LEAP Handbook

2014–2015

LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

DENVER PUBLIC SCHOOLS
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DCTA

CONTENTS


LEAP
LEADING EFFECTIVE
ACADEMIC PRACTICE

INTRODUCTION & OVERVIEW

WHAT IS LEAP?
Leading Effective Academic Practice (LEAP)

LEAP is Denver Public Schools' (DPS) teacher growth and performance system. DPS created LEAP to measure teacher effectiveness with the goal of ensuring an excellent teacher in every classroom with support from highly effective school leaders. District leaders, school leaders, teachers, Denver Classroom Teachers Association (DCTA) members and other stakeholder groups collaborated on LEAP's design to establish a clear set of expectations against which teacher performance is assessed. As a fully-functioning system, LEAP strives to help teachers identify areas of strength and growth through more meaningful feedback conversations, and well-designed and implemented coaching cycles and professional learning sessions so that teachers can develop as professionals and continue meeting the needs of students.

Denver Public Schools has embraced the Colorado Academic Standards and Common Core State Standards in order to raise the bar to ensure all students receive the academic knowledge, language and skills they need to be successful in college, career choices and life. While the standards provide the foundation for curriculum—what is taught in the classroom—LEAP supports how the standards are taught. The Framework for Effective Teaching aligns to academic standards. Through LEAP, teachers receive feedback and access to supports that helps them shift their instruction to enable students to meet the new standards for growth and learning.

When measuring teacher effectiveness and prescribing professional learning opportunities, LEAP incorporates multiple measures, including the opportunity for peer and school leader observations, measurements of the "off-stage" contributions of a teacher, students' perception feedback and students' academic growth data, to create a more robust way of capturing a teacher's performance efficacy, and then identifying strengths and growth areas.

Rooted in our shared core value of 'Students First', our district growth and performance systems, including LEAP, recognize that, as professionals, teachers and school leaders require clear standards of performance, honest assessments of their strengths and areas for growth, helpful feedback and support for their development.

This handbook is designed to provide background on the LEAP system, its multiple measures and some of the tools that teachers, school leaders and peer observers will use to implement the system.

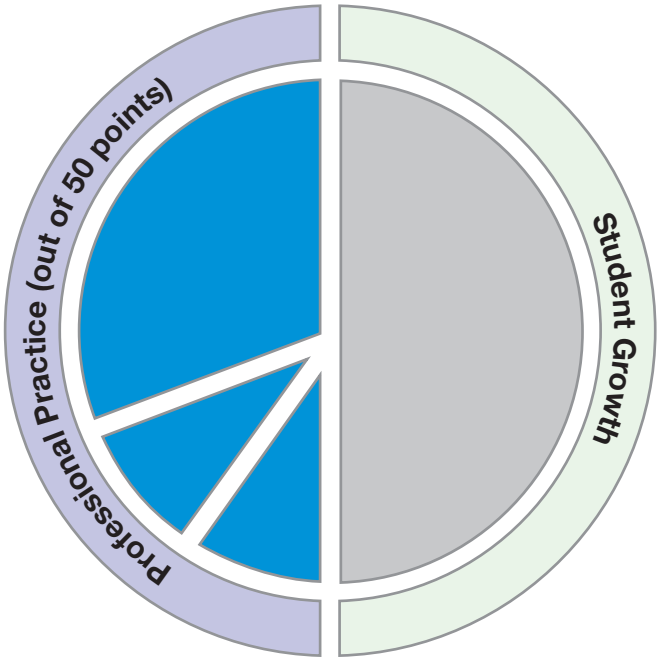
Additional information is available and continually updated via the LEAP website at: leap.dpsk12.org.

LEAP'S MULTIPLE MEASURES

In the beginning, 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 our practitioners. It also needed to be comprised of multiple measures in order to provide a more complete and comprehensive picture of a teacher's performance. 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 of a teacher's performance** to gain a more accurate measure of their practice.
For more on the MET study, please visit: metproject.org

Consequently, DPS and DCTA stakeholders designed LEAP with input from our teachers, school leaders and national research. To learn more about the development of the LEAP system, read the paper *Beyond Buy-In: Partnering with Practitioners to Build a Professional Growth and Accountability System for Denver's Educators* on the LEAP website: leap.dpsk12.org.

In 2014–2015, the following measures comprise LEAP:



Professional Practice

- **Observation** (30%/35%)
- **Professionalism** (10%/15%)
- **Student Perceptions** (10%/0%)

Student Growth

- Student Growth measures are important to review and discuss in support of teacher growth. However, in 2014–2015, Student Growth data will not be calculated as part of a teacher's overall rating as we work to ensure we have better measures of growth available for all teachers in 2015–2016.

PROFESSIONAL PRACTICE

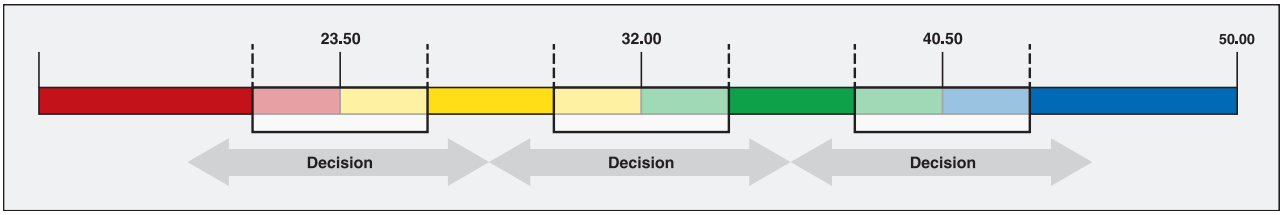
- **Observation**—Using the first two domains of the DPS Framework for Effective Teaching, *Learning Environment* and *Instruction*, school leaders and/or peers observe a teacher's classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching (FET) and arrive at a final score for each indicator. Then, the observer reviews the evidence, constructs a meaningful feedback conversation aligned to the teacher's Professional Growth Plan (PGP), identifies next steps for teacher growth and suggests further professional learning opportunities. All teachers will have scored observations by a school leader (e.g., principal, assistant principal, principal resident or intern, teacher leader, etc.). Some teachers will also have observations conducted by a peer observer.
- **Professionalism**—The third domain of the DPS Framework for Effective Teaching, *Professionalism*, is assessed throughout the year by school leaders and through teacher self-assessment. This domain assesses the work teachers do outside of instructional time, individually and collaboratively in support of students' learning.
- **Student Perception Survey (SPS)**—The Student Perception Survey (SPS) is the component of LEAP that reflects student voice regarding their teacher's classroom and practice.

STUDENT GROWTH

- Student Growth measures are important to review, discuss and consider in support of teachers' growth, as this process affords teachers and school leaders an opportunity to reflect upon the connection between lesson plans, teaching of the lessons and students' mastery of content. However, in 2014–2015, Student Growth data will not be a calculated part of a teacher's overall rating as we work to ensure we have multiple measures of growth available for all teachers in 2015–2016.

Overall LEAP Rating

For 2014–2015, the overall rating will be calculated using Professional Practice data. Similar to 2013–2014, there are *four* overall performance categories: (Not Meeting, Approaching, Effective and Distinguished).



- **Each Professional Practice measure will have a point value and those points will be summed to yield a rating (out of 50 possible points). That rating will then be placed on a continuum (above) to determine the teacher's rating.**
- **If a teacher's Professional Practice rating falls close to two different rating categories, a school leader will review a body of evidence data in order to determine a final LEAP rating.**

AN UPDATE ON STUDENT GROWTH IN 2014–2015

It is important that we look at the impact of a teacher on the students they serve. In 2013–2014, DPS provided overall LEAP ratings to teachers for the first time that included measures of students' growth, in accordance with state law. The majority of our teachers had a Student Growth rating comprised only of school- and district-wide growth data, not personalized to their individual teaching. We recognized we had more work to do to ensure all teachers have multiple measures that show how each teacher is impacting students' learning and growth more directly.

Recently passed Senate Bill 165 is providing districts with greater flexibility for the 2014–2015 school year concerning how districts use students' growth measures.

In collaboration with DCTA, the district has decided to take advantage of the new law and **will not include student growth data as 50% of a teacher's calculated LEAP rating in 2014–2015.** For this school year, LEAP ratings will be comprised solely of Professional Practice measures. If a teacher's calculated rating falls close to two different categories, a school leader will review a body of evidence in order to determine the final rating. This will allow us more time to refine student growth measures and ensure all teachers have valuable data that represents their individual contribution to students' growth.

Going forward, including multiple measures of students' growth within LEAP is critical to ensure that LEAP measures represent multiple facets of a teacher's practice. One data source we hope to use in the future as an individual attribution measure for LEAP is Student Learning Objectives (SLOs). We piloted SLOs in 14 schools in 2013–2014 as part of the implementation of new academic standards, and feedback from teachers and school leaders in the pilot has shown that SLOs, when implemented via collaborative data teams and/or professional learning communities, demonstrate great potential for being able to set and track students' learning goals. That said, the feedback also acknowledged the demands on time that are required for the SLO process to be effective. Having a year for all teachers to practice and learn how to use SLOs will be incredibly valuable as the district considers how to use SLOs as a Student Growth measure for LEAP in future school years.

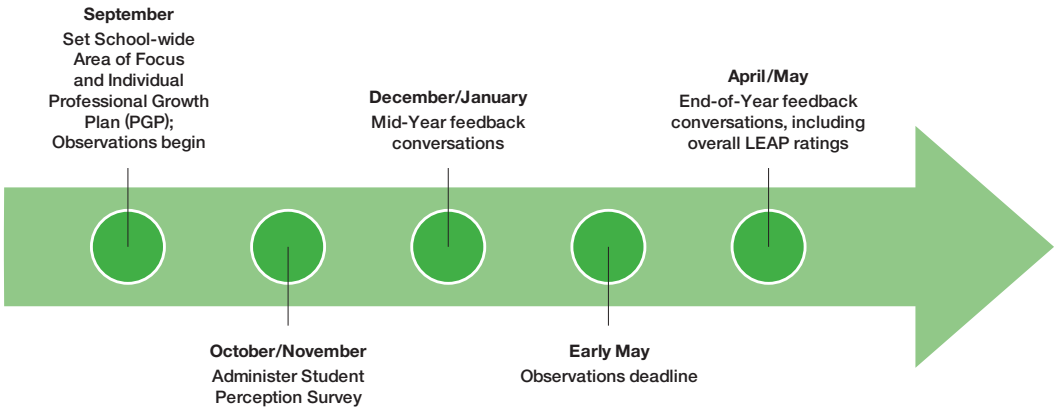
Student Learning Objectives

In 2013–2014, math, language arts and visual arts teachers at 14 schools piloted the SLO process for their students. When implemented collaboratively and using data-driven instructional best practices, SLOs are an important tool to assist teachers in implementing the new academic standards.

SLOs are developed in collaboration with peers and school leaders through data teams and/or professional learning communities. When done well, SLOs measure students' mastery of content and skills, identify which students need intervention and identify which instructional practices promote mastery. SLOs use a variety of teacher-created assessments to measure results, which may include assessments beyond TCAP*, CMAS**, benchmark exams, etc. As we continue to learn how to use SLOs to implement standards to drive instruction across all of our schools in 2014–2015, we will also work toward using them as a measure for Student Growth in LEAP. DPS and DCTA have not yet determined how SLOs will be used as a measure of Student Growth for LEAP; we will provide additional details as they become available.

* TCAP: Transitional Colorado Assessment Program is Colorado's standards-based assessment for reading, writing and math.
** CMAS: Colorado Measures of Academic Success is the state's large scale assessment designed to measure student performance in the Colorado Academic Standards in science and social studies. Beginning in 2014–2015, CMAS also encompasses math and literacy.

Timeline



LEAP AS PART OF THE BROADER DPS VISION

The Denver Plan

The Denver Plan has a strategic priority centered on leadership to ensure we have the best leaders in our schools and across the district. Every student deserves to be in an atmosphere of high expectations. In order to see the maximum benefits of all that we have learned and gained in recent years, we elevate our focus on people—starting with our teachers and school leaders and extending to students, families and community partners. Everyone is valued, and everyone must play a crucial role. Teachers, school leaders and staff, will hold our students to higher expectations and model those standards in their own behavior through their own growth and development.

LEAP is an integral part of our district goals and strategic priorities to ensure teachers can receive the coaching, feedback and support they need to reach our shared goals for students' learning and growth.

For more on the Denver Plan 2020, please visit denverplan.dpsk12.org

Resources that contributed to the development of LEAP:

- Measures of Effective Teaching (MET) reports: metproject.org/reports.php
- District of Columbia Public Schools' Impact rubric: dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks
- Tennessee Department of Education's Teacher and Principal Evaluation System: tn.gov/firsttothetop/programs-committee.html
- New Haven Public Schools' Instructional Practice Framework: nhps.net/node/1082
- Houston Independent School District's Instructional Practice and Professional Expectations Rubric: hisdacademics.org/wp-content/uploads/gravity_forms/2-b18b158c2f279cf25b600c39bae04778/2013/08/HISD-Teacher-IP-and-PE-Rubrics.pdf
- Protocol for Language Arts Teaching Observations (PLATO): platorubric.stanford.edu/Archived.html
- National Center for Teacher Effectiveness Mathematical Quality of Instruction (MQI) instrument: isites.harvard.edu/icb/icb.do?keyword=mqi_training

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Growing as an Educator

Growing as an Educator

GROWING AS AN EDUCATOR

Highly effective school leaders provide teachers with ongoing feedback aligned to coaching and development opportunities. They also empower teachers to engage in dialogue with other educators about best teaching practices, with the goal of promoting teacher—and ultimately student—growth. Consequently, Denver Public Schools (DPS) leaders strive to provide teachers with more meaningful feedback with greater frequency, while providing easy access to professional learning and educational resources aligned to a teacher's individual development areas.

Just as teachers have high expectations for students, DPS has equally high expectations for our teams of educators—including teachers, school leaders and all central school-support employees—in order to meet our shared vision for students' learning and growth. Implementing this vision requires all DPS stakeholder groups to take a self-reflective approach to their work, deciding on a professional learning path and holding themselves and one another accountable for progress.

As part of LEAP's growth-based implementation, DPS teachers should anticipate that their school leaders will provide them with a number of individualized, differentiated and framework-aligned opportunities for teachers to engage in self-reflective professional learning opportunities.

LEAP Roles

We all play a role in assuring that our teachers receive the feedback and professional learning they need to continue to support students throughout their growth. Consider these four roles and their responsibilities:

TEACHERS	SCHOOL LEADER	PEER OBSERVER	TEACHER LEADER
• Create a Professional Growth Plan (PGP) selecting an indicator from the framework as a focus for growth • Actively participate in feedback dialogues with observers • Seek professional development, ask for guidance from school leaders, Peer Observers, Teacher Effectiveness Coaches (TECs), Teacher Leaders, and the LEAP team to support growth • In collaboration with School Leaders, identify and pursue opportunities to improve abilities based on Professionalism scores • In collaboration with School Leaders, identify and pursue opportunities for growth based on students' perception and students' growth data	• Work with the School Leadership Team to select a school-wide area of focus from the Framework aligned to the school's Unified Improvement Plan (UIP), and then collaboratively design the professional learning required to meet the needs of the focus area • Successfully meet requirements for observing teachers using the framework • Observe all teachers using the framework, assign scores and hold reflective feedback conversations • Provide teachers with specific next steps and Professional Learning (PL) options to improve their practice • Align school-wide and differentiated PL with teacher growth areas • Review all available LEAP data to drive Mid-Year and End-of-Year conversations with teachers	• Successfully meet requirements for observing teachers using the framework • Observe teachers using the framework, assign scores and hold reflective feedback conversations • Provide teachers with specific next steps and professional learning options to improve their practice • Provide additional support for new DPS teachers	• Many schools will have new teacher leaders who will serve in roles specifically designed to support the school's goals. • School leaders should inform teachers of how teacher leader roles are being defined to support LEAP implementation. For example, teacher leaders may serve as certified observers, lead data teams, provide instructional coaching, etc. • Learn more about teacher leaders, standards implementation and Differentiated Roles on page 15

Professional Growth Plans (PGP)

For the 2014–2015 school year, teachers and school leaders will collaborate to develop a Professional Growth Plan (PGP) focused on the teacher's areas of needed growth.

- Teachers and school leaders will collaboratively select a school-wide area of focus at the expectation level as defined by the Framework for Effective Teacher (*Learning Environment* and *Instruction*), or *Professionalism*. School Leadership Teams (SLTs) will then collaborate on the design of PL or Professional Development (PD) programs aligned to the chosen expectation with targeted strategies to increase school and individual teacher effectiveness.
- In the fall, teachers will then identify two indicators for their PGP; one indicator from the school-wide area of focus, and the other indicator from any domain of the framework (including the *Professionalism* domain) that the teacher and school leader agree would best help the teacher grow his or her educational practice.
- Lastly, teachers and their school leader will finalize PGPs and enter the information into Schoolnet so that the teacher's areas of focus can be targeted during feedback conversations and professional learning offerings throughout the year.

To pursue growth areas outlined in their PGP or identified through feedback, teachers can access a variety of professional growth tools via Schoolnet or the Professional Learning catalog that are aligned to the framework (these tools are outlined under 'Resources' on page 17). However, a teacher should rely most heavily on the school's specific professional learning (PL) plan created by the SLT to leverage growth opportunities that are uniquely focused upon each individual teacher.

Mid-Year and End-of-Year Conversations

Research about how people improve at any given task tells us that improvement comes from specific, measureable and actionable feedback followed by ongoing coaching cycles. In order to reach the growth-based goals of LEAP, teachers should request frequent, shorter-duration conversations with instructional leaders and colleagues throughout the school year to reflect on their performance to ensure continuous professional improvement. Some examples of scenarios where teachers are encouraged to request feedback conversations include: 1) after a partial observation, 2) after a parent/teacher conference to request feedback about a Professionalism indicator and 3) when contemplating student-teacher interactions captured in the Student Perception Survey.

In the middle of the school year and at the end of the school year (Mid-Year Conversations occur from December through February and End-of-Year Conversations from April through May), teachers will have comprehensive conversations about their performance and recommended courses of action for continued professional development and learning. These conversations will provide an opportunity for school leaders and teachers to reflect and discuss professional progress and correct the teachers' professional growth plan in order to ensure teachers continue to receive meaningful feedback and highly effective supports that promote continued growth and development. In addition, Mid-Year Conversations provide an opportunity to review available Student Growth data, including Transitional Colorado Assessment Program (TCAP) and progress towards Student Learning Objectives (SLOs), in relation to Professional Practice data.

To prepare for feedback conversations with your school leader (Mid-Year, End-of-Year or shorter conversations taking place throughout the year), review the following data prior to the conversation:
- Observation data
- Professionalism ratings
- Professional Growth Plan (school-wide indicator and personal indicator)
- Student Perception Survey results (as available)
- Student Growth data (as available)

When teachers think about the outcomes of the conversation, consider the following:
- What strengths do you want to highlight in the conversation?
- What actions are you willing to commit to in order to improve on areas of development?
- If there is a disparity between you and your leader in ratings, or identifying strengths and development areas, how will you approach a conversation about that difference?
- What support or practice will you need from your leader to improve on areas for development?

Conversation Planning Tool for Teachers

SECTION	TEACHER TALKING POINTS
Classroom Practice (Observation & Student Perception Survey)	• My area(s) of strength in the classroom is/are _____ (consider both Observation and Student Perception Survey Data). I know this because _____. • I will continue to leverage this/these area(s) of strength next year by ____. • My area(s) of growth in the classroom is/are _____ (consider both Observation and Student Perception Survey Data). I know this because _____. • I will pursue the following next steps to improve on this/these growth area(s) ____. • I chose _____ indicator and _____ indicator for my PGP. • My greatest learning in my PGP areas so far has been _____. It is/has impacting/impacted my practice and my students' learning in the following way _____. • I used the Student Perception Survey data to change/inform my instructional practice in the following way(s) _____. *If applicable:* • A big area of growth outside of my PGP is _____ indicator, as evidenced by _____.
Professionalism	• My area(s) of strength in Professionalism is/are _____. • My area of growth for Professionalism is _____. I will do _____ to improve in this area, as evidenced by _____.
Student Growth	• My area(s) of strength in Student Growth is/are _____. • My area(s) of growth in Student rowth is/are _____.
Follow Up and Next Steps	• Thank you for taking the time to meet with me! • To summarize, my next steps are _____. • I need support from you in the following way(s) _____. • I plan on doing _____ so I can continue to grow in _____area.

Resources

We are dedicating unprecedented resources to teacher support and development, and it is one of our top priorities at DPS. We still have a way to go, but our commitment is that every teacher will have every opportunity to meet the shared goals that we've set collaboratively for supporting the academic success of our students.

Each School's Leadership Team (SLT) determines in-school professional learning, based on the school-wide area of focus. From this foundation, teachers can receive school-based professional learning, including participation in professional learning teams led by Teacher Leaders, Teacher Effectiveness Coaches (TECs), facilitators and other school leaders. Consider asking for feedback from or engaging in a coaching cycle with people in these roles. For more information on roles supporting data and instruction, please contact your principal.

In addition to the school-based professional learning opportunities, the following resources have been developed to support teachers as they review their LEAP data and identify strengths, growth areas and next steps:

- The Teacher Professional Learning Catalog is a new resource available this year! Both required and optional professional learning courses (online and in-person) are listed comprehensively. Access the comprehensive PL catalog via Teacher Portal at: teacher.dpsk12.org/Pages/TeacherCatalog.aspx. Courses are sorted by date, content area, grade level, observation/professionalism indicator, etc.
- Framework indicator-specific resources, selected from Observation experts' "Top 10" lists, are available now on Google Drive. Log in to your DPS Google Account, click bit.ly/LEAP_indicator_resources to open the Drive folder and click the blue "Open in Drive" button in the upper right-hand corner. For Google support and ideas for using your DPS Google Account, visit sites.google.com/a/dpsk12.net/googlesupport/.
- Watch short videos of effective DPS teachers on Safari Montage. Use the search term "classrooms in action" to find indicator-specific videos. A Safari Montage video library provides indicator-specific examples of effective practice, including explanations of what makes the video lesson effective.
- Search for Framework indicator-specific resources in Schoolnet. Instructions for how to search are available here: ddpt-teachertrain.dpsk12.org/wp-content/uploads/2013/08/search-for-PD-and-register_15.pdf.

Supporting Standards Implementation Through Teacher Leaders

As we set more rigorous academic standards for our students, effective implementation of LEAP is an integral part of ensuring that teachers have the supports they need to prepare students to meet higher expectations and leave DPS ready for college and career choices. This includes aligning standards within the Framework for Effective Teaching and more focus on professional learning for teachers and school leaders to ensure all educators know how to shift instruction to help students meet the new standards of growth and learning.

Teacher leaders are intended to play an integral role in supporting all teachers as they more effectively implement the standards by providing teachers with feedback and coaching to support how they best utilize standards-aligned curriculum. Feedback and coaching through LEAP will play an integral role as educators continue evolving how they teach to the academic standards.

With well-supported teachers, the standards will better prepare our students for success in school and beyond.

What are Differentiated Roles?

Expanding teacher leadership in our schools is critical to helping teachers grow and strengthen teacher teams by providing teachers more opportunities for teachers to learn from their colleagues and enhance personal growth. Differentiated Roles is one of DPS's teacher leadership opportunities that specifically contribute to teacher growth through LEAP.

Highly effective teacher leaders in the Differentiated Roles lead teams of teachers in their school-guiding collaborative planning time, facilitating lesson planning and student progress reviews and coaching individual teachers in their classroom practice.

There are two Differentiated Roles: *Teacher Team Leads* fulfill responsibilities for LEAP much like those of school leaders [principals and Assistant Principal (APs)] by conducting observations, rating Professionalism, reviewing available Student Perception Surveys (SPSs) and Student Growth data, providing ongoing feedback and hosting Mid-Year and End-of-Year Conversations with teachers on their teams. *Team Leads* serve a different role by contributing observations to LEAP throughout the year and supporting teachers' growth through ongoing coaching and feedback.

LEAP Classroom Observation Form (COF) Best Practices

- In general, anyone should be able to read a COF and understand the observer's diagnosis of a teacher's practice based upon the evidence captured and understand why the teacher was assigned a given score for each indicator (even if the reader was not present for the observation).
- When a behavior is copied and pasted from the Framework for Effective Teaching into a COF, it should be paired with specific evidence from the observation; the inverse of this statement is also true—align evidence to the Framework indicators and teacher/student behaviors.
- Use a balance of "teachers' behaviors" and "students' behaviors" when assigning a score (but do not use the Frameworks as a checklist—in most cases, not every bullet needs to be present in order for the score to apply).
- The teacher should be able to discern areas of strength and areas for growth from the COF, because the observer outlined the preponderance of evidence in a way that is readily understandable to the reader.
- Observers should only use information collected during a specific observation in the COF, and then for the subsequent feedback conversation.
- Observers should send a COF draft to the teacher within five school days after conducting the observation so teachers have time to review it prior to their feedback conversation. The feedback conversation should be held within 10 business days of the observation.
- Observers are responsible for using all applicable Appendices, available in the 2014–2015 LEAP Handbook and on the LEAP website: leap.dpsk12.org.

NOTE: *If an observer is able to effectively and thoroughly collect and align feedback during an observation, the observer should consider entering collected evidence directly into the COF form in Schoolnet (this can save time so notes don't need to be copied and pasted later).*

Preparing for and Delivering Feedback Best Practices

Whether an observation leads to coaching a teacher or providing feedback after the observation, both have the intent of **improving teacher practice**, which could be measured through:

- Teacher using varied strategies in their practice to meet students' needs
- Changing practice to incorporate the use of data-driven instructional practices
- Students' mastery of a content standard
- Teacher demonstrating growth on a particular Framework indicator
- A teacher's positive contribution to class, grade, department or school goals as defined in the Professionalism Framework

Whether an observer delivers feedback during a formal, sit-down conversation following a full observation or a quick conversation after class following a partial or walk-through; school leaders employing best educational practices deliver feedback to teachers in-person and face-to-face whenever possible. If a teacher requests a feedback conversation, please honor that request and meet with the teacher to discuss the lesson and your feedback. School leaders who discuss feedback with teachers following an observation will support each teacher's growth.

GUIDANCE FOR SCHOOL LEADERS:
The question is not "Do you need help?" but "What help do you need?"

NOTE: *Many schools will implement Leverage Leadership's "6 Steps for Effective Feedback Conversations" during the 2014–2015 School Year. The following guidance is modeled from that template.*

Beginning of the Year:

- Work to build trust and credibility, and establish rapport with the teacher, to ensure a growth mindset so the teacher knows how you will be supporting them with their growth.
- Set expectations for your role, how you will work together this year and what the "cycle" will look like (e.g., leader will observe the teacher every two weeks and provide feedback within one week).

Before an Individual Feedback Conversation:

- Host feedback conversations as close to the observation as possible (immediately is best), but no more than 10 days after the observation.
  - For LEAP observations, schedule the feedback conversation prior to the observation to ensure feedback is provided as soon as possible to promote behavior change and growth. If possible, host a pre-observation conference as well, to leverage as much growth as possible via the post-observation conference.
- Prepare to base your conversation on the Framework for Effective Teaching and/or the Professionalism Framework and Evidence Guide. Both the leader and the teacher should have a copy of the frameworks in front of them during feedback conversations (available in the LEAP Handbook or via the LEAP website: leap.dpsk12.org).

During each conversation:

- Start with a guiding or general/reflective question based on data or lead with **genuine** praise about something that went well during that specific observation (which could be a specific improvement you know a teacher has been working on).
- Continue to support a teacher's self-reflection with objective (non-judgmental), open-ended, probing questions (participant responses should be based on qualitative and/or quantitative data).
- Elicit one to two **specifics** around what the teacher is doing well and one to two opportunities for growth. This identifies the highest leverage points and increases the likelihood of the participant's growth.
- Ensure specific next steps are identified to help the teacher act on the feedback. The time spent during the conversation is only effective if performance improves and the participant feels respected and valued.
- Ask the teacher what other supports you can provide to support continued growth.

FRAMEWORK FOR EFFECTIVE TEACHING

- **What?** Using the first two domains of the DPS Framework for Effective Teaching, ***Learning Environment*** and ***Instruction***, school leaders and/or peers observe a teacher's classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching and arrive at a final score for each indicator. Then, the school leader and/or observer reviews the evidence, constructs a meaningful feedback conversation connected to the teacher's Professional Growth Plan (PGP), identifies next steps for teacher growth and suggests further professional learning opportunities.

- **Who?** Conducted by school-based observers (principals, assistant principals, and teacher leaders) and peer observers.

- **Logistics & Timing:**
  - Throughout the school year—observations typically start in early September and must be completed approximately one month prior to the last day of school.
  - School-based observers conduct a minimum of two observations each year, one of which must be a full observation (others can be partials or walk-throughs).
  - Peer observers conduct two full observations for their assigned teachers.

- **Percentage of overall LEAP rating:**

  30% (for teachers with Student Perception Survey data)
  OR
  35% (for teachers without Student Perception Survey data)

- **Calculation for annual overall LEAP rating**
  Observations are scored on a 7-point scale. All scores are averaged at the indicator level and then averaged into one overall observation score.

LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

FRAMEWORK FOR EFFECTIVE TEACHING

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

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 essential for particular groups of students.

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

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

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

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

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

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

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*. Appendices are in the handbook and online at leap.dpsk12.org/The-Framework/Appendices.aspx

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

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

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

***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.

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

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

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- 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, auto-biographies, 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.

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

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

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

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

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

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

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

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

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

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

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

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 *may* include:

- 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.

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

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

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

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

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

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

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

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

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)**

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

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

****Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

*****Rigorous tasks** require considerable cognitive effort and involve some level of 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).

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

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 *may* include:

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

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

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

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

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

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

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

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

***Rigorous tasks** require considerable cognitive effort and involve some level of 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).

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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 *may* include:

- 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 some level of 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).

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

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

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

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

****Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- 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 objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

*****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.*

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

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	• Does not teach academic language. • Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. • Does not acknowledge students use of academic language and/or does not address incorrect academic language usage. • Does not encourage use of complete sentences.	• Inconsistently and/or indirectly teaches and models academic language. • Provides some opportunities for students to use academic language in rigorous, authentic ways. • Inconsistently acknowledges students use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. • Inconsistently encourages use of complete sentences.	• Consistently and explicitly teaches and models precise academic language connected to the content-language objective(s) using the target language** (students' Language 1 or 2, as appropriate). ★ ★S ↑ C • Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. ★ ★S ↑ C • 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. ★ ★S ↑ • Consistently encourages students to use complete sentences. ★ ★S ↑	*In addition to "Effective":* • Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ★ ★S • Enables students' transfer of academic language to real-world situations. ▦ ★ ★S
Student Behaviors	• Few students use academic language with the teacher, peers and/or in their writing. • Students are not observed using target language. • Students rarely use content vocabulary and/or use it incorrectly.	• Some students use academic language with the teacher, peers and/or their writing. • Students are observed using target language, though use may not be context-embedded and/or cognitively demanding. • Students attempt to use content vocabulary but sometimes use it incorrectly.	• Students use academic language (in their native language or English) with the teacher, peers and in their writing. ★ ★S ↑ • Students are observed using target language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. ★ ★S • Students regularly and accurately use content vocabulary and language forms relevant to the objective(s). ★ ★S	*In addition to "Effective":* • Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ★ ★S • Students appropriately transfer academic language skills from other contexts or real-life experiences.

***Academic language** is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).
- Language functions: the purposes of the communication (e.g., to classify, persuade, explain, describe, compare, sequence, etc.).
- Language forms: the conventions used to communicate (e.g., grammar, syntax, mechanics, vocabulary, etc.).

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

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

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- 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 multisensory 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.).

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

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

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

***Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

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

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

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

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

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

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

****Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Adjusting *content* according to students' performance levels, language skills, knowledge and/or cultures.
- Adjusting *process* through grouping (homogenously 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 objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

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

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

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

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

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

****Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:
- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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

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

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Defining deficiencies and highlighting next steps when using non-proficient examples. CCSS
- 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. CCSS
- Providing feedback by modeling corrections in the response to a student (recasting). ★ ★S
- Providing opportunities for students to self-assess and peer-assess (e.g., with rubrics). CCSS
- 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 objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

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

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

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

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

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

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

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

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

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

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

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Student Behaviors	• Few students effectively communicate for the intended purpose/audience in the target language****. • Few students ask questions. • Students interact inappropriately in diverse groups. • Few students assume personal responsibility for group work.	• Some students effectively communicate for the intended purpose/audience in the target language. • Students ask the teacher questions and express opinions. • Students interact appropriately in diverse groups, but do not attempt to understand others' perspectives. • Some students assume personal responsibility for group work.	• Students effectively communicate for the intended purpose/audience in the target language. ★ ★S C • Students ask teacher and peers questions, expand on other's thinking and construct oral and written arguments that are supported by evidence. 🖵 C • Students interact appropriately in diverse academic discussions (e.g., one-on-one, small-group, or whole class settings) and come to understand others' perspectives. ⊞ • Most students assume personal responsibility for individual and collaborative work. • Students collaborate to answer questions, build understanding and solve problems. C • As appropriate, students use various digital tools and resources for researching, communicating and collaborating. 🖵 C	*In addition to "Effective":* • Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). • Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. C

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

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

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

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

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

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

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

Examples of evidence for effective teacher and/or student behaviors *may* include:

- 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 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.*

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

OBSERVATION APPENDICES

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

1. **Prior to conducting an observation:**
   a. Determine if there is a relevant appendix.
   b. Review the entire appendix, including the "Essential Awareness" section and indicator chart.

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

3. **After conducting the observation**, when categorizing evidence, refer to the indicator chart in conjunction with the Framework for Effective Teaching Evidence Guide to inform teacher ratings. The indicator chart contains information that could:
   a. Modify an existing teacher or students' behavior in the Evidence Guide.
   b. Clarify an existing teacher or students' behavior in the Evidence Guide.
   c. Add a necessary behavior to an indicator.
   d. Where noted, add a contextual Example of Effective Practice.

APPENDICES CONTENTS

APEX CREDIT/UNIT RECOVERY Appendix

Essential Awareness for APEX Credit/Unit Recovery

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

	INDICATOR
LE.1	• Cultural perspectives could include perseverance, graduation, attendance, high expectations, course completion or impact of credit recovery on students' futures.
LE.2	
LE.3	
LE.4	• Observer may not see students' work posted; it may be online or in folders/notebooks.
I.1	• Students often have individualized objectives (via the prescriptive pretest pathway). The content-language objective(s) domain, how students demonstrate the content, will be through writing. (Speaking moves to the Distinguished performance category.)
I.2	• Teacher augments instruction with additional supports. • Teacher augments instruction with additional activities/projects outside the digital learning curriculum to enhance students' learning (Distinguished performance category).
I.3	• Anticipatory sets guide students' lessons, activities and units throughout the standards-based digital curriculum. • Teacher/student talk will be evident as teacher uses varied strategies within one lesson (e.g., guided inquiry/direct instruction) in working with: ‣ Individual students (unit recovery/credit recovery). ‣ Groups of students (unit recovery, credit recovery, original credit).
I.4	• Opportunities for students to use academic language will be predominantly through writing (Distinguished performance category would include planned opportunities for speaking.).

Continued next page

	INDICATOR
I.5	• Teacher gathers data about students' learning through formative assessments, progress tracking and/or questioning. This data is used to individualize instruction and ensure mastery-based learning of specific content-language objective(s)/standards. • Teacher uses digital curriculum that allows for: ‣ Individual student learning experiences. ‣ Formative assessments/feedback. ‣ Progress tracking to identify needed remediation and/or intervention. ‣ Other supports necessary to enhance learning. • Students demonstrate a clear understanding and mastery (80% or better) of content standards on computer- and teacher-scored assessments while using digital learning curriculum and resources.
I.6	• Teacher uses technology (e.g., digital learning curriculum and resources) to provide a high level of flexibility and differentiation in how students learn and show mastery of content-language objective(s).
I.7	• Teacher uses digital learning curriculum and resources to provide individualized instruction, making personalized connections to standards. • Next steps might include resubmission of corrected teacher-scored tests or the submission of a revised assessment, a project or an additional assignment to demonstrate proficiency.
I.8	• Pending migration to Course Tools Virtual, students will have opportunities to collaborate online via e-mail and discussion boards. Through Course Tools Achieve, communication of ideas will be predominantly written. • Teacher augments instruction with additional opportunities for student communication and collaboration. (Distinguished performance category).

Essential Awareness for Career and Technology Business, Marketing and Public Administration

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Career and Technology classes do not require an appendix. For Career and Technology classes, please utilize the Visual Arts appendix.

	INDICATOR
LE.1	
LE.2	• Teacher encourages and monitors appropriate digital etiquette and responsible social interactions related to the use of technology and information (e.g., commenting on a blog or using email).
LE.3	• Teacher encourages and monitors safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources (e.g., citing sources in research and multimedia projects).
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources.
I.1	
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	
I.4	• Written responses may not always be a part of the lesson.
I.5	• Visual methods (e.g., screen shots) are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students are able to discuss the purpose of a memo, clip art, etc. and demonstrate the technical concept/skill).
I.6	
I.7	
I.8	• Students primarily demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual project.

Essential Awareness for Career and Technology Health Science, Criminal Justice and Public Safety

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Career and Technology classes do not require an appendix. For Career and Technology classes, please utilize the Visual Arts appendix.

	INDICATOR
LE.1	
LE.2	
LE.3	
LE.4	
I.1	
I.2	
I.3	
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Written responses may not always be a part of the lesson.
I.5	
I.6	
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc., may be in the form of a physical demonstration.
I.8	

Essential Awareness for Career and Technology Hospitality and Human Services

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Career and Technology classes do not require an appendix. For Career and Technology classes, please utilize the Visual Arts appendix.

	INDICATOR
LE.1	
LE.2	
LE.3	
LE.4	• Students' exemplars may not be visible in the classroom because they are consumable.
I.1	
I.2	
I.3	
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration (e.g., students "stir vs. fold"). • Written responses may not always be a part of the lesson.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.
I.6	• There will most likely be whole-group, teacher-led activities with limited evidence of differentiation based on students' skill proficiency levels.
I.7	
I.8	

Essential Awareness for Career and Technology Skilled Trades and Technical Studies

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Career and Technology classes do not require an appendix. For Career and Technology classes, please utilize the Visual Arts appendix.

	INDICATOR
LE.1	
LE.2	
LE.3	• Students understand safety requirements and use technology systems.
LE.4	• Students' work may be visible in the classroom as models or parts of a larger project. • Academic tools are a critical part of the classroom and can include hand and stationary tools, operations manuals and consumable supplies (e.g., sheet metal, lumber, etc.). • Students troubleshoot technical systems.
I.1	• Students may have individualized objectives.
I.2	• Students evaluate the situation and determine how to resolve any problems. • Students read and interpret complex designs and select necessary tools based on the appropriateness to specific tasks. • Students may focus on hands-on activities related to the objective(s).
I.3	• A large portion of the class may be project driven (e.g., building from plans), so students may pick up where they left off in the previous class. • Lab/shop time is 60% of class time.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration.
I.5	• Teacher checks for understanding and progress of skills in addition to concepts. • Students' responses may be by demonstration, not verbal or written.
I.6	
I.7	
I.8	• A potential example of effective student collaboration is students evaluating and critiquing their own and others' products.

Essential Awareness for Career and Technology STEM, Design and Information Technology

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Career and Technology classes do not require an appendix. For Career and Technology classes, please utilize the Visual Arts appendix.

INDICATOR	
LE.1	
LE.2	
LE.3	
LE.4	• Students' work may not be visible in the classroom because it is stored digitally.
I.1	
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students discuss the purpose of rotating, gradients, etc. and demonstrate the technical concepts). • Written responses may not always be a part of the lesson.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.
I.6	
I.7	
I.8	• Students primarily demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual projects.

Essential Awareness for Drama

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century, including innovations in technology.

Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value."

Continued next page

DRAMA Appendix *(continued)*

INDICATOR	
LE.1	
LE.2	
LE.3	• Effective transition times can vary due to environmental or activity constraints.
LE.4	• Students' work and other supports on the walls may be minimal due to space constraints. • Technology may not be appropriate for every lesson. • Teacher may use students as resources to demonstrate motion, movement, techniques, etc., to the class for instructional purposes.
I.1	
I.2	• A rigorous task may require students to use complex physical skills (e.g., blocking, stage movement, choreography, etc.). • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical/vocal responses and performance. • Teacher facilitates problem solving and critical thinking through performance activities (e.g., pantomime, scene work, etc.). • Students provide performance rationale (i.e., for self and others). • Teacher provides extension activities that allow students to explore essential questions through body movement and skills.
I.3	• Balances teacher talk with students' participation. • Students are engaged in activities at least 50% of the class period.
I.4	• Students primarily respond to academic language in a physical way; but could also respond through verbal and/or written means.
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • Students' physical responses can be a check for understanding. The amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition and/or strategies.
I.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	• Feedback may include demonstrations pertaining to skills, strategies, content knowledge, etc. • Descriptive feedback is specific to the process (e.g., "project", "cross stage right", "use vocal inflection"). • In addition to descriptive feedback regarding objectives, teacher provides feedback about movement and/or performance.
I.8	• Verbal and non-verbal responses are appropriate for specific lessons and activities. • Students collaborate as they participate in whole-group, small-group and/or partner activities, as evidenced by exhibiting collegiality, encouraging classmates, performance activities and coaching peers.

Essential Awareness for Early Education

- The term *early education* technically refers to students in early childhood education through eight years of age.
- Much of the learning is (and should be) designed as high-level play.
- In addition to instruction based on pre-specified learning goals, teachers facilitate learning based on each individual student's level of development based on observational data.
- There are mixed-age classrooms in which some of the students enter at two years 10 months and some turn five years old in October. There will be an observable difference in students' behaviors as the year progresses.
- There are full- and half-day Early Childhood Education (ECE) classrooms. In full-day classrooms, rest time, large motor development time and snack time are required.
- In ECE classsrooms, purposeful, student-driven choice time (including blocks, dramatic play and other high-interest centers) is *required* for one-third of the school day. While not required, choice time is best practice in Kindergarten.
- Observation of students engaged in both fine-and gross-motor development tasks is necessary and can be considered rigorous because it leads to cognitive development.
- Written communication includes marks, scribbles, strings of letters, words, teacher transcription and drawings. In some instances oral communication might be used in place of a written response.
- It is best practice to use transition time to facilitate oral language development, problem solving and collaboration. Transitions (e.g., hand washing, toileting, snacking, cleaning up, lining up, walking in line, etc.) are themselves learning opportunities.
- The students' behaviors described in the Distinguished performance category are possible, but may require considerable scaffolding and teacher support.

Continued next page

	INDICATOR
LE.1	
LE.2	
LE.3	
LE.4	• Teacher displays and utilizes lists, attribute charts, plans and co-created resources to remind students of procedures and expectations, but might not post exemplars or utilize rubrics. Students may not be able to independently reference examples of proficient or advanced work and/or work criteria. • All students' work should be displayed, no matter where their work falls on a rubric or grading system. While posting students' work to demonstrate proficiency is not developmentally appropriate, teacher may model behaviors and/or display teacher created exemplars.
I.1	• During purposeful, student-driven choice time, objectives should be embedded and observable through descriptive feedback, higher-level questioning, intentional selection of materials, facilitated use of oral language and checks for understanding to promote ongoing students' learning.
I.2	
I.3	
I.4	
I.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations.
I.6	
I.7	• Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (i.e., not just academics). Descriptive feedback aligns to overlapping and intertwined objectives that includes an academic focus as well as an intentional focus on behaviors and procedures to support learning.
I.8	• Teacher supports students as they progress from parallel play (i.e., independent/side-by-side play) to cooperative play (collaboration).

Essential Awareness for Engagement Centers, Multiple Pathway Centers and Intensive Pathways Schools

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

Continued next page

Essential Awareness for Engagement Centers, Multiple Pathway Centers and Intensive Pathways Schools

	INDICATOR
LE.1	● Differentiated supports may be necessary to promote engagement with reluctant students in order to increase equity and access to the curriculum (e.g., A student may be reluctant to share cultural perspectives with the whole group, so the teacher utilizes a turn and talk procedure to facilitate engagement with another student.). ● Based on individual student profiles, body language and/or derogatory speech may not be indicative of level of comfort, safety or engagement in class. Teacher responds to and engages individual students accordingly.
LE.2	● Students taking leadership roles and making self-directed choices may require additional prompting and encouragement. ● Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs. ● Overt cooperative efforts, academic risk-taking and/or peer interactions may require additional supports. ● Students encouraging their peers for academic risk taking and perseverance may be indicative of distinguished evidence for student behaviors (e.g., Students acknowledging academic and behavioral risk taking of other students.).
LE.3	● Positive behavioral interventions are consistently applied to support student behavioral and/or engagement needs. ‣ Some examples may include: proximity control, redirection, maintaining a neutral tone of voice in order to minimize power struggles, prompting, caring gestures, directive statements or other language/actions aligned with school behavioral programs. ● Misbehavior and engagement issues are supported strategically and according to individual and school policy and expectations. Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. • Student body language may not be indicative of engagement level. ● Since students may have challenges with transitions, all transition rituals and routines are consistently emphasized and taught through multiple repetitions. Teacher may use visual cues/strategies to support transitions. ● Teacher provides descriptive feedback about behavior to reinforce classroom expectations. ● Students can explain the behavioral and engagement expectations of the classroom and school environment (e.g., Students take time at the end of class to rate themselves on academic and behavioral expectations.).
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction. • Additional areas designated for specific academic and emotional needs may be available within the classroom environment.

Continued next page

Essential Awareness for Engagement Centers, Multiple Pathway Centers and Intensive Pathways Schools

	INDICATOR
I.1	• Students often have individualized objectives and are able to articulate them. • There may be multiple objectives that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. • Students have multiple opportunities to observe, discuss and rehearse (interact with) their understanding of the classroom content-language objective(s).
I.2	• Rigorous tasks are within the context of the students' zone of proximal development, with grade-level standards as the goal (e.g., Students may be working on precursor skills to prepare them for grade-level concepts and standards.). • Rigorous tasks are appropriately designed with students' social and emotional needs in mind. Students will critique thoughts and ideas; however, critiquing one another may require additional scaffolds.
I.3	• Sequencing and/or instructional methodology will be dictated by the curriculum and/or the teacher's focus on specific students' needs. • Pacing ensures that multiple objectives can be addressed in short periods of time in order to finish the course within the accelerated time frame.
I.4	• Students have multiple opportunities to observe, discuss and rehearse (interact with) academic language within the context of the lesson. • Rehearsal may require additional supports based on students' behavioral needs and level of comfort (e.g., Students write responses for turn and talk, then read as a script to one-another.).
I.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations.
I.6	• Teacher recognizes the strengths and needs of the group as well as individual students. Appropriate scaffolds are present and function predominantly to support the content-language objective(s) as well as behavior management necessary within the lesson. • Additional scaffolds, expectations and opportunities may be needed to promote student questioning, comments and participation.
I.7	
I.8	• Overt cooperative efforts or peer interactions may need additional supports. • In classes intended to accelerate the learning and acquisition of credits, students may be at separate points within the unit curriculum. Collaboration may be project-based (not occurring daily) and is encouraged/appropriate. • Students' engagement in communication and collaboration is reflective of the emotional and social needs of students. When students are reluctant, disengaged and/or defiant; the teacher communicates expectations and collaborates with the student to create a strategic plan of re-engagement for the student within the classroom community.

GIFTED EDUCATION Appendix

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

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

	INDICATOR
LE.1	• Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
LE.2	• Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
LE.3	• Recognizes gifted students' need for clarity around issues of "justice"; teacher explains rationale behind discipline. • High expectations are appropriately differentiated for gifted students.
LE.4	• Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered.
I.1	• Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. • Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. • In a "push-in" setting, the classroom teacher's content-language objective(s) may be modified by the GT teacher to meet the needs of gifted/talented students.
I.2	• Adjusts instruction and/or support when it is recognized that students' lack of engagement reflects inadequate rigor.
I.3	• Addresses academic needs of gifted/talented students by using appropriate methodologies and materials (e.g., pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc.). • Uses alternate curriculum materials when appropriate to meet students' needs (e.g., Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc.). • Paces instruction appropriately for gifted/talented students and/or releases them from whole-group instruction as soon as they have grasped the new learning.
I.4	• Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.

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

Essential Awareness for Interventionists

- Interventionists work with students who are performing below grade level. The goal is to accelerate students' learning in order to close the academic gap between them and their peers through responsive, differentiated, direct instruction.
- Intervention delivery varies in intensity (group size), frequency and duration depending upon students' needs and the intervention programs being used. Interventions may take place within a classroom or as a "pull-out".
- To be effective, interventions should:
  - Be explicit, well organized, structured and systematically integrated with the general education practices of the standards-based core curriculum.
  - As appropriate, include higher-order processes, even for students whose foundational skills are below grade level.
  - Use frequent progress monitoring to track growth and inform instruction.
  - Teach self-regulation strategies. Planning, self-monitoring and self-correction of actions are taught, prompted and reinforced by routines, explicit expectations and differentiated support.
  - Be linguistically and culturally responsive to students' needs.

	INDICATOR
LE.1	
LE.2	• Students taking leadership roles and making self-directed choices will rarely be observed. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs.
LE.3	
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction to the extent possible. • Students' work may not be posted due to limited space.
I.1	• There may be multiple rigorous objective(s) that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. • The objective(s) may change or vary within a given lesson since the teacher is responding to the students in real time.
I.2	• In some cases, intervention lessons may be focused on solidifying what students already know, which is considered rigorous because this supports new learning. • Though students may be performing below grade level, higher-order thinking is included as appropriate.
I.3	• Instructional methods may serve to reinforce prior learning, rather than build, to solidify students' foundational skills. • Sequencing/methodology will be dictated by the curriculum and/or the teacher's focus on specific students' needs.
I.4	

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	INDICATOR
I.5	• Level of questioning will vary depending upon the skill being taught during the intervention; however, there should be evidence of scaffolded questions.
I.6	• In an individual or small-group setting, the intervention period is the differentiation. While the task may be the same, the teacher should respond differently to each student based on his/her needs. • Teacher judgment is used to determine appropriate amount of wait time and answers may be provided to students for various reasons (e.g., keep the lesson moving, keep students focused on their current needs). • Teachers constantly guide, scaffold and respond to students' strengths and needs throughout the lesson.
I.7	
I.8	• In individual or small-group interventions intended to accelerate the learning of struggling students, cooperative group-work may not be necessary, but is encouraged.

Essential Awareness for Montessori

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

	INDICATOR
LE.1	• Effective teaching behavior examples may include: ‣ Intentionally redirecting students who are wandering without purposeful work. ‣ Using a variety of multicultural materials, prioritizing the students' cultures.
LE.2	• Teacher intervenes with additional strategies after the lesson for students to preserve in the face of difficulty.
LE.3	
LE.4	• Some classrooms may not display students' work on the walls, opting instead for walls free of clutter. Current and/or relevant students' work however, must be well-represented in individual students' portfolios or work files. • Students may maintain their own portfolios/work files.

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	INDICATOR
I.1	• Teacher explicitly models the content activities/tasks connection to the content-language objective(s). Modeling is an important part of the Montessori classroom. • Montessori lessons often focus on one small component of a larger, standards-based objective. • Teachers often spend more time reviewing relevant earlier lessons as opposed to connecting the lesson to the "unit goals", providing the opportunity for students to make those connections to the "larger unit goals" on their own throughout the lesson and the unit.
I.2	• Tasks require students to extend their learning by utilizing increasingly complex materials. Montessori materials are used in almost all lessons and students are encouraged to master the physical materials until they are able to abstract the concept on their own. Although students may seem proficient at manipulating the materials, the teacher still works with them because they have not mastered abstraction. • Questions tend to be minimal during a lesson. Students are shown how to use the materials during the lesson and then questions arise during their independent work with the materials. • Digital resources/tools may be minimally used in lower elementary grades due to the nature of the curriculum. In the upper elementary grades, digital tools become more relevant in the students' research projects and presentations.
I.3	• Montessori lessons are often short in order to focus on one small component of a larger standards-based objective. • Pacing may seem slower than necessary because the Montessori lessons are deeply scaffolded so students can truly internalize each part of the "unit of study". • During a sensorial lesson, oral and/or written language may not be observable due to the nature of the lesson's purpose.
I.4	• Some initial Montessori lessons may be done silently per the curriculum, so academic language use may not be observed during the period of time the lesson is provided. • Teacher acknowledges students' use and attempts at using academic language, including original and invented language, beyond the lesson's prescribed academic language. • Some early Montessori lessons in which nomenclature is the focus could only include the vocabulary word, so the word may or may not be used in a complete sentence.
I.5	
I.6	
I.7	
I.8	

MUSIC Appendix

Essential Awareness for Music

- Observers should be aware that the frequency and length of classes varies widely throughout the district.
- At least 50% of any given lesson is performance based (e.g., singing, playing, creating/composing, etc.)
- Music teachers focus on process and performance, promoting a well-roundedness that is found in the new music standards (e.g., music literacy, analysis, etc.)
- Standards are taught through repertoire (seen mostly at the secondary level).

	INDICATOR
LE.1	• Teacher selects vocal repertoire in a variety of languages. • Teacher uses performance exemplars of people whom students can identify with.
LE.2	• Examples of leadership roles: students may lead warm ups, serve as section leaders, provide input on music selection, perform solos, serve as exemplars for classmates.
LE.3	
LE.4	• Physical classroom arrangement is conducive to large- and small-group activities, giving the teacher access to all students. • Musical instruments/equipment are appropriately stored. • Students store repertoire, folders and notebooks properly and know how to access them when needed. • Students serve as performance exemplars (solo or group). • Academic tools in a music classroom can include a students' instruments and/or own voice. • Academic resources in a music classroom can include: YouTube, a metronome, a tuner, software, etc. • Academic supports in a music classroom can include: posted resources about fingerings, instrument families, composers, rhythm charts, etc. • Digital tools in a music classroom may include: Garage Band, electronic keyboards, computers, etc.
I.1	• Long-term goals (unit goals) are used to create and/or connect to the daily objective(s) for classes.
I.2	• Students provide solutions to performance problems and the rationale for their solutions. • Students provide performance rationale (i.e., for self and others). • Students may demonstrate critical thinking skills through performance responses.
I.3	• Teacher uses musical instructional methods to support the standards (e.g., Orff, Kodaly, Dalcroze, Suzuki, Gordon, Alexander, etc.) • Teacher begins performance and non-performance classes with musical concept(s) aligned to warm-up activity. The warm-up activity can be music, oral or written.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through performance.
I.5	• Students may respond to questions through performance execution. • Observation may be a check for understanding (e.g., If the objective is proper singing technique, teacher may observe students' execution and then provide feedback.).
I.6	
I.7	
I.8	• Verbal and non-verbal responses are appropriate depending on the lesson and activities. • Students collaborate as they participate in whole-group, small-group and partner performances; as evidenced by sharing conversations, exhibiting collegiality, encouraging classmates, performance activities and coaching peers.

Essential Awareness for Speaker of Other Language Centers (Newcomer)

Newcomer students come from around the world and are grouped in classes according to language level. Many aspects of school may be new for these students: the language (e.g., students' home languages may have vastly different sounds/structures), the school setting, even classroom materials, as well as the content knowledge itself. Literacy (e.g., language structure, text directionality, page orientation) may look vastly different in the students' home countries. Newcomer students have extensive needs, including social/emotional needs. Many are also refugees, bringing trauma from past experiences with them into the classroom, so a positive learning environment is especially important.

The main focus of the class is English language acquisition through meaningful content. Students may be operating below grade level, and sheltering is essential to give students access to grade-level content. The observer needs to be aware that within the class, different levels of rigor are appropriate for different students based on their varying language levels. Newcomers' next steps in learning may look different from native English same-grade peers.

Newcomer: A student who has been in the United States less than two years. These students often come from war-torn countries and have no, limited or interrupted formal education.

Sheltering: Involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words. Language register is one of many styles of language determined by such factors as social occasion, purpose and audience. Register is also used to indicate degrees of formality.

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

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	INDICATOR
I.1	• Content-language objective(s) may be communicated in various ways based on language levels. • Objective(s) are aligned to Common Core/World Class Instructional Design and Assessment (WIDA)/language acquisition process. • Due to students' needs, lessons may be aligned to grade-level state standards and/or school readiness objectives.
I.2	• High academic expectations in the newcomer setting may not be consistent with normal grade- or age-level expectations. • Rigor will be observed at the student's zone of proximal development. Observers should be aware of the balance between content and language load. • Visuals, manipulatives and other scaffolds are important supports for newcomers to be able to access the rigor of the lesson. • Time may be focused on learning the structure of the routine.
I.3	• Comprehensible input and student think time are extremely important. Pacing may be slower because the teacher is supporting students in many ways: using gestures, facial expressions, pointing, demonstrating with realia or utilizing visuals.
I.4	• Academic language may also include basic school vocabulary and high-frequency words. • Academic language may be linked to phonics, letter sound awareness, decoding, then application; or a focus on metacognitive strategies. • There may be a focus on simple sentence structures or even basic words, occasionally mixed with harder words given in context. • Echo reading, pointing, saying yes and no, repeating, reading, completing sentences and/or beginning a sentence are some ways that newcomers will develop academic language.
I.5	• Teacher may check for understanding of the content-language objective(s) as well as rituals/routines. • Determining whether misunderstandings stem from content or language is essential. • Checks for understanding may include echoing, repeating, pointing and saying yes and no.
I.6	• Differentiation may be based on language level or skill-set and background knowledge. • Additional differentiation may come from grouping students who speak a certain language (especially if there is no native speaker teacher of that language in the room). Some students may be observed translating directions/procedures to other students who speak the same language.
I.7	• Feedback may focus on language, rituals and routines or task completion. Motivational feedback/encouragement is appropriate. • Some feedback may be in the form of recasting (i.e., repeating what a student said in standard English). It may include visual or simplified feedback. Next steps may be geared toward repetition of the same concept.
I.8	• Opportunities to communicate and collaborate are essential for newcomers at all language levels. More collaboration may be seen as students' language levels progress, but at the beginning may include echoing and repetition with each other. • In the early stages of language development, students develop expressive language when actively listening as an audience member, even if they are not verbally communicating/collaborating. Roles are aligned with students' language levels. • Digital resources may be used to provide pictures, to learn new vocabulary or to post sentence structures for student reference while collaborating.

Essential Awareness for Physical Education

The National Association for Sport and Physical Education (NASPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides:

- Learning opportunities.
- Appropriate instruction.
- Meaningful and challenging content.
- Student and program assessment.

During physical education class, students should participate in moderate to vigorous physical activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.

NOTE: *As recipients of the Colorado Health Foundation grant, physical education teachers might see other observers who are not part of LEAP. These observers use a tool called Systematic Observation of Physical Activity (SOFIT).*

Essential Awareness for Dance

- Dance as art represents creative self-expression through the medium of human movement. The essence of dance is to feel, create, compose, interpret, perform and respond. Dance is the physical expression of an idea developed through a process of research, inquiry and movement discovery. As students inquire into dance, they gain skills in creating, performing, viewing and responding. Improvisation and selection lead to the product of dance works using traditional materials or the latest technologies.
- The purpose of dance education in preschool through high school is to broadly educate all students in dance as an art form and to promote physical activity for fitness.
- During dance class, students should be participating in dance physical activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.

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

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	INDICATOR
I.1	• Long-term goals (unit goals) are sometimes used to create and /or connect to daily objective(s) for classes.
I.2	• A rigorous task requires students to use complex physical skills and/or physical fitness components. • Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movement such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical responses. • Teacher facilitates problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects.
I.3	• Uses grade-level curriculum appropriately, with skill progressions and supports. • Balance of teacher talk and student participation. • Students are physically active more than 50% of class time. • Provides extension activities that allow students to explore essential questions through body movement and skill repetition (Distinguished category).
I.4	• Students primarily respond to academic language in a physical way, but their response could also be verbal and/or written.
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • Amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition, strategy and/or rule application. • Student physical responses can be a check for understanding.
I.6	• Uses verbal, visual and kinesthetic experiences to enhance learning. • Makes content accessible through skill and form demonstration. • Differentiates physical activities to meet diverse needs of students (e.g., teacher proactively plans for students to move closer and/or farther from target when throwing, adjusts size of target or manipulative density). • Differentiation adjustments may occur through one-on-one private conferencing with students. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
I.7	• Feedback should include skill drill, body positioning and alignment (e.g., “Turn sideways”, “Elbow up”, “Follow through”, “Use the instep, not the toe to kick.”) in addition to descriptive feedback about the content-language objective(s). • Feedback may include physical demonstration that addresses skills, strategies, rules, content knowledge, etc.
I.8	• Verbal and non-verbal responses are appropriate for specific lessons and activities. • Examples of student collaboration can include exhibiting sportsmanship, encouraging classmates, performance activities and coaching peers.

Essential Awareness for Special Education: Affective Needs

- This appendix is applicable for any special educator working with a student with affective needs, regardless of whether the intervention is in a center program or provided through the mild/moderate special educator.
- Students with affective needs fall into two categories: social/emotional functioning and executive functioning (see the appendix on autism for a better understanding of executive functioning). The treatments are vastly different, but in either case, the students' behaviors impact their ability to access the general education classroom and/or social relationships. Students with mild/moderate affective needs receive services from a mild/moderate teacher, while students with severe to profound affective needs may receive services in an affective needs classroom. All students with affective needs have a functional behavior assessment and behavior intervention plan.
- An affective needs classroom provides a continuum of services with inclusive opportunities. In affective needs classrooms, students' behaviors may be so severe that emphasis is typically on behavior interventions. Academic instruction is still critical; however, behavior often has to be stabilized in order for students to access academic instruction. One way to stabilize behavior is to focus on academic content that has been over-learned or mastered with strategic leveled tasks being introduced through highly scaffolded techniques. If the student is not receiving academic instruction in the general education classroom, then it is the expectation that the special educator is providing academic instruction.
- Programming for students with social/emotional needs is centered on positive behavior supports. These supports include a systemic incentive plan, individual reinforcement, group contingency, intermittent reinforcement, scheduled reinforcement and clear/positive reinforcement. Systemic programs are designed to teach pro-social skills. Such programs include personal and relationship success and pitfalls, inter- and intra-expectations, restitution overcorrection, strategies to "read" situations, executive functioning skills, action plans and evaluation of interactions, role plan and generalization of skills. Social/emotional curriculum includes social skills training, character education, coping strategies, empathy training, goal setting, anger management, emotional vocabulary and positive self-talk.
- Students with affective needs may have experienced traumatic situations in reference to their community and culture.
- Cultural responsiveness is a critical component of affective classrooms due to the potential of students of color being disproportionately identified for social/emotional disabilities.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individual Education Plan (IEP) and behavior plans.*

	INDICATOR
LE.1	• Differentiated supports may be necessary to promote engagement with reluctant students, depending upon a student's behavior intervention plan, in order to increase equity and access to the social emotional curriculum (e.g., A student may be reluctant to share their cultural perspectives within a whole group so the teacher utilizes a turn and talk procedure to facilitate engagement with another student.).
LE.2	• Teacher may explicitly teach behavior and respect skills as part of the curriculum. • Students with affective needs may struggle with social/emotional skills; therefore, you may not see overt cooperative efforts or peer interactions without supports. Students may be working on appropriately scaffolded skills (e.g., making eye contact with others, practicing receiving praise and giving compliments). • Academic risk-taking may need to be scaffolded in order to avoid inappropriate behaviors. • Provides students a safe environment through over-learned concepts and intentionally adds new or complex tasks so risk-taking is supported.

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SPED: AFFECTIVE NEEDS Appendix *(continued)*

INDICATOR	
LE.3	• Behavior is the primary focus for students with affective needs. Students who have significant behavioral needs are consistently working on these skills. Expect to see misbehavior that is strategically and individually dealt with according to the student's behavior intervention plan. • Teacher is hyper-vigilant (i.e., alert to conditions within the classroom) and proactive (e.g., keeps neutral tone, is calm during redirections, is aware of body language). • Students with affective needs typically have challenges with transitions. All transition rituals and routines are emphasized and taught through multiple repetitions. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors. • Teacher uses visual cues/strategies to support transitions. • Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. Students can explain the incentive and level system as well as their personal behavior goals.
LE.4	• Classroom may include strategic areas including a "cool down" area, small- and large-group instructional locations. • Teacher should expect to see incentives and level systems clearly posted to meet the needs of these students.
I.1	• In addition to grade-level curriculum, content may include Affective Curriculum (e.g., Morning Meeting: identify feelings, identifying goals for the day, promoting positive interpersonal interactions, connections to real world experiences).
I.2	• Rigorous tasks should be imbedded within the social emotional curriculum. • Rigorous tasks are within the context of a student's behavior intervention plan; high levels of frustration from rigorous tasks can be a trigger for severe behaviors. • All students need appropriate scaffolds and supports (e.g., visual, group and language) during rigorous tasks. • The social/emotional curriculum should include critical thinking skills and may include opportunities for self-reflection and reflection on students' awareness of their own social environment (social world).
I.3	• Teacher recognizes the social/emotional strengths and needs of the group as well as individual students. Appropriate scaffolds are present and function predominantly to support the content-language objective(s) as well as behavior management necessary within the lesson. • An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students (e.g., paraprofessional takes over, dividing groups or classroom crisis plan). • Teacher may explicitly teach behavior skills as part of the curriculum.
I.4	• Teacher uses academic language related to the social/emotional curriculum, in addition to content curriculum. • Receptive/expressive language needs are taken into consideration and targeted within every lesson. • Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new social skills).

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	INDICATOR
I.5	• In addition to academic questioning, it is essential that the teacher use questioning to help the students think through alternate or more appropriate behavioral responses. • Teacher should check for understanding within the context of the content-language objective(s) and may check for understanding with behavioral learning goals. • Opportunities for reflection (Distinguished performance category) include the content-language objective(s) and may include social and emotional learning.
I.6	• Behavior and crisis plans are evident when needed within classroom structure and differentiation.
I.7	• Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	• Intentional opportunities and additional scaffolds may be present to teach communication and collaboration among students. • Students with social/emotional needs may have challenges with social skills, which may limit their ability to participate in cooperative/social activities. Scaffolds and supports should be present to teach these social skills. • Establishing clear expectations for communication and collaboration includes: teacher directed cooperation, scaffolded conversations and scripted discussions with the ultimate goal of increasing student independence.

SPED: AUTISM (MI-AUT) Appendix

Essential Awareness for Autism (MI-Aut)

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

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individual Education Plan (IEP) and behavior plans.*

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	INDICATOR
LE.1	• Students with autism may struggle with social skills and abstract concepts; therefore, you may not see overt participation and peer interaction during lessons. Students may need specific and targeted supports in order to provide equitable access. • Evidence of students' engagement needs to be considered in conjunction with each student's IEP and behavior intervention plan.
LE.2	• Motivation is often individualized and basic (i.e., tangible rewards); students might not respond to praise. • Due to challenges with social skills and abstract concepts: ‣ Students may appear to be inattentive. ‣ Students rarely encourage others. ‣ Body language may not suggest engagement. • Students may require one-on-one support to initiate tasks. Due to cognitive and behavioral needs, students may have challenges with perseverance and problem solving tasks at the independent level. Appropriate scaffolds should be present to increase students' time on task. • Students with autism may struggle with social skills and abstract concepts; therefore, you may not see overt cooperative efforts or students supporting one another without scaffolds. Students may be working on appropriately scaffolded social skills (e.g., making eye contact with a peer, practicing praise). • Observers may not see obvious evidence of positive affect as a result of social interaction (e.g., after encouragement or prompts).
LE.3	• Teacher addresses behavior in a very structured manner that emphasizes using tangibles to change behavior rather than talking through emotions (i.e., reinforcement of desired behavior), or the teacher may use tangible objects while talking through emotions. Behavior is addressed individually according to student's IEP and behavior intervention plan. • Observer may see inappropriate behavior, but the plan to reduce behaviors may or may not be evident during the observation (e.g., ignoring specific behaviors may be a part of the student's behavior intervention plan). • Students with executive functioning needs may have challenges with transitions. Transition rituals and routines are greatly emphasized and taught on an ongoing basis. Visuals support transitions. Students may be consistently reminded of the routines of transitions. • The observer may see behaviors that are triggered during transitions. Teachers should be responsive to these behaviors according to the student's IEP and behavior intervention plan.
LE.4	• Multi-intensive autism classrooms are highly specialized and may not look like typical classrooms. There may be individual work-stations, "cool-down" areas, a purposeful lack of distractions on the wall (e.g., no word wall, pictures, student work, etc.) and/or highly specialized equipment such as "shoe-box" tasks, large balls and adaptive equipment. • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices are also utilized including picture exchange systems. • Paraprofessionals are resources that are utilized to assist students in progress toward mastery of skills.

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	INDICATOR
I.1	• The Content-Language Objective(s) (CLO) should be communicated in multiple modes, depending upon students' needs (e.g., sign language, oral expression, use of picture icons, gestures etc.). • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the content-language objective(s) as evidenced through their questions, comments and work using a variety of modes such as alternative communication and student response systems. • Standards-based content-language objective(s) may reference Expanded Evidence Outcomes (alternative standards for students who are Co-Alt eligible). Teachers should refer to Colorado State Standards to obtain the alternative standards (i.e., Expanded Evidence Outcomes) that are not present in the Common Core State Standards. Alternative standards address real-world, life and adaptive functioning skills. • A variety of communication modes may be used by students to expand on the larger picture (Distinguished performance category).
I.2	• Challenging tasks are within the students' zone of proximal development. • All students will need supports for rigorous tasks (e.g., modeling, positional readjustment, physical, verbal, visual and gestural prompts). • Students with autism and executive functioning needs may have challenges with higher-level tasks such as analyzing texts/data, solving problems for real-world situations or multiple contexts, critiquing others' reasoning, challenging routine/conventional applications, formulating hypotheses and justifying their conclusions; depending upon the severity of their disability and expressive language levels. These framework expectations should be observed within the context of the lesson in conjunction with the students' ability level. The expected outcome of this indicator is meant to measure how the teacher supports and expands the "thinking" abilities of their students. • Students with executive dysfunction may have challenges with complex tasks. They may rely on over-learned concepts with strategic insertion of more complex tasks. Rigorous tasks are within the context of an individual student's disability and may look atypical when compared to a general education classroom. • Teachers will often present the same activity throughout a lesson or during the day to emphasize routine, creating a classroom environment where students with autism are more likely to be successful. • Some students can excel in a specific category but typically excel in a skill that is over-learned, not in creation of new content. • Some classrooms focus on adaptive functioning skills (e.g., MI, MIS, MIA) that focus on practical life skills. Higher-level questioning may not be present in these situations. • Students may show originality, consider different perspectives or respond to others through a variety of modalities throughout the lesson (e.g., verbally, sign, pictures, augmentative communication devices, etc.).
I.3	• Assistive technology includes augmentative communication devices and computer programs. Low-technology devices, including picture exchange systems, are also utilized. • Teachers often embed functional skills into instruction that students may use in other settings (e.g., sharing, using "safe hands", teaching pencil grip, naming everyday items, toileting skills, etc.).
I.4	• Academic language is typically tied to functional communication. • Receptive/expressive language needs are taken into consideration and targeted within every lesson. • Students develop academic language by using new vocabulary (e.g., a sign, pictorial representation) while interacting with school materials, individual schedules and work programs. • Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new social skills). • Teacher uses academic language related to the social/emotional curriculum in addition to content curriculum.

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	INDICATOR
I.5	• Teachers may rely on more frequent rather than varying checks for understanding as varied checks may trigger behavioral responses from students. • Checks for understanding typically involve demonstration of one discrete skill since many students are non-verbal (often seen in station tasks). • Students who are non-verbal respond to questions using students' response system. • Some classrooms focus on adaptive functioning skills (e.g., MI, MIS, MIA) and practical life skills. Higher-level questioning may be within the context of the task or skill within these situations (e.g., "How do you know when you have set the table correctly?" [task]). • Inquiry-based processes are very rarely used with students who have executive functioning needs. This requires abstract thinking skills that can be challenging for students; therefore, asking students to explain/reflect on their thinking may require additional scaffolds.
I.6	• Typically, differentiation occurs within the context of a lesson; however, differentiation might be needed for behavior, social and adaptive skills. • Wait time is critical for this population of students who might struggle with processing speed.
I.7	• Teacher provides descriptive feedback on behavior and behavior goals. Feedback may be presented using interactive low-tech tools such as a visual schedule or picture exchange communication system. • Feedback given to students with autism may include more brief explanations or indication on feedback forms (e.g., pointing to pictures indicating success, marking on a point sheet).
I.8	• Some students may be non-verbal. They may respond to questions, make connections or engage within conversations through visual representations or through the students' use of a response system (e.g., student answers questions from teacher or other students by pointing to the object or picture). • Expanding upon others' thinking or constructing arguments may be challenging for students with moderate to severe autism and should be observed within the context of the lesson and students' individual needs (e.g., Teacher: "Which street sign is the stop sign?" Student- chooses; T- "Why did you pick this picture?" S- states "Red" then pairs the word "Stop" with hand signal). • Intervention to promote social interaction between students with autism and their peers needs to be systematically planned for within lessons. Joint Attention Activities may include: ‣ Coordinating attention between people and objects. ‣ Sharing affect and emotional states with another person. ‣ Being able to draw another's attention to something (e.g., one student is tapping; another or other students begin tapping; students smile as they share activity). ‣ Social reciprocity. ‣ Imitation. • Effective teaching behavior examples may include: ‣ Taking turns with supports (e.g., passing "your turn", "my turn" pictures). ‣ Social imitation (e.g., T- says: "Tell him thank you" S- repeats). ‣ Scaffolded reciprocal interactions. ‣ Teaching social gestures (e.g., having students shake hands with each other, teaching eye contact).

Essential Awareness for Deaf and Hard of Hearing

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

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individual Education Plan (IEP) and behavior plans.*

	INDICATOR
LE.1	• Deafness comes with a unique culture called "deaf culture". Culturally responsive education for students who are deaf and hard of hearing includes: access to peers and adults who are deaf and hard of hearing, reference to historical figures who are deaf and hard of hearing, understanding deaf culture norms such as consistent eye contact, appropriate use of touch, use of deaf culture storytelling and communication using accessible technology.
LE.2	• Students may have challenges with social and academic language skills. Additional scaffolds, supports and supplemental aids are utilized to support communication. ‣ Examples of supports: visual schedules and calendars, student response systems, visual-kinesthetic groupings. ‣ Examples of scaffolds: task analysis of expected skills and direct instruction of each task. ‣ Example of supplemental aids: using live captioning devices for communication.

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	INDICATOR
LE.3	• Rituals and routines include teacher and students wearing hearing assistive technology at all times. • Some students require a sign language interpreter and the teacher allows the interpreter to be as close as possible to the speaker so the student can see the speaker and access the language at the same time.
LE.4	• Teachers may use preferential seating, line of sight, visuals and reduction of background noise to meet the needs of students. • Assistive technology appropriate for students with a hearing loss include: sound field systems, FM systems and personal amplification (e.g., hearing aids, Inner Cranial Implants, Cochlear Implants). Additional tools might include live captioning devices and smart pens. • Students' work and exemplars includes visuals, simplified language and typical language.
I.1	• Speech, listening and language targets are imbedded in all lessons. • Content-language objective(s) are critical for students with a hearing loss, whose deep deficit is in language development. In some situations the teacher of the deaf is also the speech teacher. Forms of language might include phonology as well as grammar and vocabulary. • The CLO should be communicated in multiple modes, depending upon the students' needs (e.g., sign language, oral expression, use of pictures, gestures, etc.). • Teachers may use picture icons to represent the language function when communicating the content-language objective(s). • Teacher uses alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on for students with limited language skills.
I.2	• Rigorous tasks are complex, challenging and simulating; designed to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' zone of proximal development. • Stimulating tasks are age/grade level appropriate (adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include: graphic novels, visual media, use of closed captioning and appropriately interpreted through sign language). • Students with severe to profound language delays need tasks that are appropriately scaffolded in order to meet grade-level rigor. • Syntax structures, vocabulary and background knowledge may need to be taught for a significant amount of time as a part of the appropriate scaffolding. Higher-level questionings can still be a part of the instruction of lower-level skills. • Multiple means to demonstrate learning are present (e.g., use of visuals, deaf culture storytelling, oral expression).
I.3	• Observer may see unique instructional methods commonly used in deaf education that include: strong use of visual supports (e.g., comics, pictures, symbols), drama and storytelling, hand signs and gestures. • When addressing multiple modes of communication during instruction, an observer may see times when the teacher only uses sign or oral language. The teacher needs to ensure that all students have language access to the content in their preferred mode of communication during instruction. • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems).
I.4	• Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new skills). • Use of cooperative academic language techniques such as "Think, Pair, Share" are appropriately supported through the students' mode of communication and use of educational sign language interpreters or paraprofessionals.

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	INDICATOR
I.5	• Students who are non-verbal or in an emergent stage of their language development might use students' response systems to respond to questions (e.g., student points to the picture/choices, uses yes/no cubes or cards with smiley/frown faces to respond. • Teacher checks for understanding using statements like: "Show me." and "What did I just say?" rather than "Do you understand?".
I.6	
I.7	• Teacher encourages/models explicit opportunities for students to give feedback to each other. • Feedback may be provided in the students' preferred mode of receptive communication (e.g., sign language, gestures, etc.).
I.8	• Students who have limited expressive language or poor articulation tend to have difficulty speaking/signing with other students who have similar language issues. Other adults in the room will serve as language models when verbal peers are not present.

Essential Awareness for Intellectual Disability (MI, MIS, MI-DHH)

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

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INDICATOR	
LE.1	• Teacher is aware of students' individual culture, language, home experience, background, etc. that works in conjunction with the culture of the disability.
LE.2	• Students may have challenges with social skills, understanding abstract concepts and perseverance of tasks; therefore, additional scaffolds, supports and supplemental aids are utilized. Examples of the scaffolds, supports and supplemental aids to support social skills, abstraction and perseverance include: ‣ Examples of supports: use of visuals, multi-media, sign language, visual-kinesthetic grouping, tangible rewards systems, use of prompts/visual cues to get started, use of pictures for communication of ideas with each other (e.g., picture exchange communication strategies). ‣ Examples of scaffolds: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups). ‣ Examples of supplemental aids: communication devices, use of technology like Google docs for collaboration.
LE.3	• Students with cognitive disabilities have varied skills in managing their own behavior. Some students need tangible rewards systems to shape behaviors while other students can reason and reflect on their behavior. Evidence is present that teachers proactively address students' behaviors based on the students' needs. • Examples of Tangible Rewards: token systems paired with reinforcement statements and rewards, opportunity to practice the behavior to mastery. • Examples of Reasoning and Reflection: reflections forms, reflective conversations. • Students with intellectual needs typically have challenges with transitions. All transition rituals and routines are emphasized and taught through multiple repetitions. Visuals support the transitions. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.
LE.4	• Classroom environment is established in a way to support engagement of all students, thus supporting equity. • Unique classroom structures are in place to support academic learning and physical needs. Examples include: ‣ Specialized equipment present based on needs: standers, cube chairs, diaper changing stations, large balls, assistive technology, etc. ‣ Academics Structures: individual work stations, "cool-down" areas, functional life skills stations for teaching hygiene, dishes, etc. and highly specialized equipment such as "shoe-box" tasks. • Students' work and exemplars includes visuals, simplified language and typical language.
I.1	• Standards-based content-language objective(s) may reference Expanded Evidence Outcomes (i.e., alternative standards for students who are Co-Alt eligible). Teachers should Colorado State Standards to obtain the alternative standards (i.e., Expanded Evidence Outcomes) that are not present in the Common Core State Standards. Alternative standards address real-world, life and adaptive functioning skills. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the CLO as evidence through their questions, comments and work using a variety of modes such as alternative communication and students' response systems. This includes expanding on the larger picture (Distinguished performance category). • The CLO should be communicated in multiple modes, depending upon the needs of the students (e.g., sign language, oral expression, use of pictures, gestures, etc.). ‣ Teachers may use picture icons to represent the language function when communicating the content-language objective(s).

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	INDICATOR
I.2	• Rigorous tasks are complex, challenging and simulating with design to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' zone of proximal development. • Stimulating tasks are age/grade level appropriate (i.e., adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include graphic novels or visual media). • Higher-level Bloom's tasks are explicitly taught; uses scaffolds and has real world applications (e.g., analyzing a map to find the efficient route: teacher breaks down the function "analyze" into subsequent tasks likes comparing and contrasting routes paired with specific language that the students would use during the lesson). • Teachers leverage the content-language objective(s) to teach the most appropriate function of language including: describe/explain, compare and contrast, sequence, cause and effect and defend-propose-justify. • With appropriate scaffolds, students are able to express their thinking in increasingly complex ways through the use of their preferred communication modality.
I.3	• Inquiry-based learning may be evident within the context of life skills (e.g., determining the best buy for toilet paper, knowing the consequences for paying bills late). • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems). • To effectively address students' challenges and misconceptions, teachers utilize appropriate scaffolds that include additional visual-kinesthetic and group supports.
I.4	• Academic language can be expressed through multiple modes of communication including: augmentative communication devices, picture exchange systems, sign language, gestures, expressions and eye gaze. • Academic language development includes scaffolds for receptive comprehension. • Students with an intellectual disability have challenges with communication and language development regardless of second-language learning. Strategies used for developing language with English Language Learners will also support students with intellectual disabilities; however, additional supports and repetitions may be needed.
I.5	• Teacher checks for understanding include use of the students' modes of communication. Students' response systems might be the most appropriate type of check for understanding. • Varied checks for understanding might include students explaining their thinking using their mode of communication or teacher circulating the room checking on their work.
I.6	• Typically differentiation occurs within the context of a lesson; however, differentiation might be needed for behavior, social and adaptive skills.
I.7	• Teacher provides descriptive feedback predominantly within the context of a lesson, in addition to behavior or behavior goals that might manifest during the lesson. • Feedback may be demonstrated in the students' preferred mode of receptive communication (e.g. sign language, gestures, etc.).
I.8	• Sharing ideas, projects, working collaboratively on classroom tasks depending on communication modality. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to communicate and collaborate with peers. • With appropriate scaffolds, students are able to communicate and collaborate with peers in increasingly complex ways through the use of their preferred communication modality. ‣ Examples of scaffolds for communication: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups).

Essential Awareness for Specific Learning Disabilities

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

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individual Education Plan (IEP) and behavior plans.*

	INDICATOR
LE.1	• *Co-Teaching:* The observed co-teaching model supports students' equitable access by addressing students' needs as outlined in students' IEP goals.
LE.2	• *Co-Teaching:* Students with Specific Learning Disabilities may exhibit frustration related to academic endeavors. The teacher may offer additional behavioral or affective supports depending upon students' needs.
LE.3	• *Co-Teaching:* Teacher may develop and implement an individual behavior plan for a student that is independent of the classroom management system (e.g., point sheet or sicker chart). Co-Teacher should support the established classroom/school behavior management systems.
LE.4	• *Co-Teaching:* Teacher clearly has established a learning environment in the general education classroom (e.g., at students' desks or a work station in the classroom). • *Co-Teaching:* Teacher uses portable exemplars or rubrics for expectations or refers to classroom materials and may provide additional tools based on individual needs. • Assistive technology might include: recorded text, calculators, electronic manipulatives and Alpha Smarts.

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	INDICATOR
I.1	• Teacher communicates how the specifically designed instruction is related to the learning objective and IEP goals. • Content-language objective(s) are supportive of learning and IEP goals. • *Co-Teaching:* Observers evaluate the extent the Special Education Teacher is supporting the classroom content-language objective(s) and promoting access to the general education curriculum through appropriate accommodations.
I.2	• Rigor for students working on specific skills may involve transfer of the skill to the general education classroom. There should be evidence of instruction for the transfer of skills (e.g., "Push in": For students learning a skill in isolation the teacher prompts students to utilize the skill within their upcoming writing class.). • *Co-teaching:* Teacher prompts students to utilize skill from mini-lesson.
I.3	• In addition to demonstrating deep understanding of the content, the teacher also utilizes instructional strategies or methodologies that address processing disorders through accommodations and modifications within the differentiated classroom environment (e.g., Instructional strategies/methodologies may include additional processing time (i.e., wait time), visual, auditory and group supports.). • *Co-Teaching:* The chosen co-teaching model [observed] is supportive of students' needs and aligns with the students' IEP goals.
I.4	• Explicit teaching of academic language is needed to promote access to the general education curriculum. The special education teacher may provide additional supports for students to demonstrate understanding and to utilize targeted academic language. • Students' processing disorder may impact language development; therefore, instruction may focus on meaningful repetition, modeling and practice of the specific language target.
I.5	• Students may require more frequent and varied checks for understanding than a typical student. • When using discovery or an inquiry-based process, follow up to ensure correct content was learned. • Teacher distinguishes between English Language Acquisition (ELA) and Special Education Needs of the classroom.
I.6	• Teacher scaffolds questions through simplified sentence structures and slower pacing. • Extended wait time is critical for students with processing issues, especially processing speed issues. • "Push-in": Student has access to additional materials appropriate to his/her accommodation.
I.7	• Teacher provides descriptive feedback on progress toward content-language objective(s) and IEP goals as appropriate. • Purposeful descriptive feedback promotes and or facilitates student understanding and expression of the content-language objective(s).
I.8	• When the teacher is working one-on-one with a student, opportunities for cooperation might be limited. • Focus is typically on specific skill development. • When utilizing specially designed curriculums, the teacher incorporates targeted instructional moves and accountable-talk to promote opportunities for communication and collaboration among students.

Essential Awareness for Teacher Librarians

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

	INDICATOR
LE.1	• Develops and models cultural and global awareness, employing a variety of resources at multiple reading levels, including digital tools (e.g., shared online documents, websites, email and video).
LE.2	• Encourages students' independent reading through avenues such as reader advisory (i.e., recommendations), book talks and/or displays.
LE.3	• Instructs, supports and monitors students' ethical and responsible use of print and media, including copyright and appropriate use of electronic resources and tools. • Works in close communication with classroom teachers to ensure timely transitions and students' responsibility for library resources, including the timely return of materials.
LE.4	• Provides print and digital resources that support classroom instruction. • Ensures that relevant materials (e.g., print, digital resources, etc.) are available and can be easily located by all students.
I.1	• Explicitly connects library objectives to classroom teacher's lesson or unit content.
I.2	• Models effective use of research and production tools to locate, analyze, evaluate and use a variety of informational resources. • Provides opportunities for students to create and publish innovative thinking and creativity using digital tools.
I.3	
I.4	
I.5	
I.6	• Provides print and digital resources that support the curriculum and the independent reading needs of all students. • Designs effective activities (e.g., research and technology projects) that support classroom differentiation.
I.7	
I.8	• Depending on the objective and time available, students may not be observed directly collaborating with each other.

Essential Awareness for Technology

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

	INDICATOR
LE.1	• Develop cultural understanding and global awareness by engaging with learners of other cultures through digital tools (e.g., video conferencing,email, etc.).
LE.2	• Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information (e.g., commenting in collaborative documents, on a blog, using email, etc.).
LE.3	
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Academic tools are a critical part of the technology classroom and are used throughout each lesson. The academic tools are the modus for the lesson. • Technology and digital applications are the content. Observer may see students focusing on digital resources rather than a method of enhancing different content. • Students understand and use technology systems and digital resources. • Students troubleshoot systems and applications.
I.1	
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	
I.4	
I.5	
I.6	
I.7	
I.8	• Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., collaborative documents, video conferencing, blogs, online presentations, multimedia production, webinars, podcasts, etc.). • Depending on the activity, observers may or may not see student collaboration (e.g., in a technology class, students may be working independently on creating a digital project).

VISUAL ARTS Appendix

Essential Awareness for Visual Arts

- A high-quality visual arts program provides all learners the opportunity to develop and deepen their conceptual and cognitive abilities while demonstrating artistic skills and techniques to successfully communicate and express ideas and learning through artwork, speaking, reading and writing methods. Exploration and experimentation of various visual arts and design processes instills invention, creativity and independent lines of: inquiry, introspection, collaboration and technical skill development.
- Visual Arts Colorado Academic Standards provide the instructional framework for teacher developed units of study.
- Depending on the lesson objective, students are creating art to demonstrate their learning (independently and/or collaboratively) for 60%–70% of the class time.

	INDICATOR
LE.1	• Students share, discover and recognize cultural and personal aesthetics as they investigate and discuss various perspectives.
LE.2	• The motivating, engaging classroom environment allows for students to feel safe and take expressive risks with their art making, conceptual thinking and idea development (Distinguished performance category).
LE.3	
LE.4	
I.1	
I.2	• Rigorous tasks can focus on any of the following: conceptual development, skills and techniques, inquiry, experimentation. • Higher-level thinking in a visual arts class can include innovation, divergent thinking, foresight, problem solving, imagination and visualization.
I.3	• Lesson pacing allows for students to progress in the concepts *and* skills for the particular art content.
I.4	
I.5	• In order for students to expand and/or adjust their understanding of the relevant concepts *and* skills, students critique their own artwork and the artwork of others.
I.6	
I.7	
I.8	• Student-to-student communication demonstrates a connection between skill development and conceptual thinking.

Essential Awareness for World Languages

- The best practices highlighted in this appendix are based on the Colorado Academic Standards for World Languages and the American Council on the Teaching of Foreign Languages guidelines.
- Quoting the Colorado State Standards: "Learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. Students' level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to students' cognitive and interest levels."
- The target language must be used at least 90% of the time. Students must be able to understand the teacher's message, which can be observed through students verbally responding to the teacher's questions or responding through body language (e.g., laughing at the appropriate cue).
- Acquisition of language occurs when students understand messages from listening to proficient advanced or superior speakers (most often the teacher) reading and viewing.
  - *Input* is listening, reading and viewing.
    - Input leads to the acquisition of the language with novice or intermediate language students.
  - *Output* is speaking and writing.
    - Output from novice or intermediate language students does not lead to acquisition because students do not acquire language from speaking to or practicing the language with other novices.
    - In an effective world language classroom, less than five percent of the time is spent on output activities among students.
    - Output is defined as answering the teacher's questions; however, it is a necessary strategy and is not included in the five percent.
- The best environment for second-language acquisition is one in which the teacher *uses* the target language instead of teaching *about* the target language in English (e.g., teaching grammar paradigms and rules).
- Effective language acquisition practices do not require students to "explain their thinking".

	INDICATOR
LE.1	
LE.2	• Engagement can be demonstrated through students actively listening, watching and responding appropriately with body language and short answers.
LE.3	
LE.4	• Academic tools in the form of wall posters of the following types are essential in all world languages classrooms and should be observed: ‣ Question words, high-frequency vocabulary structures (e.g., verb structures, common adjectives and adverbs, common adjectives and adverbs), numbers, colors, rejoinders (e.g., "Oh really?", "You're kidding!", "That's great.", "I don't know.", "That's too bad.", "I'm sorry.", "How do you say?"). ‣ Reading strategies are used to instruct novice learners in how to select and read independently in the target language (e.g., "three-finger rule", reading in context, picture cues). ‣ Rubrics for writing and speaking in the target language are provided for students as a resource in preparation for assessments. • World language classrooms should have a classroom library with a variety of literature in the students' target language (e.g., picture books, chapter books, novels, fiction and nonfiction).

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INDICATOR	
I.1	• In world languages classrooms, the overall objective per the New Colorado Academic Standards for World Languages is: "Understand and interpret written and spoken language on a variety of topics." • Teachers communicate the learning objective for the lesson which changes according to form and domain. • The function essentially stays the same: to demonstrate understanding. • Since the overall objective remains the same, conversation/discussion in English about objectives does not contribute to language acquisition and should be limited to only a few seconds.
I.2	• Rigorous tasks include active listening, focused reading of comprehensible text and oral translation. • Rigor can be observed in the use of a variety of questions and the students' responses to those questions: low- to high-order. • "Problem solving" is acquiring the target language; students acquire the language when they comprehend the message. • In novice-level (Levels 1-3) world language classrooms, students do not have the required proficiency to justify and critique reasoning of themselves and others. • Rigorous tasks and critical thinking may be observed in the following ways: ‣ Analysis: ◦ Answering why questions (e.g., when the answer may be either indirectly stated or implied in a story). ◦ Breaking down the main actions of the story. ◦ Using a Venn diagram to compare and contrast characters (e.g., physical description, personalities, likes/dislikes). ‣ Synthesis: ◦ Writing an original story. ◦ Composing a class story. ◦ Inventing new details for a story. ◦ Generating/inventing answers to hypothetical questions. ◦ Rewriting a story adding details/characters that were not in the original. ‣ Evaluation: ◦ Evaluating appropriate and inappropriate actions of characters. ◦ Comparing cultures. ◦ Predicting what will happen next in reading or a story.
I.3	• Teacher speaks in the target language at least 90% of the class time. Target language is 100% comprehensible; students are observed responding appropriately. • Teacher uses repetition and questioning as strategies for language acquisition.
I.4	• The target language is the academic language. • Teacher should emphasize mastery of high-frequency words using the target language and spend little time explaining grammar concepts in English during a lesson. • The teacher is the only one in the classroom who can speak the language accurately and fluently; therefore, group work, cooperative learning and paired practice activities should be minimal as they do not lead to language acquisition. Minimal use of these activities may reinforce previously acquired language.

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	INDICATOR
I.5	• Effective questioning may appear more concrete, given students' command of the target language (e.g., yes/no, either/or, who, what, where, when, how). • Whole-group questioning is appropriate, necessary and optimal; individual questioning occurs but with less frequency. • Students do not have the language proficiency to correct misconceptions through peer critique and questioning. • Progress monitoring occurs when students indicate they do not understand or need the teacher to slow down.
I.6	• Effective questioning may appear more concrete given students' command of the target language (e.g., yes/no, either/or, who, what, where, when, how). • Observer will most likely see whole-group, teacher-led activities with limited evidence of differentiation based on students' language proficiency levels.
I.7	• Teacher has control of the sequence of vocabulary and structure from the high-frequency list; therefore, an observer will rarely observe students set next steps and/or give one another feedback on their progress with tasks and learning (Distinguished performance category). • Students do not have the language proficiency to provide academically-focused descriptive feedback to each other.
I.8	• Students do not acquire language from speaking to or practicing the language with other novice or intermediate language students, so collaborative learning may not be observed. Collaboration most often occurs between the teacher and the students, not among students (e.g., students add details to teacher's whole-group guided story). • Students do not yet possess enough vocabulary or structure or control to act as facilitators and cannot initiate and create questions for each other or the teacher.

PROFESSIONALISM

- **What?** The third domain of the DPS Framework for Effective Teaching, ***Professionalism***, is assessed by school leaders and through teacher self-assessment to identify the work teachers do outside of instructional time, individually and collaboratively.

- **Who?** Rated collaboratively by school-based observer (i.e., school leaders) and teacher.

- **Logistics & Timing**
  Prior to both the Mid-Year and End-of-Year Conversations, teachers rate themselves on Professionalism as does the school leader. Comments and discussion are encouraged to ensure the teacher's performance is fully reflected and ratings are based on behavior throughout the year.

- **Percentage of overall LEAP rating:**
  10% (for teachers with Student Perception Survey data)
  OR
  15% (for teachers without Student Perception Survey data)

- **Calculation**
  Professionalism is rated on a 4-point rating system:
  Not Meeting (1), Approaching (2), Effective (3) and Distinguished (4).

LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

PROFESSIONALISM

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

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

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

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

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

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

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

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

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

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

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

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

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
Potential Evidence May Include	• Rarely values and/or acknowledges the impact that cultural/background/ other differences can have on students' learning. • Rarely plans supports or supports are inadequate. • Rarely plans based on students' strengths. • Individualized Education Plan (IEP) development is perfunctory and compliance-based (Special Educators and/or Gifted and Talented Educators only).	• Is aware that cultural/background/ other differences exist but may not develop a deeper understanding of the impact on learning, emotional and/or medical needs. • Plans supports for some groups of students, and/or some supports do not adequately address students' needs. • Identifies students' areas of growth but inconsistently leverages students' strengths when planning supports. • Develops IEPs in compliance with the law and district policy (Special Educators and/or Gifted and Talented Educators only) and attempts to address students' needs.	• Takes steps to learn about individual student's diverse cultural and linguistic heritage, interests, background*, developmental stage, and learning, emotional and medical needs. • Plans appropriate lessons based on knowledge of students' cultural and linguistic heritage, interests, backgrounds*, developmental stages, and learning, emotional and medical needs. • Uses an asset-based approach that leverages students' strengths to ensure all students can learn at high levels, regardless of background*, developmental stage and/ or needs. • Collaboratively develops IEPs/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).	*In addition to "Effective":* • Researches and plans experiences/lessons to introduce students to global diversity and foster respect for all backgrounds* and cultures. • Leads Equity Team activities and supports equity training to promote school-wide cultural competence. • Encourages students to self-advocate for needed supports within the school community. • Supports the transitions of students with IEPs/ALPs (to different grades, buildings, etc.) (Special Educators and/or Gifted and Talented Educators only).

Sources of evidence *may* include:

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

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

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

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)
Potential Evidence May Include	• Rarely uses data inquiry cycles to inform planning. • Collects but rarely reviews or analyzes data. • Takes few action steps and cohesive action plans* are absent. • Lesson plans are unrelated to students' data/goals and are not rigorous.** • Rarely uses data to tailor lessons to students' needs. • Rarely utilizes student support plans*** when planning instruction.	• Uses multiple data inquiry cycles to inform year-long planning, unit planning and/or weekly/daily lesson planning, but not all. • Reviews available data sources but has limited understanding of the implications of the data. • Inconsistently uses sources of data in developing action plans.* • Sometimes lesson plans are unconnected to students' data/goals and lessons may not be rigorous.** • Inconsistently uses data to modify lesson material and supports. • Inconsistently utilizes student support plans*** when planning instruction.	• Uses multiple data inquiry cycles to inform year-long planning, unit planning and weekly/daily lesson planning. • Analyzes multiple sources of students' learning data to identify students' learning needs relative to standards, gaps in students' understanding of content and gaps in learning between subgroups of students. • Uses data to develop rigorous** action plans* that lead students to growth and mastery of standards. • Uses data to tailor interventions, content, process, and/or product to meet students' needs (including ELLs and students with disabilities and Gifted and/or Talented students). • Uses student support plans*** (that include baseline functioning, accommodations and goals) to drive instruction and support.	*In addition to "Effective":* • Evaluates the quality of formative and summative assessments in conjunction with students' performance to identify additional data sources needed for instructional decisions. • Analyzes data to correctly identify multiple root causes of whole class and individual students' learning needs and aligns action plans* accordingly. • Utilizes research-based strategies and interventions to meet all students' needs. • Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals.

Sources of evidence *may* include:

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

***Action plans** may include the following: whole class reengagement learning activities for un-mastered standards and differentiated learning activities for small group and individual interventions.

****Rigor** is present when students expend considerable cognitive effort and exhibit some level of struggle as they solve problems and transfer their prior understanding to new situations. Further, rigor integrates multiple standards and demands that students monitor their cognitive process as they engage in a lesson. Rigor supports robust students' learning of a lesson's content-language objective(s).

***** **Student support plans** can include: IEPs, 504s, ALPs, READs, PEPs, behavior plans, etc.

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

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)
Potential Evidence May Include	• May attend meetings but is indifferent/inattentive to information shared. • Works in isolation and/or rarely shares information about students. • Infrequently collaborates with educational specialists when school time is provided. • Regularly disregards school and/or district policies/procedures. • Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people.	• Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts. • Actively listens and receives information but may not make instructional changes. • May collaborate when appropriate or asked with some specialists to meet the needs of some students by participating in scheduled meetings and providing requested students' data. • Generally adheres to school and district policies/procedures. • Typically acts professionally and exemplifies DPS Shared Core Values, but occasionally expresses disagreement tactlessly.	• Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. • Shares information about students with colleagues in formal collaborative meetings and informally as teachers discuss their work and leverages what is learned to make instructional changes. • General education teacher and educational specialist (e.g., Special Educator, GT teacher, ELA teacher, etc.) collaborate, making adjustments to daily lessons where applicable. • Collaboratively examines and thoughtfully implements school and district policies/procedures. • Acts professionally, expresses disagreement tactfully, and exemplifies DPS Shared Core Values when engaging colleagues.	*In addition to "Effective":* • Builds team capacity and drives team effectiveness. • Clear leader among peers and stakeholders. • Creates and actively seeks opportunities that contribute to a positive school climate and culture.

Sources of evidence *may* include:

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

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

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)
Potential Evidence May Include	• Inconsistently communicates* with families and/or communicates about students in formats that may be inaccessible to families. • Contact with families limited to conveying concerns. • Rarely displays understanding or empathy toward families that are not from the same background.**	• Communicates* with families about general classroom information. • Presents school-related celebrations and/or concerns to families. • Invites families and community members but inconsistently fosters a sense of belonging. • Listens to students' concerns but is inconsistently solution-oriented.	• Communicates* in a timely, user-friendly manner (including digitally and in a variety of languages if feasible) to students and families about instructional programs, assessments and students' progress/ achievement. • Engages in meaningful, two-way dialogue with families where information is respectfully shared for the purpose of improving students' growth. • Makes families and community members feel welcome and valued. • Advocates for individual student's needs within the school community.	*In addition to "Effective":* • Facilitates meaningful stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning. • Puts additional structures in place to regularly involve families in students' learning and achievement. • Advocates for school-wide structural and/ or process changes to meet the needs of a diverse student population and achieve equity.

Sources of evidence *may* include:

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

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

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

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

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)
Potential Evidence May Include	• Rarely reflects on the effectiveness of a lesson. • Unreceptive to feedback. • Demonstrates minimal improvement despite valuable feedback/coaching. • Rarely acknowledges, in a safe environment, own biases/limitations.	• Reflects on the effectiveness of lessons, but insights and/or changes in practice are limited. • Open to receiving valuable feedback from others. • Inconsistently shifts practice in response to valuable feedback. • Examines own biases/perceptions/ pedagogical practices to understand their impact upon teaching and learning.	• Consistently reflects on the effectiveness of lessons (e.g., methodology, pacing, differentiation, etc.) to guide future lesson planning/delivery. • Asks for and is consistently open to feedback. • Consistently shifts classroom practice after receiving valuable feedback from others (e.g., principal/AP, peer observer, coach, specialist, colleagues, students) to increase her/his effectiveness. • Consistently reflects on own biases/perceptions/ pedagogical practices and mitigates the negative impact on students through culturally responsive practices.	*In addition to "Effective":* • Models self-reflection for others, encouraging a culture of improvement. • Actively solicits and acts on feedback from multiple sources. • Helps to lead or develop cultural competence practices.

Sources of evidence *may* include:

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

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

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)
Potential Evidence May Include	• Rarely reflects on personal performance data. • Attends required professional development activities but is disinterested and/or rarely participates.	• Reflects on personal performance data when requested, but inconsistently prioritizes personal learning. • May participate in professional learning within the school, but inconsistently applies beneficial strategies.	• Reflects on personal performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth. • Actively participates in professional learning activities within the school, district, and/or other organizations and implements the learning from these opportunities.	*In addition to "Effective":* • Contributes to a culture of inquiry by sharing effective, evidence-based teaching strategies or professional literature, conducting action research and engaging in collaborative inquiry around problems of practice.

Sources of evidence *may* include:

- Students' learning data that connects to professional development activities.
- Evidence of new learning implemented in daily practice through observation.
- PD certificates/transcripts from Schoolnet (e.g., ELD trainings, 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.

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

DOMAIN: **PROFESSIONALISM** EXPECTATION: **MASTERFUL TEACHER LEADERSHIP***

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

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
Potential Evidence May Include	• Rarely takes an active part of defining her/his role and/or role is not implemented. • Rarely supports peers in reaching their goals. • Rarely engages teachers in learning opportunities. • Backs away from taking ownership on difficult issues.	• Role is clearly defined but impact is below that expected for the role. • Supports some peers in reaching their goals, or support for all peers is not tied to the Professional Growth Plan (PGP), school goals, etc. • Provides disjointed learning opportunities that may not lead to teachers' growth. • Works sporadically with the school leadership team on systems with limited outcomes.	• Clearly defines her/his role for leadership in collaboration with school or department leaders to support relevant goals laid out in the Unified Improvement Plan (UIP). Can point to evidence of impact with colleagues. • Supports peers in attaining goals set forth in their PGPs and in the school's UIP. • Builds capacity by engaging new and veteran teachers in communities of practice that utilize the data inquiry cycle. • Works in collaboration with the school leadership team to design, implement and/or improve upon systems to affect school change.	*In addition to "Effective":* • Support for colleagues has far-reaching impact on other staff members throughout the school. • Models effective roll-out of school/district initiatives and actively encourages other teachers' shared ownership. • Builds capacity among colleagues to deconstruct and reconstruct social and cultural frameworks in order to promote greater equity. • Seeks opportunities to build a school culture reflective of the DPS Shared Core Values.

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

Sources of evidence *may* include:

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

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

STUDENT PERCEPTION

- **What?** The Student Perception Survey (SPS) is the component of LEAP that reflects student voice regarding their teacher's classroom and practice.

- **Who?** Students in grades 3–12 take the Student Perception Survey.

- **Logistics & Timing**
  Administered to students once in the fall, with a make-up administration occurring in the early spring for teachers in special circumstances (e.g., teachers new to DPS, teachers on leave in the fall, teachers with insufficient fall data, etc.).

- **Percentage of overall LEAP rating:**
  10% (for teachers with Student Perception Survey data)
  OR
  0% (for teachers without Student Perception Survey data)

- **Calculation**
  Check the LEAP website for calculation information when reports are available.

LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

Student Perception

STUDENT PERCEPTION

The Student Perception Survey (SPS) is the LEAP measure incorporating student voice. It provides teachers and school leaders with a unique perspective on teachers' educational practice as experienced by students. Teachers and school leaders can utilize the SPS data to better understand students' experiences, and then reflect on strengths and growth areas aligned to the SPS constructs, LEAP framework and Professionalism framework to improve practice and help every student succeed.

Research findings from the Measures of Effective Teaching (MET website: metproject.org) project—a multi-year, multi-school district study in which DPS participated—found that teachers' students' survey results were moderately predictive of students' achievement gains, as measured by standardized tests. In other words, when controlling for the accuracy of students' responses to SPS questions, students are able to not only recognize effective teaching and respectful, learning-focused, classroom environments, but also benefit from that teaching.

In addition, when measuring teacher effectiveness, the MET project also found that inclusion of student surveys with classroom observations and achievement gains produced more reliable results than when classroom observations and achievement gain measures where used alone. *Learn more about the MET findings at metproject.org.*

The SPS is:

✓ A measure of each student's viewpoint of the functionality of the 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 long-term professional learning opportunities that point to specific areas of strength and growth regarding how students experience teaching in the classroom.

✓ 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 in that classroom.

☒ An opportunity for students to manipulate teachers' performance ratings. The SPS includes specific items that are designed to ensure students respond authentically. DPS removes student data from a teacher's effectiveness ratings if a student responds to questions with one universal answer (always or never) when the cross check question requires the opposite response.

DPS will continue to incorporate feedback from teachers and school leaders to ensure the SPS is utilized for its two intended purposes: 1) as a reliable measure of teachers' effectiveness, and 2) as baseline data to support teacher growth with aligned and differentiated coaching cycles and professional learning.

As of the 2014–2015 school year, the SPS questions fall into the following categories:

Facilitates Learning

The teacher supports students' understanding of academic content and encourages students to think critically and explain their ideas.
Example questions: **My teacher is good at explaining things that are hard to understand.**
My teacher helps me understand my mistakes so that I can do better next time.

Supports Students

The teacher supports students emotionally and creates an engaging classroom-learning environment.
Example questions: **I like the way my teacher treats me.**
My teacher listens to me.

High Expectations of Students

The teacher communicates high expectations for students' behavior and academic effort.
Example questions: **My teacher makes sure that students in this class behave well.**
My teacher makes sure I do my best in school.

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

SPS Scoring and Reporting

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

- Teachers are required to have at least 10 "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 analysis. Survey authenticity is identified by examining the pattern of student responses. DPS has built in checks to ensure student responses are genuine (i.e., a student answers the survey items with thoughtfulness and integrity).
- Surveys are required to have a teacher ID, student ID and school number on it so that survey authenticity can be verified, and so that responses for different student demographic groups can be reported.

Teachers and school leaders can view SPS reports in the Teacher and Principal Portals. The SPS reports were designed to include information to help teachers identify areas of strength and growth, and 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.
- **Category SPS Scores**—The category-level results provide information to help teachers identify areas of strength and growth.
- **Item-level SPS Scores**—The item-level results provide teachers with a more detailed picture of how students perceive them in the classroom.
- **Demographic Breakdown**—The report includes breakdowns of students' 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.

There's More Online!

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Questions?

Email us at LEAP@dpsk12.org

Using SPS Results

The SPS was designed to capture key aspects of student-teacher interactions as they are perceived by students. The SPS provides teachers with a different insight on instruction within the classroom compared to classroom observations.

DPS is working to develop training and information to better support teachers, school leaders and students in understanding how to use SPS results to improve practice. Currently DPS is working with 'Project Voyce' to help develop materials on how to share results and feedback with students to set a culture of continuous improvement and to provide an outlet to validate students' input. Additionally, in partnership with Denver Classroom Teachers Association (DCTA) and other school support teams, DPS is working to create supports for teachers and school leaders to make connections between students' responses and other LEAP measures, such as classroom observation indicators.

Here are some additional ways in which teachers and school leaders can utilize SPS results to improve instruction and practice:

- Use SPS item- and category-level results to improve the classroom-learning environment and to make specific, data-driven changes to instructional methods and practice as well as to set development goals.
- Work with other teachers to review SPS results and identify and implement strategies that will build on areas of strength and improve areas of growth.
- Work with school leaders to identify patterns of survey results at the school-level, then set school-level goals aimed at improving areas of growth.
- Compare SPS results to LEAP observation measures and Professionalism measures from the DPS Framework for Effective Teaching and the Professionalism domain. Examining how these data sets differ or align is a useful way to explore teachers' performance from different perspectives.
- Discuss SPS findings during feedback conversations (after an observation or during Mid-Year and End-of-Year Conversations). Identify strength and growth areas and develop specific goals for improving performance aligned to the SPS constructs.
- Discuss SPS results and feedback with students. Often it is hard to meet the needs of students when they are not explicit. Discussing results with students provides an opportunity to get explicit feedback on students' needs.

Additional information regarding the interpretation and use of SPS results can be found on the LEAP website: leap.dpsk12.org.

SPS Administration

The SPS is administered once per year in late fall to students in grades 3–12. **Beginning in 2014–2015, the Student Perception Survey will be administered online in many schools. An online administration of the SPS has a multitude of benefits, including the ability to collect information from a broader sample of teachers' students and greater survey and data security, among many others. DPS will work with each school independently to identify each school's capacity to administer the SPS online. For schools where an online administration is not feasible, there will be a process to opt in to a paper-pencil administration.**

NOTE: *Early Childhood Education (ECE)-2nd grade students do not participate in the SPS.*