.).   
- Progress monitoring reports (e.g., graphs/charts, students' data binders/digital portfolios, etc.).   
- Students' work that has been scored and/or reviewed with other teachers.
- Formative language assessments.  
- Minutes from data team meetings. 
- Re-teaching plans and/or revised lesson plans.   
- Action plans with notes/progress records. 
- Flexible grouping records, charts, lesson plans, rubrics, etc.   
- Schedules/notes regarding consultation meetings with special educators, interventionists, language acquisition experts, parents, etc.    
- School Intervention Team (SIT) forms showing data analysis, plans, progress monitoring information, etc. 

***Action plans** may include the following: whole class reengagement learning activities for un-mastered standards and differentiated learning activities for small group and individual interventions.
Rigor is present when students expend considerable cognitive effort and exhibit some level of struggle as they solve problems and transfer their prior understanding to new situations. Further, rigor integrates multiple standards and demands that students monitor their cognitive process as they engage in a lesson. Rigor supports robust students' learning of a lesson's content-language objective(s).














*****Student support plans** can include: IEPs, 504s, ALPs, Reading To Ensure Academic Development (READs), Personal Education Plans (PEPs), behavior plans, etc.

DOMAIN: PROFESSIONALISM EXPECTATION: EFFECTIVE COLLABORATION AND ENGAGEMENT

INDICATOR P.3: Collaborates with school teams to positively impact students' outcomes    

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p> <ul style="list-style-type: none"> • May attend meetings but is indifferent/nattentive to information shared. • Works in isolation and/or rarely shares information about students. • Infrequently collaborates with educational specialists when school time is provided. • Regularly disregards school and/or district policies/procedures. • Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people. 	<ul style="list-style-type: none"> • Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts. • Actively listens and receives information but may not make instructional changes. • May collaborate when appropriate or asked with some specialists to meet the needs of some students by participating in scheduled meetings and providing requested students' data. • Generally adheres to school and district policies/procedures. • Typically acts professionally and exemplifies DPS Shared Core Values, but occasionally expresses disagreement tactlessly. 	<ul style="list-style-type: none"> • Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. • Shares information about students with colleagues in formal collaborative meetings and informally as teachers discuss their work and leverages what is learned to make instructional changes. • General education teacher and educational specialist (e.g., Special Educator, Gifted and Talented (GT) teacher, English Language Acquisition (ELA) teacher, etc.) collaborate, making adjustments to daily lessons where applicable.    • Collaboratively examines and thoughtfully implements school and district policies/procedures. • Acts professionally, expresses disagreement tactfully, and exemplifies DPS Shared Core Values when engaging colleagues.    	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Builds team capacity and drives team effectiveness. • Clear leader among peers and stakeholders. • Creates and actively seeks opportunities that contribute to a positive school climate and culture.  	

Sources of evidence may include:

- Co-planning documents (e.g., emails, Google docs with comments, co-written lesson plans, etc.). 
- Cross-curricular/grade project plans (shown via Google sites, Wikis, bulletin board display, etc.). 
- Vertical alignment documents for each grade by subject/skill. 
- Meeting minutes, notes, emails, lesson plans, etc. showing collaboration among special and general educators.    
- Meeting minutes, notes, schedules, online communities of practice, etc. from various school or community teams.     
- Learning Labs documents. 
- Participation in leadership development opportunities.

INDICATOR P.4: Advocates for and engages students, families and the community in support of improved students' achievement



Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p> <ul style="list-style-type: none"> • Inconsistently communicates* with families and/or communicates about students in formats that may be inaccessible to families. • Contact with families limited to conveying concerns. • Rarely displays understanding or empathy toward families that are not from the same background.** 	<ul style="list-style-type: none"> • Communicates with families about general classroom information. • Presents school-related celebrations and/or concerns to families. • Invites families and community members but inconsistently fosters a sense of belonging. • Listens to students' concerns but is inconsistently solution-oriented. 	<ul style="list-style-type: none"> • Communicates in a timely, user-friendly manner (including digitally and in a variety of languages if feasible) to students and families about instructional programs, assessments and students' progress/achievement. • Engages in meaningful, two-way dialogue with families where information is respectfully shared for the purpose of improving students' growth. • Makes families and community members feel welcome and valued. • Advocates for individual student's needs within the school community. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Facilitates meaningful stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning. • Puts additional structures in place to regularly involve families in students' learning and achievement. • Advocates for school-wide structural and/or process changes to meet the needs of a diverse student population and achieve equity. 	

Sources of evidence may include:

- Teacher/team created parent and/or school culture surveys.
- Meeting minutes, notes, schedules from various after school activities, parent or community groups (e.g., family night, PTO/PTA, Collaborative School Committee (CSC), etc.).
- Online communications about homework, upcoming assessments/class projects, students' progress, etc. (e.g., texting, voicemail, social networks, online collaborations, open educational resources, etc.).
- Home visits.
- Classroom bulletins with calendar, upcoming events, information, etc. via class website, blog, twitter feed, handout, etc.
- Provides opportunities to meet with families at times convenient for parents.
- Home phone calls/conference logs and/or communications of how parents can support in and out of the classroom.
- Documented individual meetings with students and/or parents.
- Parent conference participation numbers.
- Is skillful and respectful when discussing sensitive topics with students/families.
- Special event creation and/or participation (e.g., Math Night).
- Assignments that respect and engage the greater community.
- Bringing in community resources and real-world connections to advance students' career and college readiness (e.g., Career Fairs, promoting internship programs, organizing tutoring, college visits, etc.).

* **Communicates** and when appropriate co-develops: IEPs, 504s, ALPs, READs, PEPs, behavior plans, etc.

** **Background** is a generic term that can include many dimensions of a student's life, for example: ethnicity, religion, language, sexual orientation, gender identity, disability, citizenship status, family composition, living arrangements, etc.

DOMAIN: PROFESSIONALISM EXPECTATION: THOUGHTFUL REFLECTION, LEARNING, AND DEVELOPMENT

INDICATOR P.5: Demonstrates self-awareness, **reflects** on practice with self and others and **acts on feedback** ■■

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p> <ul style="list-style-type: none"> • Rarely reflects on the effectiveness of a lesson. • Unreceptive to feedback. • Demonstrates minimal improvement despite valuable feedback/coaching. • Rarely acknowledges, in a safe environment, own biases/limitations. 	<ul style="list-style-type: none"> • Reflects on the effectiveness of lessons, but insights and/or changes in practice are limited. • Open to receiving valuable feedback from others. • Inconsistently shifts practice in response to valuable feedback. • Examines own biases/perceptions/pedagogical practices to understand their impact upon teaching and learning. 	<ul style="list-style-type: none"> • Consistently reflects on the effectiveness of lessons (e.g., methodology, pacing, differentiation, etc.) to guide future lesson planning/delivery. • Asks for and is consistently open to feedback. • Consistently shifts classroom practice after receiving valuable feedback from others (e.g., principal/Assistant Principal (AP), peer observer, coach, specialist, colleagues, students) to increase her/his effectiveness. • Consistently reflects on own biases/perceptions/pedagogical practices and mitigates the negative impact on students through culturally responsive practices. ■■ 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • Models self-reflection for others, encouraging a culture of improvement. • Actively solicits and acts on feedback from multiple sources. • Helps to lead or develop cultural competence practices. ■■ 	



Sources of evidence may include:

- Feedback from families and students.
- Lesson plan changes over time.
- Notes from observing other teachers.
- Data cycle forms/files. □
- Reflection journal.
- Participation in a Professional Learning Community, Professional Development Unit (PDU), Learning Lab, Learning Walk, etc. □
- Reflections from leadership development opportunities.

INDICATOR P.6: Pursues opportunities for professional growth and contributes to a culture of inquiry

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p>	<ul style="list-style-type: none"> Rarely reflects on personal performance data. Attends required professional development activities but is disinterested and/or rarely participates. 	<ul style="list-style-type: none"> Reflects on personal performance data when requested, but inconsistently prioritizes personal learning. May participate in professional learning within the school, but inconsistently applies beneficial strategies. 	<ul style="list-style-type: none"> Reflects on personal performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth. Actively participates in professional learning activities within the school, district, and/or other organizations and implements the learning from these opportunities. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Contributes to a culture of inquiry by sharing effective, evidence-based teaching strategies or professional literature, conducting action research and engaging in collaborative inquiry around problems of practice.

Sources of evidence *may* include:

- Students' learning data that connects to professional development activities.
- Evidence of new learning implemented in daily practice through observation.
- Professional Development (PD) certificates/transcripts from Schoolnet (e.g., English Language Development (ELD) trainings, English Language Acquisition-Spanish (ELA-S) cohort work, Bridging Languages training, Creating Connections, etc.). ★★^S 
- Registrations/agendas from attendance at conferences.
- New qualifications that have a direct impact on instructional improvement (e.g., Masters, PhD, ELA certification, National Board for Professional Teaching Standards certification). ★★^S
- Leading PD with other teachers.
- Leading courageous conversations about difficult questions regarding inequity and change (e.g., deficit thinking, color-blind racism, marginalized groups, etc.) with staff, families and students.  ★★^S ↑

 **Cultural Competency** • ★ **ELLs** • ★^S **Spanish Native Language Instruction** • ↑ **Students with Disabilities or Gifted/Talented** •  **Information Literacy/Technology** •  **CCSS Shifts**

DOMAIN: PROFESSIONALISM EXPECTATION: MASTERFUL TEACHER LEADERSHIP*

INDICATOR P.7: Builds capacity among colleagues and demonstrates service to students, school, district and the profession

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p>Potential Evidence May Include</p> <ul style="list-style-type: none"> • Rarely takes an active part of defining her/his role and/or role is not implemented. • Rarely supports peers in reaching their goals. • Rarely engages teachers in learning opportunities. • Backs away from taking ownership on difficult issues. 	<ul style="list-style-type: none"> • Role is clearly defined but impact is below that expected for the role. • Supports some peers in reaching their goals, or support for all peers is not tied to the Professional Growth Plan (PGP), school goals, etc. • Provides disjointed learning opportunities that may not lead to teachers' growth. • Works sporadically with the school leadership team on systems with limited outcomes. 	<ul style="list-style-type: none"> • Clearly defines her/his role for leadership in collaboration with school or department leaders to support relevant goals laid out in the Unified Improvement Plan (UIP). Can point to evidence of impact with colleagues. • Supports peers in attaining goals set forth in their PGPs and in the school's UIP. • Builds capacity by engaging new and veteran teachers in communities of practice that utilize the data inquiry cycle. • Works in collaboration with the school leadership team to design, implement and/or improve upon systems to affect school change. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Support for colleagues has far-reaching impact on other staff members throughout the school. • Models effective roll-out of school/district initiatives and actively encourages other teachers' shared ownership. • Builds capacity among colleagues to deconstruct and reconstruct social and cultural frameworks in order to promote greater equity. • Seeks opportunities to build a school culture reflective of the DPS Shared Core Values. 	

* All teacher leaders serving in a formal teacher leadership role (through Teacher Leader Academy cohorts or Differentiated Roles) should receive a rating for P.7 on the Professionalism rubric. Particularly for teachers involved in a district-level Teacher Leadership role (including Physical Education, Arts, Student Services, Early Childhood, Gifted and Talented, World Language, Educational Technology and Library Services) the expectation is that they provide evidence for P.7 during Mid- and End-of-Year Conversations. School leaders may also consider rating other teacher leaders in their school for P.7.

Sources of evidence may include:

- Schoolnet transcripts of attendance at Teacher Leader meetings and DPSAspire.
- Mentoring/support records.
- Meeting minutes, notes, schedules from after school activities.
- Blogs, articles, PD plans, presentations, professional organization membership, etc.
- Leading courageous conversations about difficult questions regarding inequity and change (e.g., deficit thinking, color-blind racism, marginalized groups, etc.) with staff, families and students. 🟩 ⭐ ⬆️
- Leading inquiry data cycle meetings to build peer capacity for inquiry cycle facilitation.
- For differentiated role teacher leaders: conducting LEAP classroom observations and valuable feedback conversations.



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Questions?

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