DENVER PUBLIC SCHOOLS | LEAP

DCTA
Denver Classroom Teachers Association

Handbook

OVERVIEW

LEAP AS PART OF THE BROADER DPS VISION

INTRODUCTION TO LEAP

Denver Public Schools (DPS) is committed to establishing great schools in every neighborhood, closing academic opportunity gaps and preparing all DPS students for success in college and careers. We know that a great teacher in the classroom is one of the most important factors in helping our students achieve in school, and that our teachers are critical to achieving the Denver Plan 2020 goals. LEAP (Leading Effective Academic Practice) is the teacher growth and performance system developed for teachers, by teachers and is a key component in improving classroom instruction and increasing student growth.

Following is a brief summary of how LEAP supports the Denver Plan 2020.

The Denver Plan

The Denver Plan 2020 is DPS's five-year strategic plan that guides the district's priorities and policies in service of five goals; Great Schools in Every Neighborhood, A Foundation for Success in School, Ready for College and Career, Support for the Whole Child and Close the Opportunity Gap.

The newly updated Denver Plan 2020 builds on past momentum by defining key strategies such as Great Teaching and Leading, which are foundational to achieving the district's goals. LEAP is central to supporting and developing great

teachers in order to make our vision, Every Child Succeeds, a reality.

> NOTE: To read the Denver Plan 2020, please visit denverplan.dpsk12.org

Colorado Academic Standards and Common Core State Standards

In creating the Denver Plan, DPS embraced the Colorado Academic Standards and Common Core State Standards to ensure all students receive the academic knowledge, language, and skills they need to be successful in college, career choices, and life. LEAP supports how the standards are taught using research-based instructional practices and is aligned to the new standards.

Vision of DPS Classrooms

Joyful. Rigorous. Personalized.

These three words describe the common vision for excellence for every DPS classroom. In our vision, DPS classrooms:

- Excite students to explore, think deeply, solve problems, create and have fun.
- Engage students in active discussions, rich debates, and deep learning about math, literature, science, social studies, the arts and other compelling areas of study.
- Individualize content and instruction to meet the needs of each learner.
- Celebrate the diversity of our students.
- Ensure that every student is known and appreciated for the gifts he/she brings.
- Empower students to own their learning and challenge them to achieve goals they never dreamed possible.
- Ignite a passion for learning.

Joyful.

Learning is fun! At DPS, we nurture the joy that comes from engaging in challenging content and mastering new skills.

Rigorous.

Our world is changing fast. At DPS, we engage students in rigorous curriculum designed to prepare them for success in this new world.

Personalized.

Every child is unique. At DPS, we tailor the learning experience to meet the backgrounds, interests, assets and needs of every learner.

> ***"Teachers now play a critical evolving role in creating a joyful, rigorous and personalized classroom. They are stepping out of the spotlight and becoming facilitators to our students, or learners, as the learners navigate their way along an educational journey."***
>
> —Jeffrey McMahon, Sabin World School

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 mean- ingful, 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:

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

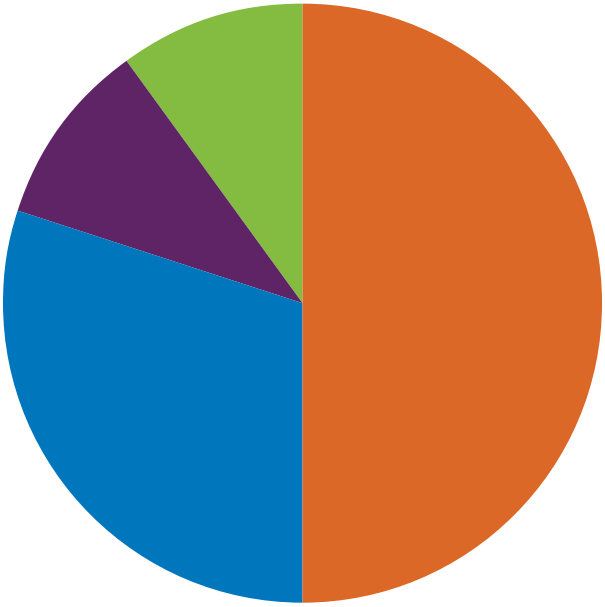
Student Growth measures how teaching impacts student academic learning and growth. When taken into account with other measures of teacher performance, student academic outcomes provide a more holistic picture of the learning that results from teacher actions over the course of a year. The LEAP system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

- State Growth: Measures the growth of each teacher's students on state tests. This applies to teachers who instruct in the state-tested subject areas of English Language Arts and Math.
- Student Learning Objectives (SLOs): Measures students' progress toward mastery of the Colorado Academic Standards and includes multiple sources of evidence, such as interim assessments, performance tasks and unit assessments.
- School Growth: Measures the academic growth of all students in a school using the district's School Performance Framework (SPF). This measure is a collective measure of academic growth that is applied to all teachers within each school.

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.



Student Voice
Captures student perception of a teacher's classroom and instruction.
10% for teachers with SPS, 0% for teachers without SPS

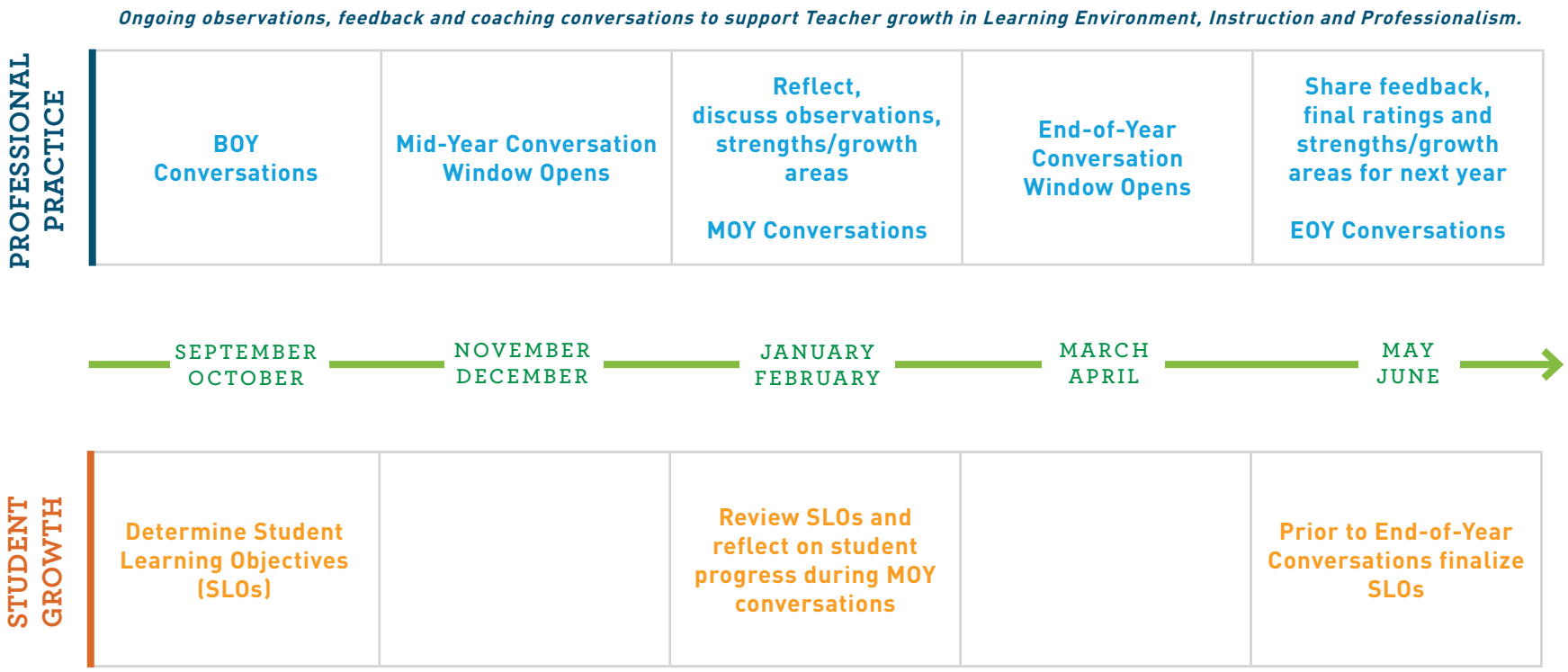
Classroom Observation
Measures a teacher's classroom instruction and learning environment.
30% for teachers with SPS, 35% for teachers without SPS

Professionalism
Assesses a teacher's contributions outside the classroom.
10% for teachers with SPS, 15% for teachers without SPS

Student Growth
Measures student progress and academic growth and is comprised of Student Learning
Objectives (SLOs), School Performance Growth (SPF), and individual state test results if available.
If individual state test results available: 10% school SPF, 30% SLOs,10% individual state test results. If no individual state test results available: 10% school SPF, 40% SLOs

Teacher GPS Timeline

While milestones are called out to help set expectations and provide structure for the year, the timeline is flexible to accommodate different coaching and support needs across all Teachers within school and leadership contexts throughout DPS.



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 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 Whetstone
- 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.

Whetstone

For LEAP, Whetstone 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.

Trainings are available in the Whetstone Resource Library which is found under "Learn" on the toolbar.

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.

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
- Abedi, J., & Dietel, R. (2004). Challenges in the no child left behind act for English language learners. (CRESST Policy Brief No. 7). Los Angeles, CA: National Center for Research in Evaluation, Standards, and Student Testing.
- NOTE: Retrieved from Web site: http://www.cse.ucla.edu/products/policy/cresst_policy7.pdf
- Anderson, K. M. (2007). Tips for teaching: differentiating instruction to include all students. Preventing School Failure, 51(3), 49-54. Washington, DC: Heldref Publications.
- Beck, I., Kucan, L., & McKeown, M. (2002). Bringing Words to Life: Robust Vocabulary Instruction. New York: Guilford Publications. Beyer, K. (1991). Teaching thinking skills: a handbook for elementary school teachers. Boston, MA: Allyn and Bacon.
- Blackburn, B. (2008). Rigor is not a four-letter word. Larchmont, NY: Eye on Education, Inc.
- Brookhart, S. (2008). Feedback that fits. Educational Leadership, 65, 54-59. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brookhart, S., & Moss, C. (2009). Advancing formative assessment in every classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Chamot, A. U., & O'Malley, J. (1994). The CALLA handbook: implementing the cognitive academic language learning approach.
- White Plains, NY: Addison-Wesley Publishing Co.
- Coiro, J. (2003). Reading comprehension on the internet: expanding our understanding of reading comprehension to encompass new literacies. The Reading Teacher, 56, 458-464. Hoboken, NJ: John Wiley & Sons, Inc.
- Costa, A. (2008). The thought-filled curriculum. Educational Leadership, 65, 20-24. Alexandria, VA: Association for Supervision and Curriculum Development.
- Costa, A., & Kallick, B. (2004). Launching self-directed learners. Educational Leadership, 62, 51-57. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cotton, K. (1998). Monitoring student learning in the classroom. School Improvement Research Series
- Close-Up #4. School Improvement Program of the Northwest Regional Educational Laboratory. NOTE: Retrieved from Web site: educationnorthwest.org/webfm_send/541
- Danielson, C. (1996). Enhancing professional practice – a framework for teaching. Alexandria, VA: Association for Supervision/Curriculum Development.

- Danielson, C. (2007). Enhancing professional practice: a framework for teaching (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Delli Carpini, M. (2006). Scaffolding and differentiating instruction in mixed ability ESL classes using a round robin activity. NOTE: Retrieved from the Lehman College, The City of University of New York Web site:
- http://iteslj.org/Techniques/DelliCarpini-RoundRobin.html
- Dutro, S., & Moran, C. (2003). Rethinking English language instruction: an architectural approach. NOTE: Retrieved from G. G. García (Ed.),
- English learners: reaching the highest level of English literacy (.227–258). Newark, DE: International Reading Association.
- Educational Research and Improvement, Center for Applied Linguistics. Washington, DC.
- Fay, J., & Funk, D. (1995). Teaching with love and logic: taking control of the classroom. Golden, CO: The Love and Logic Press, Inc.
- Feldman, K., & Kinsella, K. (2005). Narrowing the language gap institute: Academic language and vocabulary development for all students PreK-12. San Diego, CA.
- Fisher, D., & Frey, N. (2007). Checking for understanding formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gage, N. L., & Berliner, D. C. (1991). Educational Psychology (5th ed.). Boston, MA: Houghton Mifflin Company.
- Garcia, G. ed. (2005). English Learners: Reaching the Highest Level of English Literacy. Boston, MA: Allyn & Bacon.
- Garner, B. K. (2007). Getting to got it! Helping struggling students learn how to learn. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hall, T. (2002). Differentiated instruction effective classroom practices report. National Center on Accessing the General Curriculum. Wakefi ld, MA.
- NOTE: Retrieved from Web site: http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl
- Hyerle, D. (1996). Thinking maps: seeing is understanding. Educational Leadership, 53, 85-89. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hyerle, D. (1996). Visual tools for constructing knowledge. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., & Johnson, R. T. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning. Boston, MA: Allyn & Bacon.
- Kujawa, S. & Huske, L. (1995). The strategic teaching and reading project guidebook (Rev. ed.). Oak Brook, IL: North Central Regional Educational Laboratory.
- Marzano, R. (2007). The art and science of teaching a comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2009). Designing & teaching learning goals & objectives. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R., Pickering, D., & Pollack, J. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mayer, R. (2002). The promise of educational psychology. Old Tappan, NJ: Pearson Education, Inc.
- Mayer, R. (2003). Learning and instruction. Old Tappan, NJ: Pearson Education, Inc.
- McVee, M.B., Dunsmore, K., & Glavelek, J.R. (2005). Schema Theory Revisited. Review Educational Research. 75, 531-566. Berkeley, CA: American Educational Research Association

- Nunley, K. (2006). Differentiating the high school classroom: solution strategies for 18 common obstacles. Thousand Oaks, CA: Corwin Press
- O'Neil, J. (1990). Making sense of style. Educational Leadership, 48, 4-9. Alexandria, VA: Association for Supervision and Curriculum Development.
- Oaksford, L., & Jones, L., (2001). Differentiated instruction abstract. Tallahassee, FL: Leon County Schools.
- Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008) Classroom Assessment Scoring System Manual: Pre- K. Baltimore, MD: Brookes.
- Pozzi, D.C. (2004). Forms and functions in language: morphology, syntax. NOTE: Retrieved from University of Houston, College of Education, Web site: viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm
- Proficiency Standards Prekindergarten through Grade 5. Madison, WI: World-Class Instructional Design and Assessment: WIDA Consortium. NOTE: Retrieved from Web site: wida.wceruw.org/standards/PreK-5%20 Standards%20web.pdf
- Sarasin, L. C. (1999). Learning style perspectives, impact in the classroom. Madison, WI: Atwood Publishing.
- Scarcella, R. (2003). Academic English: A Conceptual Framework. The University of California Linguistic Minority Research Institute. Technical Report 2003-1. Berkeley, CA.
- Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.
- Stahl, R. (1994). The essential elements of cooperative learning in the classroom. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science. NOTE: Retrieved from Web site: psam.pvschools.net/mod/ resource/view.php?inpopup=true&id=15240 Stahl, S. (1999). Vocabulary development. Cambridge, MA: Brookline Books.
- Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: standards and strategies for raising student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1999). The differentiated classroom: responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1999). The goals of differentiation. Educational Leadership, 66, 27. Alexandria, VA: Association for Supervision and Curric- ulum Development.
- Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. NOTE: Retrieved from J. M. Cooper (Ed.), Classroom teaching skills. (7th ed.). Boston, MA: Houghton Mifflin.
- Tomlinson, C. A. (2003). Fulfilling the promise of the differentiated classroom: strategies and tools for responsive teaching.
- Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2005). How to differentiate instruction in mixed-ability classrooms. (2nd ed.). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Tomlinson, C. A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & McTighe J. (2006). Integrating differentiated instruction & understanding by design: connecting content and kids. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., (2001). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.
- Vygotsky, L. S. (1978). Mind in society (A. R. Luria, Trans.).Cambridge, MA: Harvard University Press.
- Wong Fillmore, L., & Snow, C. (2000). What teachers need to know about language. Madison, WI: World-Class Instructional Design and Assessment: WIDA Consortium. (2007) English Language

SUPPORTS AND RESOURCES

Learning Cycle

Learning Cycle resources

Relay Feedback Template

Cognitive Coaching Planning and Reflecting Templates

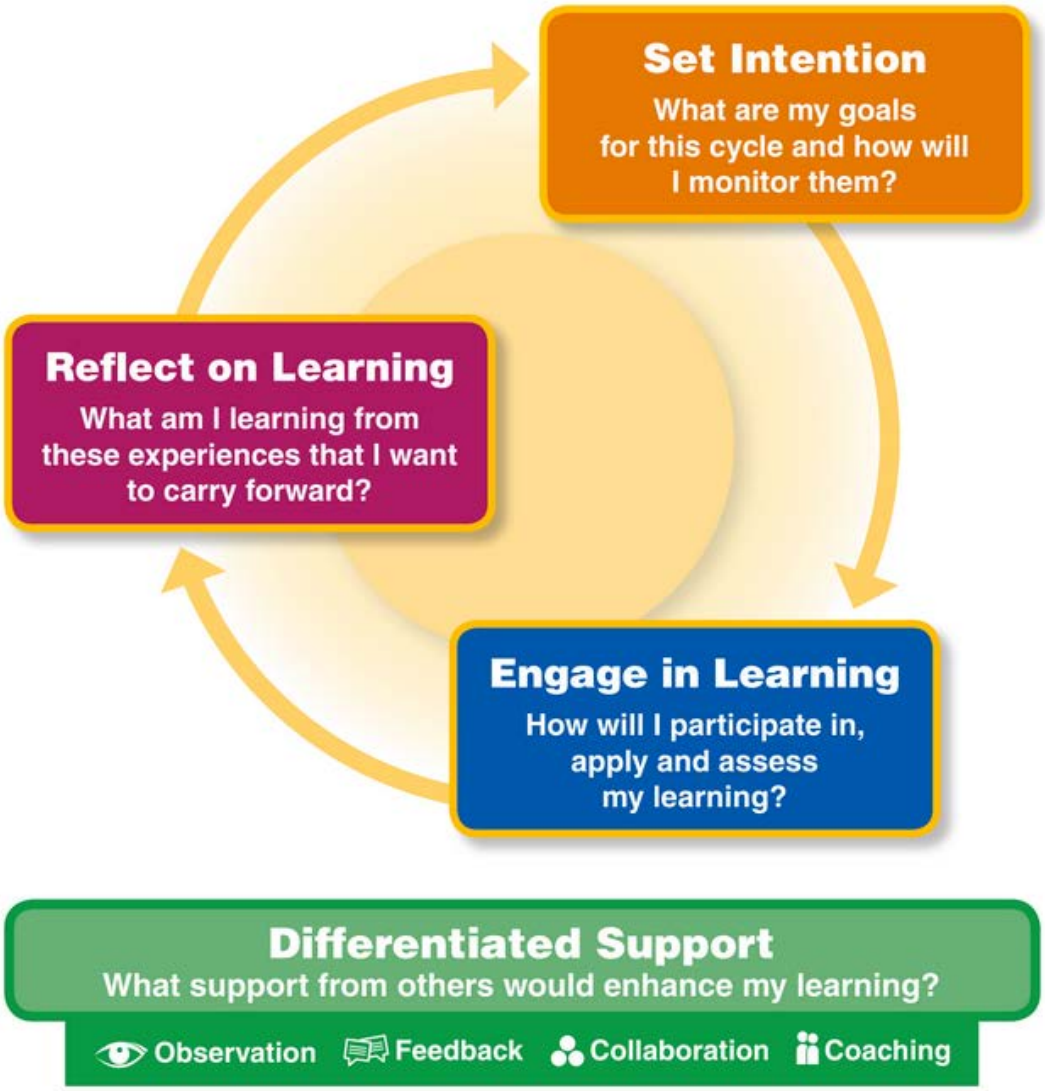
PHoucuseD on Learning Feedback Session Planning Template

Playbook for Early Career Teacher Success: An Executive Summary

Early Career Teacher Playbook Coaching Steps

Classroom/Service Observation Form Delivering Quality and Meaningful Feedback

Questions and Consideration For Scoring And Documenting Observation Evidence


Set Intention
What are my goals for this cycle and how will I monitor them?
Engage in Learning
How will I participate in, apply and assess my learning?
Reflect on Learning
What am I learning from these experiences that I want to carry forward?
Differentiated Support
What support from others would enhance my learning?
Observation
Feedback
Collaboration
Coaching

SUPPORTS AND RESOURCES

Why a Learning Cycle?

When every teacher succeeds, every child succeeds. Strong teaching practice is essential to achieving the goals in the Denver Plan 2020. Effective teach-ing happens when teachers learn together, take risks together, and strive to live and work with growth mind sets. This learning 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 the Learning Cycle?

There are three phases in the Learning Cycle:

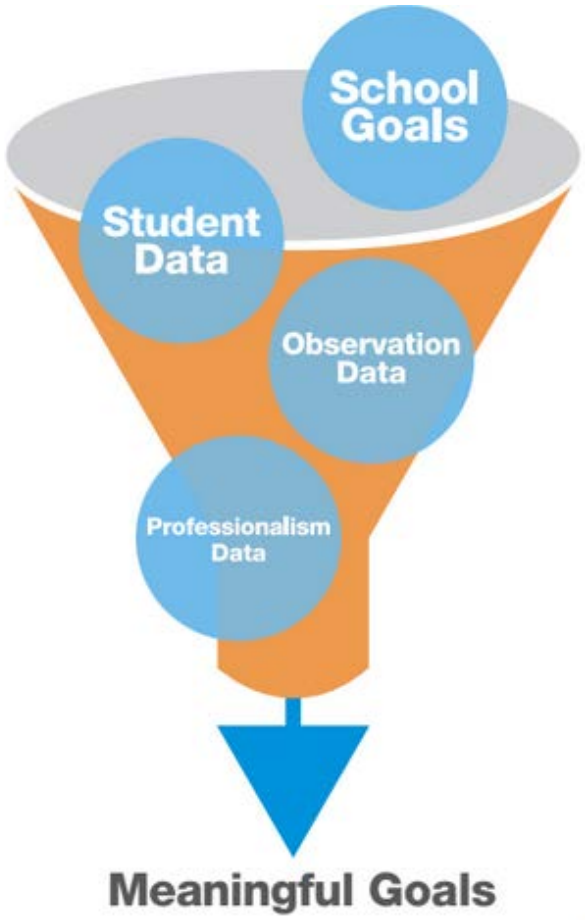
Phase 1: Set Intention
Phase 2: Engage in Learning
Phase 3: Reflect on Learning

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 Learning Cycle in the forms of Observation, Feedback, Collaboration and Coaching.

How does the Learning Cycle Flow?

Each school year begins with teachers Setting Intention for their year-long indi- vidual growth plan that is developed through the first phase of the Learning Cycle. As the year continues, teachers have opportunities to engage in shorter Learning Cycles that align to their growth plan. Each Learning 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 Learning Cycle, supporters utilize Observation, Feedback, Collaboration and Coaching to differen- tiate support for individual teacher needs. This will look unique for each teacher.

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


School Goals
Student Data
Observation Data
Professionalism Data
Meaningful Goals

Set Intention

Setting Intention for a personal Learning Cycle is critical to ensuring meaningful growth. A well-intentioned Learning 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.

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 Learning 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 learning 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 Learning Cycle, to articulate overall learnings and new expertise gained, and to inform the next Learning 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?

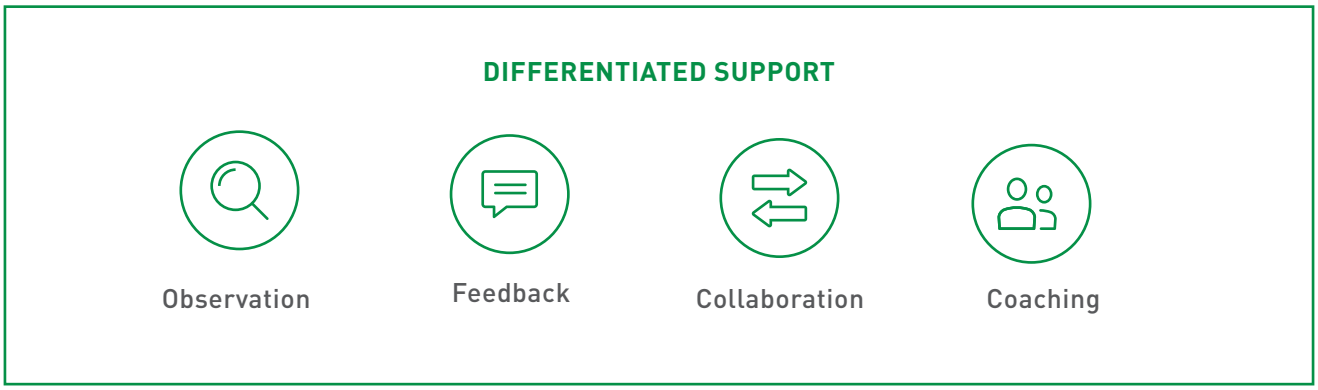
REFLECT ON PROCESS

- 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



Support systems and structures are essential components to ensuring successful teacher growth and performance, both on and off stage. A well-supported Learning 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 Learning Cycle goal(s).

Ideally, Collaboration is evident during all phases of the learning 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 Learning 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 Learning Cycle is important for positively impacting teachers' growth and performance.

LEARNING CYCLE RESOURCES

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

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:

UNCOMMON SCHOOLS—*RELAY: SIX STEPS FOR EFFECTIVE FEEDBACK*

This template highlights six steps that a facilitator would take in planning and hosting an effective feedback conversation after an informal observation. This template is used to highlight strengths of the lesson, guide teachers and the coach in creating action- able, bite-sized feedback, encourage planning of the feedback, and determine when the follow-up to the feedback can take place.

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 IN COLLABORATION WITH TNTP—*EARLY CAREER TEACHER PLAYBOOK: COACHING ACTIONS & MOVES*

This Playbook is designed to help early-career teachers "get better faster" by focusing on a narrow set of Gateway Skills, which if mastered early in the process, will allow those teachers to tackle more advanced instructional skills. The Playbook is intended to empower Team Leads, and others responsible for developing early-career teachers, in exercising their professional discretion to support a teacher's growth. These Coaching Actions can be individualized for each teacher's needs to ensure measurable progress toward the Gateway Skills. The Coaching Actions complement other coaching supports already leveraged across DPS.

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: PROFESSIONAL_LEARNING@DPSK12.ORG

RELAY FEEDBACK TEMPLATE

Beginning in 2014, the Chief Schools Office began a partnership with the Relay Graduate School of Education to train school leaders to provide actionable feedback. Relay developed the following template which can be used during an observation feedback conversation. (Bambrick-Santoyo, Paul (2013). Leverage Leadership. San Francisco, CA: Jossey-Bass, a John Wiley & Sons,Inc.Imprint.)

Giving Effective Feedback: See it. Name it. Do it.

	PREPARE

PREPARE
During observation
	• **Have your tools in hand:**
	  • Get Better Faster Scope & Sequence, teacher lesson plan, video tool, observation tracker
	• Select the highest leverage, measurable, bite-sized action step
	• **Plan your feedback while observing:**
	  • Fill out planning template
	  • Videotape while you observe: mark the time stamps in your planning template

	SEE IT: SUCCESS, MODEL, & GAP

SEE IT
2-8 mins
	See the Success:
	• "We set a goal last week of _____and I noticed how you [met goal] by [state concrete positive actions teacher took.]."
	• "What made that successful? What was the impact of [that positive action]?"
	
	See the Model:
	• Narrow the focus: "Today, I want to dive into [specific element of lesson, action step area]."
	• Prompt the teacher to name the exemplar:
	  • "What are the keys/criteria for success to [action step/skill]? What is the purpose?"
	  • "What did you ideally want to see/hear when ?"
	  • "What was your objective/goal for [activity/lesson]? What did the students have to do to meet this goal/objective?"
	• (If unable to name the exemplar) Show a model—choose one:
	  • Show video of effective teaching: "What actions did the teacher take to do ?"
	  • Model: "What do you notice about how I ?" "What is the impact and purpose?"
	  • Connect to PD: "Think back to the PD on ; what were the keys required for ?"
	  • Debrief real-time feedback: "When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?"
	  • Read a one-pager or prompting guide: "What are the essential elements of ?"
	
	See the Gap:
	• "What is the gap between [the model/exemplar] and class today? What keys were missing?"
	• "What was the challenge in implementing [technique/content] effectively during the lesson/service?"
	• (If unable to name the gap) Present the evidence:
	  • Present time-stamped video from observation: "What are the students doing? What are you doing?" "What is the gap between what we see in this part of the video and the [exemplar]?"
	  • Present classroom evidence: "Two students in the front row had their heads down during independent practice. How does this impact student learning?" "What is the gap between [the exemplar] and class today?"
	  • Present student work: "What is the gap between the [exemplar] and [student work] today?"

NAME IT

2 mins

ACTION STEP: WHAT & HOW

Name the Action Step:

- "Based on what we discussed today, what do you think your action step should be?"
- "What are the key steps to take to close the gap?"

Punch it:

- "So your action step today is "--state clearly and concisely:
  - What the teacher will work on (e.g., what-to-do directions)
  - How the teacher will execute (e.g., "1.Stand still, 2.Give a what-to-do direction, and 3.Scan")
- Have teacher restate the action step; then write it down

DO IT

Rest of meeting

PLAN, PRACTICE & FOLLOW UP

Plan before Practice:

- Script the changes into upcoming lesson plans
  - "Where would be a good place to implement this in your upcoming lessons?"
  - "What are all the actions you need to take/want to see in the students?"
  - "Take three minutes to write up your plan."
- Push to make the plan more precise and more detailed
  - "What prompts will you use with students that we can practice today?"
  - "Now that you've made your initial plan, what will do you if [state student behavior/response that will be challenging]?"
- (If struggling to make a strong plan) Model for the Teacher and debrief:
  - "Watch what I do and say as I model ." "What do you notice about how I did?"
- Perfect the plan
  - "Those three steps look great. Let's add to your [script/lesson plan]."

Practice:

- Round 1: "Let's Practice" or "Let's take it live."
  - [When applicable] Stand up/move around classroom to simulate the feeling of class
  - Pause the role play at the point of error to give immediate feedback
  - Repeat until the practice is successful.
- Additional Rounds: master it while adding complexity:
  - "Let's try that again, but this time I will be [student x who is slightly more challenging]."
- (Once mastered) Lock it in:
  - "How did what we practice meet or enhance the action step we named?"
  - "Where did our practice fall short or meet the exemplar at the start of the meeting?"

Follow up:

- Plan for real-time feedback:
  - Agree on a predetermined cue for next observation: "When I come in, I will observe for If I see you struggling I will [give you a cue]."
- Set dates—both teacher and leader write them down:
  - Completed Materials: when teacher will complete revised lesson plan/materials.
  - Observation: when you'll observe the teacher
    - "When would be best time to observe your implementation of this?"
    - "When I review your plans, I'll look for ."
    - (Newer Teacher): "I'll come in tomorrow and look for this technique."
  - (When valuable) Teacher Observes Master Teacher: when they'll observe master Teacher in classroom or via video implementing the action step
  - (When valuable) Self-Video: when you'll tape Teacher to debrief in future meeting

COGNITIVE COACHING℠ 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 WHETSTONE 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.

PLAYBOOK FOR EARLY CAREER TEACHER SUCCESS: AN EXECUTIVE SUMMARY

Teachers grow more during their first five years in the classroom than they do throughout the rest of their careers. Therefore support targeted to early career teachers can enable them to enjoy a strong start, make measurable progress in key skill acquisition, and lead thriving, culturally responsive classroom communities in which students excel. Additionally, teachers who are effective and satisfied in their classrooms are more likely to stay longer in Denver Public Schools (DPS) classrooms.

Historically, support for early career teachers exposed them to a wide range of skills, which often left them feeling overwhelmed and unfocused. To provide more effective and focused support for these teachers, DPS prioritized four key Gateway Skills, mastery of which will build a strong foundation for early success in the classroom and set the stage for acquisition of more advanced skills later.

Gateway Skills

The DPS Framework for Effective Teaching lists 12 indicators for effective teaching. The four Gateway Skills are prioritized from these 12 indicators. We believe if teachers master the Gateway Skills first, they will be more successful in mastering advanced skills. The Gateway Skills include:

LE.3	Implements high, clear expectations for students' behavior and routines
1.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)
1.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)
1.5	Checks for understanding of content-language objective(s)

Individualized Support

The Playbook for Early Career Teacher Success recognizes each early career teacher will have different emerging strengths and unique growth areas; therefore, the Coaching Actions and Moves can be individualized to meet each teacher's needs. Team Leads will implement these actions during one to two week coaching cycles, and track progress towards specific, measurable, and realistic goals. These actions complement the coaching supports already in place in DPS and are aligned with the professional learning cycle.

The diagram on the following page contains an outline of how unique coaching moves could be incorporated into the coaching cycle.

If you have questions or need additional support coaching your Early Career teachers, please reach out to newteachers@dpsk12.org.

DIAGNOSE & PRIORITIZE	SHARE FEEDBACK & PLAN OF ACTION	DEVELOP PROVIDE	ASSESS PROGRESS
			
Observe Teachers, review data, prioritize indicators and "look-fors", and plan coaching strategy.	Share the coaching goal and aligned action plan, then provide clear bite-sized feedback early and often.	Identify resources and coaching moves, begin to actively coach and develop the Teacher.	Observe the Teacher in action, look for evidence of measurable progress on selected "look-fors" and provide feedback.
SAMPLE COACHING MOVES			
"HONE IN"	"MAP THE CONVERSATION"	"MODEL IT"	"WHAT'S NEXT?"
Use the data and essential questions to narrow the focus to one or two indicators and "look-fors", then select the one to focus on.	Set clear expectations for the coaching conversation and confirm the Teacher is in agreement.	Model effective service during one part of a lesson by co-teaching with the Teacher or model a discrete skill for the Teacher with his/her students.	Determine whether the Teacher is on-track to meet the short-term goal. Immediately communicate progress and next steps with the Teacher.

EARLY CAREER TEACHER PLAYBOOK: COACHING STEPS

The DPS coaching model for early-career teachers is based on four key Coaching Steps. These steps guide the coach in prioritizing a focus area for the teacher, guiding teacher development and practice, providing feedback to the teacher, and assessing teacher progress.

While teacher support that results in measurable progress and student learning is vitally important, it is also important that teachers feel empowered throughout the entire coaching process. Building strong, collaborative relationships with teachers is essential throughout the entire process. A strong relationship helps teachers see the coach as a supporter who has their best interests in mind.

DPS Coaching Steps

DIAGNOSE & PRIORITIZE	SHARE FEEDBACK & PLAN OF ACTION	DEVELOP TEACHER	ASSESS PROGRESS
			
Observe teachers, review data, prioritize indicators and "look-fors", and plan coaching strategy.	Share the coaching goal and aligned action plan, then provide clear bite-sized feedback early and often.	Identify resources and coaching moves, begin to actively coach and develop the teacher.	Observe the teacher in action, look for evidence of measurable progress on selected "look-fors" and provide feedback.

Coaching Moves

The table below contains a high-level summary of each Coaching Move within the corresponding Coaching Step. The next section of the Playbook will provide more information about each Coaching Move and how to apply them. Please refer to the full Early Career Teacher Playbook for further information.

COACHING STEP	COACHING MOVES
STEP 1: DIAGNOSE AND PRIORITIZE Observe teachers, review data, prioritize indicators and look-for(s), and plan coaching strategy.	• SETTING THE STAGE—Develop a clear vision for what excellent instruction/service provision looks like at the teacher's content area by reviewing targeted standards or practice keys before observing a Teacher. • BE A SPONGE—Actively observe and take notes on teacher and student actions. • HONE IN—Use the data and essential questions to narrow the focus to one or two in- dicator(s) and "look-for(s)", then select the one that would have the greatest impact on Teacher and student performance. • CREATE A COACHING PLAN—Set a short-term coaching goal for teacher development and plan a collection of professional development activities that build upon one another to help the teacher reach the goal.

COACHING STEP	COACHING MOVES
STEP 2: SHARE FEEDBACK AND PLAN OF ACTION Share the coaching goal and aligned action plan, then provide clear bite-sized feedback early and often.	• CHECK THE TEMPERATURE—Open every conversation by asking the Teacher how he/she is feeling in order to build a strong relationship and keep the Teacher inspired. • MAP THE CONVERSATION—Set clear expectations for the coaching conversation, and confirm the Teacher is in agreement. • SHOW YOUR SCORE CARD—Connect feedback to the Framework when appropriate so that the Teacher has a clear picture of his/her performance. • PAINT A PICTURE OF EXCELLENCE—Show the Teacher what it looks like to successfully execute an aspect of service based on what content-area standards demand. • CRAFT S.M.A.R.T. NEXT STEPS—Share next steps with the Teacher, including a time- line and a plan to follow-up and monitor progress.
STEP 3: DEVELOP TEACHER Identify resources and coaching moves, begin to actively coach and develop the Teacher.	• MODEL IT—Model effective service provision during one part of a lesson by co-treating with the Teacher, or model a discrete skill for the Teacher with his/her students. • PRACTICE IT—Create authentic opportunities by coaching as the Teacher practices a discrete skill as if in front of students. • CUE IT—Actively cue the Teacher in real-time to prompt specific actions during a lesson or session. • COLLABORATE—Co-plan part of a lesson with a Teacher that the Teacher can apply to future lessons.
STEP 4: ASSESS PROGRESS Observe the Teacher in action, look for evidence of measurable progress on selected "look-fors", and provide feedback.	• MONITOR PROGRESS—Observe the Teacher in action to identify evidence of progress made towards goal. • WHAT'S NEXT?—Determine whether the Teacher is on-track to meet the short-term goal. Immediately communicate progress and next steps with the Teacher.

CLASSROOM OR SERVICE OBSERVATION: DELIVERING QUALITY AND MEANINGFUL FEEDBACK

The written feedback from a LEAP observation is entered into the Classroom Observation Form (COF) in Whetstone. It is a vital part of how a teacher gains insight into his/her instruction,and ultimately increases their skills and capabilities as an instructional decision maker. Ideally, anyone should be able to read the COF and understand the observer's anaylsis of the teacher's practice as it aligns to the Framework for Effective Teaching; particularly how the teacher and student behaviors support the resulting score.

The COF serves two essential purposes:

1. PROVIDES TIMELY AND RELEVANT FEEDBACK THAT SUPPORTS TEACHER GROWTH.

- Teacher understands how his/her instructional or service decisions impact students
- Teacher receives clear, actionable steps to improve

2. ENSURES A FAIR AND EQUITABLE PROCESS.

- All teachers receive quality performance feedback which they can reference With these outcomes in mind, each observation should include:

With these outcomes in mind, each observation should include:

- Specific, scripted examples of teacher and student behaviors (evidence)
- Remember to capture quotes and quantitative data
- Framework descriptors (the bulleted phrases in each indicator) that are directly supported by evidence
- A score* for each indicator(s) or intended indicator(s)
- A comment summarizing area of strength and a prioritized area of growth based on teacher readiness and which changes will have the biggest impacts on students

Additional elements to include as helpful:

- Rationale statements to further clarify ratings if provided
- Reflective questions to the teacher

REMINDERS: *Reference all applicable appendices (available in the LEAP Handbook and in the LEAP section under Growth and Performance on The Commons)*

The Framework of Effective Teaching is not a checklist. Feedback and scores should reflect the preponderance of evidence. In most cases, not every bulleted behavior within an indicator is referenced.

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.?

CONTINUED TO NEXT PAGE

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)?

CONTINUED TO NEXT PAGE

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?

CONTINUED TO NEXT PAGE

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?

CONTINUED TO NEXT PAGE

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)?

CONTINUED TO NEXT PAGE

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?

FRAMEWORK for EFFECTIVE TEACHING

FRAMEWORK FOR EFFECTIVE TEACHING

The Professional Practice side of the LEAP system is based strongly in the three domains of our Framework for Effective Teaching: Learning Environment, Instruction and Professionalism. These domains provide our holistic definition of effective instruction, both inside and outside the classroom. This district-wide definition provides a roadmap for teachers to continually improve their practice and provides a common language to assist teachers in their growth.

OBSERVATION

What?

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, arrive at an indicator score to help capture the level of performance, and identify strengths and opportunities for growth. Then the observer reviews the evidence, plans feedback, documents the observation and feedback, conducts a meaningful feedback conversation that provides teachers with next steps for improvement, and suggests further professional learning opportunities.

Who?

Peer observers and school leaders who have been trained and certified under the District's system are allowed to perform observations. School leaders may include: Principals, Assistant Principals, Administrative Assistants, Senior Team Leads, Team Leads, Deans, Principal Residents, Principal Interns and instructional support roles such as Instructional Superintendent, or other designees. All observers are required to pass certification.

Logistics & Timing:

- Throughout the school year—observations typically start in early September and must be completed approximately one month prior to the last day of school.
- Best practice is that teachers receive between 4–6 scored observations throughout the year. At a minimum, teachers must receive two observations each year, of which one must be a full observation.

PROFESSIONALISM

What?

The third domain of the DPS Framework for Effective Teaching, Professionalism, reflects the off-stage, individual and collaborative teacher behaviors that impact planning, instruction and student learning. Professionalism is assessed by School Leaders formally at Mid-Year and End-of-Year conversations. It is best practice for school leaders to identify and communicate sources of evidence for the professionalism indicators at the beginning of the year and to provide ongoing feedback and coaching throughout the year.

Who?

Rated by school-based evaluators (i.e., school leaders, and Senior Team Leads and Team Leads).

Logistics & Timing:

School leaders enter Professionalism notes and ratings for each indicator at both mid-year and end-of-year. School leaders are encouraged to provide evidence with each rating, either in written form or during conversations. Best practice is to holistically assess the teacher's practice on each indicator rather than focus solely on isolated events. To assist with this, leaders can capture notes regarding Professionalism throughout the year using the quick note functionality in the LEAP Application Tool. Only the end-of-year ratings are used in the calculation for the overall performance rating.

Prior to both the mid-year and end-of-year conversations, teachers also rate themselves on Professionalism and are also encouraged to capture ongoing notes in the LEAP Application Tool to reference at their mid-year and end-of-year conversations.

BEHAVIOR CHARACTERISTICS IN THE FRAMEWORK FOR EFFECTIVE TEACHING

The behaviors within the three domains of the Framework for Effective Teaching (Learning Environment, Instruction, and Professionalism) are written with characteristics for each category in mind so there is consistency in the level of performance across all indicators. Below is the list of terms that generally describe each of the four performance categories. This list can be used by a teacher for self-reflection on performance. This list is also helpful for determining the best category fit for observation or professionalism evidence.

NOT MEETING	APPROACHING	EFFECTIVE	DISTINGUISHED IN ADDITION TO EFFECTIVE...
• Few or none • Lacking or absent • Negative examples • Few students	• Limited • Inconsistently • Occasionally • Somewhat • Sometimes • Partially • Infrequently • Lacks intentionality • Teacher-directed • No extensions • Lack of critical thinking	• Consistently • Frequently • Connects • Explicitly • Acknowledges • Interacts • Supports • Demonstrates • Evaluates • Intentional • Purposeful • Teacher-facilitated • Majority	• Self-efficient • Depth • Student contributers and designers • Executes • Meta-practices • Student ownership • Enables • Choices (with parameters) • Structures support students' leadership/learning • Collaborates • Interdisciplinary • All students

HIGH-LEVEL INDICATORS

Key to Symbols: All indicators in the ***Framework for Effective Teaching*** apply to all classrooms in Denver Public Schools (DPS) 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 are 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)
- **COMMON CORE**
  The six common core instructional shifts to support rigorous learning (all classrooms)

DOMAIN	EXPECTATION	INDICATOR		CULTURAL COMPETENCY	ENGLISH LANGUAGE LEARNERS (ELLs)	SPANISH NATIVE LANGUAGE INSTRUCTION	STUDENTS WITH DISABILITIES OR GT	INFORMATION LITERACY AND TECHNOLOGY	COMMON CORE.
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity	●	●	●	●	●	●
		LE.2	Fosters a motivational and respectful classroom environment	●	●		●		●
	Effective Classroom Management	LE.3	Implements high, clear expectations for students' behavior and routines	●	●		●		
		LE.4	Classroom resources and physical environment support students and their learning	●	●		●	●	
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)		●	●	●	●	●
		I.2	Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure students' success	●	●	●	●	●	●
		I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)	●	●	●	●	●	●
		I.4	Ensures all students' active and appropriate use of academic language	●	●	●	●	●	●
	High-Impact Instructional Moves	I.5	Checks for understanding of content-language objective(s)	●	●	●	●	●	●
		I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)	●	●	●	●	●	●
		I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s)		●	●	●		●
		I.8	Promotes students' communication and collaboration utilizing appropriate digital and other resources	●	●	●	●	●	●
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						

LEARNING ENVIRONMENT

Positive Classroom Culture and Climate

Effective Classroom Management

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE**

INDICATOR: ***LE.1*** *Demonstrates knowledge of, interest in and respect for diverse* ***students' communities and cultures**** *in a manner that* ***increases equity***

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention and language of instruction. • Does not demonstrate understanding of differences between native and schools' cultures; native language is discouraged and/or teacher insists on students' assimilation to schools' cultures without support or respect for native cultures. • Does not provide representation of students' culture, the culture of disability, community, family and/or background. • Dismisses, ignores or inappropriately handles cultural and diversity* issues.	• Inconsistently facilitates students' equitable access to content, participation, peer interaction, teacher attention and /or language of instruction. • Interacts with students in ways that accept students' cultural preferences and native languages that may be different from teacher's own. • Limited evidence of students' cultures, the culture of disability, community, family and/or background is present. • Attempts to address cultural and diversity issues.	• **Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention and language of instruction.** ● ● ● ● ● ● ● • Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from teacher's own. ● ● ● • Varied cultural perspectives (e.g., students' cultures, the culture, lived experience, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts. ● ● • Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. ● ●	• Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought. ● ● • Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. ● • Utilizes visuals and artifacts representing various cultures/world groups other than students' own. ●
STUDENT BEHAVIORS	• Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom. • Students do not make positive connections between school and personal experiences. • Students raise cultural or diversity issues in a derogatory or dismissive way.	• The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom. • Students make occasional, positive connections between school and personal experiences. • Some Students recognize, discuss and/or acknowledge cultural perspectives other than their own. • Students utilize native languages.	• **High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom.** ● ● • Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. ● ● • Students recognize, discuss and/or acknowledge cultural perspectives other than their own. ● • Students intentionally utilize native languages to enhance their learning. ● ● ●	• Students explore, share and apply their cultural perspectives. ● • Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways. ● ●

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE**

INDICATOR: ***LE.1*** *Demonstrates knowledge of, interest in and respect for diverse* ***students' communities and cultures**** *in a manner that* ***increases equity***

We believe that for all students to succeed, all students must experience classrooms where they are valued and have equitable access to teachers, peers and content. Therefore, when evidence aligns to the bolded behaviors, LE1 should start to be scored at the Effective level. Other behaviors may or may not be present during the observation depending on the content area.

REVIEW THE EVIDENCE YOU HAVE FOR THE BOLDED BEHAVIORS FIRST.

- If they are evident, start with an Effective (5) and consider additional evidence to reach the most accurate score from there.
- If you do not observe clear evidence that aligns to the bolded behaviors, LE1 is not Effective for students and the resulting score cannot be approaching (4).

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome. ● ● ● ●
- Differentiating interactions based on knowledge of cultural differences. ● ● ●
- Intentionally facilitating the engagement of all students (e.g., calling on students that do not raise their hands). ● ● ● ●
- Having students engage in cooperative learning and diverse forms of expression to include students' cultural preferences (e.g., storytelling, co-narration, folktales, call-and-response, show and tell, autobiographies, music). ● ● ●
- Helping students understand personal perspectives, or "self," as one of many cultural perspectives. ●
- Using role models representing diverse cultures. ●
- Using and/or delivering curriculum that describes historical and/or political events from a range of racial, ethnic, cultural and language perspectives. ●
- Using a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. ●
- Offering wide range of cultural books in the classroom library and encouraging students to select a variety of books that reflect their own cultures as well as others. ● ● ●
- Reading books that reflect students' culture and sharing reading experiences and reflections with students. ● ● ●
- Parent and community member presence that contributes to the class experience. ●
- Using materials that honor students' native/first language(s); these may provide a bridge from their cultural, vernacular, sign, or assistive technology, language to academic language. ● ●
- Using technology and digital resources (including online databases) to research diverse cultures, perspectives and opinions, and to engage in appropriate social action. ● ●
- Accepting different registers of language and explicit teaching of their appropriate use in different contexts. ●
- Addressing systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity. ●

***Culture** is defined as a set of shared attitudes, values, goals and practices that characterizes a group.*

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE**

INDICATOR: *LE.2 Fosters a **motivational and respectful** classroom **environment***

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. • Solicits or acknowledges little to no student input. • Interactions between teacher/student or student/student are not respectful. • Does not model encouragement and enthusiasm.	• Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. • Invites student input, but teacher may rush or be dismissive about it. • Interactions between teacher/student or student/student are generally respectful. • Inconsistently models encouragement and enthusiasm. • Encourages students to persevere in the face of difficulty.	• Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students (including students of color, linguistically diverse students and those with disabilities) are competent. ● ● ● • Regularly solicits, values and acknowledges input from students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented). ● ● ● • Interactions between teacher/student and student/student foster mutual respect. ● ● • Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. ● ● ● • Provides strategies for students to persevere in the face of difficulty (academic or behavioral). ● ● ● ●	• Reminds students of past challenges they have faced and overcome, pointing to students' self-efficacy. ● • Models and acknowledges academic risk-taking.
STUDENT BEHAVIORS	• Few students engage in lesson. • Students do not persevere with tasks when they begin to struggle. • Students are unsupportive of peers. Students ignore others when speaking or asking questions. • Few students take leadership roles.	• Some students engage in lesson. • Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. • Students are sometimes supportive of peers and offer assistance. • Some students listen and focus on teacher or peers when they are speaking. • Some students take leadership roles.	• Most students engage in lesson or become engaged when prompted by teacher. • Students persevere with tasks by seeking out and using available **resources***. • Students are consistently supportive of peers and offer assistance and encouragement. • Most students listen and focus on teacher or peers when they are speaking. • Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. ● ● ● ●	• Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. ● • Students encourage their peers to exercise classroom leadership.

** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs.* ● ●

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT**

INDICATOR: ***LE.3*** *Implements* ***high, clear expectations*** *for students' behavior and routines*

GATEWAY SKILL

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Expectations for students' behavior are not stated and responses to misbehavior seem random. • Focuses only on correcting misbehavior of students. • Responses to misbehavior are ineffective or inequitable and do not respect students' dignity. • Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students' learning goes unaddressed. • Rituals and routines do not exist, resulting in mishandling of **resources*** and/or loss of instructional time.	• Expectations for students' behavior are either inconsistently stated or applied. • Focuses on misbehavior of students but occasionally recognizes positive behavior. • Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity. • Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from students' learning goes unaddressed. • Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time.	• High expectations for students' behavior are clearly taught, consistently communicated, equitably applied to all students. ● ● ● • Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. • Responses to misbehavior are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities). ● ● ● • Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from students' learning is addressed. • Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time.	• Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.
STUDENT BEHAVIORS	• Students' misbehavior consistently detracts from others' learning. • Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher. • Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior.	• Students' misbehavior sometimes detracts from others' learning. • Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher. • Students follow classroom rituals and routines with teacher prompting.	• Students' misbehavior rarely detracts from others' learning. • Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher. • Students follow classroom rituals and routines with minimal teacher prompting.	• Students self-manage their behavior and manage others' behavior. • Students prompt each other to follow classroom rituals and routines.

**** Resources*** *can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs.* ● ●

CONTINUED TO NEXT PAGE

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT**

INDICATOR: ***LE.3*** *Implements* ***high, clear expectations*** *for students' behavior and routines*

GATEWAY SKILL

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Posted daily schedule to remind students of routines. ● ●
- Explicitly communicating the roles, expectations, etiquette and ways of doing things in an academic and/or professional context. ● ● ●
- Balancing rituals and routines with energy and excitement. ● ●
- Providing precise directions. ● ●
- Using a variety of verbal and non-verbal cues to reinforce desired behavior. ●
- Utilizing the proactive positive response model.
- Utilizing restorative justice or conflict resolution (e.g., during class meetings) techniques to foster positive classroom culture. ● ● ●
- Utilizing behavior charts to provide warnings and equitably manage behavior. ●
- Students self-managing independent reading so the teacher can fully engage in small guided reading groups. ● ●

DOMAIN: LEARNING ENVIRONMENT **EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT**

INDICATOR: ***LE.4*** *Classroom* ***resources* and physical environment***** *support students and their learning*

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Classroom is not arranged to facilitate learning or students' interaction. • Students' work is not posted or accessible. • Resources, when available, are not accessible and/or not utilized by students. • Does not provide Spanish materials when needed.	• Classroom is partially arranged to facilitate learning and student interaction. • Students' work is evident in the classroom, in students' materials and/or digitally. • Resources are accessible but do not adequately support the objective(s). • Provides limited Spanish materials when needed.	• Classroom arrangement promotes learning and student interaction for all (including students with disabilities). ● ● • Current and/or relevant students' work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction. ● ● ● ● • Resources (including clear **academic language supports*****) are readily accessible to students and are utilized as needed throughout the class in support of objective(s). ● ● ● • Provides Spanish materials, including digital resources, when needed. ● ●	• Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient. • Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. ●
STUDENT BEHAVIORS	• Students do not use resources for intended purposes.	• Some students use resources for intended purposes. • Students maintain organization of personal materials (e.g., notebooks, pencil cases, folders).	• Most students use resources for intended purposes. ● • Students respect and/or maintain organization of class-room resources (e.g., books, manipulatives, computers and other digital tools). • Students independently reference examples of proficient or advanced work and criteria for the work. • Students are proficient and comfortable interacting with classroom resources and digital tools. ● ●	• Students add to the physical environment, create and/or utilize self-generated resources. ● ●

** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs.* ● ●

*****Structural** constraints/configuration of the classroom space, room sharing and teachers traveling should be taken into consideration when collecting evidence.*

**** **Academic language supports** are methodologies or activities that support understanding and practice of functions and forms. Supports may include one or more of the following: visual, sensory, group supports and/or strategic use of native language.*

INSTRUCTION

Masterful Content Delivery

High-Impact Instructional Moves

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.1 Clearly communicates the **standards-based* content-language objective(s)**** for the lesson, connecting to **larger rationale(s)***

GATEWAY SKILL

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Content objective(s) are not evident or clear. • Agenda may be used in place of objective(s). • Language objective(s) are not evident or clear. • Objective(s) are unrelated to the specific lesson and/or not appropriate. • Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more lesson focused.	• Objective(s) are evident at the beginning of the lesson, but teacher does not make connections to objective(s) throughout the lesson. • Objective(s) are appropriate for content, grade level and/or student needs. • Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made. • Language objective(s) are not evident or do not support students' practice and application of the content.	• Clearly communicates the CLO(s), the content the students will learn and how they will demonstrate content using language, throughout the lesson (using Spanish when applicable and appropriate). ● ● ● • CLO(s) are standards-based** and appropriately rigorous for grade-level content and student needs. ● ● ● • Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. ● • Provides a meaningful connection between the content-language objective(s) that facilitates student mastery of the content.	• Invites students to collaboratively generate CLO(s) with the teacher.
STUDENT BEHAVIORS	• Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s). • Few students demonstrate progress toward mastery of objective(s). • Students are unable to explain how lesson tasks connect to objective(s).	• Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments and work. • Some students demonstrate progress toward mastery of objective(s). • Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals and/or real-world situations.	• Students demonstrate understanding of content-language objective(s) as evidenced through their questions, comments and work. ● • Most students demonstrate progress toward mastering the objective(s). • Students connect objective(s) to previous learning, unit goals and/or real-world situations. ●	• Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between content-language objective(s) and units or life).

** **Standards** include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

Rigorous tasks require considerable cognitive effort and involve productive struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.1 Clearly communicates the **standards-based* content-language objective(s)**** for the lesson, connecting to **larger rationale(s)***

GATEWAY SKILL

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Previewing concepts with English language learners and students with disabilities to facilitate participation and learning. ● ● ●
- Presenting visuals of content-language objective(s). ● ● ● ●
- Making functions and forms accessible to students through use of a variety of sensory and visual supports (e.g., anchor charts, personal sentence stems and accountable talk posters). ● ● ●
- Referencing displayed unit goals to communicate a continuum of learning. ● ●
- Connecting objective(s) to a digital presence (e.g., Web pages, video capture of lesson, tutorials) that develops connections to prior understandings and/or concepts. ● ●
- Using students' native language to develop conceptual understanding. ● ●
- Relating concepts to the content, including in native language when applicable, so that students can make connections to prior understanding (especially through student-created visuals or small group discussion). ● ● ● ● ●
- Providing a variety of groupings that allow students to access content. ● ● ●
- Modeling or demonstrating performance expectations for what mastery will look like. ● ● ●
- Students demonstrating concepts through differentiated verbal/written communication (e.g., drawings, words/phrases or complex sentences). ● ● ●
- Students demonstrating mastery of the language objective through anecdotal evidence during independent work or an exit slip. ● ● ● ●
- In certain contexts to meet student needs, having individualized content-language objective(s) (e.g. credit recovery, multiple pathways, Montessori, Early Childhood Education (ECE), etc.). ●
- Students demonstrating mastery of the language objective through practice of academic responses using sentence frames, cloze paragraphs, or advanced organizers. ● ●

** **Standards** include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.2 Provides **rigorous tasks*** that require critical thinking with **appropriate digital** and **other supports** to ensure students' success*

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Tasks are not rigorous, as evidenced by few students needing to think through their work, OR tasks may be rigorous, but the teacher does not provide scaffolding as evidenced by majority of students exhibiting frustration/defeat. • Expects students primarily to remember and repeat facts/basic information. • Tasks do not require students to justify their reasoning. • Few questions are aligned to the objective(s).	• Tasks are rigorous for some students, while others are not required to think through the work or may be frustrated by the complexity of the task and lack of scaffolds. • Tasks require students to use learning to solve problems or complete work in one context only. • Tasks require students to justify their own reasoning, but do not require them to critique that of others. • Some questions guide students toward mastery of the objective(s).	• Tasks are appropriately rigorous (increasingly complex,challenging and/or stimulating). ● ● ● ● ● • Tasks require students to extend their learning by analyzing increasingly complex texts/data, orally in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. ● ● • Tasks require students to justify reasoning and critique the reasoning of others, verbally and in writing. ● • Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine and explain various perspectives, evaluate and apply information or challenge routine/ conventional applications. ● ● • Appropriate content and language support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks. ● ● ● ● • Provides digital resources/tools as a support for rigorous tasks when appropriate. ●	• Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. ● ● ● ● • Prompts students to evaluate peers' arguments and/or reasoning. ● • Provides digital resources/ tools as an integrated component of the rigorous tasks. ● ●
STUDENT BEHAVIORS	• Students learn facts and execute tasks in rote ways, with little connection to ideas and issues beyond the classroom. • Students answer questions with limited or single-word answers. • Students do not share their reasoning. • Few students demonstrate evidence of productive struggle towards mastery of objective.	• Students may execute tasks and responses with some original thought or connection to ideas and issues beyond the classroom. • Students' responses may include some higher-level thinking but lack sufficient evidence or contain flawed reasoning. • Students may acknowledge but do not evaluate others' reasoning. • Some students demonstrate evidence of productive struggle towards mastery of objective.	• Students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the CLO(s). ● ● ● ● ● ● • Students use relevant evidence to construct written and verbal positions that justify their conclusions ● ● • Students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives. ● ● ● ● ● • Students demonstrate evidence of productive struggle towards mastery of objective.	• Students think in increasingly complex ways and are able to apply their knowledge to real-world situations. ● • Students think about systems, not just isolated parts, when approaching tasks. ● • Students ask each other questions aligned to the objective(s) that exhibit higher-level thinking. • Students provide support for one another to master the objective(s).

*** Rigorous tasks** require considerable cognitive effort and involve productive struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.2 Provides **rigorous tasks*** that require critical thinking with **appropriate digital** and **other supports** to ensure students' success*

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Tasks (in all disciplines) require students to independently read increasingly complex texts, then write and/or speak in response to the content. ● ●
- Tasks require students to analyze information (e.g., givens, constraints, relationships) and plan a solution pathway. ● ●
- Tasks require students to integrate information from various sources (e.g., oral, visual, media) and to evaluate these sources. ● ●
- Tasks demonstrate the usefulness and value of discipline (e.g., those that illustrate application and relevance of discipline beyond the classroom). ● ●
- Providing access to group, sensory, and visual supports to engage students and improve comprehension. ● ● ● ●
- Students using prior learning and inquiry skills when approaching increasingly complex texts, data sets, events, etc. ● ●
- Students applying information inferred from text, facts and/or new data. ● ●
- Students providing reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not. ●
- Students demonstrating the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks. ●
- Providing sufficient time for all students to independently engage in and make sense of (reason about) the task. ●
- Appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration. ● ● ● ●
- Opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration. ● ●
- Providing multiple opportunities for students to expand their thinking through talking (e.g., Think Pair Share, Turn & Talk, Small Group), drawing out their connections (student-made visuals) and using realia and graphics to understand concepts. ● ● ● ●
- Constructing and integrating reading, writing and listening tasks as students' oral Language 2 develops. ● ●
- Utilizing a "Writing to Learn" strategy as a way to scaffold mid- and high-stakes assignments.
- Recognizing that creativity may be presented in various ways that reflect cultural learning styles, ingenuity in language usage and/or oral skills. ● ●
- Students researching multiple perspectives and opinions using digital resources, including online databases. ● ●
- Providing digital and non-digital (e.g. a pencil grip, manipulatives, large print resources, etc.) supports to meet specific student needs. ● ●

***Rigorous tasks** require considerable cognitive effort and involve productive struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.3 Intentionally uses **instructional methods*** and pacing to teach the **content-language objective(s)*****

GATEWAY SKILL

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Instructional method(s), activities and materials are ineffective and do not support students' mastery of objective(s). • Lesson structure is not coherently sequenced or appropriately paced. • Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate. • Does not address students' misconceptions during instruction. • Does not use oral and/or written language that is comprehensible to students. • Balance of teacher/student talk detracts from students' learning and is not appropriate for chosen teaching methodology.	• Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s) and the use of language. • Lesson structure is either coherently sequenced or appropriately paced, but not both. • Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology. • Inconsistently addresses students' misconceptions during lesson. • Uses oral and/or written language comprehensible to some students. • Balance of teacher/student talk sometimes contributes to students' learning and is appropriate for chosen teaching methodology. • Use of media, technology and/or tools does not enhance the lesson.	• Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s) and the use of language. ● ● ● ● • Lesson structure is both coherently sequenced and appropriately paced. ● ● ● • Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology. • Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs including language needs. ● ● ● • Consistently uses oral and/or written language that is comprehensible, including strategic use of native language. ● ● ● • Balance of teacher/student talk consistently contributes to students' learning and is appropriate for chosen teaching methodology. • Use of media, technology and/or tools enhances the lesson. ● ● ●	• Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. ● ● • Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions. • Provides extension activities that allow students to explore essential questions. ●

*** Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.*

**** Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.3 Intentionally uses **instructional methods*** and pacing to teach the **content-language objective(s)*****

GATEWAY SKILL

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Using gradual release model, inquiry-based model, cooperative learning, investigation, Socratic Seminars, direct instruction/lecture, Collaborative Strategic Reading (CSR), etc.
- Lesson structure allows appropriate time for students to grapple with and build understanding of the content. ● ● ● ●
- Providing wait time based on students' needs. ● ● ●
- Providing time for self-correction.
- Integrating student use of digital tools and **resources*** ** (e.g., Promethean boards, LCD projectors and computers) to enhance, accelerate and/or differentiate student learning. ● ●
- Using materials and supports that address educational disabilities (e.g., assistive technology, visual schedules, etc.). ●
- Using document cameras or similar technology to make small items visually accessible to the whole class and enhance the lesson. ● ●
- Referring students to appropriate resources to find answers to their questions or locate additional information related to content-language objective(s). ● ●
- Providing informed responses and/or examples to address students' questions or misunderstandings.
- Providing anchor charts, vocabulary charts, etc. that support students' learning of objective(s). ● ● ●
- Providing language-based clues such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-alouds, avoiding unfamiliar idioms and using cognates when possible. ● ● ●
- Explicitly indicating relationships and connections between Language 1 and 2, including: similarities and differences in sound systems, word/phrase/sentence structures, word/sentence meanings and effects of context on meanings. ●

** **Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

**** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs. ● ●*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.4 Ensures all students' active and appropriate **use of academic language*** *

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Does not teach academic language. • Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. • Does not acknowledge students use of academic language and/or does not address incorrect academic language usage. • Language expectations and supports hinder academic conversations.	• Inconsistently and/or indirectly teaches and models academic language. • Provides some opportunities for students to use academic language in rigorous, authentic ways. • Inconsistently acknowledges students use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. • Language expectations and supports inconsistently facilitate academic conversations.	• Consistently and explicitly teaches and models precise academic language connected to the content-language objective(s) using the **target language**** (students' Language 1 or 2, as appropriate). ● ● ● ● • Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. ● ● ● ● • Acknowledges students' use and attempts at using academic language to develop concepts, and coaches students when academic language is not used or is used incorrectly. ● ● ● • Language expectations and supports consistently facilitate academic conversations. ● ● ●	• Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ● ● • Enables students' transfer of academic language to real-world situations. ● ● ●
STUDENT BEHAVIORS	• Few students use academic language with the teacher, peers and/or in their writing. • Students are not observed using target language. • Students rarely use the language relevant to the objective(s) and/or use it incorrectly.	• Some students use academic language with the teacher, peers and/or their writing. • Students are observed using target language, though use may not be context-embedded and/or cognitively demanding. • Students attempt to use language relevant to the objective(s) but sometimes use it incorrectly.	• Students use academic language (in their native language or English) with the teacher, peers and in their writing. ● ● ● • Students are observed using target language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. ● ● • Students regularly and accurately use content vocabulary, syntax and discourse; the language relevant to the objective(s). ● ●	• Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ● ● • Students appropriately transfer academic language skills from other contexts or real-life experiences.

** **Academic language** is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).*

- *Language functions: the purposes of the communication (e.g., to classify, persuade, explain, describe, compare, sequence, etc.).*
- *Language forms: the conventions used to communicate (e.g., grammar, syntax, mechanics, vocabulary, etc.).*

*** **The Target language** is the language that we want students to learn, and is the primary—though not the exclusive—language of instruction (most commonly Spanish or English in DPS). In English Language Acquisition-Spanish (ELA-S) classrooms, the target language is Spanish; in English Language Acquisition-English (ELA-E) classrooms, the target language is English.*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.4 Ensures all students' active and appropriate* ***use of academic language****

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Students explaining their thinking by using prompts such as: "Tell us more about that"; "How do you know?"; "Why do you think that?"; and "What evidence do you have of_____?" to promote speaking, listening, reading and writing.
- Facilitating Classroom Talk (e.g., in pairs, Collaborative Groups and as a whole class) to introduce, reinforce and encourage the use of academic language.
- Providing opportunities for structured and purposeful academic conversations (e.g., Cooperative Grouping, Collaborative Small Groups, Think-Pair-Share, Turn and Talk, Talk a Mile a Minute).
- Explicitly using and holding students accountable for the use of content-specific language (e.g., angle instead of corner, staccato instead of choppy).
- Explicit modeling and labeling of academic language.
- Linking vernacular to academic language to support listening and speaking.
- Using sentence stems, cloze sentences and/or paragraphs to promote speaking and writing.
- Utilizing a "Writing to Learn" strategy so students experiment often with written language to increase their fluency and mastery of written conventions.
- Displaying and referencing visuals that show academic vocabulary in words and graphic representations.
- Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps) that allow students to make connections.
- Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, word walls, double-entry journals) to promote listening, reading and writing.
- Offering multi-sensory experiences to promote listening and speaking.
- Teaching "code switching" so that other forms of language are valued and students understand the reasons to use different forms in different settings.
- Whenever students speak in incomplete sentences, reflecting concepts back in complete sentences as appropriate.
- Having students utilize forms, functions and content vocabulary appropriately in written responses to increasingly complex texts.
- Demonstrating explicit attention to vocabulary, as evidenced by:
  - Spending time defining, discussing and clarifying vocabulary words unlikely to be familiar to students prior to tasks to promote reading, writing and understanding.
  - Emphasizing vocabulary through intonation, prior knowledge and visuals (e.g., illustrations, photographs, Frayer models, word wall).
  - Limiting the number of vocabulary items presented to students at any one time.
  - Modeling correct phonetic and fluent pronunciation through a slower pace and appropriate enunciation and intonation as necessary.

**** Academic language*** *is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).*

- *Language functions: the purposes of the communication (e.g., to classify, persuade, explain, describe, compare, sequence, etc.).*
- *Language forms: the conventions used to communicate (e.g., grammar, syntax, mechanics, vocabulary, etc.).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.5 Checks for understanding of content-language objective(s)**

GATEWAY SKILL

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Checks for completion of tasks but not on student progress toward mastery of objective(s). • Does not adjust instruction or supports based on results of checks for understanding. • Does not monitor student access to content. • Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions.	• Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied and/or do not assess some students. • Occasionally adjusts instruction or supports based on results of checks for understanding. • Adjusts instruction for content or language in the objective, but not both. • Sometimes monitors student access to content but may not determine if misunderstandings are due to language. • Questions hold some students accountable to formulate responses.	• Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding in content and language. ● ● ● ● • Frequently adjusts instruction or supports in real time based on results of checks for understanding. ● ● ● • Frequently monitors student access to content and language and if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions. ● ● ● ● • Questions require most students to formulate responses and be accountable for their learning in both verbal and written responses. ●	• Provides criteria and structures for students to assess their own and/or peers' mastery of both the content and language objective(s). ● • Provides opportunities for students to reflect on their learning. ●
STUDENT BEHAVIORS	• Few students respond to questions. • Students do not correct misconceptions because teacher does not provide feedback.	• Some students respond to questions and/or questions may be consistently answered by the same students. • Students occasionally demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction. • Students sometimes demonstrate correcting mistakes in their language based on teacher feedback/language supports.	• Most students respond to questions (with the use of communication devices, as needed). ● • Students frequently demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction. ● • Students frequently demonstrate correcting mistakes in their language based on teacher feedback/language supports.	• Students correct misconceptions through peers' critique and questioning. ● • Students monitor their own progress and reflect on their growth.

*** Content-language objective(s)** *indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR: *I.5 Checks for understanding of content-language objective(s)**

GATEWAY SKILL

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Questioning using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding. ● ● ● ●
- Asking students to define or restate terms/ concepts. ● ● ●
- Having students elaborate using prompts, such as: "Tell me more about _____" or "How do you know that?".
- Students explaining their thinking (metacognition). ●
- Explicitly asking students to identify their misunderstandings. ●
- Eliciting physical responses (e.g., thumbs up) to monitor understanding. ● ● ●
- Regularly circulating throughout the room during the lesson to assess all students' understanding of objective(s); teacher may take notes on student progress.
- Conferencing.
- Students communicate completion of the primary task using the identified language objective domain. ● ●
- Performance tasks (e.g., constructed responses, application tasks). ●
- Using native language to clarify concepts (through other adults or student peers). ●
- Using checklists/rubrics; students applying criteria to their work and/or to that of their peers. ●
- Using exit tickets.
- Using online polling, "clickers" or student response systems to monitor student progress. ●
- Students monitor their own progress with a wall chart, in a notebook, online, etc. ● ● ● ●

*** Content-language objective(s)** *indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: ***I.6*** *Provides* ***differentiation**** *that addresses students' instructional needs and supports mastery of* ***content-language objective(s)*****

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Does not modify/extend instructional methods, content, lesson processes products and/or language to support students' needs. • Questioning is not differentiated for students' needs.	• Modifies/extends instructional methods, content, lesson processes, products, and/or language, but differentiation does not adequately address some students' individual needs and/or access to grade-level content. • Questioning is inconsistently differentiated for students' needs.	• Supports access to and/or extension of grade-level content by adjusting content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students (including students with interrupted formal education). ● ● ● ● • Questioning is consistently differentiated (including clear enunciation, language choice, additional wait time, simplified sentence structures, slower pacing/speech patterns, level) to meet the academic and linguistic needs of individual students. ● ● ●	• Provides modified content, process or product in response to reasonable students' requests. • Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.
STUDENT BEHAVIORS	• Few students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation.	• Some students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation.	• Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products,verbal interactions, academic discussions and class participation.	• Students provide support to one another based on individual needs. • Students know their learning preferences and academic goals, apply strategies that support their learning and self-advocate as needed. ● ● ● ● • Students actively engage in the use of technology tools to demonstrate different levels of understanding.

** **Differentiation** may be based on individual students' academic needs, language proficiencies, physical/social/emotional needs, interests and/or culture.*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: ***I.6*** *Provides* ***differentiation**** *that addresses students' instructional needs and supports mastery of* ***content-language objective(s)*****

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Adjusting content according to students' performance levels, language skills, knowledge and/or cultures. ● ● ● ●
- Adjusting process through grouping (homogeneously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, tactile). ● ● ● ●
- Adjusting product by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals, providing other performance-based opportunities) to accommodate academic/linguistic needs and/or interests. ● ● ● ●
- Providing access to native language materials and grade- or above-level texts, including recorded audio texts, as appropriate. ● ● ● ●
- Providing individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives and online resources. ● ● ●
- Giving students multiple opportunities to answer questions, including in collaborative pairs or groups. ● ● ●
- Providing access to one-on-one adult and/or peers' support. ● ●
- Designing collaborative groups so that students with diverse skill levels are supported as well as challenged by their peers. ● ● ● ●
- Utilizing various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs. ● ●
- Using assessments to guide students in selecting "just right" books for independent reading. ● ● ●
- Modeling use of resources around the room and on the walls to encourage independent student use of those resources. ●
- Utilizing visuals, realia, gestures and facial expressions to explain content and/or vocabulary. ● ● ●
- Facing students when speaking to support language production and understanding. ● ● ●
- Providing cross-language transfer feedback (e.g., teacher reminding students that they know pre in Spanish carries the same meaning as pre in English). ● ●

** **Differentiation** may be based on individual students' academic needs, language proficiencies, physical/social/emotional needs, interests and/or culture.*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.7 Provides students with **academically-focused descriptive feedback*** aligned to **content-language objective(s)****

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Provides feedback to only a few students. • Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., "good job"; "I know you can do it"). • Does not provide next steps for students.	• Provides academically-focused descriptive feedback to some students and/or during some parts of the lesson. • May provide timely descriptive feedback on students' progress toward mastery of objective(s), but majority of feedback is focused on task completion. • Feedback focused on either content or language in the objective, but not both. • Identification of students' next steps is not clearly evident.	• Provides academically-focused descriptive feedback to most students throughout the lesson. ● • Provides timely academically-focused descriptive feedback allowing students to know their progress toward mastery of the content and language objective(s). ● • Clearly identifies students' next steps, focusing on students' strengths and areas for growth. ●	• Provides academically-focused descriptive feedback to all students on both content and language in the objective. • Intentionally provides opportunities for students to give one another academically-focused descriptive feedback. • Ensures that students can identify next steps. • Feedback inspires further thinking and can be transferred to other contexts. ●
STUDENT BEHAVIORS	• Few students are clear on steps needed to make progress towards mastery of objective(s).	• Some students are clear on steps needed to make progress towards objective(s).	• Most students apply academically-focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering content and language objective(s). ●	• Students provide academically-focused descriptive feedback to each other on both content and language in the objective. • Students explain how their work/responses meet the expectations of objective(s). • Students are able to explain steps needed to improve their work.

** **Academically-focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students' progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.7 Provides students with **academically-focused descriptive feedback*** aligned to **content-language objective(s)****

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Defining deficiencies and highlighting next steps when using non-proficient examples. ●
- Using think-alouds to model how students could respond to the use of feedback.
- Circulating during the lesson to question students and provide academically-focused descriptive feedback.
- Providing feedback on students' use of strategies and metacognitive processes. ●
- Providing feedback by modeling corrections in the response to a student (recasting) and providing students(s) opportunities to attempt corrections. ● ●
- Providing opportunities for students to self-assess and peer-assess (e.g., with rubrics). ●
- Providing opportunities for student action/ reflection based on feedback received.
- Supporting grades/marks with written academically-focused descriptive feedback.
- Referencing anchor charts based on students' responses and/or work. ●
- Using data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson.
- One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback.
- Utilizing feedback loops to get additional information from students (e.g., question→ answer→ clarifying question→ answer→ probing question→ answer). ●

** **Academically-focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students' progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.*

*** **Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:*

- *How will students articulate their understanding? Writing, speaking, listening and/or reading (the domain).*
- *What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the function).*
- *What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the form).*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.8 Promotes student **communication* and collaboration**** utilizing appropriate digital and other **resources******

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
TEACHER BEHAVIORS	• Provides few opportunities for students to communicate their ideas. • Provides few opportunities for students to collaborate. • Does not establish clear expectations for communication and/or collaboration among students. • Does not pose questions that encourage accountable talk.	• Provides some opportunities for students to communicate their ideas, but the opportunities do not promote progress toward mastery of objective(s). • Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of content and language stated in the objective(s). • Establishes clear expectations for communication and/or collaboration among students, but only some students are held accountable. • Occasionally poses questions that encourage accountable talk.	• Provides adequate opportunities for all students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) to communicate their ideas verbally or in written response to increasingly complex texts as a means of progress toward mastery of the objective(s). ● ● ● ● ● ● • Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of content and language objective(s). ● ● ● ● ● • Establishes clear expectations for communication and/or collaboration among students with protocols and tools, holding most students accountable for participation and the content of their conversations. • Prompts students or poses questions to facilitate accountable talk discussions (listening, participating, clarifying and elaborating). ● ● ● ● • Utilizes assistive technology and communication devices when needed. ● ●	• Facilitates students choosing how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).

** **Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.*

*** **Collaboration** occurs when individuals are accountable to one another and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).*

**** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs.* ● ●

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.8 Promotes student **communication* and collaboration**** utilizing appropriate digital and other **resources******

OBSERVABLE EVIDENCE	NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7) *In addition to "Effective"*
STUDENT BEHAVIORS	• Few students effectively communicate for the intended purpose/audience in **the target language****.** • Few students ask questions. • Students interact inappropriately in diverse groups. • Few students assume personal responsibility for group work.	• Some students effectively communicate for the intended purpose/audience in the target language. • Students ask the teacher questions and express opinions. • Students interact appropriately in diverse groups, but do not attempt to understand others' perspectives. • Some students assume personal responsibility for group work. • Missed opportunities for student-to-student talk because majority is teacher-to-student talk.	• Students effectively communicate for the intended purpose/audience in the target language. ● ● ● • Students ask teacher and peers questions, expand on other's thinking and construct oral and written arguments that are supported by evidence. ● ● • Students interact appropriately in diverse academic discussions (e.g., one-on-one, small-group or whole class settings) and come to understand others' perspectives. ● • Most students assume personal responsibility for individual and collaborative work. • Students collaborate to answer questions, build understanding and solve problems. ● • As appropriate, students use various digital tools and resources for researching, communicating and collaborating. ● ●	• Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). • Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. ●

** **Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.*

*** **Collaboration** occurs when individuals are accountable to one another and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).*

**** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs. ● ●*

***** **The Target language** is the language that we want students to learn, and is the primary—though not the exclusive—language of instruction (most commonly Spanish or English in DPS). In English Language Acquisition-Spanish (ELA-S) classrooms, the target language is Spanish; in English Language Acquisition-English (ELA-E) classrooms, the target language is English.*

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR: *I.8 Promotes student **communication* and collaboration**** utilizing appropriate digital and other **resources******

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.

- Providing accountable talk protocol (e.g., "I know this is the answer because on page _____" or "I agree/disagree with _____ because _____"). ●
- Students asking peers questions that require them to explain their thinking, including in online forums. ● ●
- Facilitates while students ask/answer questions that guide the discussion.
- Providing adequate wait time for students to process after questions are posed. ● ● ●
- Structured peer assistance. ● ● ●
- Variety of grouping arrangements. ● ● ●
- Assigning group roles to promote student leadership and group accountability. ● ●
- Students showing adaptability and work ethic in collaborative situations. ●
- Holding students accountable for contributing to collaborative group work.
- Student debates, role plays, simulations, interviews, etc.
- Tools evident in supporting oral language (e.g., accountable talk poster, anchor charts, personal sentence stems, digital resources). ● ● ● ●
- Word walls, anchor charts and other resources in the room align to the content and are used by teacher and students. ● ● ●
- Providing opportunities for students to use Web pages (e.g., Wikis) , webcams and other technology tools to communicate within and outside the classroom.
- Promoting quality conversations surrounding books and reading (e.g. book talks, book share, student book recommendations, etc.).
- Providing a Literacy Group collaborative structure with specified student roles and a defined group purpose to raise engagement with a variety of increasingly complex texts through a high level of discourse. ●

** **Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.*

*** **Collaboration** occurs when individuals are accountable to one another and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).*

**** **Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs.* ● ●

PROFESSIONALISM

Essential Knowledge of Students and Use of Data

Effective Collaboration and Engagement

Thoughtful Reflection, Learning and Development

Masterful Teacher Leadership

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• 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).	• 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 sup-ports 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.	• 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, backgrounds, 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).	• 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.*

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

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• 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.	• 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.	• 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.	• 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).*

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• May attend meetings but is indifferent/inattentive 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.	• 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.	• 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. ● ● ● ●	• 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.

DOMAIN: PROFESSIONALISM **EXPECTATION: EFFECTIVE COLLABORATION AND ENGAGEMENT**

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• 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.****	• 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.	• 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. ● ● ● ●	• 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) *In addition to "Effective"*
TEACHER BEHAVIORS	• 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.	• 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.	• 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. ●	• 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.

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

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• Rarely reflects on personal performance data. • Attends required professional development activities but is disinterested and/or rarely participates.	• 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.	• 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.	• 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.). ● ● ●
- 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). ● ●
- 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. ● ● ● ●
- Inviting marginalized groups to have a voice in planning classroom or school events. ● ● ● ●

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) *In addition to "Effective"*
TEACHER BEHAVIORS	• 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.	• 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 their goals, 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.	• 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.	• 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.

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 teacher leaders: conducting LEAP classroom observations and valuable feedback conversations.

** All teacher leaders serving in a formal teacher leadership role 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.*

OBSERVATION APPENDICES

OBSERVATION APPENDICES

Appendices provide clarity and awareness for observers as they conduct observations in unique instructional content areas/grade levels. They are NOT separate Frameworks, but rather documents to assist observers in understanding effective practices in particular contexts.

1. Prior to conducting an observation:

a. Determine if there is a relevant appendix.

b. Review the entire appendix, including the "Essential Awareness" section and indicator chart.

2. During the observation, while collecting evidence, keep the "Essential Awareness" information in mind.

3. After conducting the observation, when categorizing evidence, refer to the indicator chart in conjunction with the Framework for Effective Teaching Evidence Guide to inform teacher ratings. The indicator chart contains information that could:

a. Modify an existing teacher or student's behavior in the Evidence Guide.

b. Clarify an existing teacher or student's behavior in the Evidence Guide.

c. Add a necessary behavior to an indicator.

d. Where noted, add a contextual Example of Effective Practice.

OBSERVATION APPENDICES

GUIDANCE FOR OBSERVING CO-TEACHING

We often receive questions about how to observe when multiple teachers are in the classroom. This section provides some recommended practices when you encounter this situation.

Co-teaching is utilized in many classrooms throughout Denver Public Schools (DPSs). The choice for co-teaching models should be based on the needs of the students and can vary lesson to lesson depending on students' needs. Teachers working together within a co-teaching environment should have equal responsibility for all students during the class period, though specialized [English Language Acquisition (ELA), Special Education, Gifted and Talented, Intervention] teachers' primary responsibility may be focused around a subgroup of students within the class.

Dr. Marilyn Friend, a respected national special education expert, identifies on her website (marilynfriend.com/ approaches.htm) the major types of co-teaching as follows:

- **TEAMING:** In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.
- **STATION TEACHING**: In this co-teaching approach, teachers divide content and students. Each teacherthen teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station"could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.
- **PARALLEL TEACHING:** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel teaching also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.
- **ALTERNATIVE TEACHING:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.
- **ONE TEACH, ONE OBSERVE:** One of the advantages in collaborative teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-Teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the Teachers should analyze the information together. The Teachers should take turns instructing and gathering data, rather than assuming that the special educator is the only person who should observe.
- **ONE TEACH, ONE ASSIST:** In a final approach to collaborative teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. **This should be the least often employed co-teaching approach.**

It is important to understand the type of teaching model that is being implemented and to consider if the most appropriate model is being used for the class. Denver Public Schools supports the following co-teaching models: Teaming, Station Teaching, Parallel Teaching and Alternative Teaching. The One Teach, One Observe model would likely be utilized less frequently as it is primarily used to inform instruction. Data gathered using the One Teach, One Observe model may be utilized as evidence for

P.1 and P.2 in Professionalism to assess the teacher's knowledge of students and use of student data. There are rare situations that the One Teach, One Assist Model, is beneficial.

When observing an Teacher within a co-teaching/co-therapy model, we recommend considering:

- How does the school schedule affect the co-teaching? When measuring teacher effectiveness within a co-teaching setting, observers should take into account school systems/structures that affect the teacher's performance within this context. Effective co-teachers have regular collaborative planning opportunities scheduled within the school day. During this time, teachers review data and plan lessons reflective of student needs.
- In DPS classrooms, co-teaching is most often seen in General Education classrooms that contain students with ELA, Gifted and Talented and/or Special Education needs.
- Who is being evaluated? The same lesson evidence could be cited in two different Classroom Observation Forms, but each teacher's scores and evidence need to be considered separately. When completing a Classroom Observation Form in a co-teaching setting, an observer may want to include some explanatory context for the teacher that is being observed, such as: "This observation was conducted during a lesson taught by multiple teachers. 'T1' in the evidence refers to the teacher who was observed and scored during this lesson. 'T2' in the evidence refers to the co-teacher that was not scored for this lesson. T2's comments may be referenced as additional context for this observation."
- The interpretation of the observational data is affected by the co-teaching model and instructional moves. When scoring, an observer may consider: What are the co-teacher's instructional moves that support the content-language objective(s)? What instructional moves is the co-teacher making that are different from the other teacher?How was students' learning enhanced by the co-teacher's efforts?

  Here are some examples:

  - If both teachers are delivering the same content (e.g., teaming, parallel teaching, etc.), then the observer may notethe ways in which the observed teacher is supporting the Content-Language Objective(s) (CLOs) during a lesson. Is the co-teacher communicating the CLOs in a different way with particular students or breaking it down for a subgroup within the lesson?
  - If a CLO isn't clearly communicated, then is the teacher supporting students to understand the content-language objective(s) and tasks as presented? Does the teacher bring additional language or visual supports based on individual student's needs? Does the teacher modify the tasks for particular students based on students'needs?
  - If the teacher is teaching different content (e.g., station teaching, alternative teaching, etc.), then the observer should expect to see a clear CLO for content presented. If the content taught within the subgroup is related to the overall lesson, then the teacher should connect the lesson back to the original content or support students with transference of skills to the primary setting. (Distinguished performance)
  - The appropriate appendix/appendices should be use d when evaluating a co-teaching environment.
  - The observation/feedback cycle is generally limited to one of the teachers in the co-teaching setting. Observers are encour- aged; however, to invite both co-teachers to the feedback conversation if they feel the combined conference would support the teaching environment and students' outcomes.

    - **Additional resources around co-teaching:**
    - Barger-Anderson, R., Isherwood, R., & Merhaut Ed.D., J. (2013). Strategic co-teaching in your school: Using the co-design model (1st ed.). Baltimore, MD: Paul H. Brookes Publishing.
    - Friend, M. (2007). Co-Teaching Connection by Dr. Marilyn Friend. Retrieved April 9, 2015, from: marilynfriend.com/.
    - Villa, R., Thousand, J., & Nevin, A. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rded.).* Thousand Oaks,CA: CorwinPress.

BALARAT OUTDOOR EDUCATION APPENDIX

Essential Awareness

Balarat provides DPS students and their teachers the opportunity to conduct hands-on, experiential learning in the natural environment. The locales for learning include the district-owned Balarat site, Denver Mountain Parks, Colorado State Parks and a bus, as used for transportation to an outdoor site. Balarat teachers collaborate with classroom teachers, who are in attendance with their students during programs. Participating students include class groups of third-grade, fifth-grade, middle and high school students. High school student leaders may be present to serve as role models and/or activity facilitators during lessons for elementary students.

Observers should be aware that:

- Balarat teachers are instructing students for short time periods, from a minimum of three hours to a maximum of three days, depending upon the program and grade level.
- Balarat teachers in the program do not have access to students' achievement data or other student information prior to working with a group.
- Learning environments are continually changing and Balarat teachers must be aware of different weather and trail conditions, as well as physically preparing students for these conditions.
- In addition to grade-level curricular standards, lessons may include environmental education content as outlined in the Colorado Environmental Education Plan (cde.state.co.us/cosocialstudies/ceep).
- Due to the nature of the lessons and the environment, written responses are limited.
- Digital technology may be inaccessible so use may be minimal or nonexistent.

	INDICATOR
LE.1	
LE.2	• Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (e.g., not just academics, but also an intentional focus on behaviors and procedures to support social learning).
LE.3	
LE.4	• Area is safe for students and equipment is in good repair. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., appropriate use of harnesses, helmets, archery equipment and team initiatives equipment). • Teacher may use students and instructor modeling to teach a movement or technique to the class. Students, teachers and high school leaders themselves can be a resource and/or the proficient work example. • Teacher ensures that relevant materials are available and can be easily seen by all students (e.g., historical artifacts, animal evidence). • Students' work and examples may include visible actions and verbal reflections of experiential learning.

	INDICATOR
I.1	• Content may be an affective learning objective and/or could span multiple content areas. • Personal/interpersonal skills may be the focus of the content-language objective(s).
I.2	• A rigorous task requires students to use complex physical skills, interpersonal skills and/or reflective observations. • Students demonstrate critical thinking skills through physical and verbal responses. • Students may focus on hands-on activities related to the content-language objective(s).
I.3	• Students are engaged in activities and/or are physically active at least 50% of the time. • Balance of teacher talk with students' participation. • An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students.
I.4	• Students respond to academic language in verbal and/or physical ways; responses are rarely written.
I.5	• Amount of teacher questioning may be limited depending on the lesson. • Responses to questions may be in physical form and/or by demonstration; responses are rarely written. • Students' physical responses can be a check for understanding.
I.6	• Lesson process modification may include verbal, visual, kinesthetic and sensory experiences to enhance learning. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	
I.8	• Verbal and non-verbal responses may be appropriate for specific lesson and activities. • Students are accountable for contributing to collaborative group work through: cooperation, communication, compassion, concentration and caution. • Digital collaboration and communication is not an available resource.

CAREER AND TECHNOLOGY: BUSINESS, MARKETING AND PUBLIC ADMINISTRATION APPENDIX

Essential Awareness

Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:

- Enhance their learning and understanding of concepts.
- Broaden their means of communication.
- Augment their modes of collaboration in all aspects of their personal and academic life.

There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.

Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.

Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teachers may bring awareness of different students' cultural needs with regards to diverse populations (e.g., tax credit for adult care workers).
LE.2	• Teacher encourages and monitors appropriate digital etiquette and responsible social interactions related to the use of technology and information (e.g., commenting on a blog, shared online resources, using email, etc.). • Teacher treats students the same way a professional would be treated in the industry.
LE.3	• Teacher encourages and monitors safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources (e.g., citing sources in research and multim edia projects). • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.

	INDICATOR
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a workstream or production schedule plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.

	INDICATOR
I.4	• Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.
I.5	• Visual methods (e.g., screen shots) are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students are able to discuss the purpose of a memo, clip art, etc. and demonstrate the technical concept/skill). • If individual objectives are set, students can connect their objective to the larger rationale.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback is provided using industry standard terminology. • Feedback may be provided in a digital format (e.g., e-mail, commenting on a shared document, blog, etc.).
I.8	• Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual project. • Collaboration may include working with industry partners, actual clients, etc.

CAREER AND TECHNOLOGY: HEALTH SCIENCE, CRIMINAL JUSTICE AND PUBLIC SAFETY APPENDIX

Essential Awareness

Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:

- Enhance their learning and understanding of concepts.
- Broaden their means of communication.
- Augment their modes of collaboration in all aspects of their personal and academic life.

There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.

Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.

Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teacher introduces an awareness of a continuum of services and resources available to special populations within the industry.
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Teacher encourages and monitors safe, legal and ethical use of patient information as required by the Health Insurance Portability and Accountability Act (HIPAA). • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Classroom environment may look more like a workplace (industry standard) than a traditional classroom. • Industry tools are a critical part of the classroom and can include medical devices, operations manuals and consumable supplies. • Students' work may not be visible in the classroom because it may be stored digitally, done as a demonstration or completed off-site. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources.

	INDICATOR
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Core academic concepts and/or skills are embedded through applied learning with intentionality. • Students read and interpret complex information sources and select necessary tools based on the appropriateness to specific tasks.
I.3	• Instructor may serve as facilitator.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration. • Feedback is provided using industry standard terminology.
I.8	• Collaboration may include working with industry partners, actual clients, patients, etc.

CAREER AND TECHNOLOGY: HOSPITALITY AND HUMAN SERVICES APPENDIX

Essential Awareness

Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:

- Enhance their learning and understanding of concepts.
- Broaden their means of communication.
- Augment their modes of collaboration in all aspects of their personal and academic life.

There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.

Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.

Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teachers may bring awareness of different students' needs in hospitality for special populations (e.g., English Language Learners (ELL), Deaf and Hard of Hearing (DHH), American with Disabilities Act (ADA), dietary restrictions, etc.).
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' exemplars may not be visible in the classroom because they are consumable or a provided service. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.

	INDICATOR
I.1	• Students may have individualized objectives.
I.2	• Students evaluate the situation and determine the appropriate tool or technique to complete a given task. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a workstream or production schedule plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.

	INDICATOR
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration (e.g., students "stir vs. fold"). • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well. • Written responses may not always be a part of the lesson.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of physical demonstration.
I.8	• Collaboration may include working with industry partners, actual clients, etc. • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products/skills.

CAREER AND TECHNOLOGY: SKILLED TRADES AND TECHNICAL STUDIES APPENDIX

Essential Awareness

Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:

- Enhance their learning and understanding of concepts.
- Broaden their means of communication.
- Augment their modes of collaboration in all aspects of their personal and academic life.

There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.

Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.

Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teachers may include awareness of different building/structural requirements for special populations [e.g., American with Disabilities Act (ADA)].
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students model safety procedures and may model industry attire.
LE.3	• Students understand safety requirements and use technology/tools appropriately. • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may be visible in the classroom as models or parts of a larger project. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, operations manuals and consumable supplies (e.g., sheet metal, lumber, etc.). • Students troubleshoot technical systems. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.

	INDICATOR
I.1	• Students may have individualized objectives.
I.2	• Students evaluate the situation and determine how to resolve any problems. • Students read and interpret complex designs and select necessary tools based on the appropriateness to specific tasks. • Students may focus on hands-on activities related to the objective(s). • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• A large portion of the class may be project-driven (e.g., building from plans), so students may pick up where they left off in the previous class. • Lab/shop time can be 60% or more of class time. • Students may use a workstream or production schedule plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.

	INDICATOR
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.
I.5	• Teacher checks for understanding and progress of skills in addition to concepts. • Students' responses may be by demonstration, not verbal or written.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
I.8	• A potential example of effective student collaboration is students evaluating and critiquing their own and others' products. • Collaboration may include working with industry partners, actual clients, etc.

CAREER AND TECHNOLOGY: STEM, DESIGN AND INFORMATION TECHNOLOGY APPENDIX

Essential Awareness

Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:

- Enhance their learning and understanding of concepts.
- Broaden their means of communication.
- Augment their modes of collaboration in all aspects of their personal and academic life.

There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.

Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.

Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Students understand safety requirements and use technology/tools appropriately. • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, digital software, operations manuals and consumable supplies. • Students troubleshoot technical systems (e.g., 3D printer). • Students' work may be visible in the classroom as models or parts of a larger project.

	INDICATOR
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Students read and interpret complex designs and select necessary tools (digital or industry specific) based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a workstream or production schedule plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.

	INDICATOR
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration (may not be verbal). • In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students discuss the purpose of rotating, gradients, etc. and demonstrate the technical concepts). • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior. • Written responses may not always be a part of the lesson.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
I.8	• Students primarily demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual projects. • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products and skills. • Collaboration may include working with industry partners, actual clients, etc.

DANCE APPENDIX

Essential Awareness

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in knowledge due to the varying amounts of time schools schedule dance instruction (e.g., School A's students have dance every other year. A student from School A transfers to School B, where dance is taught each year.)
- Dance as art represents creative expression through the medium of human movement. The essence of dance is to create, compose, feel, interpret, perform and respond, all through movement. Dance is the physical expression of an idea developed through a process of research, inquiry and movement discovery. As students study dance, they gain skills and physical abilities which allow them to create, perform, view and respond to works of dance. Improvisation and selection lead to the production of dance works using traditional materials or the latest technologies.
- Mastery is often demonstrated through movement, rather than through speech or writing. However, dance students should be able to communicate about the tools of dance (e.g., parts of their bodies, special shoes, technology or instru- ments), the techniques of dance (e.g., jazz, tap, West African, ballet, etc.), the characteristics of dance (e.g., space, time and energy), and the expressive features (i.e., how dance is used to communicate meaning). Only a few of these may be explicitly discussed in any one class, and would be expected to be appropriately simple or complex for students' grade level and ability.
- The purpose of dance education, in all grades, is to broadly educate all students in dance as an art form and to promote physical activity for fitness.
- During dance class, students should be participating in physical dance activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.
- For the dance context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a recorded video performance of a master choreographic work that the students respond to in writing, music to be interpreted kinesthetically, etc.).

	INDICATOR
LE.1	• Lesson allows time for students to reflect on cultures, background experiences and/or connections to other sports/activities; however, the majority of class time should be spent in physical activity. • While a teacher may be hired or required to teach a certain technique, each of which has its own connections to vari- ous world cultures (e.g., ballet is derived from Western European court traditions and has been shaped by various Western powers over the past 300 years, while flamenco has roots in Spain and North African cultures, but has been shaped by many South and Central American countries), a distinguished teacher would facilitate students' connec- tions to their own cultures, whether through music, texts, videos or guest artists.
LE.2	• Teacher encourages and demonstrates the belief that all students (regardless of gender, sexual orientation, ethnicity, physical ability, etc.) can perform dance movements.
LE.3	• Effective transition times can vary due to environmental or activity constraints. Class rituals for specific recurring activities are in place (e.g., changing from street shoes to tap shoes, changing clothes, warm-up routines, moving barres, changing from center work (which often happens in one spot) to across the floor work (which often hap- pens in lines moving across the floor), etc., but there may not be rituals in place for activities that happen irregularly (e.g., distributing costumes, clearing a new classroom to be suitable for dance).
LE.4	• Area is safe for students, void of any obstructions, when possible. • School provides equipment that is in good repair when possible. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., personal space when performing, types of floors that are appropriate for certain types of shoes). • Teacher arranges space for students to see and hear instructions, minimizing environmental disturbances. • Students' work and other supports on the walls may be minimal, especially if the dance lesson is conducted in a shared space. • Technology may not be appropriate for every lesson or learning environment. • Teacher may use students to demonstrate motion, movement, techniques, etc. to the class.

	INDICATOR
I.1	• Long-term goals (unit goals, performance goals) are sometimes used to create and/or connect to daily objective(s) for classes.
I.2	• A rigorous task requires students to use complex physical skills (i.e., First grade: students move from one locomotor skill to the next with little hesitation; Eighth grade: students perform prescribed and self-created choreographic work.) • In some cases, lessons may be focused on repetitive practice, which is considered rigorous as research about cogni- tive load during movement demonstrates that learning and mastering movement has a higher cognitive load than later in the choreographic process, when refining movement carries a lighter cognitive load. • Some lessons may include moderate to vigorous physical activity as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students may demonstrate critical thinking skills through movement, technique, dance skills, choreographic and/or improvisational responses. • Teacher facilitates problem solving and critical thinking through creative individual or group projects. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., a recorded video performance of a master choreographic work that the students could respond to in writing, music to be interpreted kinesthetically, etc.)
I.3	• Balance between teacher talk and student participation. • Students are physically active more than 50% of class time. • A distinguished-level teacher provides extension activities that allow students to explore essential questions through body movement and skill repetition.
I.4	• In addition to verbal and/or written response, students may also demonstrate academic language in a kinesthetic way. • Along with opportunities for students to verbalize language function and form (ex: Sequencing: "First I do, next I and finally.") academic language may also refer to vocabulary words for specific movements/concepts [which may be in another language (e.g., ballet movement vocabulary is generally in French)], or synonymous words that have a discipline-specific meaning (e.g., STEAM in a dance class refers to the elements of choreography: space, time, energy and mixture; rather than science, technology, engineering and math).

	INDICATOR
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • The majority of questioning should extend learning of skill acquisition, strategy and/or rule application. • Observation of students' physical responses can be a check for understanding.
I.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Teacher differentiates physical activities to meet diverse needs of students (i.e., teacher proactively plans for students with diverse physical capabilities). • Differentiation adjustments may occur through individual correction and feedback given throughout the class. • A distinguished teacher would provide scaffolded opportunities for peer-to-peer constructive criticism. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.

I.7	• At more advanced levels, students should take individual corrections the teacher gives to others and apply it to their own work.
	• In addition to descriptive feedback about the content-language objective(s), feedback should be differentiated to include:
	  • kinesthetic cues (e.g., "Put all your weight on the right foot.", etc.),
	  • musical cues (e.g., "Quick, quick, slow" or "Hold this position for four beats.", etc.),
	  • numerical cues (e.g., "The waltz music is counted in threes, so there are three steps in each waltz meter.", etc.),
	  • visuospatial cues (e.g., "Move upstage diagonally right." or "Your port de bras should not cross the midline.", etc.) and
	  • healthy body positioning and alignment (e.g., "Your knee should always be over your heel in a lunge.", etc.).
	• Feedback may include physical demonstration that addresses skills, strategies, content knowledge, etc.

I.8	• Teachers will provide students with opportunities to communicate toward the objective, while still honoring a mini- mum of 50% physical activity. Student communication can include: coaching peers, small group critique, partners discussing a prompt, etc. • Examples of students' collaboration can include: being a good audience member (for younger students), giving constructive feedback on students' performances (for older students), working in groups on choreographic or improvisational activi- ties, etc. Some units may facilitate collaboration more than others (e.g., a unit with student choreography as an outcome may leave more room for collaboration than a unit with a performance of teacher choreography as an outcome).

DEDICATED ELD (ENGLISH LANGUAGE DEVELOPMENT) APPENDIX

Essential Awareness

Dedicated ELD is a daily period of time devoted to explicit instruction in how the English language works, the forms/ structures of English (i.e. morphology, vocabulary, syntax, conventions, functions, registers), as well as the language stu- dents need to participate in academic discourse and conversational language. In Denver Public Schools, Dedicated ELD is a minimum of 45 minutes daily. English is the primary language of instruction during the Dedicated ELD time period.

Dedicated ELD is distinct from content-area instruction, most notably in the following 5 areas:

- **Portability**—Language taught during Dedicated ELD should be highly portable and should help students participate in a variety of academic and social settings.
- **Explicit Language Instruction**—Language is the primary focus of the lesson. Direct instruction in the functions and forms* of language should be evident.
- **Rigor**—Language rigor is defined as expanding students' language in complexity (more sohphisticated) and/or quantity (extending the length of discourse). The focus in ELD is on linguistic rigor, not rigor of content.
- **Metalingustic Awareness**—There is a shift from thinking about thinking (i.e. metacognition) in content-area instruc- tion, to thinking about language (i.e. metalinguistic awareness) in Dedicated ELD.
- **50% Student Talk**—Students focus on all 4 language domains (reading, writing, speaking, and listening) during the dedicated ELD block; however, speaking is emphasized and students should be engaged in productive student talk 50% of the time. At the secondary level, all students should be engaged in producing high-leverage and portable language for 50% of the ELD lesson, in order to enhance students' ability to analyze target language in text and use target language to produce more sophisticated writing.

Acronym: **PERMS**

Additional resources regarding guidance in ELD programming, instruction, scheduling, and budget/staffing requirements, as well as the ELD Instructional Sequence, is available at eld.dpsk12.org.

*Functions are the purpose for using language (i.e. describe/explain, cause/effect, sequence, compare/ contrast, etc.) and the forms are the language that we use to accomplish that purpose. For example, if the language function is comparing/contrasting, the forms might include however, both, on the other hand, as opposed to, etc. Or, if the function is cause/effect, the forms might include since, resulted in, due to, had an impact on, etc.

	INDICATOR
I.1	• Language drives ELD instruction, not content. Explicit Language Instruction • Intentionally supporting students to make target language transferable to other real-world situations/other content areas (Ex. "I can use this language in Literacy when we are comparing/contrasting two characters.") Portability
I.2	• Language rigor may be evident in students displaying verbal and/or nonverbal processing cues including: Slowed rate of speech, looking up or down, pausing, repeating part of the sentence, referencing posted language supports, etc.). Rigor • Encouraging students to think about which language is most appropriate for various audiences and contexts. (Ex. When I'm describing with my friends on the playground, I might say...(informal/general description); however, when I'm describing in an essay for class, I might use...(formal/sophisticated descriptive language) Portability and Metalinguistic Awareness
I.3	• Pacing allows for the completion of the ELD Instructional Sequence (I do/We do/You do) so students have ample time to produce language through interactive activities in small groups and/or pairs Explicit Language Instruction and 50% Student Talk. • When appropriate, teacher highlights connections between L1 and L2, (for example: similarities and differences in sound systems, structures, word meanings and effects of context on meanings, etc.). Metalinguistic Awareness
I.4	
I.5	• Making needed adjustments in language instruction, such as increasing complexity/sophistication of target language forms or increasing language supports based on results of checks for understanding. Rigor
I.6	
I.7	• Ensuring student produces corrected form after giving concrete feedback on language. **Rigor and 50% Student Talk**
I.8	• Student interaction routines are structured for ALL students to have equitable access to practice the target language.(Ex. Students are invited to share what their partner said, students build on or paraphrase what partners shared, Partner A and Partner B are asked different questions so that they both have to respond, etc.) 50% Student Talk • At the elementary level, ALL students are engaging in purposeful talk for at least 50% of the lesson, and using oral language to bridge to writing as appropriate. At the secondary level, all students should be engaged in producing high-leverage and portable language for 50% of the ELD lesson, in order to enhance students' ability to analyze target language in text and use target language to produce more sophisticated writing. Refer to Newcomer Appendix, I.4 for what this may look like for ACCESS Levels 1 and 2. 50% Student Talk

DRAMA AND THEATER ARTS APPENDIX

Essential Awareness

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in knowledge due to the varying amounts of time schools schedule drama instruction (e.g., School A's stu- dents have drama every other year. A student from School A transfers to School B, where drama is taught each year).
- Theatre arts benefit students because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century, including innovations in technology.
- Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value."
- For the drama context, "text" in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a script with stage directions, a theater performance, a class improvisation exercise that the students are asked to analyze, etc.).

	INDICATOR
LE.1	• Teacher uses performance exemplars of characters and/or performers with whom the students identifies. • Distinguished teachers will facilitate connections between the works studied and individual student culture (e.g., if a high school class is working on a Greek drama like Antigone, the teacher could ask about revenge stories in other cultures). • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.2	• Teacher provides an emotionally safe environment when dividing students into groups/partnerships and when assigning roles/ parts. • Teacher creates positive audience environment (by teaching etiquette and critique norms) and fosters healthy actor/audience relationships.
LE.3	• Effective transition times can vary due to environmental or activity constraints. • Students are able to work independently either by themselves or in small groups
LE.4	• Student work and other supports on walls may be minimal due to space constraints and/or space sharing with various school activities. • Teacher may use students as resources to demonstrate motion, movement, techniques, etc. to the class for instructional purposes. • Students exhibit theatre safety through their respectful use of equipment and resources including props, costumes, scenery, etc. • Technology may not be appropriate for every lesson.

	INDICATOR
I.1	• Rigorous learning around language may focus on different aspects of language (e.g., the cadence of the language, the inflection of the language, etc.) than in other academic settings. • Students are able to connect dramatic play to larger real life context. • Students show concept mastery through performance-based tasks (e.g., use stage directions on stage, employ characterization techniques, participate as actor and audience, etc.).
I.2	• A rigorous task may require students to use complex physical skills (e.g., blocking, stage movement, choreography, etc.). Tasks of appropriate rigor may not be comfortably acquired in one class period. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical/vocal responses and performance. • Teacher facilitates problem solving and critical thinking through performance activities (e.g., pantomime, scene work, etc.). • Students provide performance rationale (for self and/or others). • Teacher provides extension activities that allow students to explore essential questions through body movement and skills. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., a script, a theatre performance, a class improvisation exercise that the students are asked to analyze, etc.).
I.3	• Balances teacher talk with students' participation. • Students are engaged in kinesthetic activities at least 50% of the class period
I.4	• In addition to verbal and/or written responses, students may also demonstrate academic language in a physical way. • Academic language may include demonstration of vocabulary and or concepts (e.g., stage directions, pantomime, improvisation, etc.).
1.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. Observation of students' physical responses can be a check for understanding. • For some performance-based tasks/objectives, checks for student understanding will take place over several lessons. Due to time constraints, a teacher may not have the opportunity to check all students. • The amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition and/or strategies.
1.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	• Feedback may include demonstrations pertaining to skills, strategies, content knowledge, etc. • Descriptive feedback is specific to the process (e.g., "project", "cross stage right", "use vocal infl project (Feedback may be withheld until the end of a scene/act and then given all at once.). • In addition to descriptive feedback regarding objectives, teacher provides feedback about movement and/or performance. This may occur during scene work.
I.8	• Verbal and non-verbal responses are appropriate for specific lessons and activities. • Students collaborate as they participate in whole-group, small-group and/or partner activities, as evidenced by exhibiting collegiality, encouraging classmates, participating in performance activities and coaching peers. • Students are able to critique their own work and the work of others in a positive and productive manner (e.g., discusses activity, justifies answers, ask questions of others).

EARLY EDUCATION APPENDIX

Essential Awareness

- The term early education technically refers to students in early childhood education through eight years of age. This appendix is intended to be used for ECE age 3 years old through second grade classroom observations.
- Much of the learning in preschool should be designed as high-level play. Student-driven choice time is required for one- third of the preschool day as is best practice and program quality indicators tied to preschool program funding. While not required, a daily scheduled choice time is best practice for Kindergarten. Activities available during choice should be developmentally appropriate for the students in the room and designed to be interesting to students. Choice should not be a rotation of small group, teacher-driven tasks.
- Focused attention span for young children is approximately 1 minute x age+ 1. For example, a 3 year-old can generally focus during a direct instruction lesson for 4-6 minutes. Effective and appropriate small group and whole group lessons should last 6-30 minutes depending on students' age or level of development to optimize learning with the intent toward building appropriate stamina in ECE through second grade.
- In mixed-age classrooms there will be an observable difference in students' behaviors.
- There are a multitude of state compliance and quality indicators tied to funding sources that ECE teachers must work within. Consult with each teacher to be fully aware of the constraints and guidelines in each classroom.
- Like all students, for a task to be rigorous it must be in a student's Zone of Proximal Development providing opportunity for cognitive effort. Be aware that this does not mean doing more of the same task or mastering a series of skills such as memorizing/copying sight words. Observation of students engaged in both fine- and gross-motor development tasks is essential and can be considered rigorous because it leads to cognitive development.
- When determining "progress toward mastery" of content and language it is crucial for observers to seek understanding of developmental progressions that grow through experiences and intentional teacher support. When in doubt, consult with the teacher or ECE Department.
- It is best practice to use transition time to facilitate oral language development, problem solving and collaboration. Transitions (e.g., hand washing, toileting, snacking, cleaning up, lining up, walking in line, etc.) are themselves learning opportunities.
- Observers should look for the student behaviors in Distinguished occurring and include that in observation forms. However, Distinguished student behaviors will almost always require sustained support from the teacher.

	INDICATOR
I.1	• Because prereaders through emergent readers are unlikely to refer to written CLO or pull meaning from it, observers should focus on the first Effective student behavior "Students demonstrate understanding of content-language objectives as evidenced through their questions, comments and work." • During purposeful, student-driven choice time, objectives should be embedded and observable through descriptive feedback, higher-level questioning, intentional selection of materials, facilitated use of oral language and checks for understanding to promote ongoing students' learning. Follow up conversations may be necessary in order for the observer to gain clarity of these objectives.
I.2	• The use of digital media is limited to 15 minutes per child per day by compliance and quality measures for preschool only. • While the FET is not intended to be a checklist, it is worth noting that the last student behavior in the Effective column rarely applies to students in preschool through first grade. • It typically requires significant support for students in preschool through first grade to constructively evaluate other's reasoning. Therefore, observers should capture when it is happening with appropriate teacher support and not penalize teachers if it is not occurring during observations.
I.3	
I.4	
I.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations. • Student responses may be oral, gestural or physical demonstrations.
I.6	
I.7	• Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (i.e., not just academics). Descriptive feedback aligns to overlapping and intertwined objectives that includes an academic focus as well as an intentional focus on behaviors and procedures to support learning.
I.8	• Teacher supports students as they progress from parallel play to independent play to play then to cooperative play and then ultimately to collaboration. This means teachers are evaluating students' readiness and supporting growth to the next stage. Likewise, observers are evaluating students' readiness and evaluating lessons accordingly.

EDGENUITY CREDIT/UNIT RECOVERY APPENDIX

Essential Awareness

- Credit Recovery (CR) provides opportunities for students to retake classes and demonstrate competency in specific content standards for the class(es) they previously failed. CR opportunities are available (using standards-based Edgenuity Learning Digital Curriculum) during the traditional school year, at home, on Saturdays, after school, etc.
- Unit Recovery (UR) provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. UR is also standards-based and available via Edgenuity Learning Digital Curriculum

	INDICATOR
LE.1	• Cultural perspectives could include perseverance, graduation, attendance, high expectations, course completion or impact of credit recovery on students' futures.
LE.2	
LE.3	
LE.4	• Observer may not see students' work posted; it may be online or in folders/notebooks.

	INDICATOR
I.1	• Students often have individualized objectives (via the prescriptive pretest pathway). The content-language objective(s) domain, how students demonstrate the content, will be through writing. (Speaking moves to the Distinguished performance category.)
I.2	• Teacher augments instruction with additional supports. • Teacher augments instruction with additional activities/projects outside the digital learning curriculum to enhance students' learning. (Distinguished performance category)

I.3	• Anticipatory sets guide students' lessons, activities and units throughout the standards-based digital curriculum.
	• Teacher/student talk will be evident as the teacher uses varied strategies within one lesson (e.g., guided inquiry/direct instruction) in working with:
	  • Individual students (unit recovery/credit recovery).
	  • Groups of students (unit recovery, credit recovery, original credit).

I.4	• Opportunities for students to use academic language will be predominantly through writing (Distinguished performance category would include planned opportunities for speaking.).

I.5	• Teacher gathers data about students' learning through formative assessments, progress tracking and/or questioning. This data is used to individualize instruction and ensure mastery-based learning of specific content-language objective(s)/standards.
	• Teacher uses digital curriculum that allows for:
	• Individual student learning experiences.
	  • Formative assessments/feedback.
	  • Progress tracking to identify needed remediation and/or intervention.
	  • Other supports necessary to enhance learning.
	• Students demonstrate a clear understanding and mastery (80% or better) of content standards on computer- and teacher-scored assessments while using digital learning curriculum and resources.

I.6	• Teacher uses technology (e.g., digital learning curriculum and resources) to provide a high level of flexibility and differentiation in how students learn and show mastery of content-language objective(s).
I.7	• Teacher uses digital learning curriculum and resources to provide individualized instruction, making personalized connections to standards. • Next steps might include a revised assessment, a project or an additional assignment to demonstrate proficiency.
I.8	• Teacher augments instruction with additional opportunities for student communication and collaboration.(Distinguished performance category)

ELA-S AND ELA-S/E CLASSROOM BEST PRACTICES

Instruction is aligned to required components of district-approved Language Allocation Guidelines (elementary & secondary)

(LEAP Framework P.2)

- In elementary ELA-S and S/E classrooms, the expected amount of Spanish literacy taught at the grade level is reflected in anchor charts, visuals, and graphic supports (LEAP Framework P.2).
- While students may use English and Spanish to demonstrate understanding, teacher intentionally stays in language of instruction (i.e. "target' language) (LEAP Framework I.4).
- Methods that match how Spanish works are used to teach foundational Spanish literacy (primarily K-2) (LEAP Framework I.3)
- Most differences are found in phonics instruction; comprehension is generally similar.
- See What's Different About Learning to Read in Spanish?
- The teacher guides students in noticing how Spanish and English are similar (Metalinguistic Analysis, Contrastive Analysis– e.g. cognates, plurals, punctuation, similar patterns, etc.) and how Spanish and English are different (e.g. 5 vowel sounds in Spanish and 15 vowel sounds in English, gender in Spanish and not in English, etc.)
- See Bridge and Metalinguistic Analysis Guidance (LEAP I.3).

GIFTED EDUCATION APPENDIX

Essential Awareness or Teachers of Gifted and Advanced Students (Classroom or "Pull-Out")

- This appendix is for use by classroom teachers of students identified as Gifted and Talented (GT) or Highly Gifted and Talented (HGT) as well as GT teachers.
- The learning needs of GT and HGT students can be accommodated with a variety of strategies, but differentiation focusing on depth, complexity and/or pacing should be evident. A larger quantity of the same work as other students and/or supporting other students is not adequate differentiation.
- Gifted/Talented thinkers are more likely to be engaged with learning when it is rigorous and challenging; thus, higher- level, open-ended questions and learning activities related to real-world problems are effective strategies for whole-group GT and HGT instruction.
- Extensions and/or independent or partner projects can be offered in lieu of classwork that is not sufficiently rigorous. GT extensions are being developed for many curriculum materials and are appropriate for GT students. HGT students may require more rigorous options.
- GT and HGT students should be offered frequent opportunities to work together.
- Some GT resource teachers work through a "push-in" model and the learning environment is less under their control.

	INDICATOR
LE.1	• Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
LE.2	• Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
LE.3	• Recognizes gifted students' needs for clarity around issues of "justice"; teacher explains rationale behind discipline. • High expectations are appropriately differentiated for gifted students.
LE.4	• Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered. • Provides opportunities for acceleration beyond grade level content and standards.

	INDICATOR
I.1	• Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. • Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. • In a "push-in" setting, the classroom teacher's content-language objective(s) may be modified by the GT teacher to meet the needs of gifted/talented students.
I.2	• Adjusts instruction and/or support when it is recognized that students' lack of engagement reflects inadequate rigor.
I.3	• Addresses academic needs of gifted/talented students by using appropriate methodologies and materials (e.g., pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc.). • Uses alternate curriculum materials when appropriate to meet students' needs (e.g., Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc.). • Paces instruction appropriately for gifted/talented students and/or releases them from whole-group instruction as soon as they have grasped the new learning.

	INDICATOR
I.4	• Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.
I.5	
I.6	• Differentiates intentionally for gifted/talented students by adding depth and/or complexity to tasks. • Encourages gifted/talented students to make progress toward an individual goal or interest area if they have mastered the grade-level objective(s).
I.7	• Gifted/talented students set their own "next steps" in response to feedback.
I.8	• Utilizes heterogeneous and homogeneous grouping depending upon the explicit learning objective. Gives gifted/talented students opportunities to collaborate specifically with one another. • Clusters by academic need for instruction, as appropriate.

INTERVENTION APPENDIX

Essential Awareness

- Interventions may be necessary for students who are performing below grade level. The goal is to accelerate students' learning in order to close the academic gap between them and their peers through responsive, differentiated, direct instruction.
- Intervention delivery varies in intensity (group size), frequency and duration depending upon students' needs and the intervention program being used. Interventions may take place within a classroom or as a "pull-out."
- To be effective, interventions should:
  - Be explicit, well organized, structured and systematically integrated with the general education practices of the standards-based core curriculum.
  - As appropriate, include higher-order processes, even for students whose foundational skills are below grade level.
  - Use frequent progress monitoring to track growth and inform instruction.
  - Teach self-regulation strategies. Planning, self-monitoring and self-correction of actions are taught, prompted and reinforced by routines, explicit expectations and differentiated support.
  - Be linguistically and culturally responsive to students' needs.
- Guided Reading Plus is a district approved in-class or "pull-out" intervention resource for students reading below grade level. Guided Reading Plus emphasizes problem solving strategies, comprehension, fluency, word-soling strategies and reading and writing links during guided reading, word building activities and shared writing. Each Guided Reading Plus lesson has specific components taught in an intentional sequence for specific purposes.

	INDICATOR
LE.1	
LE.2	• Students taking leadership roles and making self-directed choices will rarely be observed. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs.
LE.3	
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction to the extent possible. • Students' work may not be posted due to limited space.

	INDICATOR
I.1	• There may be multiple rigorous objective(s) that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. The objective(s) are still connected to a larger rationale • (e.g., "We are going to because good readers ."). • The objective(s) may change or vary within a given lesson since the teacher is responding to the students in real time. • Guided Reading Plus Lessons: In an effort to develop student automaticity, content-language objective(s) may not be specifically stated nor may students be asked to state the content-language objective(s) or their strategies. Evidence of Effective practice includes students independently applying the strategies that the teacher is teaching, prompting and reinforcing toward.

	INDICATOR
I.2	• In some cases, intervention lessons may be focused on solidifying what students already know, which is considered rigorous because this supports new learning. • Guided Reading Plus Lessons: Learning to read is, in and of itself, rigorous. The discussion of the text on the reading day requires literal comprehension. Deep, high-level thinking is incorporated into the writing day. • Guided Reading Plus Lessons: It may not be appropriate for students to identify exemplar work or critique each other.
I.3	• Instructional methods may serve to reinforce prior learning, rather than build, to solidify students' foundational skills. • Guided Reading Plus Lessons: The amount of student/teacher talk may look different than a traditional lesson. Some lessons are more about comprehensible input (to ensure successful reading of the text and quality discussion afterwards), so students may do more listening to the teacher than talking.
I.4	
1.5	• Level of questioning will vary depending upon the skill being taught during the intervention; however, there should be evidence of scaffolded questions.
I.6	• In an individual or small-group setting, the intervention period is the differentiation. While the task may be the same, the teacher should respond differently to each student based on his/her needs. • Teacher judgment is used to determine appropriate amount of wait time and answers may be provided to students for various reasons (e.g., keep the lesson moving, keep students focused on their current needs). • Teachers constantly guide, scaffold and respond to students' strengths and needs throughout the lesson.
I.7	
I.8	• In individual or small-group interventions intended to accelerate the learning of struggling students, cooperative group-work may not be necessary, but is encouraged. • Guided Reading Plus Lessons: Since this is small-group guided practice with a highly expert teacher, there may be limited student collaboration. • Students may demonstrate progress toward mastery through oral collaboration (e.g., interactive writing).

MONTESSORI APPENDIX

Essential Awareness

- Montessori classrooms are physically designed to accommodate students' choices, with different areas for individual- , small-, and large-group work.
- Students work with specially designed learning materials that are displayed on open, easily accessible shelves. Materials are arranged left to right (the way we read) in order of their sequence in the curriculum, from the simplest to the most complex. Each material teaches a single skill or concept at a time. As students progress, the teacher replaces some materials with others, ensuring that the level of challenge continues to meet their needs.
- The teacher thoughtfully prepares a classroom environment with materials and activities that entice students' learning. The teacher is generally not the focus of attention and frequently leads a lesson or confers with an individual student or a small group of students. Montessori teachers enthusiastically probe and receive what original ideas students generate. Lessons are often experiential, with students engaged in discovery and practice during their work time.
- In a given 45–60 minute observation period, the teacher will give at least one lesson. Observers may speak to students to find out what they are learning.

	INDICATOR

LE.1	• Effective teaching behavior examples may include:
	  • Intentionally redirecting students who are wandering without purposeful work
	  • Using a variety of multicultural materials, prioritizing the students' cultures
	• Evidence of Grace and Courtesy:
	  • Student voices are quiet and peaceful
	  • Students speak next to each other quietly, not across the room
	  • Students move carefully and calmly
	  • Students use steps of peaceful conflict resolution
	  • Students use a respectful tone
	  • Students use please and thank you with each other
	  • Students know how to offer an apology

	INDICATOR

LE.2	• Teacher intervenes with additional strategies after the lesson for students to persevere in the face of difficulty.
	• Evidence of Procedures and Routines:
	  • Students get help from each other and the guide in the manner consistent with class protocol
	  • Students work independently
	  • Student exhibit persistence and confidence in their efforts
	• Evidence of Grace and Courtesy:
	  • Students speak next to each other quietly, not across the room
	• Evidence of Work Habits:
	  • Students engaged in work individually, in a small group and in the whole group daily
	  • Students have opportunities for independent work choices daily
	  • Student behavior supports concentration in the classroom
	• Evidence of Instructional Approach:
	  • Guide's voice is quiet- not heard above others
	  • Guide approaches children at their level

LE.3	• Evidence of Beauty and Order:
	  • Students assist in the maintaining of the room, as appropriate for their age
	• Evidence of Procedures and Routines:
	  • Students and Guides open and close doors quietly
	  • Students follow directions cooperatively and in a timely manner
	  • Students and Guides handle materials with respect
	  • Students get help from each other and the guide in the manner consistent with class protocol
	  • Students transition independently from one activity to another
	  • Students respond to a bell or other signal to- stop, look and listen
	  • Students work independently
	  • Students clean up and put away work in proper location when complete
	• Evidence of Grace and Courtesy:
	  • Student voices are quiet and peaceful
	  • Students speak next to each other quietly, not across the room
	  • Students move carefully and calmly
	  • Students use steps of peaceful conflict resolution
	  • Students use a respectful tone
	  • Students use please and thank you with each other
	  • Students know how to offer an apology
	• Evidence of Work Habits:
	  • Students engaged in work individually, in a small group and in the whole group daily
	  • Students have follow up-work
	  • Students have opportunities for independent work choices daily
	  • Student behavior supports concentration in the classroom
	• Evidence of Instructional Approach:
	  • Guide follows the rhythm—present, circulate observe
	  • Guide's voice is quiet- not heard above others
	  • Guide has drinks and snacks at snack area—not walking around the room
	  • Guide uses intentional movement, careful and calm
	  • Guide confers with other adults quietly

	INDICATOR

LE.4	• Area is safe for students, void of any obstructions, when possible.
	• School provides equipment that is in good repair when possible.
	• Teacher instructs and monitors students on how to safely use equipment and space (e.g., personal space when performing, types of floors that are appropriate for certain types of shoes).
	• Teacher arranges space for students to see and hear instructions, minimizing environmental disturbances.
	• Students' work and other supports on the walls may be minimal, especially if the dance lesson is conducted in a shared space.
	• Technology may not be appropriate for every lesson or learning environment.
	• Teacher may use students to demonstrate motion, movement, techniques, etc. to the class.
	• Evidence of Beauty and Order:
	  • Students assist in the maintaining of the room, as appropriate for their age
	• Evidence of Procedures and Routines:
	  • Students and Guides open and close doors quietly
	  • Students follow directions cooperatively and in a timely manner
	  • Students and Guides handle materials with respect
	  • Students get help from each other and the guide in the manner consistent with class protocol
	  • Students transition independently from one activity to another
	  • Students respond to a bell or other signal to- stop, look and listen
	  • Students work independently
	  • Students clean up and put away work in proper location when complete
	• Evidence of Grace and Courtesy:
	  • Student voices are quiet and peaceful
	  • Students speak next to each other quietly, not across the room
	  • Students move carefully and calmly
	  • Students use steps of peaceful conflict resolution
	  • Students use a respectful tone
	  • Students use please and thank you with each other
	  • Students know how to offer an apology
	• Evidence of Work Habits:
	  • Students engaged in work individually, in a small group and in the whole group daily
	  • Students have follow up-work
	  • Students have opportunities for independent work choices daily
	  • Student behavior supports concentration in the classroom
	• Evidence of Instructional Approach:
	  • Guide follows the rhythm—present, circulate observe
	  • Guide's voice is quiet- not heard above others
	  • Guide has drinks and snacks at snack area—not walking around the room
	  • Guide uses intentional movement, careful and calm
	  • Guide confers with other adults quietly
	• Evidence of Work Habits:
	  • Students engaged in work individually, in a small group and in the whole group daily
	  • Students have follow up-work
	  • Students know the system for filing work in folders, binders, and bins
	• Evidence of Organization and Maintenance of Space & Materials:
	  • Montessori Materials—a full spectrum of Montessori materials are available in every area representing the majority of materials on each shelf
	  • Walls- attractive, current, relevant, appropriate amount, uncluttered
	  • Classroom library—organized by genres, author, topic, etc.; bins at student eye level or lower
	  • Seating—space is available for groups at tables, low tables, or on work rugs and for individual work with freedom of seating as the norm
	  • Whole group area—designated area for whole group lessons, carpeted
	  • Small group area—designated area invitational groups
	  • Supply area—materials available to whole class as appropriate for each level– pencils, assorted paper, markers or crayons, scissors, tape, hole punch, stapler etc
	  • Daily schedule posted—as appropriate for each level
	  • Observer's Chair—a chair is designated for the purpose of daily observations, and for visitor use
	• Evidence of Instructional Approach
	  • Guide presents lessons in various locations throughout the classroom
	  • Guide uses a lesson plan/ record keeping system
	  • Guide observes classroom regularly, has recording system
	• Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students.

	INDICATOR
I.1	• Teacher explicitly models the content activities/tasks connection to the content-language objective(s). Modeling is an important part of the Montessori classroom. • Montessori lessons often focus on one small component of a larger, standards-based objective. • Teachers often spend more time reviewing relevant earlier lessons as opposed to connecting the lesson to the "unit goals", providing the opportunity for students to make those connections to the "larger unit goals" on their own throughout the lesson and the unit. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles.
I.2	• Tasks require students to extend their learning by utilizing increasingly complex materials. Montessori materials are used in almost all lessons and students are encouraged to master the physical materials until they are able to abstract the concept on their own. Although students may seem proficient at manipulating the materials, the teacher still works with them because they have not mastered abstraction. • Questions tend to be minimal during a lesson. Students are shown how to use the materials during the lesson and then questions arise during their independent work with the materials. • Digital resources/tools may be minimally used in lower elementary grades due to the nature of the curriculum. In the upper elementary grades, digital tools become more relevant in the students' research projects and presentations. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles. • Qualitative Assessment, in the form of observation and documentation, is ongoing, personalized, and drives all instructional decisions.
I.3	• Montessori lessons are often short in order to focus on one small component of a larger standards-based objective. • Pacing may seem slower than necessary because the Montessori lessons are deeply scaffolded so students can truly internalize each part of the "unit of study". • During a sensorial lesson, oral and/or written language may not be observable due to the nature of the lesson's purpose. • Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students. • Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one- on-one (Early Childhood).
1.4	• Some initial Montessori lessons may be done silently per the curriculum, so academic language use may not be observed during the period of time the lesson is provided. • Teacher acknowledges students' use and attempts at using academic language, including original and invented language, beyond the lesson's prescribed academic language. • Some early Montessori lessons in which nomenclature is the focus could only include the vocabulary word, so the word may or may not be used in a complete sentence. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles.
1.5	
1.6	• Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood).
1.7	
1.8	• Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood). • As students mature, they are increasingly involved in monitoring their own progress.

• *NOTE: Includes Evidence from the National Center for Montessori in the Public Sector Environment and Essential Elements Rubrics.*

MUSIC APPENDIX

Essential Awareness

- Observers should be aware that the frequency and length of classes varies widely throughout the district. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in music knowledge due to the varying amounts of time schools schedule music instruction (e.g., School A's students have music every other year. A student from School A transfers to School B, where music is taught each year.).
- At least 50% of any given lesson is performance-based (e.g., singing, playing, creating/composing, etc.).
- Music teachers focus on process and performance, promoting well-roundedness encompassed in the CAS: Expression, Theory, Creation and Aesthetic Valuation of Music.
- Standards are taught through repertoire (seen mostly at the secondary level).
- Reading and performing notated music (traditional and non-traditional) is a rigorous task.
- For the music context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard notation or non-traditional symbols, recorded and/or live music performance, etc.).

	INDICATOR
LE.1	• Teacher selects music repertoire from a variety of cultures. When applicable and appropriate, repertoire is representative of the students in the class. • Teacher selects vocal and instrumental repertoire from a variety of languages and cultures. • Teacher uses performance exemplars of people whom students can identify with.
LE.2	• Examples of leadership roles: students may lead warm-ups, serve as section leaders, provide input on music selection, perform solos, serve as exemplars for classmates. • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.3	• Effective transition times can vary due to environmental or activity constraints. • Class rituals for specific activities are in place (e.g., moving from whole-group to small-groups, transitioning to and from instruments, transitioning from audience to stage).
LE.4	• Student work and other supports on walls may be minimal due to space constraints and/or space sharing with vari- ous school activities. In addition, student work may be limited due the fact that music is a performance art wherein the work is the students themselves creating sound. • Physical classroom arrangement is conducive to large- and small-group activities, giving teacher access to all students. • Musical instruments/equipment are used, cared for and stored appropriately (e.g., instruments are in cases, stored on shelves or in cabinets, students play and carry instruments with proper care). • Students store repertoire, folders and notebooks properly and know how to access them when needed. • Students serve as performance exemplars (solo or group). • Academic tools in a music classroom can include students' instruments and/or a student's own voice. • Academic resources in a music classroom can include: YouTube, a metronome, a tuner, software, etc. • Academic supports in a music classroom can include: posted resources about fingerings, instrument families, composers, rhythm charts, etc. • Digital tools in a music classroom may include: Garage Band, electronic keyboards, computers, etc.

	INDICATOR
I.1	• Long-term goals (unit goals) are used to create and/or connect to the daily objective(s) for classes. • Particularly in Orff or Kodaly classrooms, effective questioning can lead to students' discovery of the content-lan- guage objective(s) by the end of the lesson, through exploration of new concepts and/or skills.
I.2	• Students provide solutions to performance problems and the rationale for their solutions. • Students provide performance rationale (i.e., for self and others). • Students may demonstrate critical thinking skills through performance responses. • Reading and performing appropriately rigorous notated music (traditional and non-traditional) is a rigorous task (e.g., singing, playing instruments, clapping patterns). • Creative tasks such as composition and improvisation are examples of possible rigorous tasks. • A "text" may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard and/or iconic notation (non-traditional symbols), song lyrics, recorded and/or music performance, etc.).
I.3	• Teacher uses musical instructional methods to support the standards (e.g., Orff, Kodaly, Dalcroze, Suzuki, Gordon, Alexander, etc.). • Teacher begins performance and non-performance classes with musical concept(s) aligned to warm-up activity. The warm-up activity can be music, oral or written.
I.4	• In addition to verbal and/or written responses, the teacher provides opportunities for students to use academic language in authentic ways through performance. • Academic language may include rhythmic syllables (e.g., ta, ti ti, du ta de, tiri tiri, 1 2 3 + 4, etc.) or the demonstration of melodic notation (e.g., note names, step numbers, solfege syllables such as do, re, mi, etc.).
1.5	• Students may respond to questions through performance execution. • Observation may be a check for understanding (e.g., If the objective is proper singing technique, teacher may observe students' execution and then provide feedback.). • For some performance-based tasks/objectives, checks for student understanding will take place over several lessons. Due to time constraints, the teacher may not have the opportunity to check all students.
1.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students. • The parts assigned to students within the ensemble can indicate differentiation.
I.7	• Feedback may include but not be limited to correct posture, embouchure and instrument/mallet position in addition to descriptive feedback about the content-language objective(s).
I.8	• Verbal and non-verbal responses are appropriate depending on the lesson and activities. • Students collaborate as they participate in whole-group, small-group and partner performances, as evidenced by sharing conversations, exhibiting collegiality, encouraging classmates, performance activities and coaching peers.

NEWCOMER/MAJORITY ACCESS LEVELS 1 & 2 APPENDIX

Essential Awareness

- Newcomers/ACCESS Levels 1 and 2 students have deep funds of knowledge due to their rich cultural and linguistic experiences and should therefore be viewed from an asset-based perspective. Teachers who build strong relationships, tap into the students' assets and connect to their background knowledge and experiences, have the greatest potential to support students' academic achievements. Many aspects of the school may be new for these students: the language (e.g., students' home languages may have vastly different sounds/structures), the school setting, even classroom materials, as well as the content knowledge itself. Literacy (e.g., language structure, text directionality, page orientation) may look vastly different in the students' home languages. Note that not all ACCESS Level 1 and 2 students are Newcomers, and student needs and experiences will vary. Newcomer students can have extensive needs, including social/emotional needs. Therefore, a positive, trauma-informed learning environment is especially important for Newcomer students.
- The main focus of the class is English language acquisition through meaningful content. Sheltering is essential to give students access to grade-level content. The observer needs to be aware that within the class, different levels of rigor are appropriate for different students based on their varying language levels. Newcomers'/ACCESS Levels 1 and 2 students' next steps in learning may look different from native English same-grade peers.
- Newcomer: A student who 1) has limited or interrupted formal schooling 2) scored 1.0-2.4 overall (NEP) on WIDA Screener or ACCESS and may have limited native language literacy 3) been enrolled in a school in the United States
- for fewer than two semesters throughout the course of their education.
- ACCESS Levels 1 and 2: Students born in the United States or from other countries with an ACCESS score of 1 or 2 across some or all language domains (Reading, Writing, Speaking, Listening).
- Sheltering: Involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words. Language register is one of many styles of language determined by such factors as social occasion, purpose and audience. Register is also used to indicate degrees of formality.

	INDICATOR
LE.1	• Connections to students' home cultures may be more obvious in the newcomer setting and should be asset-based.
LE.2	• Teacher creates a warm, inviting classroom in order to lower students' affective (i.e., emotional) filters so students feel safe in taking risks. • Engagement and motivation may be expressed differently in a newcomer classroom; observers may not see students verbally participating. Students in the "silent stage", for example, may express engagement and motivation though non-verbal cues.
LE.3	• There may be new students added to the classroom throughout the year who have never attended school. • Perceived off-task behavior may be due to unfamiliarity with school norms.
LE.4	• Supports (e.g., realia, pictures, songs, experiences and other visuals) may be important examples of academic tools that help embed content into context.

	INDICATOR
I.1	• Content-language objective(s) may be communicated in various ways based on language levels. • Objective(s) are aligned to Common Core/ WIDA/language acquisition process. • Due to students' needs, lessons may be aligned to grade-level state standard and/or school readiness behaviors*.
I.2	• Rigor will be observed at the student's Zone of Proximal Development. Observers should be aware of the balance between content and language load. "Can-Do" descriptors and Performance Definitions can be used to determine linguistically appropriate expectations. • Visuals/graphics, manipulatives/sensory, grouping, interactive structures and other scaffolds are important supports for newcomers to be able to access the rigor of the lesson aligned to academic standards. • Time may be focused on learning the structure of the routine.
I.3	• Comprehensible input and student think time are extremely important. Pacing should be adjusted to support students' learning. The teacher will apply instructional practices that support language development: extended time, using gestures, facial expressions, increased student interactions, demonstrating with realia or utilizing visuals/graphic supports.
I.4	• Academic language may also include basic school vocabulary and high-frequency words. • Academic language may be linked to phonics, letter sound awareness, decoding, then application; or a focus on metacognitive strategies. • There may be a focus on simple sentence structures or even basic words, mixed with harder words given in context. • It is appropriate for ACCESS Level 1 students to demonstrate academic language through a variety of means [echo reading, pointing, saying yes and no (one word responses), repeating, reading, completing sentences and/or beginning a sentence]. ACCESS Level 2 students can be expected to respond using complete sentences, sentence stems and expressing more than one idea.
I.5	• Teacher will check for understanding of the content-language objective(s) and may also check for understanding of rituals/ routines. • Determining whether misunderstandings stem from content or language is essential. If the check for understanding indicates an adjustment in the lesson is necessary, the teacher will determine if the focus should be on language and/or content. • Checks for understanding may include oral or physical responses.
I.6	• Differentiation must be based on language level and should account for skill-set and background knowledge. • An effective support for ACCESS Levels 1 and 2 is the strategic use of the students' home languages. This support may come from adult or student native speakers.
I.7	• Feedback may focus on language, rituals and routines or task completion. Motivational feedback/encouragement is appropriate. • Some feedback may be in the form of recasting (i.e., repeating what a student said in academic English). It may include visuals or simplified language. Next steps may be geared toward repetition of the same concept.
I.8	• Opportunities to communicate and collaborate are essential for newcomers at all language levels. More collaboration may be seen as students' language levels progress, but at the beginning may include echoing and repetition with each other. • During the silent period, students develop expressive language when actively listening as an audience member, even if they are not verbally communicating/collaborating. Expectations are aligned with students' language levels. • Digital resources should be used to provide pictures and home language support.

- **School readiness behaviors refers to behaviors that need to be in place for students to grow and allow others to grow in the school setting. They include both conduct (e.g., how to hold a pencil, sit in a chair, use western toilets, etc.) and social norms (e.g., taking turns, how to ask and answer questions, etc.).*

PATHWAY SCHOOLS: ENGAGEMENT CENTERS, MULTIPLE PATHWAY SCHOOLS, INTENSIVE PATHWAY SCHOOLS APPENDIX

Essential Awareness

- Each Pathway School targets a specific alternative population, based on students' ages and number of credits needed for graduation. Students at Pathway Schools (Contemporary Learning Academy, DC21, Summit Academy and Vista Academy) and Engagement Centers (PUSH Academy, Respect Academy and West Career Academy) have at least one at-risk factor. The Intensive Pathway Schools (Compassion Road, Emily Griffith High School, Excel Academy, Florence Crittendon High School, Gilliam and PREP Academy) also target a specific high-needs population.
- Each Pathway School offers students the opportunity to gain more than a year's worth of credit in one school year. As a result, school terms vary: some Pathway Schools are on trimesters, some are on quarters and one is on hexters (six-week terms). Teachers adjust curriculum accordingly.
- Teachers address students' social/emotional needs in addition to academic needs. Each school approaches this in its own way.
- Cultural responsiveness is a critical component of Pathway classrooms due to the disproportionate number of students of color and/or poverty being served in alternative schools. Relationships between teachers and students are critical as well. Teachers who know students on a deep, personal level can differentiate both instructional strategies and behavioral interventions.
- Class sizes are generally small, sometimes limiting opportunities for student collaboration but allowing for deeper relationships to develop.

	INDICATOR
LE.1	• Differentiated supports may be necessary to promote engagement with reluctant students in order to increase equity and access to the curriculum (e.g., A student may be reluctant to share cultural perspectives with the whole group, so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Based on individual student profiles, body language and/or derogatory speech may not be indicative of level of comfort, safety or engagement in class. Teacher responds to and engages individual students accordingly.
LE.2	• Students taking leadership roles and making self-directed choices may require additional prompting and encouragement. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs. • Overt cooperative efforts, academic risk-taking and/or peer interactions may require additional supports. • Students encouraging their peers for academic risk taking and perseverance may be indicative of Distinguished evidence for students' behaviors (e.g., Students acknowledge academic and behavioral risk taking of other students.).

	INDICATOR
LE.3	• Positive behavioral interventions are consistently applied to support students' behavioral and/or engagement needs. • Some examples may include: proximity control, redirection, maintaining a neutral tone of voice in order to minimize power struggles, prompting, caring gestures, directive statements or other language/actions aligned with schools' behavioral programs. • Misbehavior and engagement issues are supported strategically and according to individual and school policy and expectations. Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. • Student body language may not be indicative of engagement level. • Since students may have challenges with transitions, all transition rituals and routines are consistently emphasized and taught through multiple repetitions. Teacher may use visual cues/strategies to support transitions. • Teacher provides descriptive feedback about behavior to reinforce classroom expectations. • Students can explain the behavioral and engagement expectations of the classroom and school environment (e.g., Students take time at the end of class to rate themselves on academic and behavioral expectations.).
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction. • Additional areas designated for specific academic and emotional needs may be available within the classroom environment.

	INDICATOR
I.7	• Students often have individualized objectives and are able to articulate them. • There may be multiple objectives that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. • Students have multiple opportunities to observe, discuss and rehearse (interact with) their understanding of the classroom content-language objective(s).
I.2	• Rigorous tasks are within the context of the students' Zone of Proximal Development, with grade-level standards as the goal (e.g., Students may be working on precursor skills to prepare them for grade-level concepts and standards.). • Rigorous tasks are appropriately designed with students' social and emotional needs in mind. Students will critique thoughts and ideas; however, critiquing one another may require additional scaffolds.
1.3	• Sequencing and/or instructional methodology will be dictated by the curriculum and/or the teacher's focus on specific students' needs. • Pacing ensures that multiple objectives can be addressed in short periods of time in order to finish the course within the accelerated time frame.
1.4	• Students have multiple opportunities to observe, discuss and rehearse (interact with) academic language within the context of the lesson. • Rehearsal may require additional supports based on students' behavioral needs and level of comfort (e.g., Students write responses for Turn and Talk, then read as a script to one-another.).
1.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations.
1.6	• Teacher recognizes the strengths and needs of the group as well as individual students. Appropriate scaffolds are present and function predominantly to support the content-language objective(s) as well as behavior management necessary within the lesson. • Additional scaffolds, expectations and opportunities may be needed to promote student questioning, comments and participation.
	• Overt cooperative efforts or peer interactions may need additional supports. • In classes intended to accelerate the learning and acquisition of credits, students may be at separate points within the unit curriculum. Collaboration may be project-based (not occurring daily) and is encouraged/appropriate. • Students' engagements in communication and collaboration are reflective of the emotional and social needs of students. When students are reluctant, disengaged and/or defiant; the teacher communicates expectations and collaborates with the students to create a strategic plan of re-engagement for the students within the classroom community.

PHYSICAL EDUCATION APPENDIX

Essential Awareness

- The Society of Health and Physical Education (SHAPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides:
  - Learning opportunities.
  - Appropriate instruction.
  - Meaningful and challenging content.
  - Student and program assessment.

- During physical education class, students should participate in moderate to vigorous physical activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.
- *NOTE: As recipients of grant funding, physical education teachers might see other observers who are not part of LEAP. These observers use a tool called Systematic Observation of Physical Activity (SOFIT).*

	INDICATOR
LE.1	• Lesson allows time for students to reflect on culture, background experiences and/or connections to other sports/activities; however, the majority of class time should be spent in physical activity.
LE.2	• Provides an emotionally safe environment when dividing students into teams/partnerships.
LE.3	• Effective transition times can vary due to environmental or activity constraints.
LE.4	• Area is safe for students, void of any obstructions. • Provides equipment that is in good repair. • Instructs and monitors students on how to safely use equipment and space (e.g., protocol for waiting in line with rackets in hand, personal space when performing, appropriate depth of water in swimming pool). • Arranges space for students to see and hear instructions, minimizing environmental disturbances. • Provides adequate resources, as much as possible, for low student/equipment ratio to minimize student wait time. • Students' work and other supports on the walls may be minimal. • Examples of technology and digital resources may include: pedometers, heart rate monitors, iPODs, DVDs, Dance Revolution, GPS, iPADs, WiiFit, sport simulators, digital cameras and timing systems in pools and on tracks. Technology, however, may not be appropriate for every lesson or learning environment. • May use students to demonstrate motion, movement, techniques, etc. to the class.

	INDICATOR
I.1	• Long-term goals (unit goals) are sometimes used to create and /or connect to daily objective(s) for classes.
I.2	• A rigorous task requires students to use complex physical skills (i.e., Kindergarten: combining movements to perform an overhand throw; secondary; underhand badminton serve) and/or physical fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). • Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical responses. • Teacher facilitates problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., performance of a skill or routine that the student could respond about in writing, video a peer and give feedback.
1.3	• Uses grade-level curriculum appropriately, with skill progressions and supports. • Balance of teacher talk and student participation. • Students are physically active more than 50% of class time. • Provides extension activities that allow students to explore essential questions through body movement and skill repetition. (Distinguished category)
1.4	• In addition to verbal and/or written response, students may also demonstrate academic language in a physical way. • Along with content-specific vocabulary (ex: step in opposition, aim, follow-through), the expectation is that students will be provided opportunities to verbalize language function and form (ex: Sequencing: "First I do, next I and finally.")
1.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • The majority of questioning should extend learning of skill acquisition, strategy and/or rule application. • Student physical responses can be a check for understanding.
1.6	• Uses verbal, visual and kinesthetic experiences to enhance learning. • Makes content accessible through skill and form demonstration. • Differentiates physical activities to meet diverse needs of students (e.g., teacher proactively plans for students to move closer and/or farther from target when throwing, adjusts size of target or manipulative density). • Differentiation adjustments may occur through one-on-one private conferencing with students. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
1.7	• Feedback should include skill drill, body positioning and alignment (e.g., "Turn sideways", "Elbow up", "Follow through", "Use the instep, not the toe to kick.") in addition to descriptive feedback about the content-language objective(s). • Feedback may include physical demonstration that addresses skills, strategies, rules, content knowledge, etc.
1.8	• Teachers will provide students with opportunities to communicate toward the objective, while still honoring a mini- mum of 50% physical activity. Student communication can include: coaching peers, teams discussing strategies, partners discussing a prompt, etc. • Examples of student collaboration can include exhibiting sportsmanship, encouraging classmates, performance activities and coaching peers.

SPED: AFFECTIVE NEEDS APPENDIX

Essential Awareness

- This appendix is applicable for any special educator working with a student with affective needs, regardless of whether the intervention is in a center program or provided through the mild moderate special educator.
- Students with affective needs fall into two categories: social/emotional functioning and executive functioning (see the Autism Appendix on page 63 for a better understanding of executive functioning). The treatments are vastly different, but in either case, the students' behaviors impact their ability to access the general education classroom and/or social relation- ships. Students with mild/moderate affective needs receive services from a mild/moderate teacher, while students with severe to profound affective needs may receive services in an Affective Needs classroom. All students with affective needs have a functional behavior assessment and behavior intervention plan.
- An Affective Needs classroom provides a continuum of services with inclusive opportunities. In Affective Needs classrooms, students' behaviors can be so severe that emphasis is typically on behavior interventions. Academic instruction is still critical; however, behavior often has to be stabilized in order for students to access academic instruction. When the student is not receiving academic instruction in the general education classroom, then it is the expectation that the special educator is providing academic instruction.
- Programming for students with social/emotional needs is centered on positive behavior supports. These supports include a systemic incentive plan, individual reinforcement, group contingency, intermittent reinforcement, scheduled reinforcement and clear/positive reinforcement. Systemic programs are designed to teach pro-social skills. Such programs include personal and relationship success and pitfalls, inter- and intra-expectations, restitution overcorrection, strategies to "read" situations, executive functioning skills, action plans and evaluation of interactions, role plans and generalization of skills. Social/emotional curriculum includes social skills training, character education, coping strategies, empathy training, goal setting, anger management, emotional vocabulary and positive self-talk.
- Students with affective needs may have experienced traumatic situations in reference to their community and culture.
- Cultural responsiveness is utilized within an effective Affective Needs classroom as well to consider the issue of over- identification for some student populations.

- *NOTE: During the Reflective Feedback Conversation, the observer may need to confer with the teacher about Individualized Education Programs (IEPs) and behavior plans.*

	INDICATOR
LE.1	• Differentiated supports are evident to promote engagement with reluctant students, depending upon a student's behavior intervention plan, in order to increase equity and access to the social emotional curriculum (e.g., A student may be reluctant to share their cultural perspectives within a whole group so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Lessons should include a component of skill transfer (e.g., How will you use this skill within your math class?, How will you use this skill the next time you are triggered?, etc.).
LE.2	• Teacher explicitly teaches behavior and respect skills as part of the curriculum. • Teachers provide scaffolds that enable students to develop social and emotional skills (e.g., making eye contact with others, practicing receiving praise and giving compliments, etc.). • Academic risk-taking needs to be scaffolded in order to support students' needs.
LE.3	• An effective teacher is proactive and strategic when supporting individual student behavior. Expectations are aligned with students' behavior plans. (Teachers and support staff are aware of each student's individual behavior plan and are utilizing strategies to ensure that students are learning appropriate behaviors.) • All transition rituals and routines are emphasized and taught through multiple repetitions. Teacher has supports in place to address these behaviors (e.g., Teacher uses visual cues/strategies to support transitions.). • Teacher may be working for reduction with the goal of elimination of certain behaviors in order to support the students' successes outside of the Affective Needs classroom. • Students can explain the level system as well as their personal behavior goals.
LE.4	• Classroom includes strategic areas including a "cool down" area, small- and large-group instructional locations. • Observers should expect to see level systems clearly posted to meet the needs of these students. • Observers should see clear classroom expectations and the classroom level system clearly posted. • Paraprofessionals are being utilized throughout the lesson period to support learning and behavioral needs.

	INDICATOR
I.1	• The content-language objective(s) are reflective of grade-level curriculum, social emotional goals and are supportive of Colorado Academic Standards (e.g., Morning Meeting: identify feelings, identifying goals for the day tied to the behavior plan, etc. Social-Emotional Intervention class: promoting positive interpersonal interactions, connections to real world experiences, etc.).
I.2	• All students need appropriate scaffolds and supports (e.g., visual, group and language) during rigorous tasks. • The social/emotional curriculum should include critical thinking skills and may include opportunities for self-reflection and reflection on the students' awareness of their own social environment. Opportunities for practice and application should be present in order to support students with transferring skills learned to the "real world" outside of the Affected Needs center).
I.3	• An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students (e.g., paraprofessional takes over, dividing groups or classroom crisis plan). • Paraprofessionals are utilized throughout the lesson period to support both learning and behavioral needs as appropriate.
I.4	• Teacher also uses academic language related to the social/emotional lesson objectives. • Explicit modeling of academic language is often used to provide context for students. Additional supports are used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new social skills).
I.5	• In addition to academic questioning, it is essential that the teacher uses questioning to help the students think through alternate or more appropriate behavioral responses. • Teacher should check for understanding within the context of the content-language objective(s) and may check for understanding with behavioral learning goals. • Opportunities for reflection include the content-language objective(s) and should include social and emotional learning.
I.6	• Behavior and crisis plans are evident within the classroom.
I.7	• Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	• Intentional opportunities and additional scaffolds should be present to teach communication and collaboration among students. • Scaffolds and supports should be present within collaborative groups. • Establishing clear expectations for communication and collaboration includes: teacher directed cooperation, scaffolded conversations and scripted discussions with the ultimate goal of increasing students' independence.

SPED: AUTISM APPENDIX

Essential Awareness

- Students who fall within this category have executive dysfunction. Students with executive functioning disorders have issues with normal cognitive functioning, usually localized in the pre-frontal cortex, and include skills such as paying attention, shifting tasks in mid-stream and regulating behaviors. These students struggle with social skills, abstract thinking, language comprehension, regulating senses and problem solving. These disorders may include Autism, ADHD, traumatic brain injury, etc. Treatments for executive functioning include applied behavior analysis and structured teaching.
- Students with executive functioning disorders respond to applied behavior analysis or structured teaching techniques. Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks and great emphasis placed on rituals and routines. The appropriate use of visuals includes visual schedules and transition objects, but over-stimulation is a concern so the use of visuals may be de-emphasized.
- Students with executive functioning disorders may or may not have a Functional Behavior Analysis/ Behavior Intervention Plan (FBA/BIP) depending on the severity of behaviors and their impact on social and academic learning.
- If the Individualized Education Plan (IEP) team determined the students need a more restrictive environment to meet their needs, they might be placed in: a Pragmatic Language Affective Needs (PLAN), a Multiple Intensive-Autism (MI-AUT), Multiple Intensive (MI) or a Multiple Intensive Needs-Severe (MIS) classroom. All center classrooms provide a continuum of services that include inclusive opportunities. These center programs have highly specialized staff that provide more intensive services not provided by generalist special educators (mild/moderate special educators).
- Programming for students with executive dysfunctions involves explicit teaching of skills and strategies typically learned incidentally. This includes direct instruction in non-academic skills such as daily living skills and communication/social needs. Academics are addressed based on the severity of needs. Students with higher levels of functioning, such as students in a PLAN classroom, can access the grade-level core curriculum with appropriate adaptations and modifications. Students in MI-AUT, MI and MIS classrooms may be participating in functional academics based upon expanded benchmarks or extended evidence outcomes. Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communicating for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education. They were formerly called Expanded Benchmarks.
- Use of paraprofessionals is critical in these classrooms. Teachers need to model expectations for paraprofessionals and provide corrective feedback as paraprofessionals work with students.
- *NOTE: During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.*

INDICATOR	
LE.1	• Students need specific and targeted supports in order to provide equitable access. • Scaffolds should be present to support peer interaction or teach interaction between students. • Autism manifests differently for every student. Evidence of students' engagements needs to be considered in conjunction with each student's individual needs.
LE.2	• Motivation is often individualized and basic (i.e., tangible rewards); students might not respond to praise. • Students may require one-on-one support to initiate tasks. Appropriate scaffolds should be present to increase students' time on task. • Students should be working on appropriately scaffolded social skills (e.g., making eye contact with a peer, practicing praise, etc.).
LE.3	• Teacher addresses behavior in a very structured manner that emphasizes using tangibles to change behavior rather than talking through emotions (i.e., reinforcement of desired behavior), or the teacher may use tangible objects while talking through emotions. Behavior is addressed individually according to students' needs. • Individual and group behavioral support plans are evident and clear. The teacher may be working on reduction of inappropriate behavior instead of elimination (e.g., ignoring specific behaviors may be a part of the student's behavior intervention plan). • Students with executive functioning needs often have challenges with transitions. Transition rituals and routines are greatly emphasized and taught on an ongoing basis. Teachers should be responsive and supportive of these needs.
LE.4	• Multi-Intensive Autism classrooms are highly specialized and may not look like typical classrooms. There may be individual work-stations, "cool-down" areas, a purposeful lack of distractions on the wall (e.g., no word wall, pictures, students' work, etc.) and/or highly specialized equipment such as "shoe-box" tasks, large balls and adaptive equipment. • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices are also utilized including picture exchange systems. • Paraprofessionals are resources that are utilized to assist students in progress toward mastery of skills.

INDICATOR	
I.1	• The Content-Language Objective(s) (CLO) should be communicated in multiple modes, depending upon students' needs (e.g., sign language, oral expression, use of picture icons, gestures, etc.). • Receptive/expressive language needs are taken into consideration when identifying function, form and supports of the content-language objective(s). • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the content-language objective(s) as evidenced through their questions, comments and work using a variety of modes such as alternative communication and student response systems. • Standards-based content-language objective(s) may reference alternative standards. Alternative or modified standards can be found on the Colorado Department of Education (CDE) website (cde.state.co.us/coextendedeo). Alternative standards address real-world, life and adaptive functioning skills. • Students will utilize their preferred mode of communication to express the objective(s) of the CLO (e.g., sign language, augmentative communication, picture exchange, Spanish, etc.).
I.2	• Challenging tasks are within the students' zone of proximal development. • Students may need supports for rigorous tasks (e.g., modeling, positional readjustment, physical, verbal, visual and gestural prompts). For a skills based lesson, students are expected to apply or transfer the skill to a generalized situation. For example, with the "shoe box" task, sorting silverware can be transferred to a similar job or life skill. • Students have varying needs depending upon their language (expressive and receptive) and executive functioning skills. You may see evidence of complex tasks being scaffolded in order to meet the content-language objective(s). • Instruction of students with autism may include over-learned concepts accompanied by strategic complexity of the skill including transfer and application. Utilizing task analysis and backwards design is essential when planning lessons. • Teachers will often present the same activity throughout a lesson or during the day to emphasize routine, creating a classroom environment where students with autism are more likely to be successful. • Some students can excel in a specific category but typically excel in a skill that is over-learned, not in creation of new content. • Some classrooms focus on adaptive functioning skills (e.g., MI, MIS, MIA) that focus on practical life skills. Higher-level questioning may include application of the skill (e.g., "Which type of utensil would you use for and why?"). • Students may show originality, consider different perspectives or respond to others through a variety of modalities throughout the lesson (e.g., verbally, sign, pictures, augmentative communication devices, etc.).

	INDICATOR
I.3	• Examples of research based methodologies include strategies and/or approaches such as: Social Stories, Applied Behavioral Analysis (ABA), Discrete Trial, Verbal Behavior (VB), Natural Environment Teaching (NET) and structured teaching (TEACCH). • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices, including picture exchange systems, are also utilized. • Teachers often embed functional skills into instruction that students may use in other settings (e.g., sharing, using "safe hands", teaching pencil grip, naming everyday items, toileting skills, etc).
I.4	• Academic language is typically tied to functional communication. • Receptive/expressive language needs are taken into consideration and targeted within every lesson. • Students develop academic language by using new vocabulary (e.g., a sign, pictorial representation, etc.) while interacting with school materials, individual schedules and work programs. • Explicit modeling of academic language is used to provide context for students. Additional supports may be used (e.g., teaching when to cross the street at a cross-walk: teacher uses pictures, video and realia paired with the necessary academic language— "Step 1: look at crossing signal .", etc.). • Teacher uses academic language related to the social/emotional curriculum in addition to content curriculum.
I.5	• Students who are non-verbal may respond to questions using students' response systems or by demonstrating a behavior. • Inquiry-based processes may be challenging for students who have autism. This requires abstract reasoning skills that can be challenging for students; therefore, asking students to explain/reflect on their thinking may require additional scaffolds.
I.6	
I.7	• Teacher provides descriptive feedback on behavior and behavior goals. Feedback may be presented using interactive low-tech tools such as a visual schedule or picture exchange communication system. • Feedback given to students with autism may include brief explanations or indications on feedback forms (e.g., pointing to pictures indicating success, marking on a point sheet, etc.). • Teacher may utilize tangible rewards in addition to academically-focused descriptive verbal and non-verbal feedback (e.g., discrete trial training).

SPED: DEAF AND HARD OF HEARING APPENDIX

Essential Awareness

- Students who qualify for an educationally significant hearing loss designation may be unable to access the speech sounds of language that directly impact access to the spoken language.
- Most students have some access to speech sounds and do not require the use of sign language. Nevertheless, language is greatly impacted. Specific therapy is needed over a long period of time to become a sophisticated listener.
- The biggest impact of hearing loss is limited language development; students with hearing loss struggle with phonology, semantics, syntax and pragmatics of the spoken language. Students with hearing loss also have significantly fewer opportunities to experience incidental learning. As a result, background knowledge is often limited. Teachers of the deaf and hard of hearing spend a great amount of time building background knowledge and developing basic skills and vocabulary.
- Students with a significant hearing loss may require a visual language such as sign language. The most common sign language is American Sign Language (ASL) which is NOT a representation of English. ASL is made up of 6,000 signs with its own unique syntax, figurative language and vocabulary. Students using sign language struggle with English language development.
- There are two types of programs for students who are deaf and hard of hearing: auditory oral and total communication. Sign language is typically used in total communication. The teacher should be speaking and signing at the same time, which is called simultaneous communication. In auditory oral classrooms, the teacher's face should be visible to students during communication.
- Students identified with a hearing loss come to the classroom with varied backgrounds. Some have never heard before and receive their amplification for the first time at school. Some students have no language skills or are at an emergent stage of language development. This parallels the language development of a second language learner with one critical difference; the language of instruction becomes the students' first language.
- *NOTE: During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individualized Education Plan (IEP) and behavior plans.*

	INDICATOR
LE.1	• Deafness comes with a unique culture called "deaf culture". Culturally responsive education for students who are deaf and hard of hearing includes: access to peers and adults who are deaf and hard of hearing, reference to historical figures who are deaf and hard of hearing, understanding deaf culture norms such as consistent eye contact, appropriate use of touch, use of deaf culture storytelling and communication using accessible technology.

LE.2	• Students may have challenges with social and academic language skills. Additional scaffolds, supports and supplemental aids are utilized to support communication.
	  • Examples of supports: visual schedules and calendars, students' response systems, visual-kinesthetic groupings.
	  • Examples of scaffolds: task analysis of expected skills and direct instruction of each task.
	  • Example of supplemental aids: using live captioning devices for communication.

LE.3	• Rituals and routines include teacher and students wearing hearing assistive technology at all times. • Some students require a sign language interpreter and the teacher allows the interpreter to be as close as possible to the speaker so the student can see the speaker and access the language at the same time.
LE.4	• Teachers may use preferential seating, line of sight, visuals and reduction of background noise to meet the needs of students. • Assistive technology appropriate for students with a hearing loss include: sound field systems, FM systems and personal amplification (e.g., hearing aids, Inner Cranial Implants, Cochlear Implants). Additional tools might include live captioning devices and smart pens. • Students' work and exemplars includes visuals, simplified language and typical language.

	INDICATOR
I.1	• Speech, listening and language targets are embedded in all lessons. • Content-language objective(s) are critical for students with a hearing loss, whose deep deficit is in language development. In some situations the teacher of the deaf is also the speech teacher. Forms of language might include phonology as well as grammar and vocabulary. • The CLO should be communicated in multiple modes, depending upon the students' needs (e.g., sign language, oral expression, use of pictures, gestures, etc.). • Teachers may use picture icons to represent the language function when communicating the content-language objective(s). • Teacher uses alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on for students with limited language skills.
I.2	• Rigorous tasks are complex, challenging and simulating; designed to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include: graphic novels, visual media, use of closed captioning and appropriately interpreted through sign language). • Students with severe to profound language delays need tasks that are appropriately scaffolded in order to meet grade-level rigor. • Syntax structures, vocabulary and background knowledge may need to be taught for a significant amount of time as a part of the appropriate scaffolding. Higher-level questionings can still be a part of the instruction of lower-level skills. • Multiple means to demonstrate learning are present (e.g., use of visuals, deaf culture storytelling, oral expression).
I.3	• Observer may see unique instructional methods commonly used in deaf education that include: strong use of visual supports (e.g., comics, pictures, symbols), drama and storytelling, hand signs and gestures. • When addressing multiple modes of communication during instruction, an observer may see times when the teacher only uses sign or oral language. The teacher needs to ensure that all students have language access to the content in their preferred mode of communication during instruction. • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems).
I.4	• Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new skills). • Use of cooperative academic language techniques such as "Think, Pair, Share" are appropriately supported through the students' modes of communication and use of educational sign language interpreters or paraprofessionals.
I.5	• Students who are non-verbal or in an emergent stage of their language development might use students' response systems to respond to questions (e.g., student points to the picture/choices, uses yes/no cubes or cards with smiley/frown faces to respond. • Teacher checks for understanding using statements like: "Show me." and "What did I just say?" rather than "Do you understand?".
I.6	
I.7	• Teacher encourages/models explicit opportunities for students to give feedback to each other. • Feedback may be provided in the students' preferred modes of receptive communication (e.g., sign language, gestures, etc.).
I.8	• Students who have limited expressive language or poor articulation tend to have difficulty speaking/signing with other students who have similar language issues. Other adults in the room will serve as language models when verbal peers are not present.

SPED: INTELLECTUAL DISABILITY (MI,MIS, MI-DHH) APPENDIX

Essential Awareness

- Students are identified with an intellectual disability only after rigorous testing to discern a learning disability verses an intellectual disability. Students identified with an intellectual disability fall two standard deviations below the mean in adaptive functioning, cognition and academics and can range from moderate needs (MI) to severe to profound needs (MIS). Students with moderate needs struggle with analytical thinking and may struggle with executive functioning and processing speed. Students with severe to profound needs typically require around the clock care and are rarely capable of independence.
- Students with intellectual disorders have issues with normal cognitive functioning that includes skills such as: analytical reasoning, paying attention, shifting tasks in mid-stream and self-regulating behaviors. These students struggle with abstract thinking, language comprehension and problem solving.
- Students who are placed in any multiple intensive (MI) classroom or any of the specialty classrooms (i.e., Multiple Intensive Severe, Multiple Intensive Autism, or Multiple Intensive Deaf and Hard of Hearing (MI-DHH)) need intensive instruction in adaptive functioning skills, including explicit teaching of skills and strategies typically learned incidentally (e.g., daily living and communication/social skills).
- Students in MI classrooms might be able to learn functional literacy and math skills. All MI classrooms participate in functional academics based upon Extended Evidence Outcomes (formerly called Expanded Benchmarks). Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communication for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education.
- Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks, great emphasis placed on rituals and routines and opportunities to demonstrate skills in both school and the community.

	INDICATOR
LE.1	• Teacher is aware of students' individual cultures, languages, home experiences, backgrounds, etc. that works in conjunction with the culture of the disability.

LE.2	• Students may have challenges with social and academic language skills. Additional scaffolds, supports and supplemental aids are utilized to support communication.
	  • Examples of supports: visual schedules and calendars, students' response systems, visual-kinesthetic groupings.
	  • Examples of scaffolds: task analysis of expected skills and direct instruction of each task.
	  • Example of supplemental aids: using live captioning devices for communication.

LE.3	• Students with cognitive disabilities have varied skills in managing their own behavior. Some students need tangible rewards systems to shape behaviors while other students can reason and reflect on their behavior. Evidence is present that teachers proactively address students' behaviors based on the students' needs. • Examples of Tangible Rewards: token systems paired with reinforcement statements and rewards, opportunity to practice the behavior to mastery. • Examples of Reasoning and Reflection: reflections forms, reflective conversations. • Students with intellectual needs typically have challenges with transitions. All transition rituals and routines are emphasized and taught through multiple repetitions. Visuals support the transitions. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.

LE.4	• Classroom environment is established in a way to support engagement of all students, thus supporting equity.
	• Unique classroom structures are in place to support academic learning and physical needs. Examples include:
	  • Specialized equipment present based on needs: standers, cube chairs, diaper changing stations, large balls, assistive technology, etc.
	  • Academics Structures: individual work stations, "cool-down" areas, functional life skills stations for teaching hygiene, dishes, etc. and highly specialized equipment such as "shoe-box" tasks.
	• Students' work and exemplars includes visuals, simplified language and typical language.

	INDICATOR
I.1	• Standards-based content-language objective(s) may reference Expanded Evidence Outcomes (i.e., alternative standards for students who are Co-Alt eligible). Teachers should reference the Colorado State Standards to obtain the alternative standards (i.e., Expanded Evidence Outcomes) that are not present in the Common Core State Standards. Alternative standards address real-world, life and adaptive functioning skills. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the CLO as evidence through their questions, comments and work using a variety of modes such as alternative communication and students' response systems. This includes expanding on the larger picture. (Distinguished performance category) • The CLO should be communicated in multiple modes, depending upon the needs of the students (e.g., sign language, oral expression, use of pictures, gestures, etc.). • Teachers may use picture icons to represent the language function when communicating the content-language objective(s).
I.2	• Rigorous tasks are complex, challenging and simulating with design to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (i.e., adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include graphic novels or visual media). • Higher-level Bloom's tasks are explicitly taught; uses scaffolds that have real world applications (e.g., analyzing a map to find the efficient route: teacher breaks down the function "analyze" into subsequent tasks likes comparing and contrasting routes paired with specific language that the students would use during the lesson). • Teachers leverage the content-language objective(s) to teach the most appropriate function of language including: describe/explain, compare and contrast, sequence, cause and effect and defend-propose-justify. • With appropriate scaffolds, students are able to express their thinking in increasingly complex ways through the use of their preferred communication modality.
I.3	• Inquiry-based learning may be evident within the context of life skills (e.g., determining the best buy for toilet paper, knowing the consequences for paying bills late). • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems). • To effectively address students' challenges and misconceptions, teachers utilize appropriate scaffolds that include additional visual-kinesthetic and group supports.
I.4	• Academic language can be expressed through multiple modes of communication including: augmentative communication devices, picture exchange systems, sign language, gestures, expressions and eye gaze. • Academic language development includes scaffolds for receptive comprehension. • Students with an intellectual disability have challenges with communication and language development regardless of second-language learning. Strategies used for developing language with English Language Learners will also support students with intellectual disabilities; however, additional supports and repetitions may be needed.
I.5	• Teacher checks for understanding include use of the students' modes of communication. Students' response systems might be the most appropriate type of check for understanding. • Varied checks for understanding might include students explaining their thinking using their mode of communication or teacher circulating the room checking on their work.
I.6	• Typically differentiation occurs within the context of a lesson; however, differentiation might be needed for behavior, social and adaptive skills.
I.7	• Teacher provides descriptive feedback predominantly within the context of a lesson, in addition to behavior or behavior goals that might manifest during the lesson. • Feedback may be demonstrated in the students' preferred mode of receptive communication (e.g. sign language, gestures, etc.).
I.8	• Students share ideas, projects and work collaboratively on classroom tasks depending on communication modality. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to communicate and collaborate with peers. • With appropriate scaffolds, students are able to communicate and collaborate with peers in increasingly complex ways through the use of their preferred communication modality. • Examples of scaffolds for communication: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups).

SPED: SPECIFIC LEARNING DISABILITIES APPENDIX

Essential Awareness

- Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. These students may have hearing impairment, vision impairment, medical needs, mild emotional needs and/or mild executive functioning needs.
- Students are served by mild/moderate teachers. A continuum of services must be available depending on individual students' needs, including "pull-out," one-on-one and integrated instruction. When in an integrated setting, the students' primary teacher is the general education classroom teacher. The mild/moderate teacher provides direct instruction that focuses on the psychological processing disorder and what is needed to treat the deficit. Often the focus of instruction is based on specific skill development designed to support the students in access to the core curriculum.
- In an integrated setting (e.g., "push-in"), mild/moderate teachers provide purposeful, planned, direct instruction in the general education classroom and do not simply monitor the accommodations that are the responsibility of the general education teacher. This might include pulling a group of students to the back of the classroom, team teaching the concepts to a small-group or the whole classroom or sitting side by side with students and providing instruction of concepts in class with specialized tools based on individual needs. Purposeful and pre-planned instruction based on an Individualized Education Program (IEP) goal is the cornerstone of integrated services in the general education classroom. Special educators should intervene prior to a student's obvious struggle.
- Mild/moderate special educators work with all students with mild/moderate needs including students with hearing or vision loss, emotional needs and executive dysfunction. A teacher working with students who have these disabilities should refer to the appropriate special education related appendix.
- The learning and IEP goals are determined through the Specific Learning Disabilities (SLD) qualification process often using such tools as special education screeners and root cause analysis process (e.g., [root cause] [qualification] [IEP Goals][Content-Language Objective(s)]).
- *NOTE: During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.*

	INDICATOR
LE.1	• Co-Teaching: The observed co-teaching model supports students' equitable access by addressing students' educational needs. (See Co-Teaching Guidelines.)
LE.2	
LE.3	• Co-Teaching: Teacher may develop and implement an individual behavior plan for a student that is independent of the classroom management system (e.g., point sheet or sticker chart). Co-Teacher should support the established classroom/school behavior management system.
LE.4	• Co-Teaching: Teacher clearly has established a learning environment in the general education classroom (e.g., at students' desks or a work station in the classroom). • Co-Teaching ("Push-in"; Station Teaching): Teacher uses portable exemplar or rubrics for expectations or refers to classroom materials and may provide additional tools based on individual needs. • Assistive technology might include: recorded text, calculators, electronic manipulatives, etc.

	INDICATOR
I.1	• Content-language objective(s) are aligned with specifically designed instruction and supportive of students' learning goals. Connecting to the larger rationale would include supporting students with transfer of skills to the general education classroom. • Co-teaching: Observers evaluate the extent the Special Education Teacher is supporting the classroom content-language objective(s) and promoting access to the general education curriculum through appropriate accommodations.
I.2	• Rigor for students working on specific skills may involve transfer of the skills to the general education classroom. There should be evidence of instruction for the transfer of skills (e.g., "Push in": For students learning a skill in isolation the teacher prompts students to utilize the skill within their upcoming writing class.). • Co-teaching: Teacher prompts students to utilize skills from mini-lesson.
I.3	• In addition to demonstrating deep understanding of the content, the teacher also utilizes instructional strategies or methodologies that address processing disorders through accommodations and modifications within the differentiated classroom environment (e.g., Instructional strategies/methodologies may include additional processing time (i.e., wait time), visual, auditory and group supports.). • Co-teaching: The chosen co-teaching model (observed) is supportive of students' needs.
I.4	• The special education teacher may provide additional supports for students to demonstrate understanding and to utilize targeted academic language. • Students' receptive and expressive language needs may require additional supports including meaningful repetition, modeling and practice of the specific language target.
I.5	
I.6	• Extended wait time may be utilized for students with processing issues, especially processing speed issues.
I.7	• Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	• When the teacher is working one-on-one with a student or small-group, intervention opportunities for cooperation might be limited, but is encouraged in order to promote transfer of specific skills to the general education classroom. • When utilizing specially designed curriculums, the teacher incorporates targeted instructional moves and accountable-talk to promote opportunities for communication and collaboration among students (e.g., with a partner, students justify rule identification of syllable type within words).

TEACHER LIBRARIANS APPENDIX

Essential Awareness

- Teacher Librarians collaborate with other disciplines and grade-level classroom teachers to enhance units of study with appropriate research skills, tools and technology-driven projects that work with their unique flex or fixed schedules.
- Teacher Librarians design and implement programs in their schools to facilitate literacy and promote a love of reading.
- Teacher Librarians teach students to independently locate, select, evaluate, synthesize and use relevant sources of information, both in print and digitally.
- Teacher Librarians offer instruction in the use of technology and equipment.
- Teacher Librarians ensure that culturally and academically diverse resources are available to all communities of learners.

	INDICATOR
LE.1	• Develops and models cultural and global awareness employing a variety of resources at multiple reading levels, including digital tools (e.g., shared online documents, websites, email and video). • Library Collection reflects students' demographics and interests; varied cultural perspectives are represented in the classroom through the library collection.
LE.2	• Encourages students' independent reading through avenues such as student choice, reader advisory (i.e., recommendations), book talks and/or displays. • Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information literacy.
LE.3	• Instructs, supports and monitors students' ethical and responsible use of print and media, including copyright and appropriate use of electronic resources and tools. • Works in close communication with classroom teachers to ensure timely transitions and students' responsibility for library resources, including the timely return of materials. • Routines are established for students to select and check out books.
LE.4	• Provides print and digital resources that support classroom instruction. • Ensures that relevant materials (e.g., print, digital resources, etc.) are available and can be easily located by all students.

	INDICATOR
I.1	• May connect library objectives to classroom lesson or unit content or focus on library-specific standards (AASL).
I.2	• Models effective use of research and production tools to locate, analyze, evaluate and use a variety of informational resources. • Provides opportunities for students to produce and publish innovative, creative learning products using digital tools.
I.3	• Due to schedules/rotations (time constraints) in the library environment, projects may take an extended period of time.
1.4	
1.5	

	INDICATOR
1.6	• Provides print and digital resources that support the curriculum and the independent reading needs of all students. • Designs effective activities (e.g., research and technology projects) that support classroom differentiation. • Due to differentiation, students may be working individually, with partners, or in small groups depending on their learning focus and progress.
1.7	• Academically-focused descriptive feedback may be provided both verbally and in digital formats.
1.8	• Depending on the objective and time available, students may not be observed directly collaborating with each other. • Collaboration occurs during check-out when students locate books and help peers to find relevant books. • Student collaboration could occur in an online platform (e.g., collaborative Google doc)

TECHNOLOGY APPENDIX

Essential Awareness

- Technology teachers teach specific classes designed to develop students' skills in utilizing technology and digital resources to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- Students spend most of their time interacting with the technology and becoming familiar with its use and will likely experience this while exploring various concepts or completing different school assignments from other classes.

	INDICATOR
LE.1	• Develop cultural understanding and global awareness by engaging with learners of other cultures through digital tools (e.g., video conferencing, email, etc.). • Students are able to express their own cultural ideas/beliefs/thoughts etc. in various digital formats. Students have choice in how they represent their learning.
LE.2	• Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information (e.g., commenting in collaborative documents, on a blog, using email, etc.). • School-wide and/or classroom norms for online behavior should be posted in class, or in a digital location. • Digital citizenship should be evident in student-produced artifacts and classroom culture.
LE.3	• Classroom management practices and strategies may be built in within the computer programs, there may not be verbal cues for students from the teacher. • Due to configuration of lab a whole group space may not be available for instruction, however teacher has systems to address whole group in various ways.
LE.4	• Classrooms may not appear as typical classrooms; classrooms may be flexible, classrooms may be integrated within other rooms. • Evidence is visible that the teacher modified physical environment to support students and their learning. • Students' work may not be visible in the classroom as it may be published digitally. • Digital tools are a critical part of the technology classroom and are used throughout each lesson. The digital tools are necessary and integral components of the lesson. • If technology and digital applications are the lesson focus, observer may see students focusing on mastering use of digital resources through explicit learning and practice of digital skills. • Students understand and use technology systems and digital resources. • Students troubleshoot systems and applications.

	INDICATOR
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	• Due to time constraints in the technology environment, pacing of projects may occur over an extended period of time.
1.4	• Academic language should be evident in student-produced artifacts (written or oral).
1.5	• Questions require most students to formulate responses and be accountable for their learning in a digital format. • Checks for understanding may occur over multiple class periods due to time constraints.
I.6	• Due to differentiation, students may be working individually, with partners, or in small groups depending on their learning focus and progress.
1.7	• Academically-focused descriptive feedback may be provided both verbally and in digital formats.
1.8	• Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., collaborative documents, video conferencing, blogs, online presentations, multimedia production, webinars, podcasts, etc.). • Depending on the activity, observers may or may not see student collaboration (e.g., in a technology class, students may be working independently on creating a digital project). • Student collaboration could occur in an online platform (e.g., collaborative Google doc)

VISUAL ARTS APPENDIX

Essential Awareness

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in visual arts knowledge due to the varying amounts of time schools schedule arts instruction (e.g., School A's students have visual arts every other year. A student from School A transfers to School B, where visual arts is taught each year.)
- A high-quality Visual Arts program provides all learners the opportunity to develop and deepen their conceptual and cognitive abilities while demonstrating artistic skills and techniques to successfully communicate and express ideas and learning through artwork, speaking, reading and writing methods. Exploration and experimentation of various visual arts and design processes instills invention, creativity and independent lines of inquiry, introspection, collaboration and technical skill development.
- Visual Arts Colorado Academic Standards provide the instructional framework for teacher-developed units of study and measures of formative assessment.
- Depending on the lesson objective, students are creating art to demonstrate their learning(independently and/or collaboratively) for 60%–70% of the class time.
- For the Visual Arts context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., a sculpture, media that asks students to respond to an interpretive stimuli).
- Progression of a unit should demonstrate a continuum of student collaboration (e.g. students collaborating in pairs, as a group, through the creation of artistic products, etc.).

	INDICATOR
LE.1	• Teacher pays special attention to students' cultural preferences/perspectives as this has a large influence on the artistic choices and creative expressions the student will communicate. Over the course of time, seemingly minor personal preferences can have a great impact on the student and how they view themselves as an artist or creative problem solver within their community. • Students are engaged in art-making processes and/or dialogue that reflect a diversity of student perspectives, and students make artistic choices to convey real world connections. • In developing a culturally responsive art lesson, the visual arts teacher utilizes big ideas in art which may include: social justice, power, identify, and environment, and includes the students' perspectives, experiences, and artistic interests in the teaching of art content.
LE.2	• Students are observed taking expressive risks with their art making, conceptual thinking and idea development. • Expressive risk taking can include: experimentation, playfulness and/or sharing imaginative ideas with others.
LE.3	• SEE MAIN LEAP FRAMEWORK
LE.4	• Resources in a visual arts lesson can include: tools and materials for drawing, painting, collaging, fiber arts, ceramics, digital arts, multimedia, printmaking, sculpture, etc • Teacher provides visual exemplars for students (mentor artist's work-in-progress, art history visuals or artifacts, student exemplar(s), teacher modeled exemplar, etc.). Students reference and interact with visual exemplars. • Teacher instructs and monitors students on how to safely use tools and materials within the art room. Students may safely explore inventive ways to use materials and tools (i.e. creating various textures with the angle and movement of a brush, etc.)

INDICATOR	
I.1	• Studying art and design involves inquiry, posing and solving problems, perseverance, re-purposing, taking risks, and persuading and inspiring*. • Because students may be working on different stages of the creative process for visual art, observers should pay close attention to the first Effective student behavior: "Students demonstrate understanding of content and language objective(s) as evidenced through their questions, comments and work." • Content Language Objectives are embedded and observable through descriptive feedback, higher-level questioning, intentional selection of tools and materials, modeled use of academic language and checks for understanding to promote on-going student learning. Follow up conversations with teacher and/or students may be necessary in order for the observer to gain clarity of objective(s). • Long-term unit goals may be used to create and/or connect to the daily objective(s). The objective(s) may change or vary within a given lesson as the teacher responds to the student(s) in real time. Objectives may be open-ended to allow for rigorous and complex higher-level thinking. • For further information on the Colorado Academic Standards for Visual Arts https://www.cde.state.co.us/coarts/visualartsintro
I.2	• Rigorous tasks can focus on any of the following: conceptual development, skills and techniques, inquiry, or experimentation. • Higher-level thinking in a visual arts class can include innovation, divergent thinking, foresight, problem solving, imagination, and visualization. • "Text/Data" (found within the second Teacher Behavior and the first Student Behavior under the Effective category) is artifact based. Artifacts can include: visual(s), artwork, and/or object(s) that provide the student with information as they move through the creative process and evoke a creative response to a stimulus.
I.3	• Considering the amount of time students have to access art instruction, lesson structure is both coherently sequenced and appropriately paced. For example, elementary school X offers visual arts lessons that are 45 minutes long, about 6 sessions per month, while high school Y offers visual arts instruction for 90 minutes every school day for a trimester. • Students may be working within various stages of the creative process in a given lesson period, therefore, instructional method(s), activities, and materials effectively build on students' prior knowledge and experiences. • Teacher allows students to create visual art that demonstrates their learning (independently or collaboratively) for at least 60% of the time.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways throughout students' creative process. • Students use academic language as a means to communicate their learning experience through the creative process (examples may include: reflections, artist statements, critiques, responses to creative prompts, poetic statements,etc.) • Academic language includes the Language of Art and Design.* • Additionally, the visual arts lesson may provoke opportunities for further language inquiry and development. • *See Visual Arts Standards, Colorado Academic Standards for more information on the Language of Art and Design
I.5	• Teacher observes students' execution of the creative process (not just the product) to assess student understanding. • For some project-based tasks/objectives, checks for understanding will take place over several lessons. You may need to follow up with student data analysis with the Teacher, as their Observer, Evaluator, or Coach. • Teacher checks for the depth of knowledge the student is responding with as they move through the creative process.
I.6	• Teacher uses auditory, visual, and kinesthetic experiences to enhance the lesson for individual student needs. • Teacher makes content accessible through visual example, demonstration, and experimentation based on students' needs and supports students' expressive choice. • Differentiation adjustments may occur through one-on-one private conferencing or through purposeful grouping. • Teacher supports student access to various artistic tools and materials for differentiation in order to make progress toward to objective(s).
I.7	• Teacher provides descriptive feedback on technique(s), studio habit(s), the creative process, and/or visual literacy as it aligns to content and language objective(s) and responds to students' learning needs. • Feedback may be in the form of artistic demonstration that addresses technique and/or content knowledge.
I.8	• Teacher provides opportunity to collaborate and/or communicate as a means of developing their progress toward mastery of content and language objective(s), while still honoring students' creative process. • Student communication can include constructive feedback, synthesis of ideas, small group/partner critique, partners discussing a prompt, sharing multiple perspectives, etc. • Examples of student collaboration may include: partners creating an artwork together, connecting and expanding on creative ideas and/or techniques, etc.

WORLD LANGUAGES APPENDIX

Essential Awareness

- The best practices highlighted in this appendix are based on the Colorado Academic Standards for World Languages and the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- The target language must be used at least 90% of the time. Students must be able to understand the teacher's message, which can be observed through students verbally responding to the teacher's questions, or responding through body language (e.g., TPR, laughing at the appropriate cue). Time spent in the target language, and students' demonstration of active listening/reading/viewing of the target language, both impact all Instructional LEAP Indicators (I.1-I.8).
- Quoting the Colorado Academic Standards for World Languages: "Learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within the two adjacent ranges of novice-high and intermediate-low. Students' level of language proficiency is dependent on both the length of instruction and the quality of instruction, i.e. time spent in meaningful communication on topics that are relevant to students' cognitive and interest levels.
- While similarities exist, World Language classrooms differ in many important ways from ELD classrooms. Expectations for teacher and student behaviors for Novice-Level World Language Classrooms (typically titled Level 1, 2, 3) may be more consistent with "Newcomer."
- The best environment for second-language acquisition is one in which the teacher uses the target language instead of teaching about the target language in English (e.g., teaching grammar paradigms and rules).
- Acquisition of language occurs through comprehensible input, which is when students understand messages, from listening to advanced or superior speakers (most often the teacher), or from reading and viewing a variety of text types such as narratives, essays, informative/explanatory texts (such as letters, articles, journal entries, dialogs and brochures) in the target language.
    - Input is listening, reading and viewing. Input leads to the acquisition of the language with novice or intermediate language students. The goal is for students to interact with language input provided by the teacher or text, which is observable as students answer the teacher's questions individually or in choral response orally, in writing or through gestures.
    - Output is speaking and writing. Because comprehension precedes production for language learners, too much focus on out- put loses sight of true acquisition. Therefore the goal for teachers is to spend 95% of lesson time on interactive input activities.
- Depending on students' language proficiency levels and the focus of the lesson, written responses may or may not be observed.
- Sheltering involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words.

- *NOTE: Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*

INDICATOR	
LE.1	
LE.2	• Engagement can be demonstrated through students actively listening, watching and responding appropriately with body language and short answers. Novice-Level Students in the "silent stage" may express engagement and motivation through non-verbal cues or one-word responses (gestures, pointing to image, yes-no, either-or, etc.). Other students in different proficiency ranges may express engagement in simple sentences. • Distinguished teacher behavior "Acknowledging academic risk-taking" involves individual recognition of students who go beyond classroom expectations, such as recombining or applying a learned structure in new ways or using the language outside of the classroom. • Distinguished student behaviors can include encouraging others to continue using the target language and/or performing classroom jobs responsibly such as acting, time-keeping, tallying, quiz writing, illustrating, etc.
LE.3	

LE.4	• Academic tools in the form of wall posters of the following types are essential in all World Languages classrooms and should be observed:
	  • Question words, high-frequency vocabulary structures (e.g., verb structures, common adjectives and adverbs, common adjectives and adverbs), numbers, colors, rejoinders (e.g., "Oh really?", "You're kidding!", "That's great.", "I don't know.", "That's too bad.", "I'm sorry.", "How do you say?").
	  • Reading strategies are used to instruct novice learners in how to select and read independently in the target language (e.g., "three-finger rule", reading in context, picture cues).
	  • Rubrics for writing and speaking in the target language are provided for students as a resource in preparation for assessments.
	• World Language classrooms should have a classroom library with a variety of literature in the students' target languages (e.g., picture books, chapter books, novels, fiction and nonfiction).
	• Distinguished student behaviors can include: acting, consistently doing the gestures, giving creative details for the text, etc.

INDICATOR	
I.1	• Conversation/discussion in English about objectives does not contribute to language acquisition and should be limited to only a few seconds. • Distinguished teacher behavior "Invites students to collaboratively generate learning goals" can be observed when students demonstrate knowledge of best practices in language acquisition and suggest methods of input (e.g., gestures, scaffolded questioning, personalized questions, text-asking, reading, etc.). • Distinguished student behavior "students expand on the larger picture" can be observed when students make connections to the ACTFL "Can-Do" statements (from the DPS Scope and Sequence). • *NOTE: Supplemental materials can be found at http://tinyurl.com/CanDoACTFL and http://tinyurl.com/BloomsForWL*

	INDICATOR

I.2	• Rigorous tasks include active listening, focused reading of comprehensible text and oral translation. The amount of time a teacher spends in the target language impacts rigor. The number of students demonstrating active listening and the amount of time (how many students, for how long) also impacts rigor. The ACTFL guidelines recommend 90% of class be conducted in the target language.
	• Rigorous tasks are appropriately designed with students' language proficiency ranges in mind. Students may or may not be observed justifying reasoning and/or critiquing the reasoning of others; when this occurs it may be highly scaffolded, and may or may not be limited to some students.
	• Depending on language proficiency level and on focus of lesson, justifying/critiquing/problem solving may be verbal only. Written justification and critique may or may not be observed.
	• Rigor can be observed in the use of a variety of questions and the students' responses to those questions: low- to high-order.
	• "Problem solving" is acquiring the target language; students acquire the language when they comprehend the message.
	• In addition to the above, rigorous tasks and critical thinking may be observed in one or more of the following ways:*
	• Circumlocution
	• Analysis:
	  • Answering why questions (e.g., when the answer may be either indirectly stated or implied in a text).
	  • Breaking down the main actions of the text.
	  • Using a Venn diagram to compare and contrast characters (e.g., physical description, personalities, likes/dislikes).
	• Synthesis:
	  • Writing an original text.
	  • Composing a class text.
	  • Inventing new details for a text.
	  • Generating/inventing answers to hypothetical questions.
	  • Rewriting a text adding details/characters that were not in the original.
	• Evaluation:
	  • Evaluating appropriate and inappropriate actions of characters.
	  • Comparing cultures.
	  • Predicting what will happen next in reading or a text.
	• Distinguished student behavior, "Students think about systems, not just isolated parts .". The teacher indicates a variety of tenses and perspective with phonemic awareness, consistent gestures and/or aural cues that lead students to develop a high-level of accuracy can be evidence of Distinguished behavior.
	
	  • *NOTE: Supplemental materials can be found at http://tinyurl.com/CanDoACTFL and http://tinyurl.com/BloomsForWL*

I.3	• Teacher speaks in the target language at least 90% of the class time. Target language is 100% comprehensible; students are observed responding appropriately. • Distinguished teacher behavior: Teacher utilizes the target language more than 95% of the time and it is 100%comprehensible to students. • Teacher uses repetition and questioning as strategies for language acquisition.

- **Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*

	INDICATOR
I.4	• The target language is the academic language. • The target language is the academic language. The amount of time a teacher spends in the target language impacts academic language. The number of students demonstrating active listening and the amount of time (how many students, for how long) also impacts academic language. The ACTFL guidelines recommend 90% of class be conducted in the target language. • Teacher should emphasize mastery of high-frequency words using the target language and spend little time explaining grammar concepts in English during a lesson. • It is appropriate for Novice Level students (typically in Level 1, 2, or 3) to demonstrate academic language through a variety of means (echo reading, pointing, saying yes/no/one word responses, completing a sentence. Intermediate Level students (typically in levels 4 and higher) may respond using complete sentences, sentence stems, and expressing more than one idea. Please see ACTFL for Performance Descriptors and Can-Do Statements for guidelines and descriptions of language use in each Mode of Communication and Proficiency Ranges within each Mode. • Students' interpretive use of target language may be observed in gestures, responses to yes/no, either/or questions, single-word responses, etc. • Students' interpersonal use of target language may be observed in whole group and/or individual response to and interaction with the teacher. • In regards to bullets in the FET that call out use of academic language "with peers" and/or "in collaboration with other students": The teacher models proficient language. When appropriate to students' proficiency ranges, group work, cooperative learning, and paired practice may or may not be observed. • Distinguished teacher behavior "enables students' transfer of academic language to real world situations" may be observable in Personalized Question and Answer (PQA), free writes, etc.
I.5	• Determining whether misunderstandings stem from language is essential. • Frequent checks of all students for understanding of the comprehensibility of target language use by the teacher/in a text/etc., are observable in choral and individual response to yes/no, either/or, who, what, where, when, how questions, etc.; asking students to translate; students use of gestures in response to teacher language; etc. • Whole-group questioning and response is appropriate, necessary and optimal; individual questioning occurs, but with less frequency.* • Teacher adjusting instruction based on checks for understanding may be observed in reminding students of the expectation for 100% choral response, offering support to students who cannot/do not answer by restating/showing word wall or visuals/providing peer assistance/circling target structure again/offering either/or etc. • One way that progress monitoring may occur is when students indicate they do not understand or need the teacher to slow down. • Distinguished teacher behavior: Utilizes student reflection document and/or ACTFL "Can-Do" statements.
I.6	• Observer will most likely see whole-group, teacher-led differentiated activities based on students' proficiency ranges • Examples of effective differentiation evidence can include: supporting students who cannot answer by repeating the questions, word wall supports, using gestures, using visuals, providing peer assistance, classroom "jobs" (e.g., text writer, quiz writer, tallier, actor, etc.).
I.7	• Motivational feedback/encouragement is appropriate. Some feedback may be in the form of recasting (restating what student said in accurate academic language). Next steps may be geared toward repetition of the same vocabulary structures. • Distinguished teacher behavior: Consistently uses ACTFL Can-Do statements to encourage students to identify next steps. • Distinguished student behavior: Students consistently use ACTFL Can-Do statements to explain how their work/responses meet the expectations of content-language objective(s).
I.8	• Students acquire language through comprehensible input (viewing/listening/reading language from a fluent speaker or comprehensible source). Collaboration most often occurs between the teacher and whole group/teacher and individual students.* • Teacher encourages students to answer questions (e.g., when cued by the teacher, students' collaboration is observed in choral response, orally or in gestures). • More student-to-student collaboration may be seen as students' proficiency ranges progress, but at the Novice Level (typically Level 1, 2, 3) collaboration may include echoing and choral repetition. • During the silent period, students develop expressive language when actively listening as an audience member even if they are not communicating/collaborating with other students. Expectations are aligned with students' proficiency ranges. • Digital resources should be used to provide pictures and language support. • Novice Level students (typically levels 1, 2, 3) may or may not yet possess enough vocabulary, structure or control to act as facilitators and may or may not initiate/create questions for each other or the teacher. • Scaffolded questioning also involves differentiation of questions for students who process language at different rates. In the case of a high-level question (e.g., synthesis, inference, "Why?"), only a few students may be observed responding.

- **Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*

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:

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 7he 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

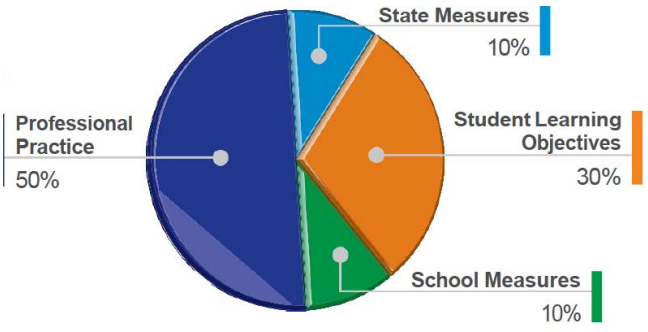
STUDENT GROWTH OVERVIEW

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.

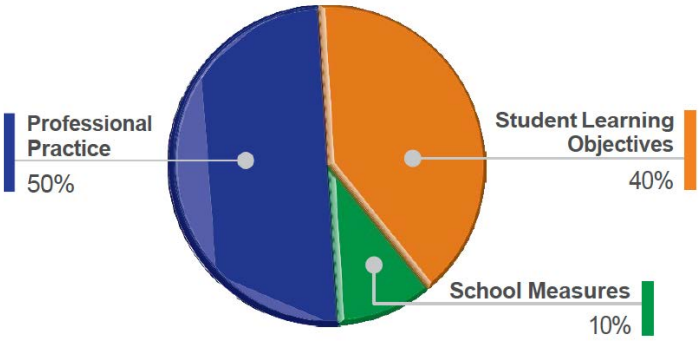
The goal is to ensure that the measures being used provide meaningful information about students' academic learning and that the LEAP system overall includes multiple measures of student academic growth. This provides teachers with more comprehensive data and feedback to support their practice and their students' learning. Student Growth in LEAP consists of a variety of measures, including:

- **Student Learning Objectives (SLOs)**—Measures students' progress toward mastery of the Colorado Academic Standards and includes multiple sources of evidence, such as interim assessments, performance tasks and unit assessments.
- **School Measures**—Measures the academic growth of all students in a school using the academic growth measures of the district's School Performance Framework (SPF). This measure is a collective measure of academic growth that is applied to all teachers within each school. For more information on how SPF growth is calculated, and the information that is included, please visit http://www.dpsk12.org/spf/.
- **State Measures**—Measures the growth of a teacher's own students on state tests over the previous three school years. This applies to teachers who instruct in the state-tested subject areas of English Language Arts and Math.

Teachers with State Measures



Teachers without State Measures



Requirements of Colorado Law

The Student Growth component of LEAP is 50% of teachers' overall ratings in accordance with Senant Bill 10-191 and State Board of Education Rules

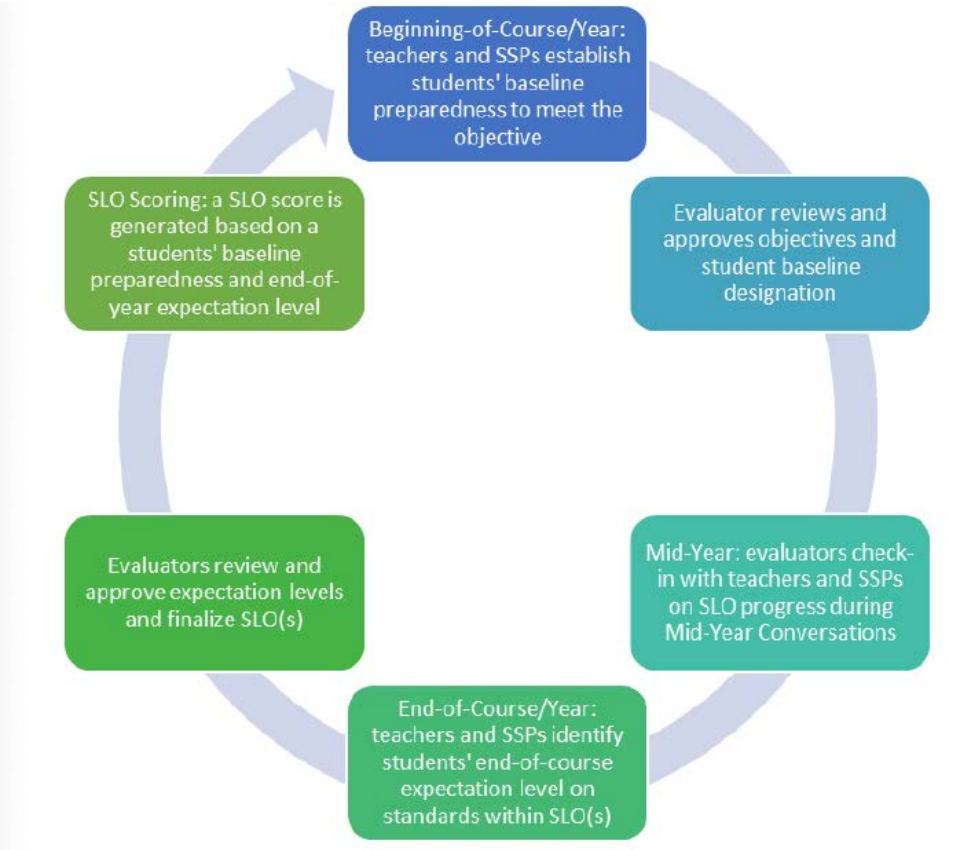
- **Individual Measure:** Each educator is required to haveat least one measure of student learning that is individuallyattributed. At DPS these are the SLOs.
- **Collective Measure**: Each educator is required to haveat least one measure that is collective(defined as"more than one educator"). At DPS this is the School'sSPF growthmeasure.
- **State Assessments:** Results from statewide assessments must be included, when available and appropriately connected to the subject, grade or course for each educator. At DPS this is individually attributable CMAS growth and SAT (as applicable).
- **Growth:**Results from the Colorado Growth Model must be included for subjects with statewide results in two consecutive years. At DPS this is included inindividually attributable CMAS growth and in the School's SPF growth measure.

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



School Measure

School measure is a collective measure for teachers which is defined by the Colorado Department of Education (CDE) as student information attributed to more than one educator. The School Performance Framework (SPF) Growth Indicator rating from the previous academic year – ranging from Does Not Meet to Exceeds – represents the teacher's School Measure.

To learn more about the SPF please click here.

State Measures

State measures provide information regarding how teachers impact the academic growth of their students. State measures examine the average growth of a teacher's students on CMAS, PSAT and SAT assessments in math and literacy. Because academic growth is measured by the state only in math and literacy, many teachers in DPS will not have state measures data.

State measures are based on Student Growth Percentiles (SGPs) that are calculated by the CDE. Therefore, the following applies to state measures in LEAP:

- Only teachers in grades and content areas with available SGPs will receive state measures scores, which includes teachers in grades 4–8 in CMAS English Language Arts and Math content areas (NOTE: Although CMAS assessments are administered in third grade, growth percentiles are not calculated for students until fourth grade) and grades 9-11 om the PSAT and SAT Evidence-Based Reading and Writing as well as Math content areas (NOTE: PSAT and SAT Student Growth Percentiles (SGP) will be calculated by CDE as the assessment data becomes available.)
- CMAS assessments in science and social studies are not included because these assessments are not administered in consecutive years, therefore growth percentiles are not calculated for those content areas.
- Student growth data is attributed to teachers using our Teacher Student Data Link (TSDL). TSDL links assessment and course information across content areas so teachers and students can be appropriately connected. Accurate linkages of students to teachers in TSDL requires accurate scheduling in Infinite Campus. To ensure accurate student schedules, teachers complete the roster verification process in Infinite Campus. The student growth information in TSDL is used to determine a teacher's state measure score in math and literacy.

Teachers must have at least one year of student growth data linked to them to receive a state measures score. Therefore, new teachers will not receive a state measure score. The state measure score includes up to three years of combined student SGPs, as available, to calculate a Mean Growth Percentile (MGP) and Confidence Intervals that are used to calculate a teacher's state measure score. In addition those students linked to a teacher must meet set criteria and must be together at least 80% of a course-term duration to be included in a teacher's calculated state measure score.

Please visit this page on The Commons for more information about Student Growth.

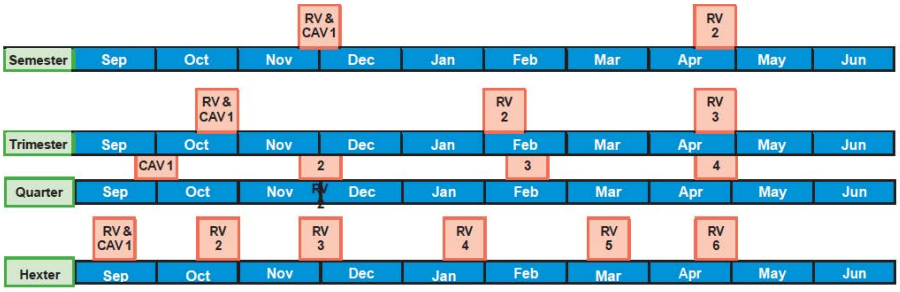
Roster and Content Area Verification

Student rostering and course enrollment within Infinite Campus provides the information needed to link students to teachers for the purpose of LEAP Student Growth. For example, state growth is calculated by aggregating state assessment growth results for a teacher's own students. To ensure the correct students are assigned to teachers in Infinite Campus, teachers are asked to do Roster and Content Area Verification several times throughout the school year.

- The Roster Verification process provides teachers with the opportunity to confirm they are accurately tied to the students they teach and/or support on each of their rosters.
- Content Area Verification is the process of reviewing the content area tied to the course to ensure it aligns with the content area taught in that course. It is important that teachers conduct this verification to ensure they are tied to their students' growth in the content area they teach.

Roster Verification is conducted during the roster verification windows during the two weeks at the end of each term before the grading window opens. Content Area Verification takes place in the first roster verification window, and is conducted only once in a school year.

District communications will be sent to each school to notify teachers when the roster verification window opens. Below is a visual of the Roster and Content Area Verification windows for each term.



For additional information, visit the LEAP section under Growth and Performance on the Commons or the DOTS training page:
thecommons.dpsk12.org/dotstraining

For additional information, visit the LEAP section under Growth and Performance on The Commons.

Reflecting on Your Student Growth Results

Set aside sufficient time to review and reflect on the student growth results for your students. Your student growth results encompass questions grouped into three categories: SLOs, School measures, and State measures (if applicable). You may recall that your SPS results are found in the LEAP Application Tool.

When reviewing your results, think about the following questions:
What are your initial thoughts about your results? Does anything surprise you? Why? What are you most proud of?

What trends do you notice?

What are some ways you might adjust your instruction based on this information? Which of the strategies you used seemed most impactful? Why? What evidence do you have to support your impact?

How do your results compare to your own perceptions of student growth?

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


DENVER
PUBLIC
SCHOOLS