DENVER PUBLIC SCHOOLS | LEAP

DCTA
Denver Classroom Teachers Association

Handbook

DPS EQUITY STATEMENT:

Racial and Educational Equity is our collective responsibility. We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability.

We will create conditions where we all belong, are included, have clear purpose (why) and have the autonomy to lead in our respective areas. By creating these conditions, we will eliminate the predictability of success or failure for our students and team members.

OVERVIEW

EDUCATOR MINDSETS

OUR GUIDING DEFINITION OF CULTURALLY RESPONSIVE EDUCATION IN DPS

• We maintain an asset-based mindset and value diversity in culture, language, and perspectives.
• We foster meaningful partnerships where our students, team members, and community experience a strong sense of belonging and agency.
• We center the knowledge and lived experiences of our students, team members, and community.
• We create conditions that promote an exchange of ideas, the pursuit of passion, and a quest for justice.

... So that we cultivate liberating spaces where everyperson thrives and is honored in their full humanity.

Visit The Commons page to learn more.

My Responsibility
I am responsible for cultivating experiences where students and team members thrive intellectually, socially, and emotionally.

Self
I continuously reflect on my identity, beliefs, and biases to deepen my cultural competence and adapt my practice accordingly.

Global Context
I develop my critical consciousness and work to dismantle systems of power and privilege that impact my community, myself and my practice.

Building Relationships
I cultivate and maintain meaningful relationships where all members of the community are honored and affirmed in their full humanity.

High Expectations
I maintain consistent and clear high expectations, regardless of identity or background, for all students, families, and team members.

Learning Conditions
I co-create safe, humanizing, joyful, and equitable learning and working environments where we all have agency, well-being is a priority, and we experience a sense of belonging.

WHAT IS LEAP?

INTRODUCTION TO LEAP

District leaders, school leaders, teachers, members of the Denver Classroom Teachers Association (DCTA) and other stakeholder groups collaborated on LEAP's design to establish a clear set of expectations to assess teacher performance, ensuring an excellent teacher in every classroom and ensuring teacher support from highly effective school leaders.

LEAP helps teachers identify areas of both strength and growth by providing guidelines for meaningful feedback conversations, well-designed and implemented coaching cycles, and professional learning sessions. By making teacher evaluation more meaningful, LEAP enables teachers to continue to develop as professionals in ways that ultimately improve student performance.

Measures of Effective Teaching (MET)

DPS and the Denver Classroom Teachers Association (DCTA) recognized that the components of a successful growth and performance system must be informed by the ideas and experiences of experienced educators. It also needed to be comprised of multiple measures to provide a comprehensive, fair and reliable picture of a teacher's performance. Consequently, LEAP was designed with input from teachers, school leaders and national research. The measures that contribute to LEAP were heavily informed by the Measures of Effective Teaching (MET) study, which was conducted in multiple districts across the United States (including Denver) from 2009–2011. The MET study identified the importance of using multiple measures when evaluating a teacher's performance.

NOTE: For more on the MET study, please visit: metproject.org

Additional Information on the Development of LEAP

To learn more about the development of the LEAP system, see the paper Beyond Buy-In: Partnering with Practitioners to Build a Professional Growth and Accountability System for Denver's Educators in The Commons under Human Resources>Growth and Performance>Teachers>What is LEAP?

Understanding the Multiple Measures of LEAP

LEAP incorporates the following multiple measures:

- Student Perception Survey (SPS)
- Observation
- Professionalism
- Student Growth

Observation includes observations of, and feedback on, the classroom learning environment and instructional practice. Using the first two domains of the DPS Framework for Effective Teaching, Learning Environment and Instruction, school leaders and/ or peers observe a teacher's classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching (FET), and arrive at a final score for each indicator. Then, the observer reviews the evidence, aligns the evidence to the frame- work, constructs a meaningful feedback conversation aligned to evidence and teacher's goals, identifies next steps for the teacher's growth, and suggests further professional learning opportunities.

Professionalism includes observations of, and feedback on, each teacher's contributions outside of classroom instructional time; i.e. contributions to school teams, use of data and planning, collaboration with parents and overall impact to the school culture. These assessments occur throughout the year by school leaders and through teacher self-assessment.

Student Perception Survey (SPS) represents the voice of the students. The SPS includes three categories of each teacher's practice as perceived by their students: (1) Facilitates Learning, (2) Supports Students, and (3) Communicates High Expectations.

Student Growth measures how teaching impacts student academic learning and growth. When taken into account with other measures of teacher performance, student academic outcomes provide a more holistic picture of the learning that results from teacher actions over the course of a year. The LEAP system utilizes multiple measures of student academic growth, including:

20% Individual Student Learning Objective (SLO) Goals
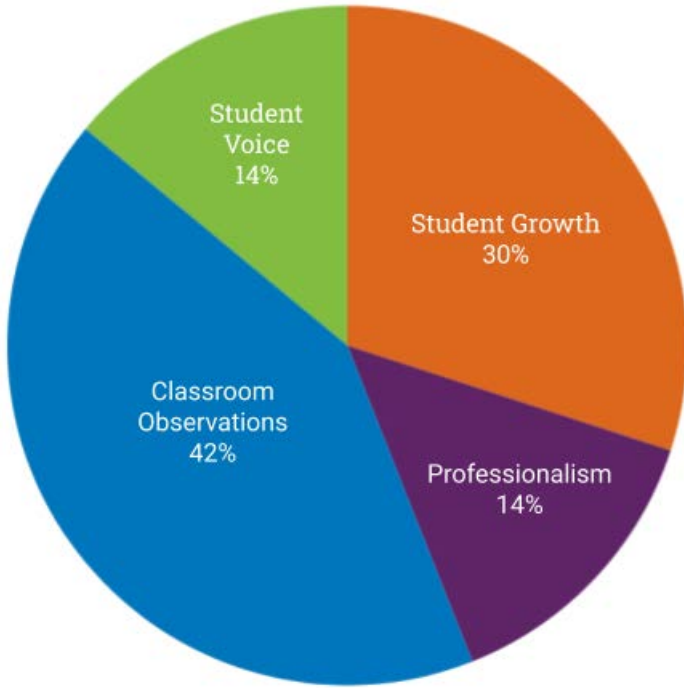
10% Collective Measure
School-wide SLO Percent of Points Earned for SY 23-24 (all teachers SLOs Combined)

By assessing multiple areas of each teacher's performance, LEAP creates a robust method for capturing a teacher's performance effectiveness. Rooted in the shared core value of "Students First," the LEAP system provides a framework for recognizing that, as professionals, teachers and school leaders require (and deserve) clear standards of performance, honest assessments of their strengths and areas for growth, helpful feedback and support for further development.

LEAP affords teachers and leaders the opportunity to reflect on practice and to make shifts in instruction and support based on a variety of data, including observations, professionalism, student voice and student growth. The system is designed to look holistically at multiple factors contributing to a teacher's effectiveness, not just at one dimension of teaching.

The graphic below shows how the multiple measures of LEAP come together to define and support effective teaching.

Per Colorado's new law, SB70, the composition of final effectiveness ratings have been changed for the percent attribution for Professional Practice, and Student Growth from a 50/50 distribution ratio, to a 70/30 distribution ratio starting in the 2023-24 SY.

Student Voice
Captures student perception of a teacher's classroom and instruction.
14% for teachers with SPS, 0% for teachers without SPS

Classroom Observation
Measures a teacher's classroom instruction and learning environment.
42% for teachers with SPS, 47% for teachers without SPS

Professionalism
Assesses a teacher's contributions outside the classroom. *14% for teachers with SPS, 23% for teachers without SPS*

Student Growth
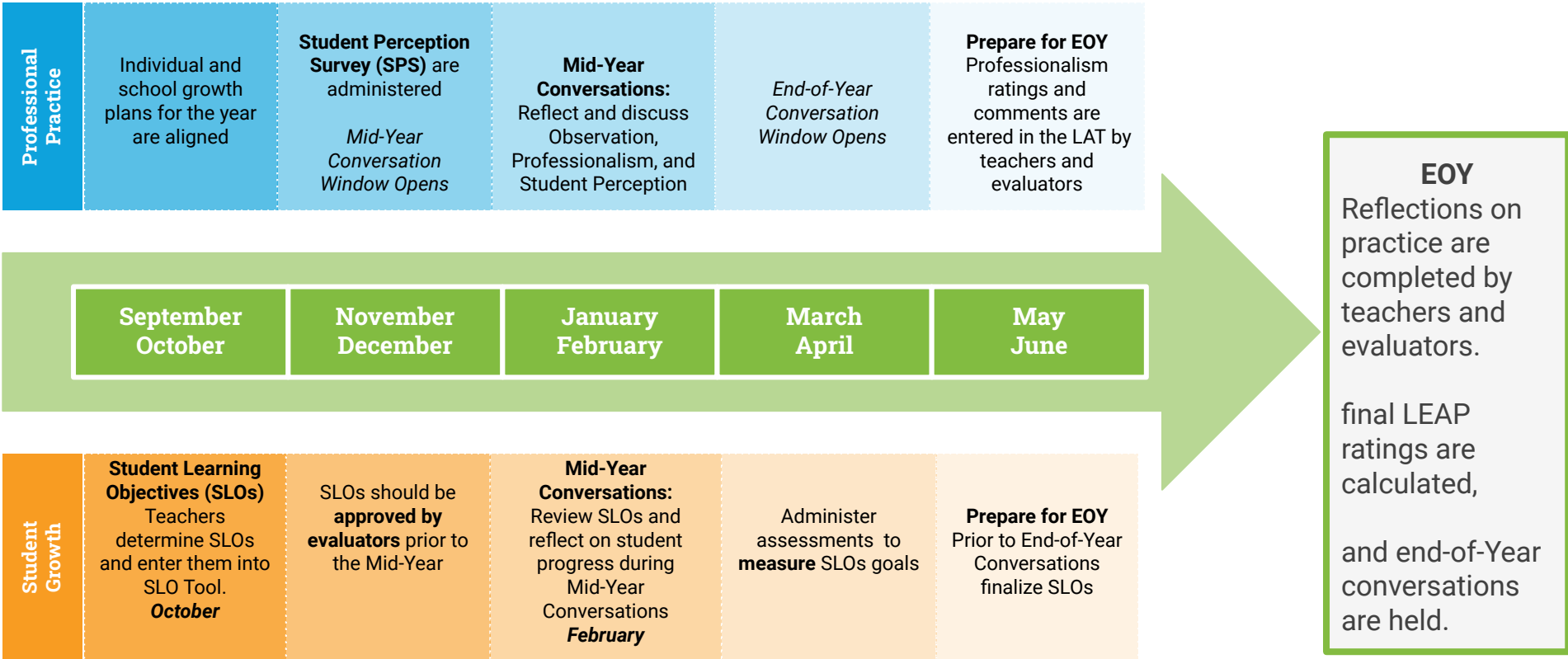20% Individual Student Learning Objective (SLO) Goals
10% Collective Measure
School-wide SLO Percent of Points Earned for SY 23-24 (all teachers SLOs Combined) *Most SSPs will only have individual SLOs as their student growth measures.*

Leap Timeline

Ongoing observations, feedback, and coaching conversations to support teacher growth in Learning Environment, Instruction, and Professionalism.

Professional Practice	Individual and school growth plans for the year are aligned	**Student Perception Survey (SPS) are** administered *Mid-Year Conversation Window Opens*	**Mid-Year Conversations:** Reflect and discuss Observation, Professionalism, and Student Perception	*End-of-Year Conversation Window Opens*	**Prepare for EOY** Professionalism ratings and comments are entered in the LAT by teachers and evaluators
	September October	**November December**	**January February**	**March April**	**May June**
Student Growth	**Student Learning Objectives (SLOs)** Teachers determine SLOs and enter them into SLO Tool. *October*	SLOs should be **approved by evaluators** prior to the Mid-Year	**Mid-Year Conversations:** Review SLOs and reflect on student progress during Mid-Year Conversations *February*	Administer assessments to **measure** SLOs goals	**Prepare for EOY** Prior to End-of-Year Conversations finalize SLOs

EOY Reflections on practice are completed by teachers and evaluators.

final LEAP ratings are calculated,

and end-of-Year conversations are held.

TECHNOLOGY AND LEAP

The LEAP system incorporates the following three technology platforms. Guides to each are available in the LEAP section of the Commons and on the Teacher and Principal Portals. The tools can be accessed in the Teacher Portal under "My Applications."

1. LEAP Application Tool (LAT)

2 SchoolMint (formerly Whetstone)

3 Student Learning Objectives (SLO) Application

LEAP Application Tool

The LEAP Application Tool (LAT) is where the multiple measures of LEAP data, current and past, come together. During the course of the year a school leader or teacher will use the LAT to enter:

- Ongoing Professionalism notes
- Mid-Year and End-of-Year Professionalism comments and ratings
- Mid-Year and End-of-Year Reflections on Practice (Areas of strength and growth)
- Viewing/Selecting Ratings (as applies)

Additionally, leaders and teachers are able to review:

- Completed observation data from SchoolMint
- Student Perception Survey results
- Student Growth and SLO results at end-of-year
- Previous years' LEAP data
- Printable reports

Quick Reference Guides on how to use the LEAP application tool are available in the LEAP section under Growth and Performance on The Commons.

SchoolMint

For LEAP, SchoolMint is used by leaders to capture observations and enter goals and action steps. Teachers are able to track/enter goals and actions steps and review completed observations.

SchoolMint has a built-in training, "Take a Tour", that is located in the bottom, left-hand corner after logging in.

Student Learning Objectives (SLO) Application

The SLO application tool is used by teachers and leaders to enter, approve, update, and finalize Student Learning Objectives. At the end of the year, finalized SLO performance data displays under the Student Growth tab in the LEAP Application Tool.

Extensive user guides cover the following key areas:

- Creating a Long-Term Goal
- Submitting a Long-Term Goal for approval
- Completing End-of-Course Command Levels
- Submitting End-of-Course Command Levels for approval
- Addressing Evaluator-Requested Revisions

These user guides are available on the [ARE website](#).

SUPPORTS AND RESOURCES

Coaching Cycles

Coaching Cycle resources

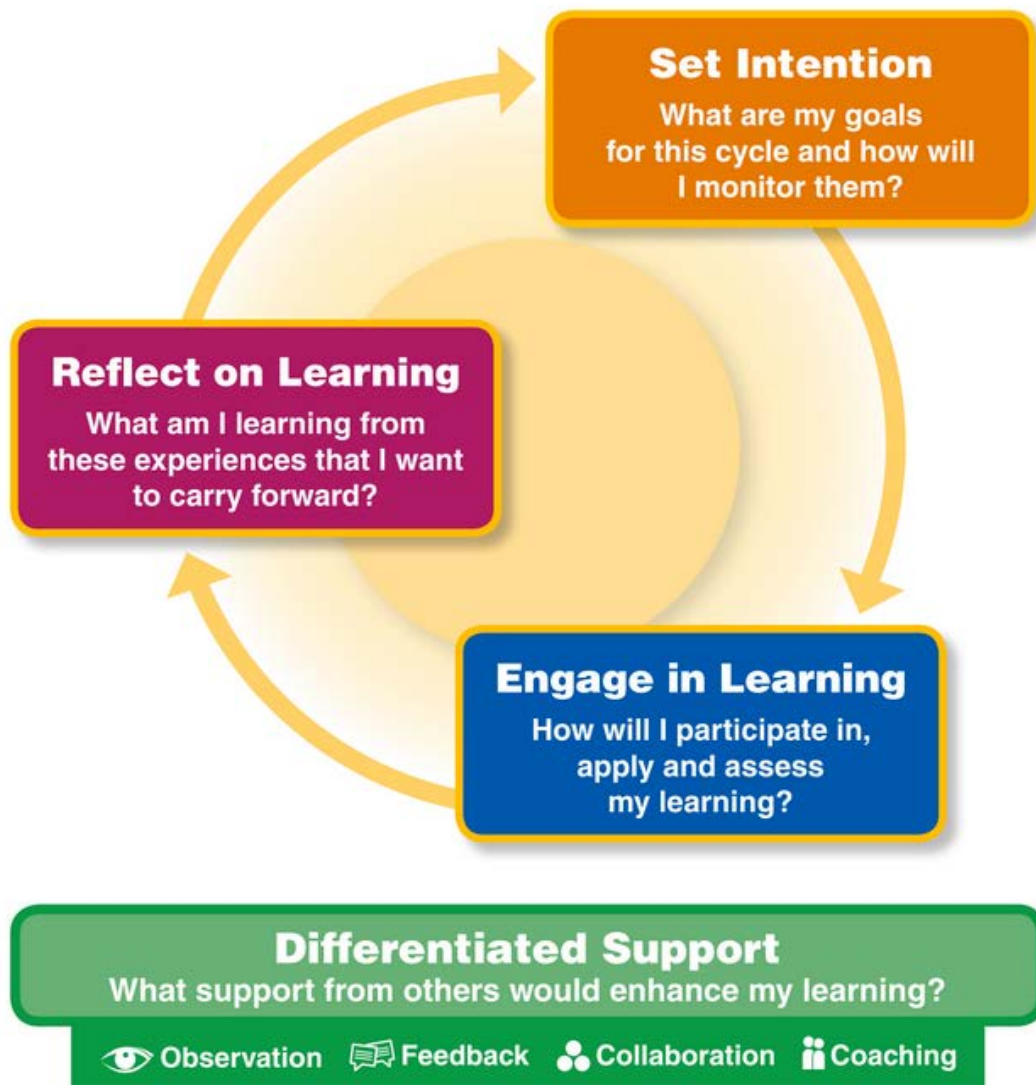Cognitive Coaching Planning and Reflecting Templates

Relay Feedback Template

PHoucuseD on Learning Feedback Session Planning Template

Classroom/Service Observation Form Delivering Quality and Meaningful Feedback

Questions and Consideration For Scoring And Documenting Observation Evidence

Coaching Cycles

Set Intention
What are my goals for this cycle and how will I monitor them?

Reflect on Learning
What am I learning from these experiences that I want to carry forward?

Engage in Learning
How will I participate in, apply and assess my learning?

Differentiated Support
What support from others would enhance my learning?

👁 Observation 📖 Feedback 🔗 Collaboration 👥 Coaching

SUPPORTS AND RESOURCES

Why a Coaching Cycle?

When every teacher thrives, every child thrives. Strong teaching practice is essential to achieving the goals in the DPS Strategic Roadmap. Effective teaching happens when teachers learn together, take risks together, and strive to live and work with growth mind sets. This coaching cycle, aligned to the LEAP timeline, ensures teachers have opportunities to continue to grow their teaching practice in ways that are timely, personalized and related to their personal goals as well as to school and district goals.

What are the elements of a Coaching Cycle?

There are three phases in the Coaching **Cycle:**

Phase 1: Set Intention
Phase 2: Engage in Learning
Phase 3: Reflect on Learning

Differentiated support from others (ie. school leaders, peers, team leads, teacher leaders and support partners) is aligned to a teacher's individual needs during each phase. Teachers have access to support at all phases of the Coaching Cycle in the forms of Observation, Feedback, Collaboration and Coaching.

How does the Coaching Cycle Flow?

Each school year begins with teachers Setting Intention for their year-long individual growth plan that is developed through the first phase of the Coaching Cycle. As the year continues, teachers have opportunities to engage in shorter Learning Cycles that align to their growth plan. Each Coaching Cycle begins with Setting Intentions for the timeline and goals for learning. Teachers then begin a shorter cycle of simultaneously learning, applying and monitoring impact. Each Cycle ends with an opportunity to reflect deeply on learning and determine progress towards year-long goals. The learning determined during this third phase then guides the intention for the next cycle. During each phase of the Coaching Cycle, supporters utilize Observation, Feedback, Collaboration and Coaching to differentiate support for individual teacher needs. This will look unique for each teacher.

The following page defines each element of the Coaching **Cycle in greater detail.**

School Goals

Student Data

Observation Data

Professionalism Data

Meaningful Goals

Set Intention

Setting Intention for a personal Coaching Cycle is critical to ensuring meaningful growth. A well-intentioned Coaching Cycle begins with three key considerations: (1) goal(s) determined from multiple data points, (2) clearly defined success indicators and (3) a plan for monitoring progress towards learning goals. Setting Intention for a learning cycle is teacher-directed with support through Feedback, Collaboration and Coaching.

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1 USE MULTIPLE DATA POINTS TO SET MEANINGFUL GOALS

2 DEFINE SUCCESS

- What will it look like and sound like when I am successful?
- What might my peers and my support team notice in my instruction when I meet my goals?
- How can the multiple measures of LEAP help me define success (reference the three domains of the Framework for Effective Teaching, Student Percep-tion Data, and Student Outcomes)?
- What changes will I see/hear in students' knowledge, skills and attitudes?

3 PROGRESS MONITORING PLAN

- How long will this cycle take?
- What work products might I collect from students?
- What will I look/listen for as I observe students?
- How might I capture my own evidence?

Engage in Learning

Once intention for the Coaching Cycle has been set, the learning phase begins! This phase includes three interconnected parts that interact over the time period defined during the Set Intention phase. The key to deep growth is to participate in, apply, and assess learning in light of goals and success indicators. Engaging in Learning balances being teacher-directed with support through Observation, Feedback, Collaboration and Coaching.

HOW WILL I PARTICIPATE?

Let the ideas begin! Learning in different ways sparks new ideas and strengthens thinking about current practice. Participation might be synchronous, asynchronous or a mix of both.

e.g. Research, Professional Reading, Classes, Conferences, Independent and/or Guided Practice, Professional Learning Communities, Learning Labs, Site Professional Development

HOW WILL I APPLY WHAT I AM LEARNING?

What is learning without playing with the ideas created? Applying Learnings means intentionally implementing new learning.

- Design instruction in light of new learning
- Implement new ideas, skills and instructional moves with students and others.
- Monitor progress in the moment. (i.e. observation notes, video taping and collecting student work).

HOW WILL I ASSESS THE IMPACT OF MY LEARNING?

Learning, applying and now...noticing! Assessing Impact along the way allows for continual refinement.

- What evidence has been collected?
- What am I observing? What are others observing?
- What am I doing now that I wasn't aware of doing before?
- What are my students doing now as a result of how I have applied what I learned?

Reflect on Self

In addition to formal reflection conversations for LEAP at mid-year and end-of-year, reflection organically takes place in all parts of the coaching cycle; however a more formal reflection is essential to understanding how goals and growth align. Reflection may take place individually or through Coaching and Collaboration. The purpose of reflection is to take structured time to analyze evidence, data, and feedback collected throughout the Coaching Cycle, to articulate overall learnings and new expertise gained, and to inform the next Coaching Cycle.

REFLECT ON SELF

- What am I learning about my strengths, needs, interests and constraints?
- What things do I know now that I didn't know before the cycle began?
- How does my new learning align with my goals?

REFLECT ON PROCESS

- How did the data feedback compare to my self-assessment?
- What strategies and key moments contributed to success?
- What did I learn from successes and failures? What will I repeat/delete?
- Now what? What are my learning needs for the next cycle?

REFLECT ON STUDENTS

- What am I learning about students' strengths, needs, interests and constraints?
- How did my professionalism contribute to student learning?
- What would students say and/or what have students said about their learning or service experience?

Phases 1, 2, 3

DIFFERENTIATED SUPPORT

Collaboration   Coaching   Observation   Feedback

Support systems and structures are essential components to ensuring successful teacher growth and performance, both on and off stage. A well-supported Coaching Cycle is grounded in the multiple measures of LEAP and includes student voice as well as Observation, Feedback, Collaboration with others and opportunities for coaching relationships. These supports are customized for teachers at school sites, and additional opportunities are available through broader district support.

Both formal and informal Observation are important for reflection and growth because they offer teachers new perspectives to consider and ways to see their practice through a lens other than their own. Data and evidence collected during Observation is often the basis for feed-back. Highly impactful feedback is specific, actionable, and aligned to the three domains of the Framework for Effective Teaching and supports the Coaching Cycle goal(s).

Ideally, Collaboration is evident during all phases of the Coaching Cycle through data team processes, collaborative planning structures and professional learning communities. During collaborative time, peers, school leaders and/or teacher leaders make shared decisions, analyze data, determine next steps aligned to Coaching Cycle goals and track progress toward those goals. Additionally colleagues work together to ensure alignment and progress of Student Learning Objectives. All members share ideas and invite each other to think deeply. Collaborative partnerships and teams continually revisit Feedback from individual and shared observations as well as elicit Feedback from each other.

A Coaching relationship offers opportunities to plan, reflect and problem solve. These conversations engage teachers in deep thinking about their practice, clarify high leverage next steps and explore teachers' values, beliefs, goals, strengths, needs, interests and constraints. A Coaching relationship requires both teacher ownership and a coach's ability to differentiate for individual teacher's needs through both thought partnering and consulting. During this conversation, a teacher might ask the coach to observe and collect data to enhance future observations.

Differentiating these four support structures throughout the Year-Long Coaching Cycle is important for positively impacting teachers' growth and performance.

LEARNING CYCLE RESOURCES

During part of the Learning Cycle, teachers will experience differentiated supports:

Collaboration   Coaching   Observation   Feedback

Many tools can support instructional planning and the hosting of effective feedback conversations. The following pages include resources and templates that a school leader, teacher leader, and/or coach could use to guide feedback and coaching conversations.

Included are templates and resources from:

THINKING COLLABORATIVE—COGNITIVE COACHINGSM: PLANNING AND REFLECTING CONVERSATION MAPS

These two templates highlight both the Planning Conversation and the Reflecting Conversation Maps, and can be used to support planning with a teacher before a lesson or event, or to guide a teacher through reflecting after a lesson/event. They can also be used together in one conversation that begins with the Reflecting Conversation and moves into a Planning Conversation.

PHOCUSED ON LEARNING—*FEEDBACK SESSION PLANNING TEMPLATE*

This planning template is a general feedback protocol that offers both talking points and a menu of questions to be asked throughout a feedback conversation. It provides an outline and a flow of an effective feedback protocol. This template can be adapted by the school leader, teacher leader and/or coach to address the individual needs of each feedback session.

DPS—*CLASSROOM OR SERVICE OBSERVATION FORM DELIVERING QUALITY AND MEANINGFUL FEEDBACK*

This document explains the purpose of the Classroom Observation Form (COF) and the components that should be included in every COF.

DPS—*QUESTIONS AND CONSIDERATIONS FOR SCORING AND DOCUMENTING OBSERVATION EVIDENCE*

This document is intended to assist observers in understanding types of evidence to collect during an observation (Potential Evidence) and in determining a score for each indicator (Questions/Considerations). This tool may also be used to identify next steps for the teacher and can assist with school-based calibration conversations.

> *NOTE: If an evaluator is using any of these templates to support the feedback conversation alongside formal LEAP observation scores, the following needs to be considered:*
>
> - When and how to introduce the scored indicators and their evidence
> - Which indicators might be drilled down into bite-sized action(s)
> - How one might choose indicators connected to the learning cycle

For information regarding training and support in using any of these resources, please email: leap@dpsk12.net

COGNITIVE COACHING^{SM} PLANNING CONVERSATION MAP

The following Planning Conversation Map is used with permission from Thinking Collaborative, Highlands Ranch, CO. This document includes examples of possible questions as well as planning space for crafting additional questions for use during planning conversations within a coaching cycle.

PURPOSE	EXAMPLES
CLARIFY GOALS	• What are your goals/objectives/outcomes/purpose? • How did you decide on the goals/objectives/outcomes/purpose?
SPECIFY SUCCESS INDICATORS AND A PLAN FOR COLLECTING EVIDENCE.	• What might success look/sound like? • What evidence will you collect?
ANTICIPATE APPROACHES, STRATEGIES, DECISIONS, AND HOW TO MONITOR THEM.	• What are some strategies you have used before that might be successful with this group? • How might you sequence those strategies?
ESTABLISH PERSONAL LEARNING FOCUS AND PROCESSES FOR SELF-ASSESSMENT.	• What is an area of growth you might focus on as an Teacher this year? How might this lesson be used to collect some data for yourself in that area? • If you could video tape this lesson/meeting*, what would you want to see/hear in yourself when you replay it?
REFLECT ON THE COACHING PROCESS AND EXPLORE REFINEMENTS.	• As you reflect on this conversation, how has it supported your learning? • What are you now more aware of (after this conversation)?

(Costa, A. L., & Garmston, R. J. (with C. Hayes & J. Ellison). (2015). Cognitive Coaching: Developing self-directed leaders and learners
(Christopher-Gordon New Editions, 3rd ed.). Lanham, MD: Rowman & Littlefield.).

* Videotaping requires Teacher consent.

COGNITIVE COACHING℠ PLANNING CONVERSATION MAP

The following Reflecting Conversation Map is used with permission from Thinking Collaborative, Highlands Ranch, CO. This document includes examples of possible questions as well as planning space for crafting additional questions for use during reflecting conversations within a coaching cycle.

PURPOSE	EXAMPLES
SUMMARIZE IMPRESSIONS AND RECALL SUPPORTING INFORMATION/DATA.	• How do you think _____ went? • How would you say the lesson went?
ANALYZE CAUSAL FACTORS.	• What comparisons might you make between the lesson you had planned/envisioned and the one you taught? • What effect did your decisions have on the results you achieved? • What might success look/sound like? • What evidence will you collect?
CONSTRUCT NEW LEARNING(S).	• What are you learning that you want to take into future situations? • What do you want to stay mindful of from now on?
COMMIT TO APPLICATION.	• How might you apply your new learning? • How might you ensure that you maintain focus?
REFLECT ON THE COACHING PROCESS AND EXPLORE REFINEMENTS.	• As you reflect on this conversation, how has it supported your learning? • What are you now more aware of (after this conversation)?

(Costa, A. L., & Garmston, R. J. (with C. Hayes & J. Ellison). (2015). Cognitive Coaching: Developing self-directed leaders and learners
(Christopher-Gordon New Editions, 3rd ed.). Lanham, MD: Rowman & Littlefield.).

PHOCUSED ON LEARNING™ FEEDBACK SESSION PLANNING TEMPLATE

GUIDING QUESTIONS	PLANNING
PLAN FOR AREA OF GROWTH	
WHAT IS THE TEACHER'S AREA FOR GROWTH? **• WHY?** **• HOW COULD IT HAVE BEEN MORE EFFECTIVE?** **• WHY DOES IT MATTER (IMPACT)?** **• ASSESS THE TEACHER'S UNDERSTANDING.** **• OBSERVER ELICITS FEEDBACK FROM TEACHER ON NEXT STEPS WHICH CAN BE IMPLEMENTED IN AN UPCOMING LESSON. APPLICABLE RESOURCES ARE SHARED.**	AREA OBJECTIVE: By the end of the session, the teacher will…
	SELF-REFLECTION QUESTION (needs to tie to the area of relative strength you've selected for the conversation):
	SPECIFIC EXAMPLES FROM THE LESSON WITH MODEL FOR AREA FOR STRENGTHENING:
	GUIDED PRACTICE (apply this model to your classroom):
	NEXT STEPS AND SCHOOLMINT OR FEEDBACK TRACKING RESOURCES:
INTRODUCTION	
WHAT QUESTIONS ASSESS THE TEACHER'S UNDERSTANDING OF THE OBJECTIVES?	**Closing statement or question (suggestions below):** • As you think about what we discussed today, how will our conversation impact the sessions or lessons you plan and provide in the future? • Let's talk about how we can use one of your areas of strength to support student learning. • Knowing this is relative area of strength, how could you leverage this area to support your growth in other areas of the framework? **Share with me your thoughts on this process. How will this affect your planning going forward?** • Consider one of the last questions to be… What are some of the positive things we discussed today?*

PHOCUSED ON LEARNING™ FEEDBACK SESSION PLANNING TEMPLATE

Teacher: .... **Lesson:** ....

Date: ....

GUIDING QUESTIONS	PLANNING
INTRODUCTION	
HOW DO I SET PURPOSE AND PUT THE TEACHER AT EASE?	INTRODUCTION: Good afternoon. Our reason for meeting today is to discuss the lesson I observed on _____ . The purpose of including these conversations in GPS is to support \ Teachers with thoughtful service or lesson observation and meaningful, reflective feedback. This session is an opportunity for us to have a reflective discussion about your professional practice. We will spend time talking about Teacher and student behaviors with a goal of developing ideas on how to enhance student achievement.
HOW DO I START THE TEACHER'S REFLECTIVE PROCESS?	GENERAL IMPRESSION QUESTION: Tell me how you think the session went. Did anything happen differently from how you had planned or anticipated it would go?
PLAN FOR AREA OF RELATIVE STRENGTH/EFFECTIVENESS	
WHAT WAS THE TEACHER'S AREA OF RELATIVE EFFECTIVENESS? • WHAT WAS IT? • HOW DID IT LOOK? • WHY WAS IT EFFECTIVE? • ASSESS THE TEACHER'S UNDERSTANDING	STRENGTH AREA OBJECTIVE: By the end of the session, the Teacher will…
	SELF-REFLECTION QUESTION (needs to tie to the area of relative strength you've selected for the conversation):
	EVIDENCE (Specific examples from lesson of Teacher or student behaviors of what the Teacher did effectively):
	CONTINUED USE (Recommend action to continue doing in his/her practice):
	ELICIT FEEDBACK:

Scoring Conversation:

Leave 10–15 minutes at the end of your feedback session to share and discuss all 12 of the teacher's observation indicator scores. Guiding questions/ideas you might use for ratings conversation:

- Based on our conversation, are there any scores you want to discuss further?

- Let's look at the ratings for your areas of focus.

- If the teacher would like to discuss the scores further, suggest focusing on scores that have discrepancies (of a category or more, not one number) between your scores and the teacher's self-assessment.

*POTENTIAL FINAL QUESTION: I want to continue to improve my skill in these conversations, so what are some things I could do better next time? This question shows that we are all in the learning process and that this conversation benefits both the observer and the teacher—co-accountability.

QUESTIONS AND CONSIDERATIONS FOR SCORING AND DOCUMENTING OBSERVATION EVIDENCE

This document is intended to assist observers in understanding what types of evidence to collect during an observation (Potential Evidence) and in determining a score for each indicator (Questions/Considerations). This tool may also be used to identify next steps for the teacher and can assist with school-based calibration conversations.

> **NOTE:** *This bank of suggested questions, considerations and potential evidence is not exhaustive.*

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity	• Note the culturally significant texts and examples teacher uses. • Ways teacher does or does not connect with and ensure all students are engaged. • Evidence of students' showing interest in topic, making connections, participating. • How the teacher responds to Ss who arrive to class late. • Examples of asset or deficit-based teaching. • Percentage of students engaged and having access at different times of lesson.	• What teacher behaviors created equitable or inequitable access • To content, participation, peer interaction, or teacher attention? • If appropriate, what various cultural perspectives were examined through examples,resources, visuals or artifacts? Were there obviously missed opportunities? • If cultural/diversity issues are raised or if negative/derogatory comments are made, how did the teacher respond? May not be appropriate/applicable to every lesson. • To what extent did student's participation and engagement indicate comfort in the class? Consider nuances of age/students to indicate engagement. • If applicable, how did students share their experiences, viewpoints, and interests that indicate feeling comfortable in this classroom? • What percentage of student voices are heard?
LE.2	Fosters a motivational and respectful classroom environment	• Number of students who are quiet and listening when teacher and/or peers are speaking. • Ways teacher encourages students; prompts them to use strategies or resources. • Examples of students encouraging one another or cutting each other down. • Times and examples of students taking leadership roles (expressing opinions, making choices, facilitat-ing academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs).	• What evidence indicates positive and respectful interactions among students and between teacher and students? • How are students encouraged by the teacher and other students? • How does the teacher communicate a belief that all students can achieve? • To what extent are students actively listening to their teachers and peers? • What opportunities were students given to exercise leadership roles through sharing opinions, facilitating discussions, etc.?

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
LE.3	Implements high, clear expectations for students' behaviors and routines	• The strategies teacher uses to get students' attention and how students respond. • The class's transition procedures and time they take. • Examples of teacher's responses to disruptive student behavior. • Classroom rituals and routines (timer, call and response, beginning and end of class). • Distracting student misbehavior and specific examples of impact on S learning. • Students' reactions to teacher redirect (compliance, noncompliance, hurt feelings, smiling, apologizing etc.). • No student misbehavior observed; teacher not needing to address behavior, because few instances of behavior detract from student learning. • Examples of teacher's responses to positive student behavior.	• How do students' behaviors impact other students' learning? • How does the teacher address inappropriate student behaviors in a respectful way? • Were there inappropriate student behaviors that detracted from students' learning that were not addressed? What were they?How often did they take place? • How/when did students change their behaviors in response to teacher redirection? • What indicated that classroom rituals and routines were clear and students were able to follow them? (Note: Routines may be internalized.) • How did the teacher respond to misbehavior, minimizing impact on other students? • How did the teacher positively recognize behavior? Which students did he/she recognize?
LE.4	Classroom resources and physical environment support students and their learning	• A list of resources, supports, examples teacher provides and how they are observed supporting student learning. • The ways students are observed utilizing texts, resources, technology. • The way students are seated, how they move for specific portions of class to enhance learning.	• How did the resources provided support students' learning • (of content and/or language)? • Did students know where to look for resources, what resources to access, or who to ask if they needed support? • How did the classroom arrangement support students' movement, participation, and facilitation of peer-to-peer conversation (if applicable)?

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)	• The ways teacher communicates CLO (Content Language Objective). • The ways teacher and/or students connect today's CLO to other learning, real world. • The CLO's connection to a grade-level standard. • How the instruction, tasks, activities, and discussions during class connect (or do not connect) to the CLO. • The things students say about what they're learning and why. • Evidence (what students wrote, said, produced) that shows students met or progressed toward the objective(s). • The number of students who met or progressed toward objective(s). • Student responses to observer's questions: "What are you learning today? Why is that important to learn?" • In the event there is not an explicit content or language objective, note the implicit content or language objective and how it is implied.	• What were students supposed to learn today (content)?What words, structures, etc. were they supposed to use to demonstrate that learning (language)? • What evidence do you have of students making (or not making) progress towards the content objective? • What evidence do you have of students making (or not making) progress towards the language objective? • What did students walk out knowing that they didn't walk in knowing? • What evidence shows students' understanding of the content-language objective(s)? • What is evidence that students made progress towards the content-language objective(s)? • What connections were made between stated content-language objective(s) and tasks? • What did you identify as the content objective and what did you identify as the language objective? Or, if there is no observable objective, was there an implied objective? If so, to what extent was that apparent to students?
I.2	Provides rigorous tasks that require critical think- ing and creativity with appropriate digital and other supports to ensure students' successes	• The level of Blooms in which students are engaged and for what amount of time they are at that level. • Evidence that students are in ZPD (Zone of Proximal Development) and engaged in productive struggle (thinking before writing/speaking, consulting resources/teacher/peers, revising work). • What the tasks ask students to do (summarize, provide one correct answer, give opinions, justify responses, evaluate ideas, explain thinking). • Time students take to complete major tasks. • Supports, scaffolding that help students progress with rigorous tasks. • The percentage of students engaged in productive struggle.(Which students are engaged in the highest level thinking?)	• To what extent was the content and language rigorous? • Considering rigor vs. differentiation: Was there too much support? Too little? Appropriate amount? • In what ways does the task engage students in productive struggle towards mastering the objective?

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)	• The times and order of each component of class. • Instructional methods/strategies: GRR, Inquiry, Lab, Game, Read aloud, Collaborative work, Socratic Seminar, Work Time, Exit Ticket, etc. • Accurate vs. inaccurate content information taught. • The amount of student-centered vs. teacher-centered time in a lesson.	• How did pace and sequence impact students' learning? • What evidence exists of accurate/inaccurate, sufficient/insufficient teacher content knowledge? • How did the students show that they understood what is said/written? • Based on the chosen teaching methodology, is the balance of teacher/ student talk appropriate and does it contribute to students' learning?
I.4	Ensures all students' active and appropriate use of academic language	• Examples of the language used and taught by teacher (content vocab, academic vocab, syntax, grammar, mechanics). • How the teacher explicitly teaches language functions in the context of content. • Evidence of students' knowledge of what language to use when. • The resources and supports teacher provides for students to use in applying language. • The teacher's stated and written expectations for students' language use in writing and speaking. • The level of rigor and authenticity in student use of academic language. • Teacher's expectations for students to use complete sentences. • Students' use of complete sentences vs. one word answers in writing and speaking.	• Considering vocabulary to be less than half of academic language, what academic language in the syntax and discourse levels were taught/practiced? • What academic words/language did the teacher use? • What academic words/language did the students use? • What structures/resources supported students in using the academic language? • In what ways did students sufficiently practice using academic lan-guage to an extent that their ability to correctly use it improved? • How many students were using complete sentences? • If the teacher occasionally accepts one word answers, was it appropriate to answer using one word in that situation or should the teacher have pushed for complete sentences?

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
I.5	Checks for understanding of content-language objective(s)	• The questions that require all students to respond in some way and the accountability to do so. • Times teacher calls on volunteers with raised hands vs. cold calls vs. choral response. • The wait/think/write time teacher provides for stu-dents to respond to questions. • Examples of students' responses to questions (full sentences, one word, accurate content, Ss adding to previous responses). • Instances of teacher adjusting instruction (time provided, direct instruction, follow up questions, providing resources, correcting misconceptions) based on students' responses. • The methods the teacher uses to check all students' progress toward objective (understanding vs. task completion). • Note the times teacher circulates to observe students' work.	• What checks for understanding did the teacher use and what information could he/she glean from these checks? • To what extent was the information collected from the checks for understanding sufficient for informing instruction? • What did the teacher do with the information he/she gathered from the checks for understanding? • What adjustments were made to instruction based on checks for understanding? Did adjustments need to be made that were not? • What difference did you see between checking for understanding and checking for completion of task? • What checks did the teacher make in connection to the learning target?
I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)	• The percentage of students who make progress toward objective. • A list of potential barriers for students who struggle to make meaningful progress. • The different content, processes, products, expecta-tions for certain students/groups of students. • The supports available or provided to all students. • Extensions provided for certain students/ groups of students (NOTE: If the extensions move students to think more deeply regarding the objective/content vs. more/busy work).	• If it advanced student learning (for individuals, groups, or whole class), how did the teacher adjust any of the following: Content?Process? Product? • What different ways did students engage in the processes or create different products as they progressed toward the objective(s)? • How did the teacher provide extensions for students who came in demonstrating an understanding? • What supports/practices did the teacher provide that allowed stu-dents to move further toward the objective than they would have gotten without those supports/practices? • How was learning moved forward for students? • What evidence do you have of students making progress towards the content-language objective(s)?

INDICATOR	EXPECTATIONS	POTENTIAL EVIDENCE (Examples of what to collect when scripting)	QUESTIONS TO CONSIDER WHEN ALIGNING EVIDENCE FOR SCORING
I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s)	• The feedback teacher gives whole class, groups of students, individual students (descriptive feedback vs. feedback on task completion vs. motivational feedback). • Concrete next steps teacher provides to students. • Opportunities for students to compare their work to other students. • Evidence that students made changes after receiving feedback. • Students identifying their own next steps.	• What feedback did the teacher give students that advanced their progress toward the content-language objective(s)? Or what feedback did the teacher give students that was motivational or focused on task completion (not academic feedback)? • What evidence demonstrated students moving toward the content-language objective(s) based on feedback? • Did students know what next steps to take in their learning?
I.8	Promotes students' communication and collaboration utilizing appropriate digital and other resources	• Expectations that hold all group members accountable to collaborate. • Note which students are communicating (volunteers, cold called or all students). • The number of students who communicate when directed to do so; number of students who collaborate when directed to do so. • Meaningful vs. superficial collaboration (ex: turn and talk to discuss an abstract concept vs. turn and talk to repeat directions). • Meaningful vs. superficial collaboration (number of students with active roles vs. passive; individual and group accountability; meaningfulness of task).	*NOTE: I.8 requires both communication AND collaboration.* • What opportunities did students have to communicate (e.g., exchange thoughts, messages, or information, etc.)? • What opportunities did students have to collaborate in an effort to gain mastery toward the objective (i.e., working together in a cooperative manner for a common purpose or goal)? • What structures/protocols did the teacher have in place to support student-to-student communication/collaboration? • In what ways did you see students take responsibility in small groups/partners? • If a student had the above opportunities to communicate and col-laborate, how did it impact students' learning (e.g., communicating for purpose/learning vs. just communicating)? • If students struggled to collaborate/communicate was it due to a lack of clear expectations or did the task not lend itself to collaborate/communicate?

STUDENT PERCEPTION SURVEY

STUDENT PERCEPTION SURVEY

STUDENT PERCEPTION SURVEY OVERVIEW

Student Perception Surveys (SPS) ensure that students have a confidential way to provide meaningful feedback to their teachers. Why is student feedback important? Although teachers are the experts at teaching, students are the experts at learning. The most successful classrooms are those where students and teachers work together in partnership!

According to recent research, much of which is listed in the Research and Resources section at the end of this handbook, Student Perception Surveys highly correlate with student achievement. This means that the SPS results align with measures of student academic success. Feedback from the SPS helps teachers and administrators identify areas of strength and growth in order to provide students with the best learning experience possible.

The Student Perception Survey provides teachers and school leaders with a unique perspective on teachers' educational practice as experienced by students. Teachers and school leaders can reflect on SPS data to better understand student experiences, and then reflect on strength and growth areas aligned to LEAP to improve practice and ensure that every child succeeds.

The SPS is:

- A measure of each student's viewpoint of the functionality of their teacher's classroom.
- A valuable coaching and professional development tool for teachers and school leaders, best utilized when preparing Professional Growth Plans (PGPs), individualized coaching sessions and professional learning opportunities that are aligned to specific areas of strength and growth.
- An objective, research-based tool that has been refined based on data analysis and feedback from the field.

The SPS is not:

- A popularity contest. The SPS questions focus on teachers' instructional behaviors in the classroom and measure the extent to which students feel supported when learning.
- An opportunity for students to manipulate teachers' performance ratings. The SPS includes specific items that are designed to ensure students respond authentically. Denver Public Schools (DPS) removes student data from a teacher's effectiveness rating if a student responds to questions with one universal answer ("Always" or "Never") when the cross-check question requires the opposite response.

Administering the SPS

The SPS is administered online in the late fall and early spring (the second (spring) administration is optional for teachers who administered in the fall). Students in grades 3–12 participate. Early Childhood Education-2nd grade students do not participate in the SPS.

Why do we administer in the fall? Based on internal DPS research on SPS data and research from the Measures of Effective Teaching (MET) project, it was found that student responses do not vary significantly between the fall and the spring. In fact, the MET study concluded that surveys done only a few weeks into the school year can be considered valid and are consistent with survey responses captured at various times throughout the year.

A late fall survey is also ideal given the heavy workload and assessment schedule facing many teachers in the spring. Another benefit of the fall administration is that it allows teachers more time to use their SPS results to adjust and improve instructional practices in the classroom over the course of the school year.

Using SPS Results

The SPS was designed to capture key aspects of student-teacher interactions as they are perceived by students. The SPS provides teachers with a different viewpoint on instruction within the classroom compared to classroom observations. Student feedback is a powerful tool for reflection and professional learning. The Student Perception Survey gives teachers a unique way to under- stand students' experiences in the classroom. Combined with daily observations of students and their work, these results provide actionable feedback on instructional practice that can help teachers build upon strengths and identify areas for growth.

This section includes tools and strategies that teachers can use to understand their results and create action plans based on them, including:

- How the questions are organized when reporting on results of the SPS.
- The Teacher Self-Assessment Tool that teachers can use to compare their perceptions of their classroom with those of their students.
- Guiding questions and strategies for reflecting on SPS results.
- The SPS Reflection Tool to help teachers unpack their SPS results.
- Guidance about how teachers can share their SPS results with their students.

How is the SPS Organized?

The SPS questions fall into the following categories:

Facilitates Learning

The teacher supports students' understanding of academic content and encourages students to think critically and explain their ideas.

Examples:

- My teacher is good at explaining things that are hard to understand.
- My teacher helps me understand my mistakes so that I can do better next time.

Supports Students

The teacher supports students emotionally and creates an engaging classroom learning environment.

Examples:

- I like the way my teacher treats me.
- My teacher listens to me.

High Expectations of Students

The teacher communicates and demonstrates high expectations for student behavior and academic effort.

Examples:

- My teacher makes sure that students in this class behave well.
- My teacher makes sure I do my best in school.

Students respond to each of the items on the survey using a common frequency scale:

Never → Some of the Time → Most of the Time → Always

Teacher Self-Assessment Tool

One helpful strategy you can employ to help interpret and use SPS results is to compare student perceptions to your own perceptions by using the self-assessment tool. The self-assessment tool questions align to the SPS questions that students answer. Answering the self-assessment tool questions allows you to compare your own perceptions of practice directly to student perceptions.

The self-assessment tool can be found on the LEAP website in the Student Perception Survey section. The self-assessment tool questions mirror the SPS questions and allow you to reflect on your performance on the same response scale that students use.

SPS ITEM	SELF-ASSESSMENT ITEM
• My teacher listens to me. • My teacher explains what we are learning and why.	• *I listen to my students.* • *I explain to my students what we are learning and why.*

How to Use the Self-Assessment Tool

- If possible, you should do this self-assessment prior to reviewing SPS results—although it's still very insightful to do it after receiving results.

- You should answer the questions honestly and not overthink them. The initial answer is often the best one.

- After completing your self-assessment and reviewing student responses, think about the following questions:

  - How similar or how different were your responses from your students? What surprised you?

  - On questions where there were differences between you and your students, what do you think might account for those differences? How might you gather more feedback from your students to give you more insight into these differences and identify ways to address them?

Reflecting on SPS Results

Set aside sufficient time to review and reflect on the SPS results from your students. Your SPS results encompass questions grouped into three categories. The SPS report, located in the LEAP Application Tool, includes breakdowns of students' responses to each question and category, as well as breakdowns by student demographics and comparisons to teachers in your peer group and school. There is a wealth of information, so ensure you have sufficient time to review and understand it.

When reviewing your SPS results, think about the following questions: (The following SPS Reflection Tool section can also guide you through this process.)

- What are your initial thoughts about your results? Does anything surprise you? What are you most proud of?

- What do students seem to be saying? What trends do you notice?

- How do your students' responses confirm or change your instructional choices?

- How can you incorporate this information in developing your teaching practice? How do these results inform your progress toward your Professional Growth Plan?

- How do your results compare to your own perceptions of your classroom? (The SPS teacher self-assessment tool can be informative   here.)

- What support do you need to grow based on these results?

Collaborate with a trusted colleague or with your team to help you think about your results and how to use them in your practice. Discussing similarities and differences in your results with colleagues is a powerful way to identify common strengths as well as strategies for improvement.

Consider sharing and discussing your results with your students. Your students are the best people to clarify results that are confusing or to elaborate on your strengths. Your students can also help you create effective strategies to address areas for growth. By sharing your SPS results with your students, you demonstrate that you take their feedback seriously and value their input and their role in the learning process.

SPS Reflection Tool

The SPS Reflection Tool gives you a framework for reviewing and reflecting on the SPS results from your students. The tool guides you through a series of steps:

- Analyze—What are my results?

- Interpret—What do my results mean?

- Connect—How do my results compare to other information about my instructional practice?

- Reflect—How might these results have come about in terms of my strategies and practice?

- Plan—What are the next steps for developing my practice?

How to Use the SPS Reflection Tool

Start with some of the "big picture" reflection questions outlined in the Reflecting on Your SPS Results section of this guide (above). Then move to some additional reflection questions such as:

- How do your results compare to your own perceptions of your classroom? (The SPS teacher self-assessment tool can be informative here.)

- Connect SPS results and observation feedback based on the DPS Framework for Effective Teaching. Do you see any connections in the feedback you have received between these two separate measures?

After completing your reflection, create an action plan to identify next steps for your professional growth that includes the following:

- What are your next steps?

- What are your goals?

- Who will you need support from?

- How will you know if you have met your next steps?

- How and when will you monitor and assess progress?

SPS REFLECTIONS: AREAS OF STRENGTH		
STEP	**EXAMPLE**	**YOUR RESPONSES**
ANALYZE		
• Which category had the highest "percent positive" score? Is your score in this category higher or lower than your school peer group and district average? • Which questions in this category had the highest "percent positive" scores? • Did all groups of students respond in the same way?	• *Supports Students—88% positive* • *My teacher cares about me (90% positive).* • *My teacher listens to me (89% positive).* • *My Hispanic students responded somewhat less favorably (80R% positive versus 88%).*	
INTERPRET		
• What do these responses mean to you? Why do you think your students responded favorably to these questions? • Was this the same category you rated yourself highest on in your SPS self-assessment?	• *My students know that I'm interest- ed in them and their perspectives.* • *My Hispanic students may not feel as confident about my interest in them as my other students.* • *I rated myself highest in High Expectations.*	
CONNECT		
• How do the results compare to other data, such as feedback from observations?	• *These results align with feedback from my Assistant Principal (AP) based on observations that my practice in LE.2 is consistently effective, specifically in demonstrating caring about students as individuals.*	
REFLECT		
• Which instructional practices may have contributed to these favorable responses?	• *Weekly journal writing* • *Beginning of year student interest surveys* • *Greeting students at the door daily*	
PLAN		
• How can I build upon this strength in future work to improve my teaching practice and student learning?	• *Take the strategies I've used to build relationships with students and ask students to do those things with each other, such as interviewing each other or partnering up based on interests.* • *Direct more questions to my Hispanic students to make sure I engage with them as much as other students.*	

SPS REFLECTIONS: AREAS FOR GROWTH

STEP	EXAMPLE	YOUR RESPONSES
ANALYZE		
• Which category had the lowest "percent positive" score? Is your score in this category higher or lower than your school peer group and district average? • Which questions in this category had the lowest "percent positive" scores? • Did all groups of students respond in the same way?	• *High expectations - 47% positive* • *My teacher only accepts my best effort (40% positive)* • *In my teacher's class, I have to work hard (45% positive)* • *My female students responded somewhat less favorably (40% positive vs. 47%)*	
INTERPRET		
• What do these responses mean to you? Why do you think your students responded less favor- ably to these questions? • Was this the same category you rated yourself lowest on in your SPS self-assessment?	• *My students don't think that I challenge them enough.* • *I may be assuming that the girls in my class don't need to be motivated because they tend to perform well.* • *I rated myself highest in this category.*	
CONNECT		
• How do the results compare to other data, such as feedback from observations?	• *My AP has shared that my ability to explain things clearly is a strength (I.3), but that my learning activities don't always offer enough cognitive challenge (I.2). This aligns to the feedback from my students.*	
REFLECT		
• Which instructional practices can I adjust to improve this area?	• *I may explain too much and don't let students engage enough in a productive struggle.* • *Inquiry-based lessons and Socratic seminars might allow students to wrestle more with questions and concepts.* • *I can focus on making sure that I push the girls in my class to go beyond their usual work.*	
PLAN		
• What are my next steps for developing this area of my practice?	• *I will talk with my AP about setting up a learning community to develop skills in inquiry-based lessons and Socratic seminars.* • *I will talk with colleagues about strategies to keep my female students motivated and engaged.*	

Sharing SPS Results with Students

Student Perception Surveys are much more useful if you share (and use) the results to improve your teaching practices. Once you receive your SPS results, be sure to examine them to determine what is working well and to identify areas for growth. Do not take anything on the SPS personally, but instead use the results to create deeper conversations with your students, colleagues and administration. Tell your students that you plan to incorporate their feedback into your teaching, and be sure to tell them exactly when you are using one of their suggestions.

Tips for talking with your students about the SPS before it is administered.

- Start with the WHY—Let students know that you value their opinions and that you recognize that they are the experts on their own learning. Explain that the Student Perception Surveys are a way for them to give helpful feedback on what is working and not working for them.

- Let students know that the surveys are confidential—teachers do NOT see individual student responses.

- Encourage students to provide honest and specific feedback to help you become the best teacher you can be.

- Explain and demonstrate the difference between criticism and helpful, actionable feedback.

- Tell students that you plan to take the feedback seriously and use their suggestions to help improve the classroom experience for everyone.

- Let students know when the results will be available and promise to share your results with them.

Tips for talking with your students about your SPS results.

After you receive your results and have had the chance for reflection, discuss your results with your students and create the space for follow-up, and perhaps more in-depth feedback.

Some questions you can ask are:

- In what ways could I improve

- What works well in this classroom?

- What could we do differently in this classroom?

- What can I do to improve your experience in this class?

There are Student Perception Survey online resources available on the LEAP website to collect more frequent, formative data to help with this, and to structure activities for students to gain additional insight from them.

SPS Scoring and Reporting

The SPS reports in the LEAP Application Tool were designed to include information to help teachers identify areas of strength and growth. The reports include the following:

- **Overall SPS Score**—The overall SPS score provides information that indicates how well the teacher performed across all SPS items and categories. The overall score is a "percent positive," or the percent of responses that are "Most of the Time" and "Always."

- **Category-level SPS Scores**—The category-level results provide information to help teachers identify areas of strength and growth. Category-level scores are also reported as "percent positive" scores. Categories are Facilitates Learning, Supports Stu- dents and High Expectations of Learning.

- **Item-level SPS Results**—The item-level results provide teachers with a more detailed picture of how students perceive them in the classroom. Item-level results are reported as the percent of responses in each response option ("Never," "Some of the Time," "Most of the Time," "Always").

- **Demographic Breakdowns**—The report includes breakdowns of student responses by characteristics such as gender, ethnicity, English Language Acquisition (ELA) status, disability status and grade. These demographic breakdowns allow teachers and school leaders to identify specific sub-groups of students on which the teacher may want to focus instructional efforts. How the questions are organized when reporting on results of the SPS.

It's helpful to review SPS results in relation to average scores for the teacher peer group (e.g., teachers of a similar type or instructing at a similar education level) and the teacher's school. Although SPS scores can range from 0% to 100% positive, most teachers score between 70% and 100% positive. Knowing how each teacher's score relates to scores of other teachers in similar assignments can help teachers and school leaders to better understand and interpret the SPS results. Averages for the school and the teacher peer group are provided in the SPS reports.

In order to ensure SPS results are a reliable and valid source of teacher performance, DPS applies additional requirements prior to calculating an SPS score for a teacher:

- Teachers are required to have at least ten "complete" surveys in order to receive a score; a complete survey is defined as a survey where the majority of survey items are complete. Surveys that are found to be inauthentic are removed from the analysis. DPS has built in checks to ensure student responses are genuine.

- Students and teachers must have valid IDs entered on the survey so survey authenticity can be verified and responses for different student demographic groups can be reported. Students must also be assigned to teachers in Infinite Campus in order to complete the survey for that teacher.

RESEARCH AND RESOURCES

The DPS Data Culture Inquiry Cycle provides a framework for using a variety of data to improve the effectiveness of instructional practice. You can find an overview of the Inquiry Cycle and resources for implementing it here: standardstoolkit.dpsk12.org/data-culture/

You can find resources for Professional Learning aligned to SPS categories and the Framework for Effective Teaching indicators in the LEAP section under Growth and Performance on the Commons.

Measures of Effective Teaching

Research findings from the Measures of Effective Teaching (MET) project—a multi-year, multi-school district study in which DPS participated—found that teachers' student survey results were moderately predictive of students' achievement gains, as measured by standardized tests. In other words, students are able to not only recognize effective teaching and respectful, learning-focused, classroom environments, but also benefit from that teaching. In addition, the MET project also found that inclusion of student surveys with classroom observations and achievement gains in teacher effectiveness measures produced more reliable results than classroom observations and achievement gains used alone. Learn more about the MET findings at: *metproject.org.*

Asking Students about Teaching Practitioner Brief

A 24-page resource for practitioners on student perception surveys and their implementation in feedback and evaluation systems.
metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

Asking Students about Teaching Summary

A two-page summary on the benefits of student perceptions surveys and on key implementation challenges that must be addressed.
metproject.org/downloads/Asking_Students_Summary_Doc.pdf

Student Survey Teacher Q&A

A one-page interview with National Teacher of the Year Sarah Brown Wessling on how student perception surveys have helped her and her students.
metproject.org/downloads/Asking_Students_Summary_Doc.pdf

John W. Gardner Center at Stanford University

Researchers at the Gardner Center at Stanford have found that caring classroom environments increase students' motivation to learn, and that students' perceptions of their classroom environments are predictive of their motivation and achievement. The following briefs explore the relationship between caring classroom practices, students' motivation to learn and academic achievement.

Caring and Motivating Middle School Classrooms

jgc.stanford.edu/resources/publications/Motivation%20-%20Feb%202012.pdf

Practices that Promote Middle School Students' Motivation and Achievement

jgc.stanford.edu/resources/publications/JGC_IB_Motivation2010.pdf

Colorado Education Initiative

The Colorado Education Initiative's Student Perception Survey is used by numerous districts in Colorado. Their Teacher
Reflection Toolkit contains resources for understanding and using student perception results.
coloradoedinitiative.org/toolkit/teacher/

Tripod

Tripod's Teacher Toolkit has useful resources for using student perception results to improve instruction.
tripoded.com/teacher-toolkit/

Edutopia

Teacher-focused resources for engaging and utilizing student voices in your classroom to improve student engagement and learning.
edutopia.org/article/engaging-student-voices-resources

Project Voyce

Programs and resources to empower students to be active participants in their learning. Project Voyce is based in Denver and works with DPS students and schools.
projectvoyce.org/

STUDENT GROWTH

STUDENT GROWTH OVERVIEW

When taken into account with other measures of teacher performance, measures of student academic growth provide a more holistic picture of the learning that results from teacher actions over the course of a year than does Professional Practice alone.
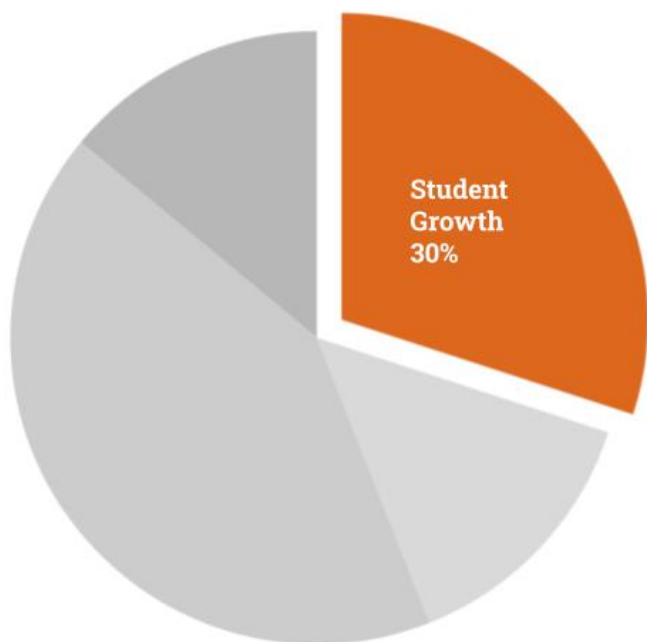
The goal is to ensure that the measures being used provide meaningful information about students' academic learning and that the LEAP system overall includes multiple measures of student academic growth. This provides teachers with more comprehensive data and feedback to support their practice and their students' learning.

Requirements of Colorado Law

The Student Growth component of LEAP is 30% of teachers' overall ratings in accordance with Senate Bill 22-70

- 20% Individual Student Learning Objective (SLO) Goals

- 10% Collective Measure
  School-wide SLO Percent of Points Earned for SY 23-24 (all teachers SLOs Combined)

Student Growth (30%)

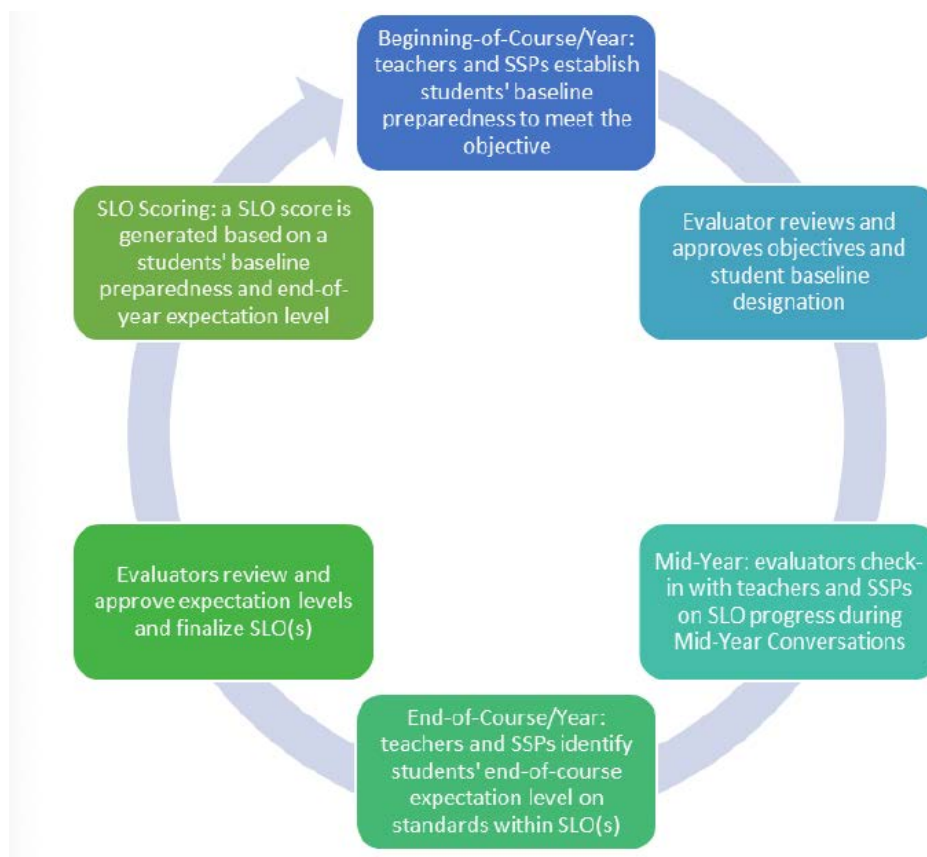**Student Growth:**

- 20% Individual Student Learning Objective (SLO) Goals

- 10% Collective Measure

  ○ School-wide SLO Percent of Points Earned for SY 23-24 *(all teachers SLOs Combined)*

Student Learning Objectives

Student Learning Objectives (SLOs) are course-long learning objectives set by teachers to identify and then monitor student progress along a learning progression towards critical learning outcomes. Based on the Colorado Academic and Common Core State Standards, the goal of SLOs is to focus teachers on setting ambitious, realistic and measurable objectives towards student mastery of the standards.

SLOs allow teachers to start in the right place—determining what students need to know by the end of each course to graduate college and be career-ready. Teachers then plan backwards in an aligned, thoughtful way to ensure that instruction and assessment are working in tandem toward our common goal of Every Child Succeeds. By implementing SLOs, DPS seeks to maximize student growth by making effective teaching practices a part of every teacher's planning.

To learn more about SLOs click here

Beginning-of-Course/Year: teachers and SSPs establish students' baseline preparedness to meet the objective

Evaluator reviews and approves objectives and student baseline designation

Mid-Year: evaluators check-in with teachers and SSPs on SLO progress during Mid-Year Conversations

End-of-Course/Year: teachers and SSPs identify students' end-of-course expectation level on standards within SLO(s)

Evaluators review and approve expectation levels and finalize SLO(s)

SLO Scoring: a SLO score is generated based on a students' baseline preparedness and end-of-year expectation level

RESEARCH: THE DEVELOPMENT OF LEAP

- Measures of Effective Teaching (MET) reports: metproject.org/reports.php

- District of Columbia Public Schools' Impact rubric: dc.gov/DCPS/In+the+Classroom/ Ensuring+Teacher+Success/IMPACT+ (Performance+Assessment)/IMPACT+Guidebooks

- Tennessee Department of Education's Teacher and Principal Evaluation System: tn.gov/firsttothetop/ programs-committee.html

- New Haven Public Schools' Instructional Practice Framework: nhps.net/node/1082

- Houston Independent School District's Instructional Practice and Professional Expectations Rubric: hisdacademics.org/wp-content/uploads/gravity_forms/2-b18b158c2f279cf25b600c39bae04778/2013/08/ HISD-Teacher-IP-and-PE-Rubrics.pdf

- Protocol for Language Arts Teaching Observations (PLATO): platorubric.stanford.edu/Archived.html

- National Center for Teacher Effectiveness Mathematical Quality of Instruction (MQI) instrument: isites. harvard.edu/icb/icb.do?keyword=mqi_training

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