

LEAP HANDBOOK

2024-2025



DENVER
PUBLIC
SCHOOLS

LEAP



DCTA
Denver Classroom Teachers Association

CONTENTS

Click on the links to quickly access sections of this handbook.

Overview

[What is LEAP?](#)

[LEAP and the DPS Strategic Roadmap](#)

[Understanding the Multiple Measures of LEAP](#)

[LEAP Timeline](#)

Classroom Observation & Professionalism

[Framework for Effective Teaching \(FET\)](#)

- [Behavior Characteristics in the FET](#)
- [High-Level Indicator Overview](#)
- [Learning Environment](#)
- [Instruction](#)
- [Professionalism](#)
- [LEAP Observation Appendices](#)

Click on button for stand-alone version of the FET or go to LEAP Commons>Quicklinks

[Framework for Effective Teaching](#)

Student Voice

[Student Perception Survey \(SPS\)](#)

Student Growth

[SLOs/SSOs & Collective Measure](#)

Supports and Resources

[Coaching Cycles](#)

[Classroom Observation Form \(COF\)](#)

[Coaching Cycle Strategies & Templates](#)

[Playbook for Early Career Teacher Success](#)

[Questions and Considerations for Scoring and Documenting](#)

[SPS Strategies and Tools](#)

[Technology and LEAP: The GPS](#)

[Research and Development of LEAP](#)

Click on button for the FET in Spanish or go to LEAP Commons>Quicklinks

[Marco de Referencia para la Enseñanza Eficaz](#)



OVERVIEW

OVERVIEW

What is LEAP?

LEAP is the multiple measure growth and performance system used to coach, develop, and evaluate teachers within DPS. District leaders, school leaders, teachers, members of the Denver Classroom Teachers Association (DCTA) and other stakeholder groups collaborated on LEAP's design to establish a clear set of expectations to assess teacher performance, ensuring an excellent teacher in every classroom and ensuring teacher support from highly effective school leaders. LEAP helps teachers identify areas of both strength and growth by providing guidelines for meaningful feedback conversations, well-designed and implemented coaching cycles, and professional learning sessions. By making teacher evaluation more meaningful, LEAP enables teachers to continue to develop as professionals in ways that ultimately improve student performance.

Measures of Effective Teaching (MET)

DPS and the Denver Classroom Teachers Association (DCTA) recognized that the components of a successful growth and performance system must be informed by the ideas and experiences of experienced educators. It also needed to be comprised of multiple measures to provide a comprehensive, fair, and reliable picture of a teacher's performance. Consequently, LEAP was designed with input from teachers, school leaders and national research. The measures that contribute to LEAP were heavily informed by the Measures of Effective Teaching (MET) study, which was conducted in multiple districts across the United States (including Denver) from 2009–2011. The MET study identified the importance of using multiple measures when evaluating a teacher's performance. Since the original launch, each measure has been vetted and updated up to the current 2024-2025 school year.

Learn More about the Development of LEAP

Click on buttons below, Or go to [LEAP Commons>What is Leap?](#)
>[The Development of LEAP](#)

**Measures of effective
teaching (MET) project**

**Beyond Buy-In
*White Paper***

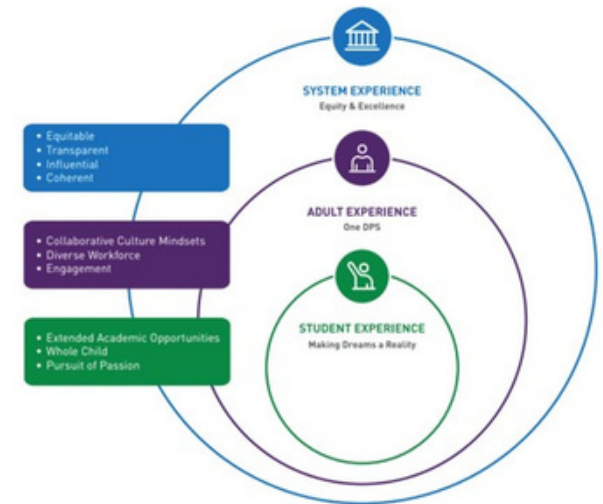
OVERVIEW

[DPS Strategic Roadmap](#)

LEAP alignment to the DPS Strategic Roadmap

LEAP is a system that supports a culture of continuous learning and improvement for all our teachers. When implemented with the DPS core values of **Collaboration**, **Accountability**, and **Integrity**, LEAP can enhance the systemic, adult, and student experience in DPS. With its focus on **Equity**, LEAP is an opportunity to authentically put **Students First**, and grow teacher practice.

The LEAP experience is integral to the Adult Experience goal to “establish a mindset of continuous improvement by fostering a culture of feedback, reflection through coaching, and growth through intentional development.” While evaluation is a part of the system, evaluation is not the goal. The goal of LEAP is to provide meaningful feedback that will empower teachers to reflect upon and enhance their instruction so that Every Learner Thrives.



DPS Educator Mindsets



My Responsibility

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



Self

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



Global Context

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



Building Relationships

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



High Expectations

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



Learning Conditions

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

DPS EQUITY STATEMENT

Racial and Educational Equity is our collective responsibility. We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability. We will create conditions where we all belong, are included, have clear purpose (why) and have the autonomy to lead in our respective areas. By creating these conditions, we will eliminate the predictability of success or failure for our students and team members.

OVERVIEW

Understanding the Multiple Measures of LEAP

LEAP incorporates the following multiple measures:

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.

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 framework, 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 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:

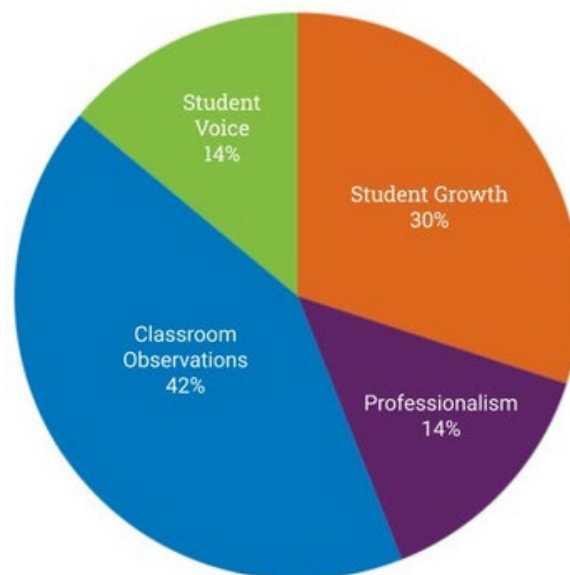
- **Student Learning Objectives (SLOs):** Measures students' progress toward mastery of the Colorado Academic Standards and includes multiple sources of evidence, such as interim assessments, performance tasks and unit assessments OR **Student Service Objectives (SSOs)** for Non- Instructional and Itinerant teachers.
- **Collective Measure:** Measures the academic growth of all students in a school using the Student Growth Measure of the state's School Performance Framework (SPF). This measure is a collective measure of academic growth that is applied to all teachers within each school.

OVERVIEW

Understanding the Multiple Measures of LEAP

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, and 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.



Student Voice Student Perception surveys capture student perception of a teacher's classroom and instruction.

Classroom Observation Measures a teacher's classroom instruction and learning environment.

Professionalism Assesses a teacher's contributions outside the classroom.

Student Growth

- 20% Individual Measure: Student Learning Objectives (SLOs)
- 10% Collective Measure: State's School Performance Framework outcome for Student Growth

The graphic above shows how the multiple measures of LEAP come together to define and support effective teaching for teachers. **Professional Practice is 70%** and includes Student Voice, Classroom Observations, and Professionalism. **Student Growth is 30%** and includes individual and collective student growth measures.

OVERVIEW

NEW! Non-Instructional/Itinerant (NII) Framework

Non-Instructional and Itinerant Teachers

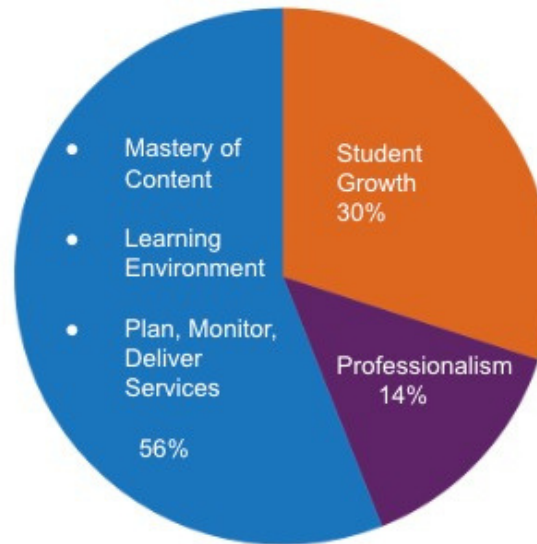
The traditional LEAP Framework has not been an appropriate fit for teachers who have roles that (1) do not require traditional classroom instruction and (2) do not have students assigned to them. These teachers have roles that are more service related, and this new NII framework was created to honor the work they actually do.

Prior, many NII teachers were placed on the SSP GPS framework, which is aligned to state SSP quality standards, vs the state Teacher Quality Standards. We have solved for this by creating this new SSP/LEAP hybrid framework, which has been approved by CDE.

NII Roles Include (but are not limited to):

- Itinerant GT/ECSE/SPED teachers School-Based
- Non-Instructional GT/ECSE/SPED Center-Based and
- Itinerant Teachers of the Visually Impaired (TVI) and Deaf and Hard of Hearing (DHH)
- Teachers on Special Assignment (TOSAs)

[LINK to NII Framework](#)



Services Measures an NII teacher's service impact.

Professionalism Assesses a teacher's contributions outside of providing services.

Student Growth

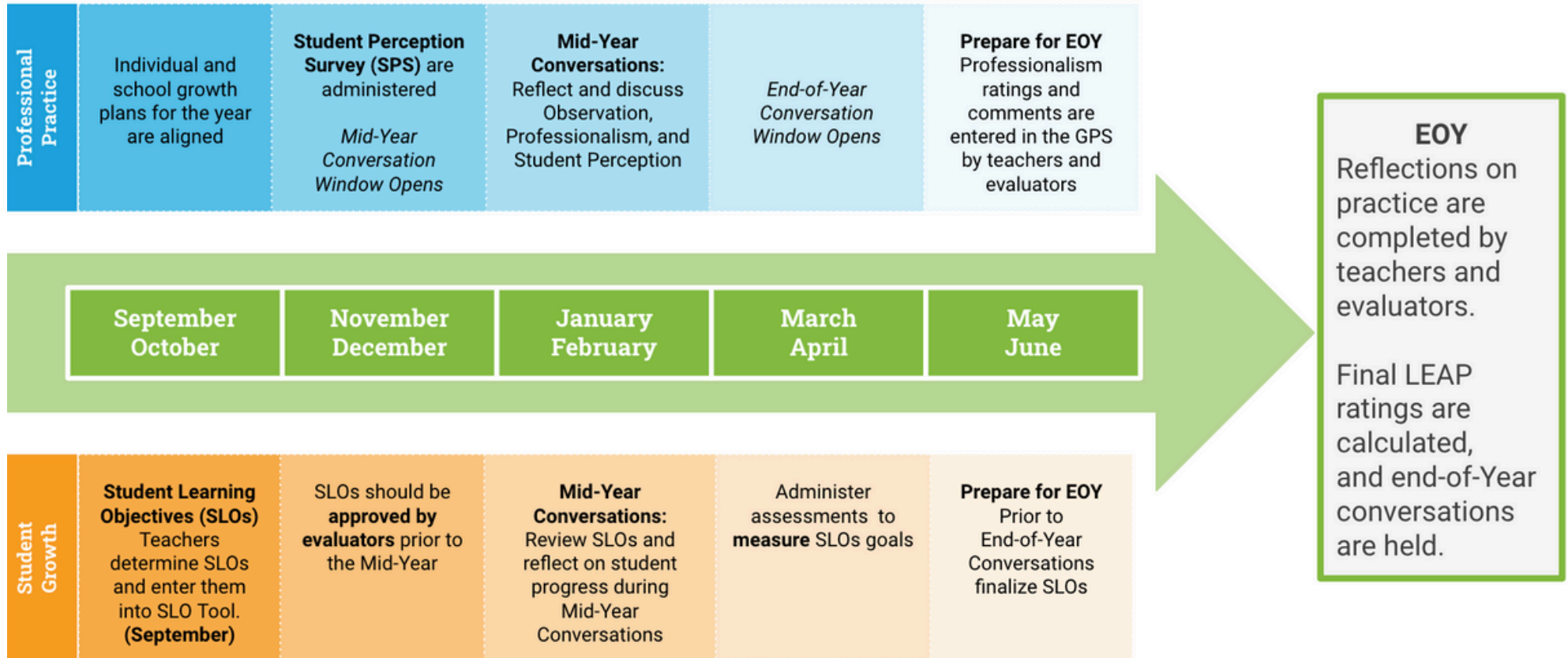
- 20% **Student Service Objective (SSO)**
- 10% **Collective Measure: Shared SSOs**

The graphic above shows how the multiple measures of LEAP come together to define and support effective teaching for non-instructional and itinerant (NII) teachers.

Professional Practice for NIIs is 70% and includes Mastery of Content, Learning Environment, and Plan, Monitor and Deliver Services. **Student Growth is 30%** and includes individual and collective student growth measures.

LEAP TIMELINE

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



See important dates and timelines in the [LEAP Timeline Overview](#)

Or go to LEAP Commons page to find the LEAP Timeline Overview in the Quick-links

CLASSROOM OBSERVATION & PROFESSIONALISM

FRAMEWORK

for

EFFECTIVE TEACHING



DENVER
PUBLIC
SCHOOLS

LEAP

Overview
Behavior Characteristics
High-Level Indicator Overview
Learning Environment
Instruction
Professionalism
Observation Appendices

FRAMEWORK FOR EFFECTIVE TEACHING

The Professional Practice part 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

Click on button for the FET in Spanish
or go to [LEAP Commons>Quicklinks](#)

[Marco de Referencia para
la Enseñanza Eficaz](#)

What?

Using the first two domains of the DPS Framework for Effective Teaching, Learning Environment and Instruction, evaluators support teachers through **coaching cycles*** prior to conducting formal observations. During formal observations, evaluators 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 evaluator 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?

School Leaders and Peer observers who have been trained and LEAP certified are allowed to perform observations. School leaders may include: Principals, Assistant Principals, Senior Team Leads, Team Leads, and Deans.

Logistics & Timing:

- Teachers must receive three (3) coaching cycles and formal observations each year.
- Teachers must receive two (2) coaching cycles and formal observations prior to Mid-Year Conversations.
- Please see the [LEAP ANNUAL ORIENTATION TRAINING](#) and/or the [LEAP FAIRNESS GUIDE](#) for more important information about Observation logistics and timing.
- See important dates and timelines in the [LEAP Timeline Overview](#)

*More information about **coaching cycles** can be found in the [Supports and Resources](#) section of this handbook.

FRAMEWORK FOR EFFECTIVE TEACHING

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?

School Leaders and Senior Team Leads. Note: Team Leads and Peer Observers do not facilitate Mid-year and End-of-Year conversations.

Logistics & Timing:

School leaders enter Professionalism notes and ratings for each indicator at both mid-year and end-of-year. School leaders must 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 should capture notes regarding Professionalism in the DPS Growth and Performance Tool throughout the year. 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 gather ongoing evidence and capture notes in the DPS Growth and Performance 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
<ul style="list-style-type: none"> • Few or none • Lacking or absent • Negative examples • Few students 	<ul style="list-style-type: none"> • Limited • Inconsistently • Occasionally • Somewhat • Sometimes • Partially • Infrequently • Lacks intentionality • Teacher-directed • No extensions • Lack of critical thinking 	<ul style="list-style-type: none"> • Consistently • Frequently • Connects • Explicitly • Acknowledges • Interacts • Supports • Demonstrate • Evaluates • Intentional • Purposeful • Teacher-facilitated • Majority 	<ul style="list-style-type: none"> • Self-efficient • Depth • Student contributors 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)

MULTILINGUAL LEARNERS (MLLs)

Effective instructional strategies for all learners and essential for MLLs (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)

**ENVIRONMENT
LEARNING**

DOMAIN	EXPECTATION	INDICATOR
	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

CULTURAL COMPETENCY	MULTI-LINGUAL LEARNERS (MLLs)	SPANISH NATIVE LANGUAGE INSTRUCTION	STUDENTS WITH DISABILITIES OR GT	INFORMATION LITERACY & TECHNOLOGY	COMMON CORE
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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

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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 to promote equity
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

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Learning Environment



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

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	Does not facilitate students' equitable access to content, participation, peer interaction, teacher attention and/or language of instruction. (NM)	Inconsistently facilitates students' equitable access to content, participation, peer interaction, teacher attention and/or language of instruction. (A)	Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention and language of instruction. (E)	
	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. (NM)	Interacts with students in ways that accept students' cultural preferences and native languages that may be different from the teacher's own. (A)	Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from the teacher's own. (E)	Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. (D)
	Does not provide representation of students' culture, the culture of disability, community, family and/or background. (NM)	Limited evidence of students' cultures, the culture of disability, community, family and/or background is present. (A)	Varied cultural perspectives (e.g., students' cultures, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts. (E)	Utilizes visuals and artifacts representing various cultures/world groups other than students' own. (D)
	Dismisses, ignores or inappropriately handles cultural and diversity issues. (NM)	Attempts to address cultural and diversity issues. (A)	Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. (E)	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. (D)

Student Behaviors	Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom. (NM)	The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom. (A)	High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom. (E)	
	Students do not make positive connections between school and personal experiences. (NM)	Students make occasional, positive connections between school and personal experiences. (A)	Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. (E)	Students explore, share and apply their cultural perspectives. (D)
	Students raise cultural or diversity issues in a derogatory or dismissive way. (NM)	Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. (A)	Students recognize, discuss and/or acknowledge cultural perspectives other than their own. (E)	Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways. (D)
	Few students utilize native languages. (NM)	Some students utilize native languages. (A)	Most students intentionally utilize native languages to enhance their learning. (E)	

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

**Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

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 above Approaching (4).

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 higher than 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.*

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

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. (NM)</p> <hr/> <p>Solicits or acknowledges little to no student input. (NM)</p> <hr/> <p>Interactions between teacher/student or student/student are not respectful. (NM)</p> <hr/> <p>Does not model encouragement and enthusiasm. (NM)</p> <hr/> <p>Does not encourage students to persevere in the face of difficulty. (NM)</p>	<p>Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. (A)</p> <hr/> <p>Invites student input, but teacher may rush or be dismissive about it. (A)</p> <hr/> <p>Interactions between teacher/student or student/student are generally respectful. (A)</p> <hr/> <p>Inconsistently models encouragement and enthusiasm. (A)</p> <hr/> <p>Inconsistently encourages students to persevere in the face of difficulty. (A)</p>	<p>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. (E)</p> <hr/> <p>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). (E)</p> <hr/> <p>Interactions between teacher/student and student/student foster mutual respect. (E)</p> <hr/> <p>Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. (E)</p> <hr/> <p>Provides strategies for students to persevere in the face of difficulty (academic or behavioral). (E)</p>	<p>Reminds students of past challenges they have faced and overcome, pointing to students' self-efficacy. (D)</p> <hr/> <p>Models and acknowledges academic risk-taking. (D)</p>

Student Behaviors	Few students engage in lesson. (NM)	Some students engage in lesson. (A)	Most students engage in lesson or become engaged when prompted by teacher. (E)	All students engage in lesson or become engaged when prompted by teacher. (D)
	Students do not persevere with tasks when they begin to struggle. (NM)	Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. (A)	Students persevere with tasks by seeking out and using available resources*. (E)	Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. (D)
	Students are unsupportive of peers. (NM)	Students are sometimes supportive of peers and offer assistance. (A)	Students are consistently supportive of peers and offer assistance and encouragement. (E)	
	Students ignore others when speaking or asking questions. (NM)	Some students listen and focus on teacher or peers when they are speaking. (A)	Most students listen and focus on teacher or peers when they are speaking. (E)	All students listen and focus on teacher or peers when they are speaking. (D)
	Few students take leadership roles. (NM)	Some students take leadership roles. (A)	Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. (E)	Students encourage their peers to exercise classroom leadership. (D)

*Resources can be anything that is utilized to assist students in progress toward proficiency 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.

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

Gateway Skill

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Expectations for students' behavior are not stated and/or responses to disruptive behaviors are ineffective or inequitable and do not respect students' dignity. (NM)</p> <hr/> <p>Focuses only on correcting misbehavior of students. (NM)</p> <hr/> <p>Instruction is frequently interrupted to address disruptive behaviors and/or behaviors that detract from students' learning goes unaddressed. (NM)</p> <hr/> <p>Rituals and routines are not observed, resulting in mishandling of resources* and/or loss of instructional time. (NM)</p>	<p>Expectations for students' behavior are either inconsistently stated or applied and/or responses to disruptive behaviors are ineffective or inequitable from student to student but effort is made to respect students' dignity. (A)</p> <hr/> <p>Focuses on misbehavior of students but occasionally recognizes positive behavior. (A)</p> <hr/> <p>Instruction is occasionally interrupted to address disruptive behaviors and/or some behaviors that detract from students' learning goes unaddressed. (A)</p> <hr/> <p>Rituals and routines are somewhat clear to students; the teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time. (A)</p>	<p>High expectations for students' behavior are clearly taught, consistently communicated, and equitably applied to all students and responses to any disruptive behaviors are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities). (E)</p> <hr/> <p>Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. (E)</p> <hr/> <p>Instruction is rarely interrupted to address disruptive behaviors and behavior that detract from students' learning is consistently addressed. (E)</p> <hr/> <p>Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time. (E)</p>	<p>Teacher invites student input on expectations for behavior. (D)</p> <hr/> <p>As a result of intentional systems and structures in place, instructional time is maximized and there is no need to address disruptive behaviors. (D)</p> <hr/> <p>Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines. (D)</p>

Student Behaviors	Students' behavior consistently detracts from others' learning. (NM)	Students' behavior sometimes detracts from others' learning. (A)	Students' behavior rarely detracts from others' learning. (E)	
	Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher. Students may also display anger or embarrassment due to teachers' responses to behaviors. (NM)	Some students exhibit appropriate behavior and/or change their behavior when prompted multiple times by the teacher. (A)	Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher. (E)	Students self-manage their behavior and/or manage others' behavior. (D)
	Few students follow classroom rituals and routines with teacher prompting. (NM)	Some students follow classroom rituals and routines with teacher prompting. (A)	Most students follow classroom rituals and routines with few teacher prompts. (E)	Students prompt each other to follow classroom rituals and routines. (D)
	Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior. (NM)			

*Resources can be anything that is utilized to assist students in progress toward proficiency 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.*

DOMAIN: LEARNING ENVIRONMENT EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT

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



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. ● ●

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

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Classroom is not arranged to facilitate learning or students' interaction. (NM)</p> <hr/> <p>Students' work is not posted or accessible. (NM)</p> <hr/> <p>Resources, if available, are not accessible and/or not utilized by students. (NM)</p> <hr/> <p>Does not provide materials in students native languages when needed. (NM)</p> <hr/> <p>Use of media and/or technology does not enhance the lesson. (NM)</p>	<p>Classroom is partially arranged to facilitate learning and student interaction. (A)</p> <hr/> <p>Students' work is evident in the classroom, in students' materials and/or digitally, but may be utilized inconsistently. (A)</p> <hr/> <p>Resources may be accessible but do not adequately support the CLO. (A)</p> <hr/> <p>Provides limited materials in students native languages when needed. (A)</p> <hr/> <p>Use of media and/or technology sometimes enhances the lesson. (A)</p>	<p>Classroom arrangement promotes learning and student interaction for all (including students with disabilities). (E)</p> <hr/> <p>Current and/or relevant students' work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction. (E)</p> <hr/> <p>Resources (including clear academic language supports***) are readily accessible to students and are utilized as needed throughout the class in support of CLO. (E)</p> <hr/> <p>Provides materials in students native languages, including digital resources, when needed. (E)</p> <hr/> <p>Use of media and/or technology enhances the lesson. (E)</p>	<hr/> <p>Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient. (D)</p> <hr/> <p>Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. (D)</p> <hr/>

Student Behaviors	Students do not use resources for intended purposes. (NM)	Some students use resources for intended purposes. (A)	Most students use resources for intended purposes. (E)	Students add to the physical environment, create and/or utilize self-generated resources. (D)
	_____	_____	_____	_____
	Few students maintain organization of classroom resources(e.g., books, manipulatives, computers and other digital tools). (NM)	Some students maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools). (A)	Most students respect and/or maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools). (E)	
	_____	_____	_____	
	Students do not reference examples of proficient or advanced work and criteria for the work.(NM)	Students inconsistently reference examples of proficient or advanced work and criteria for the work. (A)	Students consistently and independently reference examples of proficient or advanced work and criteria for the work. (E)	
	_____	_____	_____	
	Few students are proficient and comfortable interacting with classroom resources and digital tools. (NM)	Some students are proficient and comfortable interacting with classroom resources and digital tools. (A)	Most students are proficient and comfortable interacting with classroom resources and digital tools. (E)	
	_____	_____	_____	

*Resources can be anything that is utilized to assist students in progress toward proficiency 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



I.1: Clearly communicates the standards-based content and language objectives for the lesson, connecting to larger rationale. *Gateway Skill*

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Content objective is not evident or clear. An agenda may be used in place of objectives. (NM)</p> <hr/> <p>A language objective is not evident or clear. Agenda may be used in place of objectives. (NM)</p> <hr/> <p>CLO is not based on a grade level standard and/or not appropriate. (NM)</p> <hr/> <p>Does not make connections between the CLO and content activities, tasks, big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. (NM)</p> <hr/> <p>Stated language objective does not support students' practice and application of the content.</p>	<p>Content objective is evident during some parts of the lesson and/or the teacher does not make connections to the objective throughout the lesson. (A)</p> <hr/> <p>A language objective is evident during some parts of the lesson and/or the teacher does not make connections to the objective throughout the lesson. (A)</p> <hr/> <p>CLO may be partially based on a standard. (A)</p> <hr/> <p>Connections are inconsistently made between the CLO and content activities, tasks, big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. (A)</p> <hr/> <p>Stated language objective sometimes supports students' practice and application of the content. (A)</p>	<p>Clearly communicates the content component of the CLO (in students' native languages when applicable) throughout the lesson. (E)</p> <hr/> <p>Clearly communicates the language component of the CLO and how students will use language to demonstrate understanding of the content (in students native languages when applicable) throughout the lesson.(E)</p> <hr/> <p>CLO is standards-based and grade level appropriate. (E)</p> <hr/> <p>Makes explicit connections between the CLO and content activities, tasks, big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. (E)</p> <hr/> <p>Provides a meaningful connection between the content and language objectives that facilitates student proficiency of the content. (E)</p>	<p>Invites students to collaboratively generate the content objective with the teacher. (D)</p> <hr/> <p>Invites students to collaboratively generate the language objective with the teacher. (D)</p> <hr/> <p>Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. (From I.3) (D)</p>

Student Behaviors	Few students demonstrate understanding of the content objective as evidenced by their questions, comments and work. (NM)	Some students demonstrate understanding of the content objective, as evidenced through their questions, comments and work. (A)	Most students demonstrate understanding of the content objective, as evidenced through their questions, comments and work. (E)	All students demonstrate understanding of the content objective, as evidenced through their questions, comments and work. (D)
	Few students are able to demonstrate understanding of the language objective. They may be able to describe tasks, but not the objectives. (NM)	Some students demonstrate understanding of the language objective, as evidenced through their questions, comments and work. (A)	Most students demonstrate understanding of the language objective, as evidenced through their questions, comments and work. (E)	All students demonstrate understanding of the language objective, as evidenced through their questions, comments and work. (D)
	Few students are able to connect objectives to the activities previous learning, unit goals and/or real-world situations. (NM)	Some students are able to connect objectives to the activities, previous learning, unit goals and/or real-world situations. (A)	Most students are able to connect objectives to the activities, previous learning, unit goals and/or real-world situations. (E)	Students expand on the larger picture that the teacher outlines for them and are able to make their own connections between content-language objectives and previous learning, unit goals and/or real-world situations. (D)

***In order for I.1 to be considered Effective, there must be evidence aligned to the bold behaviors, showing that the content AND language objectives were both communicated effectively throughout the lesson. Please note: A missing or ineffective CLO will negatively impact many other instructional indicators.**

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

- Previewing concepts with Multilingual 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).*

I.2: Provides rigorous tasks that require critical thinking, along with appropriately differentiated supports to ensure students success.

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Tasks are not rigorous, as evidenced by few students needing to think through their work and/or tasks may be rigorous but the teacher does not provide appropriate supports, as evidenced by the majority of students exhibiting frustration/defeat. (NM)</p> <hr/> <p>Expects students primarily to remember and repeat facts/basic information. (NM)</p> <hr/> <p>Tasks do not require students to justify their reasoning. (NM)</p> <hr/> <p>Few questions are aligned to the objectives. (NM)</p>	<p>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. (A)</p> <hr/> <p>Tasks require some students to use learning to solve problems or complete work in one context only. (A)</p> <hr/> <p>Tasks require students to justify their own reasoning, but do not require them to critique that of others. (A)</p> <hr/> <p>Some questions guide students toward proficiency of the objectives and/or questioning is inconsistently differentiated for students' needs. (A)</p>	<p>Tasks are appropriately rigorous (increasingly complex, challenging and/or stimulating). (E)</p> <hr/> <p>Tasks require most students to extend their learning by analyzing increasingly complex texts/data, writing in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. (E)</p> <hr/> <p>Tasks require students to justify reasoning and critique the reasoning of others, verbally and/or in writing. (E)</p> <hr/> <p>Most questions are aligned to the objectives 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. (E)</p>	<hr/> <p>Prompts students to evaluate peers' arguments and/or reasoning. (D)</p> <hr/> <p>Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. (D)</p>

			<p>Appropriate content and language support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks. (E)</p> <hr/> <p>Provides digital resources/tools as a support for rigorous tasks when appropriate. (E)</p>	<hr/> <p>Provides digital resources/tools as an integrated component of the rigorous tasks. (D)</p>
<p>Student Behaviors</p>	<p>Students learn facts and execute tasks in rote ways, with little connection to ideas and issues beyond the classroom. (NM)</p> <hr/> <p>Few students' responses include higher-level thinking. (NM)</p> <hr/> <p>Students do not share their reasoning. (NM)</p> <hr/> <p>Few students demonstrate evidence of productive struggle towards proficiency of objectives. (NM)</p>	<p>Students may execute tasks and responses with some original thought or connection to ideas and issues beyond the classroom. (A)</p> <hr/> <p>Some students' responses may include some higher-level thinking but lack sufficient evidence or contain flawed reasoning. (A)</p> <hr/> <p>Some students share their reasoning and may acknowledge the reasoning of others', but do not evaluate others' reasoning. (A)</p> <hr/> <p>Some students demonstrate evidence of productive struggle towards proficiency of objectives. (A)</p>	<p>Most students execute increasingly complex tasks by thinking critically, formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the content-language objectives. (E)</p> <hr/> <p>Most students use relevant evidence to construct written and/or verbal positions that justify their conclusions. (E)</p> <hr/> <p>Most students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives. (E)</p> <hr/> <p>Most students demonstrate evidence of productive struggle towards proficiency of objectives. (E)</p>	<p>Students think in increasingly complex ways and are able to apply their knowledge to real-world situations. (D)</p> <hr/> <p>Students think about systems, not just isolated parts, when approaching tasks. (D)</p> <hr/> <p>Students ask each other questions aligned to the objectives that exhibit higher-level thinking. (D)</p> <hr/> <p>Students provide support to one another in order to make progress towards the objectives based on individual needs. (D)</p>

*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).*

I.3: Intentionally uses instructional methods* and pacing to teach the content and language objectives. *Gateway Skill*

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Instructional methods, activities and materials are ineffective and do not support students' progress toward proficiency of objectives. (NM)</p> <hr/> <p>Lesson structure is not coherently sequenced or appropriately paced. (NM)</p> <hr/> <p>Does not use oral and/or written language that is comprehensible to students. (NM)</p> <hr/> <p>Demonstrates inadequate knowledge of content, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate. (NM)</p> <hr/> <p>Does not address students' misconceptions during instruction. (NM)</p>	<p>Instructional methods, activities and materials inconsistently build on students' prior knowledge and/or support students' progress toward proficiency of objectives and/or the use of language. (A)</p> <hr/> <p>Lesson structure is either coherently sequenced or appropriately paced, but not both. (A)</p> <hr/> <p>Uses oral and/or written language comprehensible to some students. (A)</p> <hr/> <p>Demonstrates knowledge of some combination of content, key concepts, structures, standards and/or content-specific terminology. (A)</p> <hr/> <p>Inconsistently addresses students' misconceptions during lesson. (A)</p>	<p>Instructional methods, activities and materials effectively build on students' prior knowledge and support students' progress toward proficiency of objectives and the use of language. (E)</p> <hr/> <p>Lesson structure is both coherently sequenced and appropriately paced. (E)</p> <hr/> <p>Consistently uses oral and/or written language that is comprehensible, including strategic use of native language. (E)</p> <hr/> <p>Demonstrates accurate knowledge of content, key concepts, structures, standards and content-specific terminology. (E)</p> <hr/> <p>Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs including language needs. (E)</p>	<p>Provides extension activities that allow students to explore essential questions. (D)</p> <hr/> <p>Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions. (D)</p> <hr/> <p>Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. (D)</p>

	Balance of teacher/student is skewed, talk detracts from students' learning and/or is not appropriate for chosen teaching methodology. (NM)	Balance of teacher/student talk sometimes contributes to students' learning and/or is somewhat appropriate for chosen teaching methodology. (A)	Balance of teacher/student talk consistently contributes to students' learning and is appropriate for chosen teaching methodology. (E)	
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*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 proficiency 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. ●●●●*

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

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Does not teach academic language. (NM)</p> <hr/> <p>Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. (NM)</p> <hr/> <p>Does not acknowledge students use of academic language and/or does not address incorrect academic language usage. (NM)</p> <hr/> <p>Language expectations and supports hinder academic conversations. (NM)</p>	<p>Inconsistently and/or indirectly teaches and models academic language. (A)</p> <hr/> <p>Provides some opportunities for students to use academic language in rigorous, authentic ways. (A)</p> <hr/> <p>Inconsistently acknowledges students use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. (A)</p> <hr/> <p>Language expectations and supports inconsistently facilitate academic conversations. (A)</p>	<p>Consistently and explicitly teaches and models precise academic language connected to the content-language objectives, including both language function/form and content vocabulary. using the target language** (students' Language 1 or 2, as appropriate). (E)</p> <hr/> <p>Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. (E)</p> <hr/> <p>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. (E)</p> <hr/> <p>Language expectations and supports consistently facilitate academic conversations. (E)</p>	<p>Facilitates students' recall and use of academic language from other contexts and/or personal experiences. (D)</p> <hr/> <p>Enables students' transfer of academic language to real-world situations. (D)</p>

Student Behaviors	Few students use academic language (in their native language or English) with the teacher, peers and/or in their writing. (NM)	Some students use academic language (in their native language or English) with the teacher, peers and/or their writing. (A)	Most students use academic language (in their native language or English) with the teacher, peers and in their writing. (E)	Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background.
	Students are not observed using target language. (NM)	Students are observed using target language, though use may not be context-embedded and/or cognitively demanding. (A)	Students are observed using target language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. (E)	Students appropriately transfer academic language skills from other contexts or real-life experiences.
	Students rarely and or incorrectly use content vocabulary and/or language forms. (NM)	Students attempt to use content vocabulary and/or language forms but sometimes use it incorrectly. (A)	Students regularly and accurately use content vocabulary and language forms relevant to the objectives. (E)	

*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: 1.4 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.).*

I.5: Checks for understanding of content and language objectives. *Gateway Skill*

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Checks for completion of tasks but not on student progress toward proficiency of content and language objectives. (NM)</p> <hr/> <p>Does not adjust instruction or supports for content or language based on results of checks for understanding. (NM)</p> <hr/> <p>Does not monitor student access to content and/or language. (NM)</p> <hr/> <p>Questions hold few students accountable for formulating responses; predominantly calls on volunteers and, at times, teacher answers own questions. (NM)</p>	<p>Monitors progress toward the objectives but the checks for understanding are infrequent, not varied, do not assess some students and/or does not check for understanding of both content and language objectives. (A)</p> <hr/> <p>Occasionally adjusts instruction or supports for content or language based on results of checks for understanding. (A)</p> <hr/> <p>Occasionally monitors some students' access to content. May not determine if misunderstandings are due to language. (A)</p> <hr/> <p>Questions hold some students accountable to formulate responses. (A)</p>	<p>Monitors most students' progress toward the content and language objectives using varied, frequent checks for understanding in content and language. (E)</p> <hr/> <p>Frequently adjusts instruction or supports for content or language in real time based on results of checks for understanding. (E)</p> <hr/> <p>Frequently monitors student access to content and, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions. (E)</p> <hr/> <p>Questions require most students to formulate responses and be accountable for their learning in verbal and/or written responses. (E)</p>	<p>Consistently monitors all students' progress toward the content and language objectives using varied, frequent checks for understanding. (D)</p> <hr/> <p>Provides criteria and structures for students to assess their own and/or peers' proficiency of both the content and language objectives. (D)</p> <hr/> <p>Questions require all students to formulate responses and be accountable for their learning in both verbal and written responses. (D)</p> <hr/> <p>Provides opportunities for students to reflect on their learning. (D)</p>

Student Behaviors	Few students demonstrate progress toward proficiency of content and/or language objectives (NM)	Some students demonstrate progress toward proficiency of content and/or language objectives, but not both. (A)	Most students demonstrate progress toward mastering both the content and language objectives. (E)	Students monitor their own progress and reflect on their growth. (D)
	_____	_____	_____	_____
	Few students respond to questions. (NM)	Some students respond to questions and/or questions may be consistently answered by the same students. (A)	Most students respond to questions (with the use of communication devices, as needed). (E)	
	_____	_____	_____	_____
	Students rarely correct content mistakes and/or address misconceptions based on adjusted instruction. (NM)	Students occasionally correct content mistakes and/or address misconceptions based on adjusted instruction. (A)	Students frequently correct content mistakes and/or address misconceptions based on adjusted instruction. (E)	Students correct misconceptions through peers' critique and questioning. (D)
	_____	_____	_____	_____
	Students rarely correct language mistakes and/or address misconceptions based on adjusted instruction. (NM)	Students occasionally correct language mistakes and/or address misconceptions based on adjusted instruction. (A)	Students frequently correct language mistakes and/or address misconceptions based on adjusted instruction. (E)	
	_____	_____	_____	_____

*Content-language objective(s) indicate the standards-based content students will learn and how they will demonstrate proficiency 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: 1.5 Checks for understanding 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.

- 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).*

I.6: Provides differentiation* that addresses students' instructional needs and supports progress toward proficiency of content and language objectives.

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Does not modify/extend instructional methods, content, lesson processes products and/or language to support students' needs. (NM)</p> <hr/> <p>Questioning is not differentiated for students' needs. (NM)</p>	<p>Inconsistently modifies/extends instructional methods, content, lesson processes, products, and/or language, but differentiation only addresses some students' individual needs and/or access to grade level content. (A)</p> <hr/> <p>Questioning is inconsistently differentiated for students' needs. (A)</p>	<p>Consistently 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 most students (including students with interrupted formal education). (E)</p> <hr/> <p>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. (E)</p>	<p>Provides modified content, process or product in response to reasonable students' requests. (D)</p> <hr/> <p>Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs. (D)</p>
Student Behaviors	<p>Few students are able to make progress toward proficiency of the objectives as evidenced by their questions, comments, work products, academic discussions and class participation as a result of differentiated process, product and/or content. (NM)</p>	<p>Some students are able to make progress toward proficiency of the objectives as evidenced by their questions, comments, work products, academic discussions and class participation as a result of differentiated process, product and/or content. (A)</p>	<p>Most students are able to make progress toward proficiency of the objectives as evidenced by their questions, comments, work products, academic discussions and class participation as a result of differentiated process, product and/or content. (E)</p>	<p>Students provide support to one another based on individual needs. (D)</p> <hr/> <p>Students know their learning preferences and academic goals, apply strategies that</p>

				<p>support their learning and self-advocate as needed. (D)</p> <hr/> <p>Students actively engage in the use of technology tools to demonstrate different levels of understanding. (D)</p>
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*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 progress toward proficiency of the 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: 1.6 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).*

I.7: Provides students with academically-focused descriptive feedback* aligned to content and language objectives.**

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Provides feedback to only a few students. (NM)</p> <hr/> <p>Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., “good job”; “I know you can do it”). (NM)</p> <hr/> <p>Next steps that focus on students’ strengths, next steps or areas for growth are not identified. (NM)</p> <hr/>	<p>Provides academically focused, descriptive feedback to some students and/or during some parts of the lesson. Feedback may be on the content or language objective, but not both. (A)</p> <hr/> <p>May provide timely descriptive feedback on students’ progress toward proficiency of objectives, but majority of feedback is focused on task completion. (A)</p> <hr/> <p>Next steps that focus on students’ strengths, next steps or areas for growth are identified for some students. (A)</p> <hr/>	<p>Provides academically focused, descriptive feedback to most students throughout the lesson on both the content and language objective. (E)</p> <hr/> <p>Provides timely academically-focused descriptive feedback allowing students to know their progress toward proficiency of the content and language objectives. (E)</p> <hr/> <p>Clearly identifies next steps for most students, focusing on their strengths and areas for growth. (E)</p> <hr/>	<p>Provides academically focused, descriptive feedback to all students on both content and language objectives. (D)</p> <hr/> <p>Intentionally provides opportunities for students to give one another academically-focused descriptive feedback. (D)</p> <hr/> <p>Clearly identifies all students’ next steps, focusing on their strengths and areas for growth and ensures that students can identify their individual next steps. (D)</p> <hr/> <p>Feedback inspires further thinking and can be transferred to other contexts. (D)</p>

Student Behaviors	Few students correct misconceptions because the teacher does not provide feedback. (NM)	Some students correct misconceptions based on teacher feedback. (A)	Most students correct mistakes and address misconceptions based on teacher feedback (E)	Students provide academically-focused descriptive feedback to each other on both content and language in the objective. (D)
	Few students are clear on steps needed to make progress towards proficiency of objectives. (NM)	Some students are clear on steps needed to make progress towards objectives. (A)	Most students are clear on steps needed to make progress towards objectives.(E)	Most students can articulate their next steps and are observed applying academically-focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering objectives. (D)
	Few 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/or language objectives. (NM)	Some 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/or language objectives. (A)	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 objectives. (E)	Students explain how their work/responses meet the expectations of objectives. (D)

*Academically-focused descriptive feedback is specific to the learning tasks and/or objective(s) and focuses on students' progress toward proficiency 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 progress toward proficiency 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: 1.7 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).*

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

	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<p>Provides few opportunities for students to communicate their ideas. (NM)</p> <hr/> <p>Provides few opportunities for students to collaborate. (NM)</p> <hr/> <p>Does not establish clear expectations for communication and/or collaboration among students. (NM)</p> <hr/> <p>Does not pose questions that encourage accountable talk. (NM)</p>	<p>Provides some opportunities for students to communicate their ideas, but the opportunities do not promote progress toward proficiency of objectives. (A)</p> <hr/> <p>Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward proficiency of content and language stated in the objectives. (A)</p> <hr/> <p>Establishes clear expectations for communication and/or collaboration among students, but only some students are held accountable. (A)</p> <hr/> <p>Occasionally poses questions that encourage accountable talk. (A)</p>	<p>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 proficiency of the objectives. (E)</p> <hr/> <p>Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward proficiency of content and language objectives. (E)</p> <hr/> <p>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. (E)</p> <hr/> <p>Prompts students or poses questions to facilitate accountable talk discussions (listening, participating, clarifying and elaborating). (E)</p>	<p>Facilitates students choosing how they will communicate as a means of developing their progress toward proficiency of the objectives. (D)</p> <hr/> <p>Facilitates students choosing how they will collaborate as a means of developing their progress toward proficiency of the objectives. (D)</p>

			Utilizes assistive technology and communication devices when needed. (E)	
Student Behaviors	<p>Few students effectively communicate for the intended purpose/audience in the target language. (NM)</p> <hr/> <p>Few students ask questions. (NM)</p> <hr/> <p>Students interact inappropriately in diverse groups. (NM)</p> <hr/> <p>Few students assume personal responsibility for group work. (NM)</p> <hr/> <p>Few students collaborate to answer questions, build understanding and solve problems. (NM)</p>	<p>Some students effectively communicate for the intended purpose/audience in the target language. (A)</p> <hr/> <p>Some students ask the teacher questions and express opinions. (A)</p> <hr/> <p>Students interact appropriately in diverse groups, but do not attempt to understand others' perspectives. (A)</p> <hr/> <p>Some students assume personal responsibility for group work. (A)</p> <hr/> <p>Some students collaborate to answer questions, build understanding and solve problems. (A)</p>	<p>Most students effectively communicate for the intended purpose/audience in the target language. (E)</p> <hr/> <p>Most students ask teacher and peers questions, expand on other's thinking and construct oral and written arguments that are supported by evidence. (E)</p> <hr/> <p>Students interact appropriately in diverse academic discussions (e.g., one-on-one, small-group or whole class settings) and come to understand others' perspectives. (E)</p> <hr/> <p>Most students assume personal responsibility for individual and collaborative work. (E)</p> <hr/> <p>Most students collaborate to answer questions, build understanding and solve problems. (E)</p>	<p>Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. (D)</p> <hr/> <p>Students set goals for their collaborative groups and evaluate their progress toward meeting objectives. (D)</p>

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

**Collaboration occurs when individuals 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 proficiency 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: 1.8 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










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) <i>In addition to "Effective"</i>
TEACHER BEHAVIORS	<ul style="list-style-type: none"> Rarely values and/or acknowledges the impact that cultural/background*/other differences can have on students' learning. (NM) Rarely plans supports or supports are inadequate. (NM) Rarely plans based on students' strengths. (NM) Rarely completes IEPs/ALPs within required compliance timelines (Special Educators and/or Gifted and Talented Educators only). (NM) 	<ul style="list-style-type: none"> Is aware that cultural/background/other differences exist but may not develop a deeper understanding of the impact on learning, emotional and/or medical needs. (A) Plans supports for some groups of students, and/or some supports do not adequately address students' needs.(A) Identifies students' areas of growth but inconsistently leverages students' strengths when planning supports. (A) Inconsistently completes IEPs/ALPs within required compliance timelines. IEPs/ALP development is perfunctory; contains minimal detail (Special Educators and/or Gifted and Talented Educators only)(A) 	<ul style="list-style-type: none"> Takes steps to learn about individual student's diverse cultural and linguistic heritage, interests, background, developmental stage, and learning, emotional and medical needs. (E) Uses knowledge of students' cultural and linguistic heritage, interests, backgrounds, developmental stage and learning, emotional and medical needs to plan appropriate lessons and supports for most students.(E) Expresses value and asset- based perspectives of students' individual strengths, identities, language(s), culture(s), families, and communities ensure all students can learn at high levels, regardless of background, developmental stage and/or needs. (FEET, 1.1 language) (E) Consistently completes IEPs/ALPs within required compliance timelines; documentation is individualized to reflect each student's needs(Special Educators and/or Gifted and Talented Educators only). (E) 	<ul style="list-style-type: none"> Researches and plans experiences/lessons to introduce students to global diversity and foster respect for all backgrounds and cultures. (D) Guides the promotion of school- wide cultural competence through the implementation and actualization of school and/or district-level equity learning. (CRSE Framework) (D) Supports the transitions of students with IEPs/ALPs (to different grades, buildings, etc.) (Special Educators and/or Gifted and Talented Educators only). (D) Uses district tools (e.g., IEP Template, IEP Quality Review, etc.) to support quality development of most IEPs(Special Educators and/ or Gifted and Talented Educators only).(D)

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, reflective journal. etc. 
- 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	<ul style="list-style-type: none"> Rarely uses data inquiry cycles to inform planning. (NM) Collects but rarely reviews or analyzes data.(NM) Takes few action steps and cohesive action plans* are absent.(NM) Lesson plans are unrelated to students’ data/goals and are not rigorous.** Rarely uses data to tailor lessons to students’ needs.(NM) Rarely utilizes student support plans when planning instruction.(NM) Reviews available data sources but demonstrates limited understanding of the implications of the data.(NM) 	<ul style="list-style-type: none"> Occasionally uses multiple data inquiry cycles to inform year- long planning, unit planning and/ or weekly/daily lesson planning, but not all. (A) Reviews available data sources but has limited understanding of the implications of the data.(A) Inconsistently uses sources of data in developing action plans.(A) Sometimes lesson plans are unconnected to students’ data/ goals and lessons may not be rigorous.(A) Inconsistently uses data to modify lesson material and supports.(A) Inconsistently utilizes student support plans when planning instruction.(A) 	<ul style="list-style-type: none"> Uses multiple data inquiry cycles to inform year-long planning, unit planning and weekly/daily lesson planning. (E) 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.(E) 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).(E) Uses student support plans (that include baseline functioning, accommodations and goals) to drive instruction and support.(E) Consistently uses data to develop rigorous action plans that lead students to growth and mastery of standards.(E) 	<ul style="list-style-type: none"> Evaluates the quality of formative and summative assessments in conjunction with students’ performance to identify additional data sources needed for instructional decisions. (D) Analyzes data to correctly identify multiple root causes of whole class and individual students’ learning needs and aligns action plans accordingly. (D) Utilizes research-based strategies and interventions to meet all students’ needs.(D) Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals.(D)

Sources of evidence may include:

- Students’ learning data can include formative assessments, performance tasks, checks for understanding and summative assessments.
- Students’ performance is 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 can be formal or informal, and 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) <i>In addition to “Effective”</i>
TEACHER BEHAVIORS	<ul style="list-style-type: none"> • May attend meetings but rarely contributes to team efforts and/or is indifferent/inattentive to information shared. (NM) • Works in isolation and/or rarely shares information about students.(NM) • Infrequently collaborates with educational specialists when school time is provided.(NM) • Regularly disregards school and/or district policies/procedures.(NM) • Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people.(NM) • Rarely 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).(NM) • Facilitates meetings but not all people participate.(NM) 	<ul style="list-style-type: none"> • Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts. (A) • Actively listens and receives information but may not make instructional changes.(A) • 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. (A) • Generally, adheres to school and district policies/ procedures.(A) • Sometimes engages in culturally competent communication* and interactions with all members of the school community in accordance with DPS shared Core Values.(A) • Sometimes 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).(A) • Facilitates meetings; inconsistently includes perspectives of all participants(A) 	<ul style="list-style-type: none"> • Consistently contributes to a team by setting shared goals, analyzing/ comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. (E) • 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.(E) • 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.(E) • Collaboratively examines and implements school and district policies/ procedures.(E) • Engages in culturally competent communication and interactions with all members of the school community in accordance with DPS Shared Core Values when engaging colleagues. (FEET language 4.1, L2)(E) • Always/almost always 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).(E) • Facilitates meetings, consistently ensuring perspectives of all participants (E) 	<ul style="list-style-type: none"> • Builds team capacity and drives team effectiveness. (D) • Clear leader among peers and stakeholders.(D) • Creates and actively seeks opportunities that contribute to a positive school climate and culture.(D) • Consistently facilitates meetings ensuring all people participate and facilitates student-led meetings.(D)

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

**Competent communication - being aware of your cultural beliefs and values and how these may be different from other cultures and impact communication.*

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) <i>In addition to "Effective"</i>
TEACHER BEHAVIORS	<ul style="list-style-type: none"> Inconsistently communicates* with families and/or communicates about students in formats that may be inaccessible to families. (NM) Contact with families limited to conveying concerns.(NM) Rarely displays understanding or empathy toward families and/ or does not communicate in a culturally responsive way.(NM) Rarely incorporates family input in IEPs (Specific for special education teachers) (NM) 	<ul style="list-style-type: none"> Communicates with families about general classroom information. (A) Presents school-related celebrations and/or concerns to families.(A) Invites families and community members but inconsistently fosters a sense of belonging.(A) Listens to students' concerns but is inconsistently solution-oriented.(A) Sometimes incorporates family input in IEPs (Specific for special education teachers). (A) 	<ul style="list-style-type: none"> Communicates in a timely, user-friendly manner (including digitally and in a variety of languages if feasible) to students and families about instructional programs, assessments and students' progress/achievement. (E) Engages in two-way dialogue with families where information is respectfully shared for the purpose of improving students' growth. (E) Makes families and community members feel welcome and valued.(E) Advocates for individual student's needs within the school community.(E) Mostly/Almost Always incorporates family input in IEPs (Specific for special education teachers) (E) 	<ul style="list-style-type: none"> Facilitates stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning. (D) Puts additional structures in place to regularly involve families in students' learning and achievement.(D) Advocates for school-wide structural and/ or process changes to meet the needs of a diverse student population and achieve equity.(D) Encourages students to self-advocate for needed support within the school community.(D) Facilitates stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning.(D)

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... ●●●
- 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.*

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) <i>In addition to "Effective"</i>
TEACHER BEHAVIORS	<ul style="list-style-type: none"> Rarely reflects on the effectiveness of a lesson. (NM) Avoids implementing feedback.(NM) Demonstrates minimal improvement despite valuable feedback/coaching.(NM) Rarely acknowledges, in a safe environment, own biases/ limitations.(NM) 	<ul style="list-style-type: none"> Reflects on the effectiveness of lessons, but insights and/or changes in practice are limited. (A) Open to receiving valuable feedback from others.(A) Inconsistently shifts practice in response to valuable feedback. (A) Rarely examines own biases/ perceptions/pedagogical practices to understand their impact upon teaching and learning.(A) 	<ul style="list-style-type: none"> Consistently reflects on the effectiveness of lessons (e.g., methodology, pacing, differentiation, etc.) to guide future lesson planning/delivery. (E) Consistently shifts classroom practice after receiving feedback from others (e.g., principal/Assistant Principal (AP), peer observer, coach, specialist, colleagues, students) to increase her/his effectiveness. (E) Consistently identifies own biases, how they affect teaching and learning, and continuously monitors and works to eliminate bias.(E) 	<ul style="list-style-type: none"> Models self-reflection for others, encouraging a culture of improvement. (D) Actively solicits and acts on feedback from multiple sources. (D) Helps to lead or develop culturally sustaining and affirming practices, creating a clear positive impact on students through the dissemination of culturally responsive practices. (D) Continuously learn about implicit bias, with attention to identifying and challenging own biases, and identifying and addressing implicit bias in the school community. (D)

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.

Culturally Sustaining and Affirming Practices - Practices that are geared towards the design and implementation of a student-centered learning environment that:



- affirms racial and cultural identities and fosters positive academic outcomes;
- develops students’ abilities to connect across cultures;
- empowers students as agents of social change;
- contributes to an individual’s engagement, learning, growth, and achievement through the cultivation of critical thinking.

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) <i>In addition to "Effective"</i>
TEACHER BEHAVIORS	<ul style="list-style-type: none"> Rarely reflects on personal performance data. (NM) Rarely engages in and/or avoids required professional development activities. (NM) 	<ul style="list-style-type: none"> Reflects on personal performance data aligned to school/community/professional initiatives when required. (A) Sometimes engages in professional learning within the school, but inconsistently applies strategies. (A) 	<ul style="list-style-type: none"> Consistently reflects on personal performance data aligned to school/community/professional initiatives. (E) Engages in professional learning activities within the school, district, and/or other organizations and implements the learning from these opportunities. (E) 	<ul style="list-style-type: none"> Contributes to a culture of inquiry by sharing effective, evidence-based teaching strategies or professional literature, conducting action research and engaging in collaborative inquiry around problems of practice. (D) Takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth. (D)

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

Sources of evidence may include:

- 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 feedback conversations.

Indicator P7 is only for formal teacher leaders. TLC Teacher Leaders are: Senior Team Leads, Team Leads, Regional Team Specialist, Team Specialist and New Teacher Ambassadors. For more information about TLC Teacher Leaders please click [HERE](#). MLE Teacher Leaders are: Biliteracy Content Leads and Language Content Leads

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Glossary

Cultural Competency: The ability to interact, understand, and effectively engage with individuals from diverse cultural backgrounds, involving awareness, knowledge, and skills to navigate cultural differences and promote inclusivity.

Culturally Competent Communication: Being aware of your cultural beliefs and values and how these may be different from other cultures and impact communication.



Observation Appendices

Please remember to utilize appendices appropriate to the content and/or grade level in conjunction with the standard Framework for Effective Teaching Evidence Guide.

LEAP Observation Appendices

[LEAP Observation Appendices - Best Practices](#)

- [Balarat Outdoor Education](#)
- Career and Technology:
 - [Business, Marketing and Public Administration](#)
 - [Health Science, Criminal Justice and Public Safety](#)
 - [Hospitality and Human Services](#)
 - [Skilled Trades and Technical Studies](#)
 - [STEM, Design and Information Technology](#)
- [Concurrent/Dual Enrollment Appendix](#)
- [Co-Teaching](#)
- [Dance](#)
- [Denver Online Elementary School Appendix](#)
- [Drama & Theatre Arts](#)
- [Early Education](#)
- [Edgenuity Credit/Unit Recovery](#)
- [ELA-S and ELA-S/ELA-E Classroom Best Practices](#)
- [English Language Development \(Dedicated ELD\)](#)
- [Foundational Reading Skills Instruction](#) (updated 2023-2024)
- [Gifted Education](#)

LEAP Observation Appendices

- [Intervention](#)
- Montessori
 - [Early Ed & Elementary Montessori](#)
 - [Secondary Montessori](#)
- [Music](#)
- [Newcomer/Majority Access Levels 1 & 2](#)
- [Pathway Schools: Engagement Centers, Multiple Pathway Schools, Intensive Pathway Schools](#)
- [Physical Education](#)
- Special Education (SPED):
 - [Affective Needs](#)
 - [Age 18-21 Transition Program](#)
 - [Autism](#)
 - [Deaf and Hard of Hearing](#)
 - [Intellectual Disability](#)
 - [Specific Learning Disabilities](#)
- [Teacher Librarians](#)
- [Technology](#)
- [Visual Arts](#)
- [World Languages](#)
 - [Spanish Language Arts](#) (updated 2023-2024)



STUDENT VOICE

STUDENT PERCEPTION SURVEY (SPS)
Overview
Format Administration Scoring Appendices
Support

Student Voice

STUDENT PERCEPTION SURVEY (SPS)

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.

Student Voice

[Click here to see SPS Survey Items](#)

How is the SPS Organized?

The SPS survey items fall into the following categories

Or go to LEAP Commons>Multiple Measures>Student Perception Survey (SPS)

Facilitates Learning

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

Survey Item Examples:

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

High Expectations of Students

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

Survey Item Examples:

- My teacher makes sure that the class rules are clear.
- My teacher makes sure that we all treat each other with respect.

Supports Students

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

Survey Item Examples:

- I like the way my teacher treats me.
- My teacher is nice to me when I need help.

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



Student Voice

Administering the SPS

SPS is administered during the fall (Mid-October- Mid-November) and again in February for the make-up or opt-in window. 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.

SPS Scoring and Reporting

Teachers earn points based on their performance on each SPS category compared to other teachers within their same Peer Group. Peer groups are Elementary Classroom, Elementary Specials and Support, Middle School, and High School.

Please Note: The LCC conducted a thorough and deep analysis study of SPS in the 23-24 school year and made updates to several survey items so they are more fair, relevant, and aligned to the Framework for Effective Teaching.

For Tools and strategies for using the SPS, please see the Supports and Resources section .

[Click here to Understand Points Allocation for SPS](#)

Or go to LEAP Commons>Multiple Measures>Student Perception Survey (SPS)>How Points Are Calculated



STUDENT GROWTH

STUDENT GROWTH OVERVIEW

When taken into account with the other measures of teacher performance, the Student Growth measure(s) provides a more holistic picture of the learning that is happening across the year.

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. Using student growth measures, along with the overall LEAP system, provides teachers with more comprehensive data and feedback to support their practice and their students' learning.

Per Colorado Law, Student Growth component of LEAP is 30% of teachers' overall ratings. In DPS this includes:

- 20% Individually Attributed Student Growth
- 10% Collectively Attributed Student Growth

See the following sections to understand the requirements for Traditional Classroom Instruction teachers, and Non-Instructional/Itinerant Teachers (NIIs) .

Trainings in Learning Space:

[Changes to Student Growth Measures 24-25](#)

[Student Growth Leads Training 24-25](#)

Student Growth

Student growth makes up 30% of the overall LEAP evaluation for teachers each school year. Of this, 20% is based on one or two SLOs, and the remaining 10% is based on a collective measure score for the school.

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. Teachers can use SLOs to plan backwards in an aligned, thoughtful way to ensure that instruction and assessment are working in tandem toward our common goal of Every Learner Thrives.

Collective Measure is based on the state SPF measure for Student Growth.

To learn more about SLOs, see the links below.

[SLO 101 Slide Deck](#)

[SLO Handbook](#)

[SLO Timeline](#)

[SLO "1-Pager"](#)

Please Note: Starting in the 2024-2025 School Year, SLOS have been updated for every department, and have been aligned to all new curriculum.

Student Growth: Non-Instructional/ Itinerant(NII) Teachers

Student growth makes up 30% of the overall LEAP evaluation for Non-Instructional/Itinerant (NII) Teachers each school year. Of this, 20% is based on one or two SSOs, and the remaining 10% is based on a collective measure, which is a shared SSO.

Student Service Objectives (SSOs) DPS NIIs are required to complete at least one district-created and/or self-created SSO per school year. Effective NIIs analyze data, implement and provide strategic services and academic instruction aligned to that data, and measure how students progress towards objectives during the school year. They use this data to drive their service and are constantly reflecting on and refining their craft. Student Service Objectives (SSOs) embody these effective practices by helping DPS NIIs focus on high impact criteria, set ambitious goals, and measure students' progress toward attaining them.

Collective Measure for NIIs:

- Must include 2 or more NIIs
- Are the same Goal/M Measurement & Criteria as SSOs
- Could be a whole team
- Do NOT have to be from the same school
- Include data based on collective body of evidence

To learn more about SSOs, see the links below.

[SSO 101 Slide Deck](#)

[SSO Handbook](#)

[SSO Timeline](#)

[SSO "1-Pager"](#)

**NII Roles Include
(but are not limited to):**

- Itinerant GT/ECSE/SPED teachers School-Based
- Non-Instructional GT/ECSE/SPED Center-Based and
- Itinerant Teachers of the Visually Impaired (TVI) and Deaf and Hard of Hearing (DHH)
- Teachers on Special Assignment (TOSAs)



SUPPORTS AND RESOURCES

[Coaching Cycles](#)

[Classroom Observation Form](#)

[Coaching Cycle Strategies & Templates](#)

[Playbook for Early Career Teacher Success](#)

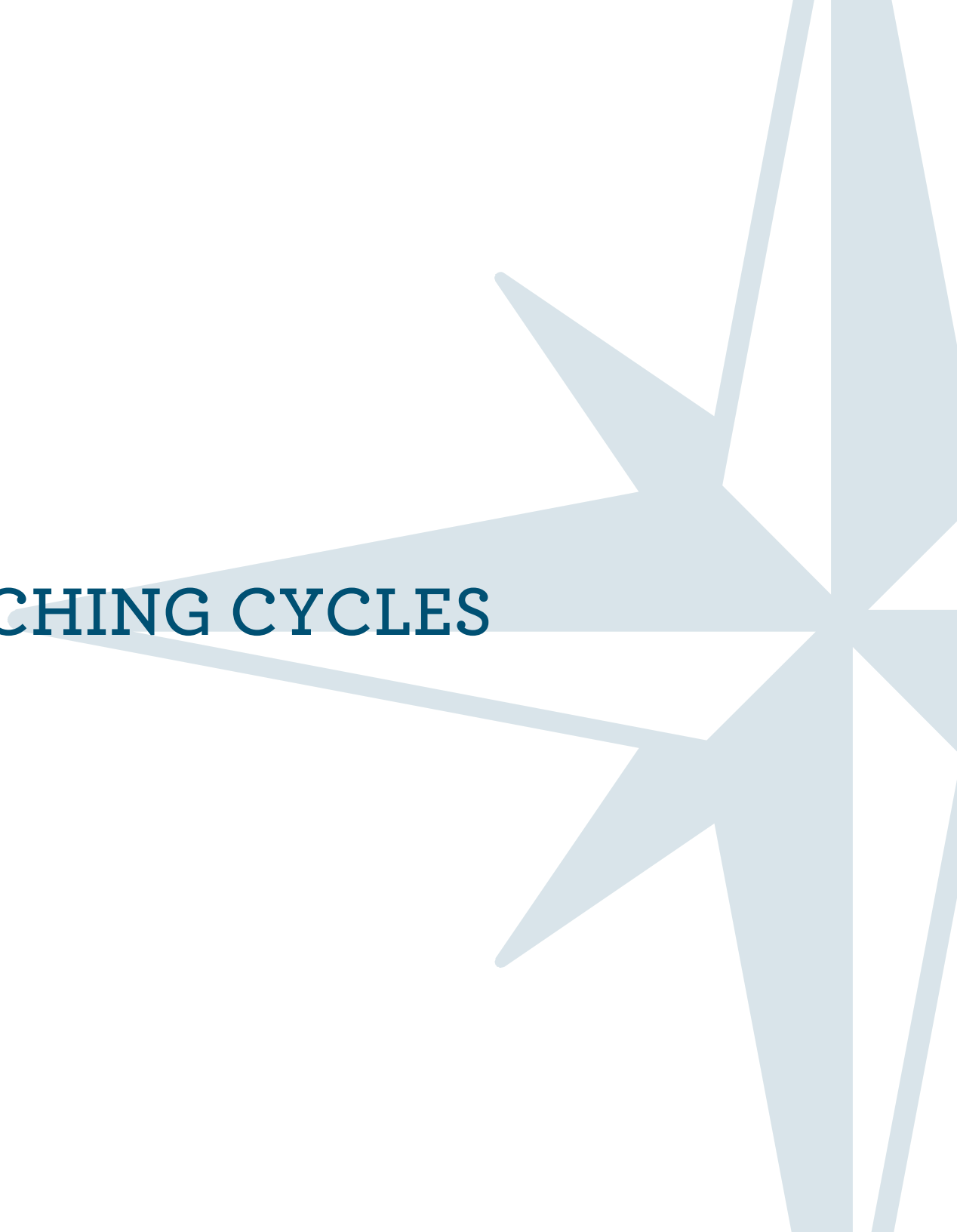
[Questions and Considerations for Scoring and Documenting](#)

[SPS Strategies and Tools](#)

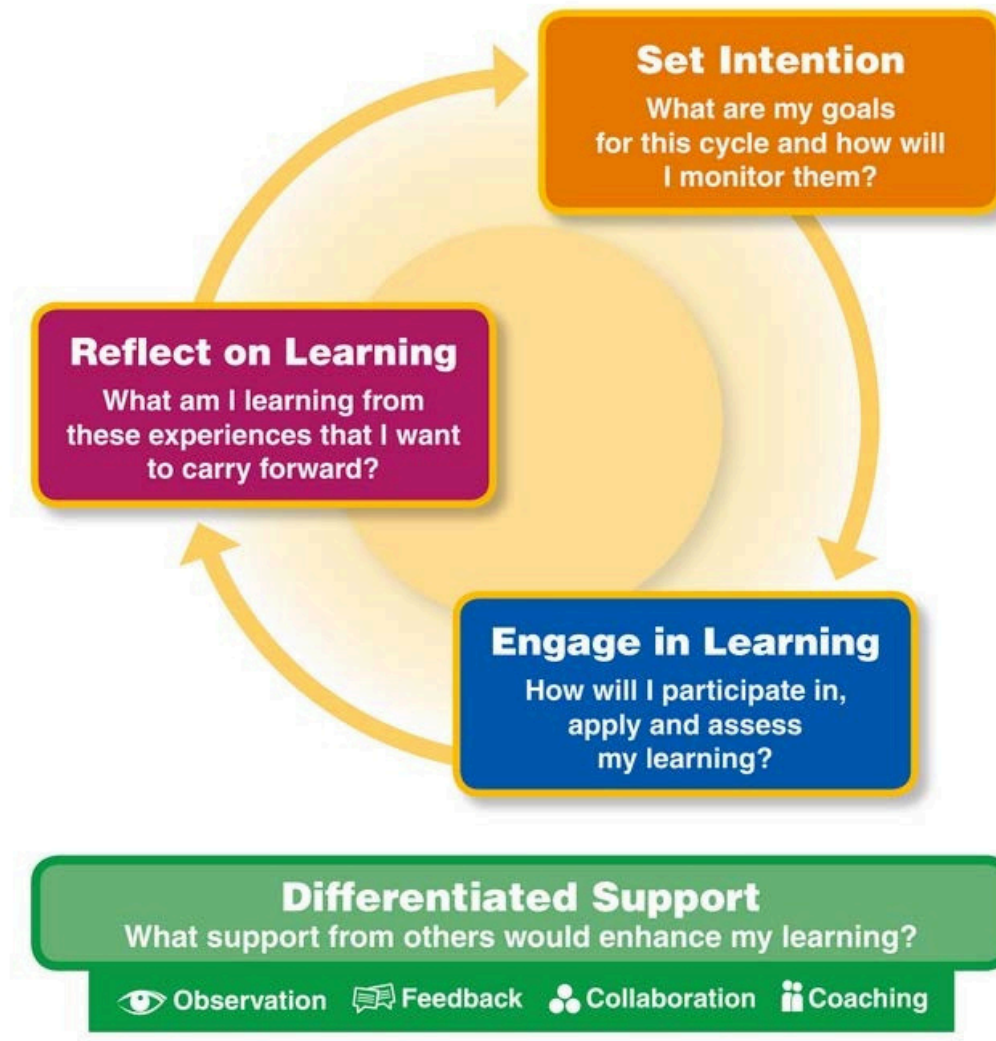
[Technology and LEAP](#)

[Research and Development of LEAP](#)

COACHING CYCLES



COACHING CYCLES



SUPPORTS AND RESOURCES

Why a Coaching Cycle?

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

What are the elements of a Coaching Cycle?

There are three phases in the Coaching Cycle:

Phase 1: Set Intention

Phase 2: Engage in Learning

Phase 3: Reflect on Learning

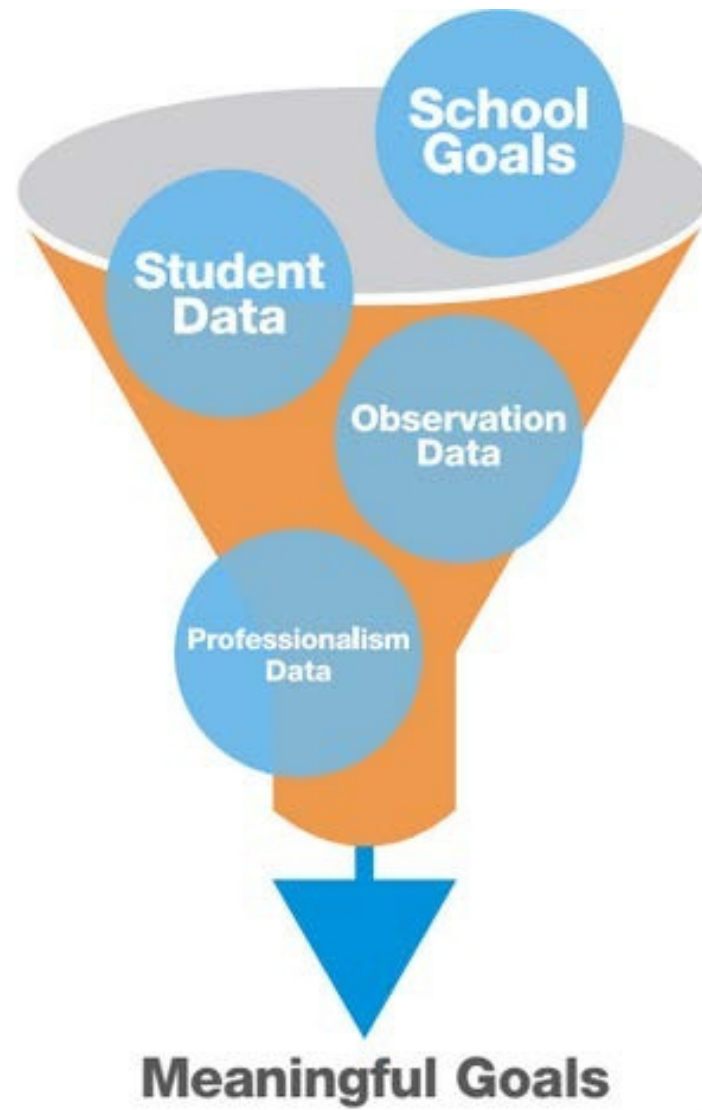
[See Coaching Cycle Expectations in Section 3 of the LEAP Fairness Guide](#)

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

How does the Coaching Cycle Flow?

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

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



Set Intention

Setting Intention for a personal Coaching Cycle is critical to ensuring meaningful growth. A well-intentioned Coaching Cycle begins with three key considerations: (1) goal(s) determined from multiple data points, (2) clearly defined success indicators and (3) a plan for monitoring progress towards learning goals. Setting Intention for a coaching 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 Perception Data, and Student Outcomes)?
- What changes will I see/hear in students' knowledge, skills and attitudes?

3 CREATE A PROGRESS MONITORING PLAN

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

Engage in Learning

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

HOW WILL I PARTICIPATE?

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

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

HOW WILL I APPLY WHAT I AM LEARNING?

- What is learning without playing with the ideas created? Applying Learnings means intentionally implementing new learning.
- Design instruction in light of new learning
- Implement new ideas, skills and instructional moves with students and others.
- Monitor progress in the moment. (i.e. observation notes, filming and collecting student work)

HOW WILL I ASSESS THE IMPACT OF MY LEARNING?

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

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

Reflect on Self

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

REFLECT ON SELF

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

REFLECT ON PROCESS

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

REFLECT ON STUDENTS

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

Phases 1, 2, 3

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



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

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

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

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

CLASSROOM OBSERVATION FORM (COF)



CLASSROOM OBSERVATION FORM (COF): DELIVERING QUALITY AND MEANINGFUL FEEDBACK

The written feedback from a LEAP observation is entered into the DPS **Growth and Performance System Tool (GPS)***. 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 analysis 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:

- 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

**Please go the LEAP Commons to learn information about fall training for the GPS.*

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.

Click on links below for more COF Support

[Writing an Effective Classroom Observation Form](#) (Module in Learning Space)

[COF Exemplars](#)

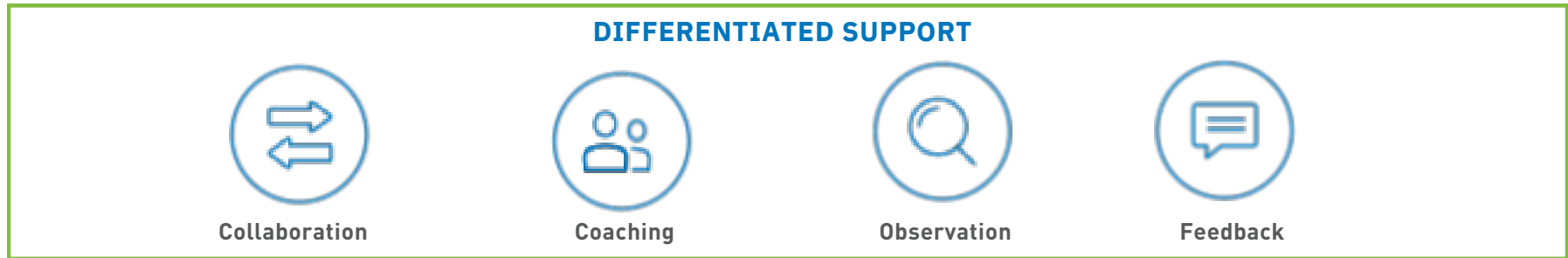


COACHING CYCLE STRATEGIES & TEMPLATES

Relay Feedback Template
Cognitive Coaching Planning and Reflecting Templates
PHocused on Learning Feedback Session Planning Template

COACHING CYCLE STRATEGIES & TEMPLATES

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

DPS—CLASSROOM OR SERVICE OBSERVATION FORM DELIVERING QUALITY AND MEANINGFUL FEEDBACK (COF)

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

DPS—QUESTIONS AND CONSIDERATIONS FOR SCORING AND DOCUMENTING OBSERVATION EVIDENCE

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

NOTE: If an evaluator is using any of these templates to support the feedback conversation alongside formal LEAP observation scores, the following needs to be considered:

- When and how to introduce the scored indicators and their evidence
- Which indicators might be drilled down into bite-sized action(s)
- How one might choose indicators connected to the learning cycle

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

RELAY FEEDBACK TEMPLATE

For many years, DPS leaders have worked 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	<ul style="list-style-type: none"> • Have your tools in hand: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>See the Success:</p> <ul style="list-style-type: none"> • “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]?” <p>See the Model:</p> <ul style="list-style-type: none"> • Narrow the focus: “Today, I want to dive into [specific element of lesson, action step area].” • Prompt the teacher to name the exemplar: <ul style="list-style-type: none"> • “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: <ul style="list-style-type: none"> • 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 _____?” <p>See the Gap:</p> <ul style="list-style-type: none"> • “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: <ul style="list-style-type: none"> • 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?”

RELAY FEEDBACK TEMPLATE

ACTION STEP: WHAT & HOW	
NAME IT 2 mins	<p>Name the Action Step:</p> <ul style="list-style-type: none"> •“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?” <p>Punch it:</p> <ul style="list-style-type: none"> •“So your action step today is _____”--state clearly and concisely: <ul style="list-style-type: none"> •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	<p style="text-align: center; background-color: #0070C0; color: white; margin: 0;">PLAN, PRACTICE & FOLLOW UP</p> <p>Plan before Practice:</p> <ul style="list-style-type: none"> •Script the changes into upcoming lesson plans <ul style="list-style-type: none"> •“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 <ul style="list-style-type: none"> •“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: <ul style="list-style-type: none"> •“Watch what I do and say as I model _____.” “What do you notice about how I did?” •Perfect the plan <ul style="list-style-type: none"> • “Those three steps look great. Let’s add _____ to your [script/lesson plan].” <p>Practice:</p> <ul style="list-style-type: none"> •Round 1: “Let’s Practice” or “Let’s take it live.” <ul style="list-style-type: none"> •[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: <ul style="list-style-type: none"> •“Let’s try that again, but this time I will be [student x who is slightly more challenging].” •(Once mastered) Lock it in: <ul style="list-style-type: none"> •“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?” <p>Follow up:</p> <ul style="list-style-type: none"> •Plan for real-time feedback: <ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> •Completed Materials: when teacher will complete revised lesson plan/materials. •Observation: when you’ll observe the teacher <ul style="list-style-type: none"> •“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 COACHINGSM 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	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •What might success look/sound like? •What evidence will you collect?
ANTICIPATE APPROACHES, STRATEGIES, DECISIONS, AND HOW TO MONITOR THEM.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •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 COACHINGSM PLANNING CONVERSATION MAP

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PURPOSE	EXAMPLES
SUMMARIZE IMPRESSIONS AND RECALL SUPPORTING INFORMATION/DATA.	<ul style="list-style-type: none"> •How do you think went? •How would you say the lesson went?
ANALYZE CAUSAL FACTORS.	<ul style="list-style-type: none"> •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).	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •How might you apply your new learning? •How might you ensure that you maintain focus?
REFLECT ON THE COACHING PROCESS AND EXPLORE REFINEMENTS.	<ul style="list-style-type: none"> •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	
<p>WHAT IS THE TEACHER'S AREA FOR GROWTH?</p> <ul style="list-style-type: none"> • 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. 	<p>AREA OBJECTIVE: By the end of the session, the teacher will...</p>
	<p>SELF-REFLECTION QUESTION (needs to tie to the area of relative strength you've selected for the conversation):</p>
	<p>SPECIFIC EXAMPLES FROM THE LESSON WITH MODEL FOR AREA FOR STRENGTHENING:</p>
	<p>GUIDED PRACTICE (apply this model to your classroom):</p>
	<p>NEXT STEPS AND FEEDBACK TRACKING RESOURCES:</p>
INTRODUCTION	
<p>WHAT QUESTIONS ASSESS THE TEACHER'S UNDERSTANDING OF THE OBJECTIVES?</p>	<p>Closing statement or question (suggestions below):</p> <ul style="list-style-type: none"> • 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? <p>Share with me your thoughts on this process. How will this affect your planning going forward?</p> <ul style="list-style-type: none"> • 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	
HOW DO I SET PURPOSE AND PUT THE TEACHER AT EASE?	<p>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.</p>
HOW DO I START THE TEACHER'S REFLECTIVE PROCESS?	<p>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?</p>
PLAN FOR AREA OF RELATIVE STRENGTH/EFFECTIVENESS	
WHAT WAS THE TEACHER'S AREA OF RELATIVE EFFECTIVENESS?	<p>STRENGTH AREA OBJECTIVE: By the end of the session, the Teacher will...</p>
<ul style="list-style-type: none"> •WHAT WAS IT? •HOW DID IT LOOK? •WHY WAS IT EFFECTIVE? •ASSESS THE TEACHER'S UNDERSTANDING 	<p>SELF-REFLECTION QUESTION (needs to tie to the area of relative strength you've selected for the conversation):</p>
<ul style="list-style-type: none"> •WHAT WAS IT? •HOW DID IT LOOK? •WHY WAS IT EFFECTIVE? •ASSESS THE TEACHER'S UNDERSTANDING 	<p>EVIDENCE (Specific examples from lesson of Teacher or student behaviors of what the Teacher did effectively):</p>
<ul style="list-style-type: none"> •WHAT WAS IT? •HOW DID IT LOOK? •WHY WAS IT EFFECTIVE? •ASSESS THE TEACHER'S UNDERSTANDING 	<p>CONTINUED USE (Recommend action to continue doing in his/her practice):</p>
<ul style="list-style-type: none"> •WHAT WAS IT? •HOW DID IT LOOK? •WHY WAS IT EFFECTIVE? •ASSESS THE TEACHER'S UNDERSTANDING 	<p>ELICIT FEEDBACK:</p>

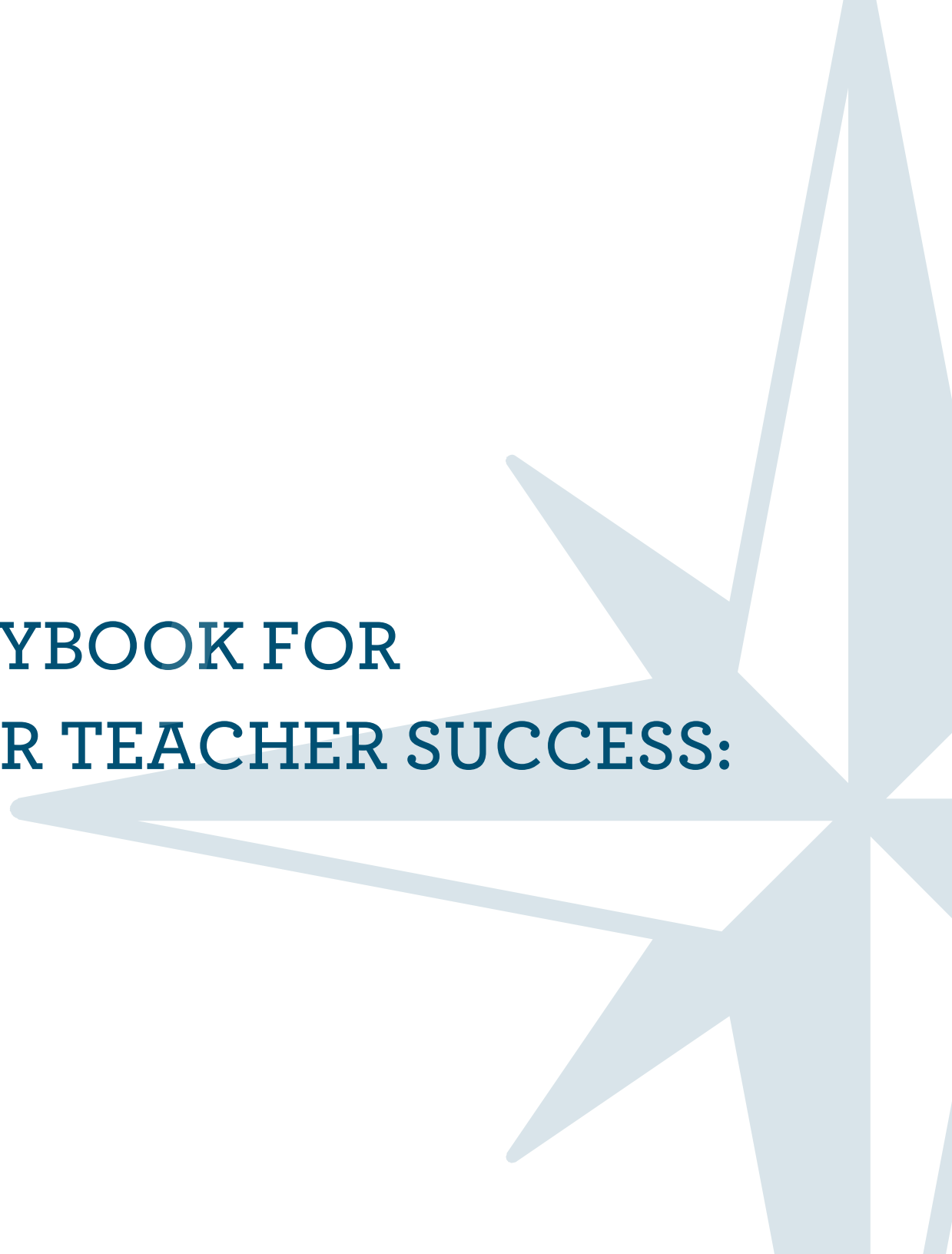
Scoring Conversation:

Leave 10–15 minutes at the end of your feedback session to share and discuss the scored indicators 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:**



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 or LEAP@dpsk12.org





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

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
<p>STEP 1: DIAGNOSE AND PRIORITIZE</p> <p>Observe teachers, review data, prioritize indicators and look-for(s), and plan coaching strategy.</p>	<ul style="list-style-type: none"> • 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 indicator(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.
<p>STEP 2: SHARE FEEDBACK AND PLAN OF ACTION</p> <p>Share the coaching goal and aligned action plan, then provide clear bite-sized feedback early and often.</p>	<ul style="list-style-type: none"> • 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.
<p>STEP 3: DEVELOP TEACHER</p> <p>Identify resources and coaching moves, begin to actively coach and develop the Teacher.</p>	<ul style="list-style-type: none"> • 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.
<p>STEP 4: ASSESS PROGRESS</p> <p>Observe the Teacher in action, look for evidence of measurable progress on selected “look-fors”, and provide feedback.</p>	<ul style="list-style-type: none"> • 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.

Questions and Considerations for Scoring and Documenting



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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs). 	<ul style="list-style-type: none"> What evidence indicates positive and respectful interactions among students and between teacher and students? How are students encouraged by the teacher and other students? How does the teacher communicate a belief that all students can achieve? To what extent are students actively listening to their teachers and peers? What opportunities were students given to exercise leadership roles through sharing opinions, facilitating discussions, etc.?

INDICATOR	EXPECTATION	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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • How did the resources provided support students' learning (of content and/or language)? • Did students know where to look for resources, what resources to access, or who to ask if they needed support? • How did the classroom arrangement support students' movement, participation, and facilitation of peer-to-peer conversation (if applicable)?

INDICATOR	EXPECTATION	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)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?) 	<ul style="list-style-type: none"> • To what extent was the content and language rigorous • Considering rigor vs. differentiation: Was there too much support? Too little? Appropriate amount? • In what ways does the task engage students in productive struggle towards mastering the objective?

INDICATOR	EXPECTATION	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)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 language to an extent that their ability to correctly use it improved? • How many students were using complete sentences? • If the teacher occasionally accepts one word answers, was it appropriate to answer using one word in that situation or should the teacher have pushed for complete sentences?

INDICATOR	EXPECTATION	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)	<ul style="list-style-type: none"> • 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 students 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. 	<ul style="list-style-type: none"> • What checks for understanding of Content did the teacher make? • What checks for understanding of the Language teacher make? • 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)	<ul style="list-style-type: none"> • 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, expectations 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). 	<ul style="list-style-type: none"> • 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 students to move further toward the objective than they would have gotten without those supports/practices? • How was learning moved forward for students? • What evidence do you have of students making progress towards the content-language objective(s)?

INDICATOR	EXPECTATION	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)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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). 	<p><i>NOTE: I.8 requires both communication AND collaboration.</i></p> <ul style="list-style-type: none"> 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 collaborate, 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?

Strategies and Tools for Using the Student Perception Survey (SPS)



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
<ul style="list-style-type: none">• My teacher makes sure that the class rules are clear.• My teacher explains what we are learning and why.	<ul style="list-style-type: none">• <i>I make sure I have made the class rules clear to my students.</i>• <i>I explain to my students what we are learning and why.</i>

How to Use the Self-Assessment Tool

- If possible, you should do this self-assessment **prior** to reviewing SPS results—although it's still very insightful to do it after receiving results.
- You should answer the questions honestly and not overthink them. The initial answer is often the best one.
- After completing your self-assessment and reviewing student responses, think about the following questions:
 - How similar or how different were your responses from your students? What surprised you?
 - On questions where there were differences between you and your students, what do you think might account for those differences? How might you gather more feedback from your students to give you more insight into these differences and identify ways to address them?

Reflecting on SPS Results

Set aside sufficient time to review and reflect on the SPS results from your students. Your SPS results encompass questions grouped into three categories. The SPS report, located in the LEAP Application Tool, includes breakdowns of students' responses to each question and category, as well as breakdowns by student demographics and comparisons to teachers in your peer group and school. There is a wealth of information, so ensure you have sufficient time to review and understand it. When reviewing your SPS results, think about the following questions: (The following SPS Reflection Tool section can also guide you through this process.)

- What are your initial thoughts about your results? Does anything surprise you? What are you most proud of?
- What do students seem to be saying? What trends do you notice?
- How do your students' responses confirm or change your instructional choices?
- How can you incorporate this information in developing your teaching practice? How do these results inform your progress toward your Professional Growth Plan?
- How do your results compare to your own perceptions of your classroom? (The SPS teacher self-assessment tool can be informative here.)
- What support do you need to grow based on these results?

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

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

SPS Reflection Tool

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

- Analyze—What are my results?
- Interpret—What do my results mean?
- Connect—How do my results compare to other information about my instructional practice?
- Reflect—How might these results have come about in terms of my strategies and practice?
- Plan—What are the next steps for developing my practice?

How to Use the SPS Reflection Tool

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

- How do your results compare to your own perceptions of your classroom? (The SPS teacher self-assessment tool can be informative here.)
- Connect SPS results and observation feedback based on the DPS Framework for Effective Teaching. Do you see any connections in the feedback you have received between these two separate measures?

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

- What are your next steps?
- What are your goals?
- Who will you need support from?
- How will you know if you have met your next steps?
- How and when will you monitor and assess progress?

SPS REFLECTIONS: AREAS OF STRENGTH

STEP	EXAMPLE	YOUR RESPONSES
ANALYZE		
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> My students know that I’m interested 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		
<ul style="list-style-type: none"> How do the results compare to other data, such as feedback from observations? 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Which instructional practices may have contributed to these favorable responses? 	<ul style="list-style-type: none"> Weekly journal writing Beginning of year student interest surveys Greeting students at the door daily 	
PLAN		
<ul style="list-style-type: none"> How can I build upon this strength in future work to improve my teaching practice and student learning? 	<ul style="list-style-type: none"> 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 OF STRENGTH

STEP	EXAMPLE	YOUR RESPONSES
ANALYZE		
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> What do these responses mean to you? Why do you think your students responded less favorably to these questions? Was this the same category you rated yourself lowest on in your SPS self- assessment? 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> How do the results compare to other data, such as feedback from observations? 	<ul style="list-style-type: none"> My AP has shared that my ability to explain things clearly is a strength (1.3), but that my learning activities don't always offer enough cognitive challenge (1.2). This aligns to the feedback from my students. 	
REFLECT		
<ul style="list-style-type: none"> Which instructional practices can I adjust to improve this area? 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> What are my next steps for developing this area of my practice? 	<ul style="list-style-type: none"> I will talk with my AP about setting up a learning community to develop skills in inquiry-based lessons and Socratic seminars. 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 Students 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.

[Click here to Understand Points Allocation for SPS](#)

OR go to LEAP Commons>Multiple Measures>Student Perception Survey (SPS)> How Points Are Calculated

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 ABOUT SPS

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: [Measures of effective teaching \(MET\) project](#) and [Student Perceptions and the MET Project](#).

Asking Students about Teaching Practitioner Brief

A 24-page resource for practitioners on student perception surveys and their implementation in feedback and evaluation systems. [Read the Brief HERE](#)

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 brief explores the relationship between caring classroom practices, students’ motivation to learn and academic achievement.

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

Getting Smart

Great teaching makes a huge difference in the lives of students. But it can be challenging to understand how students view their learning environments and their teachers, and to provide actionable feedback to teachers. Let's look at why student surveys can be a valuable source of feedback for educators, schools, and districts, and why it's important to use an instrument that will collect high-quality data. We'll end by explaining why measuring five core topics can be high-leverage for schools and districts who want to improve teaching effectiveness and student outcomes. [Student Surveys: Why They Matter and 5 Key Design Principles of Great Surveys](https://www.gettingsmart.com/2016/01/27/student-surveys-why-they-matter-and-5-key-design-principles-of-great-surveys/) (2016), <https://www.gettingsmart.com/2016/01/27/student-surveys-why-they-matter-and-5-key-design-principles-of-great-surveys/>

Teacher Education Quarterly

One recent study showed that students who believe more of their teachers listen to their ideas report stronger affective engagement in their classes as well as stronger relationships with their teachers (Conner et al., 2022). Kahne et al. (2022) found that in schools with teachers and administrators whom students rate as more responsive to their critiques, students report higher grades, better attendance, and lower levels of chronic absenteeism. [From J. Connor, \(2022\). Who's afraid of student voice: The challenges of learning to listen to and learn from student feedback. Teacher Education Quarterly, 49\(4\), 49-71](https://eric.ed.gov/?id=EJ1361589) , <https://eric.ed.gov/?id=EJ1361589>



**Technology and LEAP:
DPS Growth and Performance System
(GPS)**

TECHNOLOGY AND LEAP

All components of LEAP will now be accessed in the DPS **Growth and Performance System (GPS)**.

In the GPS you will be able to document:

- 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

Additionally, leaders and teachers are able to review:

- Coaching Notes
- Completed observation data
- Student Perception Survey results
- Student Growth (SLO and SSO) results at end-of-year
- Previous years' LEAP data
- Printable reports

Quick Reference Guides on how to use the GPS will be available in the LEAP section under Growth and Performance on The Commons.

Please go the LEAP Commons to learn information about fall training for the GPS.

Reasearch and the Development of LEAP



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](http://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](http://tn.gov/firsttothetop/programs-committee.html)
- New Haven Public Schools' Instructional Practice Framework: nhps.net/node/1082Houston 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](http://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: sites.harvard.edu/icb/icb.do?keyword=mqi_training
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