Goldrick Elementary Innovation Application Appendices

Appendix D-
Evidence of Support

Election Administrator Attestation Template
(One form for each Collective Bargaining Unit)

Date of Vote: August 15, 2016

School: Goldrick

This represents __31__ of __36__ the school's __Teachers__,
meaning __86%__ % of the body is in favor of approving the Innovation plan.

I affirm that on this date, I helped administer a vote of staff based on the eligible participant list provided to me by Denver Public Schools.

The spreadsheet was provided to me by the school principal. My role was to ensure that those who wanted to vote in the process had the opportunity to do so based on the list of eligible participants provided.

If a person present requested a ballot, but was not on the pre-printed eligible list of voters, I asked the Principal to confirm whether the person would be eligible to vote.

All eligible participants were provided with a single ballot and were then asked to vote their ballot in a designated area in order to protect voter privacy.

A ballot box was used for voters to cast ballots. The box was monitored by this administrative team. The vote was administered in a way to ensure that voting was kept secret and that there was no real or perceived pressure on the part of the team to try and influence how a person voted.

Upon a review of the list and count of the ballots cast, the outcome of the vote was as follows:

# of eligible voting staff on list — 36
- o # of votes cast — 33
  - ▪ # of votes to approve: — 31
  - ▪ # of votes to deny: — 2
  - ▪ # of blank ballots cast: — 0
- o # of participants on the list that did not vote: — 3

__Rafael Vasquez__
Name

Signature

Teacher Secret Ballot Vote: Principal Attestation Template

I, _Jessica Ridgway_ (principal) attest as follows:

1. I am employed at Denver Public Schools (the "District" or "DPS") as the Principal of this school.
2. In _Aug. 2016_, the School submitted a new or revised Innovation Plan to DPS.
3. Prior to submitting the Innovation Plan to the District Board, school leadership engaged in substantive outreach and community engagement efforts to share information and receive input and feedback on the Innovation Plan.
4. Prior to the District Board's vote approving the Innovation Plan, school administrators provided letters of support for designation as an innovation school.
5. During the hiring cycle, all employees were provided access to the school's Innovation Plan or were made aware of the school's Innovation Status, and were also made aware that the Innovation Plan contained waivers to specific types of employment policies including waivers from the any collective bargaining agreement(s).
6. DCTA covered employees were also provided opportunities for input into the innovation plan and were made aware that they would be provided with an opportunity to vote via secret ballot to waive provisions of the collective bargaining agreement as they are outlined in the innovation plan. It was also made clear that how they voted was not a condition of their employment.
7. The School's leadership ensured that adequate notice was provided, and ensured that proper protocol was followed so that it was clear there was no real or perceived pressure from administrators or other third parties related to how a person voted.

Principal   Goldrick   8/15/16

Principal   School   Date

Teacher Secret Ballot Vote: Poll Sheet Template

Last Name, First Name	Position	Signature – Receipt of Ballot
ADAMS, SARA BETH	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
BARKS, CARON E	TEACHER, INTERVENTION	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
BLACK, SONYA	SPEECH LANGUAGE	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
BROUGHTON, SHANNON	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
BUSSEWITZ, KYLEY A	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
CASTROMALAGA, LIDIA	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
CHRISTIAN, ROSIE MARIE	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
DAVIDSON, ALICIA	PSYCHOLOGIST	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
EASTON, CARLEE A	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
FOUNTAIN, SHAYLA D	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
FRANZEN, KELLI L	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
GARDUNO MORGAN, SIERRA ROSE	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
GONZALEZ REYES, MONICA A	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
HAMMOND, TARA M	TEACHER, SPD ELEM MOD	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
KASPER, MOLLY B	TEACHER, INTERVENTION	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
LEON GUZMAN, ALEXANDER	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
LUCERO, MARIANNA R	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
MAGNATTA, NATALIE MARIE	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
MALDONADO PENAS, GONZALO	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
MARX, JESSICA M	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
NICKENS, MARGARET E	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
PINEDA, DANIELA MARIE	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
POLONSKI, LISA ANN	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
RATH, ALEX M	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
RODRIGUEZ, ROCIO	TEACHER, INTERVENTION	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
ROSS, DYLAN	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
ROWE, CAMERON	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
SALAZAR, GERALD A	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
SELLERS, CRAIG	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
STILLWELL, ANH PHUONG	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
SULLIVAN, AMANDA EMAD	TEACHER, SPD ELEM MOD	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
SUTHERLAND (SALAS), ANNASHAY	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
TRAN, NGUYET MINH	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
VILLANUEVA, MARIBEL	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
WOOLUMS, CAITLIN A	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
ZICCARDI, CHRISTINA E	TEACHER, ELEMENTARY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
		SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
		SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT

Administration Evidence of Approval/Consent Template
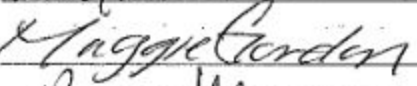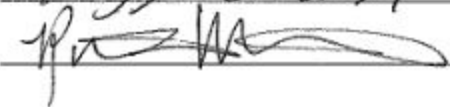
School: _Goldrick_   Date: _August 15, 2016_

This represents _____4_____ of _____4_____ the school's administration, meaning
_____100_____ % of the body is in favor of approving the Innovation plan.

By signing the following, I indicate my support for the Innovation plan including all waivers and consent to designation as an Innovation School.

On the date listed above the Administration voted to approve the Innovation Plan.

_____
Signature
Principal

Signatures of other members of the School Administration:

_____

_____

_____

_____

_____

_____

CSC / CSC Equivalent Evidence of Approval/Consent Template

School: _Goldrick_   Date: _08/15/2016_

This represents _____8_____ of __8__ the school's CSC or CSC Equivalent, meaning _100___ % of the body is in favor of approving the Innovation plan.

On the date listed above the CSC/ CSC Equivalent voted to approve the Innovation Plan.

RoDonna A Mister

Signature
CSC/ CSC Equivalent President

Approve   7 (1)

Signatures of other members of the CSC/ CSC Equivalent:

Karina M. Delgado

Diana Mercado Hernandez

Gonzalo Maldonado Penas

Jessica Ridgway

RoDonna Mister

Lin Iller

Mónica Gonzalez R.

Gaby Delgado (phone vote)

Deny   Ø

Appendix E-
Discipline Policy

Denver Public Schools Discipline Matrix

Discipline Ladder Offense[2]	Reference	Recommendation For Expulsion	School Referral
Type Five			
Robbery	N/A	Mandatory[5]	Mandatory Referral to Law Enforcement[5]
First or second degree assault, and sexual assault	N/A	Mandatory[5]	Mandatory Referral to Law Enforcement[5]
Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance	N/A	Mandatory[5]	Mandatory Referral to Law Enforcement[5]
Carrying, bringing, using, or possessing a knife or dangerous weapon.	N/A	Mandatory[5]	Mandatory Referral to Law Enforcement[5]
Type Four[7]			
Arson	Level F	Optional	Mandatory Referall to Law Enforcement & Fire Departments[5]
Fighting: Level II (including incidents with significant injuries, but which do not rise to the level of the Type Five offense "1st or 2nd degree assault")	Level F	Optional	Mandatory Referral to Safety and Security[4]
Destruction or theft of school property (over $5000)	Level F	Optional	Optional Referral to Law Enforcement[4]
Theft from an individual (over $5000)	Level F	Optional	N/A[10]
Possession of an explosive (non-fireworks/firecrackers) that seriously endangers the welfare or safety of others	Level F	Optional	Mandatory Referral to Law Enforcement[5]
Willfully causing damage to the property of a school employee	Level F	Optional	Mandatory Referral to Law Enforcement[5]
Assault, harassment, or false allegation of abuse against a school employee	Level F	Optional	Mandatory Referral to Law Enforcement[5]
Hazing activities	Level F	Optional	Optional Referral to Law Enforcement[4]
Child Abuse	Level F	Optional	Mandatory Referral to Law Enforcement[5] and/or Denver Dept. of Human Services [11]
Unlawful sexual behavior, unlawful sexual contact, and indecent exposure	Level F	Optional	Mandatory Referral to Law Enforcement[5] and/or Denver Dept. of Human Services [11]
Witness Intimidation or Retaliation	Level F	Optional	Mandatory Referral to Law Enforcement[5]
Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants	Level F	Optional	Mandatory Referral to Law Enforcement[5]
Habitual disruption[3]	Level F	Optional	N/A[10]
Recurring Type Three offenses[6]	Level F	Optional	Optional Referral to Law Enforcement[4]
Type Three[5]			
Bullying: Level II - see Policy JICDE	Level E	No	N/A[10]
Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level II - see Policy JBBA	Level E	No	N/A[10]
Sexual harassment: Level II - see Policy JBB	Level E	No	Mandatory Referral to Title IX Officer
Fighting: Level I (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses, etc.)	Level E	No	N/A[10]
Being under the influence of drugs or alcohol - see Policies JICH, JICH-R	Level E	No	N/A[10]
Possession of alcohol or unauthorized (but legal) drugs	Level E	No	N/A[10]
Possession of illegal drugs	Level E	No	Mandatory Referral to Law Enforcement
Destruction or theft of school property, including graffiti ($500 - $5000)	Level E	No	Optional Referral to Law Enforcement[4]
Theft from an individual ($500 - $5000)	Level E	No	N/A[10]
Other school-based misconduct that substantially disrupts the school environment	Level E	No	N/A[10]
Recurring Type Two offenses	Level E	No	N/A[10]
Type Two			
False activation of a fire alarm	Level D	No	Mandatory Referral to Fire Department
Possession of fireworks/firecrackers	Level D	No	N/A[10]
Bullying: Level I - see Policy JICDE	Level D	No	N/A[10]
Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level I - see Policy JBBA	Level D	No	N/A[10]
Sexual harassment: Level I - see Policy JBB	Level D	No	Mandatory Referral to Title IX Officer
Consensual but inappropriate physical contact	Level D	No	N/A[10]
Destruction or theft of school property, including graffiti (under $500)	Level D	No	N/A[10]
Severe defiance of authority/disobedience	Level D	No	N/A[10]
Trespassing	Level D	No	N/A[9]
Theft from an individual (under $500)	Level D	No	N/A[10]
Other school-based misconduct that disrupts the school environment	Level D	No	N/A[10]
Recurring Type One offenses (after going through Levels A through C)	Level D	No	N/A[10]
Type One			
Classroom disruption	Levels A-C	No	N/A[10]
Excessive tardiness	Levels A-C	No	N/A[10]
Picking on, bothering, or distracting other students	Levels A-C	No	N/A[10]
Use of profanity or vulgarity	Levels A-C	No	N/A[10]
Dress code violation - see Policy JICA	Levels A-C	No	N/A[10]
Disrupting school activity	Levels A-C	No	N/A[10]
Minor defiance of authority/disobedience	Levels A-C	No	N/A[10]
Verbal insults or put-downs	Levels A-C	No	N/A[10]
Use of cell phones, gameboys, and similar electronic devices at unauthorized times	Levels A-C	No	N/A[10]
Minor damage or defacement of school property	Levels A-C	No	N/A[10]
Tobacco offenses - see Policy JICG	Levels A-C	No	N/A[10]
Unauthorized use of school equipment	Levels A-C	No	N/A[10]
Gambling	Levels A-C	No	N/A[10]
Minor physical aggression with another student (e.g., pushing, shoving)	Levels A-C	No	N/A[10]
Scholastic dishonesty	Levels A-C	No	N/A[10]
Other minor school-based misconduct	Levels A-C	No	N/A[10]

[1] Note that this sheet is merely a summary of Section Three of Policy JK-R. Please refer to the full policy for more detail.
[2] Gang-related activity at school is covered under the offenses listed in Type One through Type Five.

3 "Habitual disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in the student being declared "habitually disruptive," for which the student will be recommended for expulsion. See Section 4-2 of Policy JK-R for more information.

4 For these offenses, incidents are to be resolved without the involvement of law enforcement whenever possible. See Section 7-3 of Policy JK-R for more information.

5 This consequence is required under state law.

6 Recurring Type One offenses can eventually proceed to Type Two and Type Three, but shall never result in referral to law enforcement.

7 For Type Four offenses, if there has been a recommendation for expulsion, or a request for an extension of the suspension period made to the Superintendent or designee through Section 6-6 of this Policy, the principal has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school. See Section 6-4.
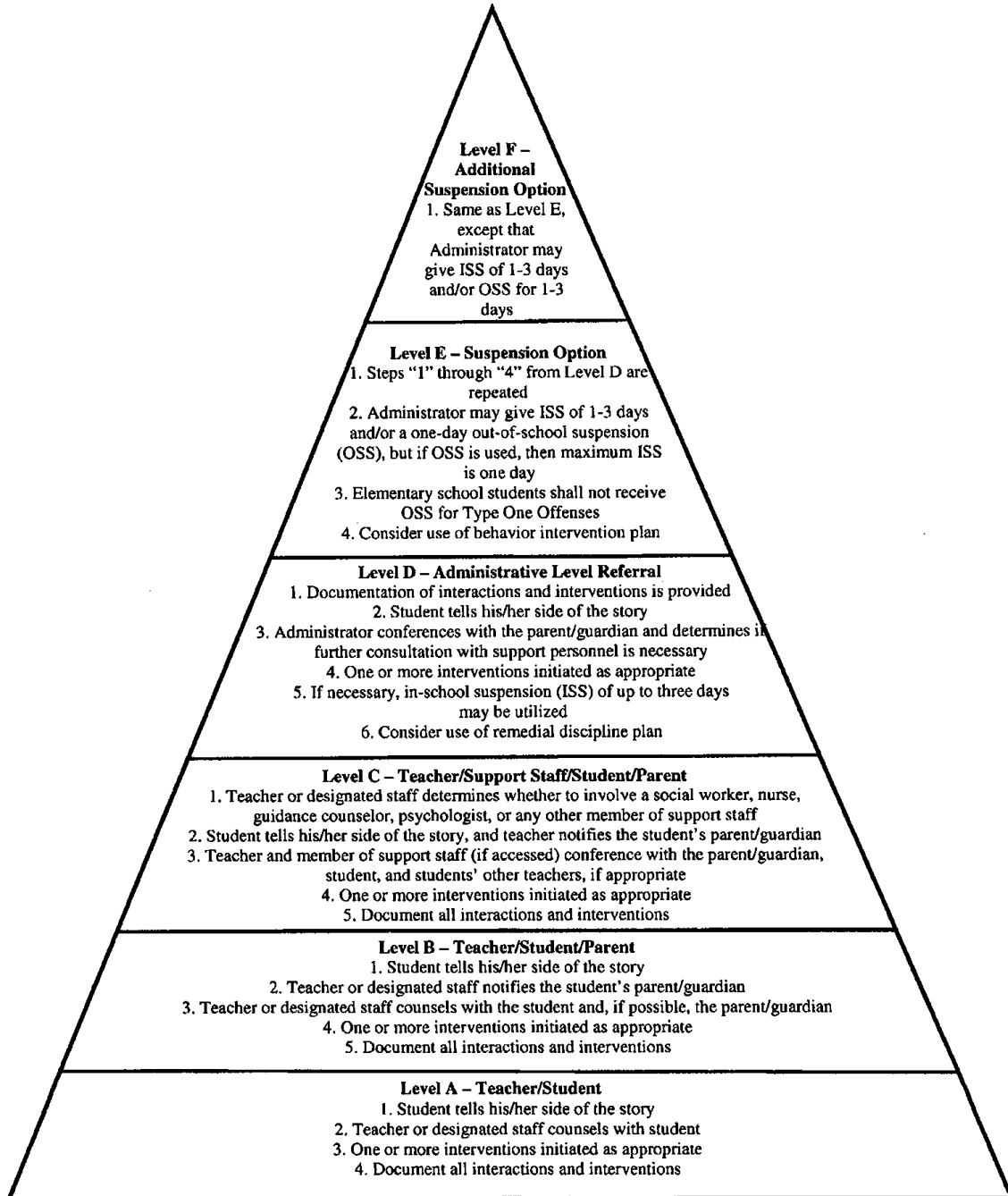
8 For Type Three offenses, if the student's presence in school presents a danger or severe disruption to the school and its occupants or additional time is needed to further investigate the incident, the principal has the option of extending the maximum one-day out-of-school suspension available under Section 3-1 by up to two days, for a total of three days. See Section 6-4.

9 If, after being asked to leave the school campus, the student refuses, then law enforcement may be notified.

10 Note that this column refers to the actions available to the school in response to a disciplinary incident, and does not address or limit the options available to individuals who may be victims of criminal activity. See Section 3-1 for more information.

11 See Policy JLF, JLF-R, and DPS Child Abuse and Neglect Protocol Bulletin. Offenders under 10 years of age are referred to Denver Department of Human Services. Offenders 10 years of age or older are referred to law enforcement.

Attachment C

Denver Public Schools Discipline Ladder

**Level F –
Additional
Suspension Option**
1. Same as Level E,
except that
Administrator may
give ISS of 1-3 days
and/or OSS for 1-3
days

Level E – Suspension Option
1. Steps "1" through "4" from Level D are
repeated
2. Administrator may give ISS of 1-3 days
and/or a one-day out-of-school suspension
(OSS), but if OSS is used, then maximum ISS
is one day
3. Elementary school students shall not receive
OSS for Type One Offenses
4. Consider use of behavior intervention plan

Level D – Administrative Level Referral
1. Documentation of interactions and interventions is provided
2. Student tells his/her side of the story
3. Administrator conferences with the parent/guardian and determines if
further consultation with support personnel is necessary
4. One or more interventions initiated as appropriate
5. If necessary, in-school suspension (ISS) of up to three days
may be utilized
6. Consider use of remedial discipline plan

Level C – Teacher/Support Staff/Student/Parent
1. Teacher or designated staff determines whether to involve a social worker, nurse,
guidance counselor, psychologist, or any other member of support staff
2. Student tells his/her side of the story, and teacher notifies the student's parent/guardian
3. Teacher and member of support staff (if accessed) conference with the parent/guardian,
student, and students' other teachers, if appropriate
4. One or more interventions initiated as appropriate
5. Document all interactions and interventions

Level B – Teacher/Student/Parent
1. Student tells his/her side of the story
2. Teacher or designated staff notifies the student's parent/guardian
3. Teacher or designated staff counsels with the student and, if possible, the parent/guardian
4. One or more interventions initiated as appropriate
5. Document all interactions and interventions

Level A – Teacher/Student
1. Student tells his/her side of the story
2. Teacher or designated staff counsels with student
3. One or more interventions initiated as appropriate
4. Document all interactions and interventions

Appendix G-
Resumes of Leadership Team

Jessica Marks Ridgway

4636 W. 32nd Avenue
Denver, CO 80212

Jessica _Ridgway@dpsk12.org
303.877.5773

EMPLOYMENT

Denver Public Schools, Denver, Colorado

Principal (Year 0), Goldrick Elementary, July 2015 – Present
- Lead community redesign process for Goldrick. Assemble Community Design Team and facilitate collaborative work to prepare redesign plan. Collaborate with district and community supports.
- Create goals for the 2015-2016 school year and collaborate with interim principal and assistant principal to create a strategic plan for achieving goals.

Learn to Lead Principal Resident, Oakland Elementary, July 2014 – June 2015
- Coached and evaluated eight teachers. Work regularly with teachers one-on-one in coaching cycles focused on classroom culture and rigorous instruction. Meet weekly with teacher teams to analyze data and strategically plan.
- Supported creation and maintenance of school-wide cultural reset through the implementation of school-wide systems and routines. Support adoption of a culture of high expectations in every classroom by identifying and strengthening needed systems.
- Supervised special education team. Meet weekly to review progress, share best practices, and strategize on best student supports. Coach instructional team members on pull-out and integrated services. Coordinate with additional service providers around specific student needs.
- Facilitated ISA team's work that focused both on strong supports for our ELA students and strengthening Oakland's new TNLI program. Determine best supports for K-5 students receiving native language instruction for the first time.

Manager, Summer Academy, March 2014 – July 2014
- Managed the preparation and ongoing programming of 22 summer school sites and their personnel. Equipped each campus with appropriate supplies and curricular materials. Coordinated all district-wide services such as food service and nursing to guarantee appropriate resources and services available. Directly supported site coordinators throughout the spring and summer to ensure consistent program execution across school sites.
- Integrated READ Act programming and requirements into the Summer Academy program structures. Coordinated and purchased more than $500,000 of curricular materials to support READ Act objectives. Created systems and structures in the Summer Academy program to meet CDE accountability requirements and support improved program implementation
- Planned and coordinated orientation and ongoing professional development for 500 educators. Ensured that all new to the district apprentice teachers accrue appropriate training and practical experience to earn an ELA-T certification. Developed a mutually beneficial framework for collaboration and mentorship between host and apprentice teachers. Supported facilitators in creation of professional development and in implementation during orientation and throughout the program at school sites.

STRIVE Preparatory Schools – Sunnyside (formerly West Denver Prep -Highland), Denver, Colorado

Consultant, July 2013 – September 2013
- Hired by principal to coach and support new administrative team

Founding Assistant Principal, July 2010 – June 2013

Leadership Experience
- Coached, managed, and evaluated a staff of 24 full-time teachers on instructional best practices. Regularly worked one-on-one with teachers through observations, debriefs, practice sessions and co-observations. Provided tailored support to teachers and grade-level teams, which resulted in improved instructional practice, changes in classroom culture and heightened student learning and achievement.
- Led special education and student services teams. Facilitated weekly team meetings and individual check-ins. Analyzed data and conducted observations to ensure students' needs were being met. Collaborated with mental health providers in order to ensure the greatest number of students possible had access to mental health services. Coordinated and fostered all student services based external partnerships.
- Developed and oversaw the creation of efficient and effective building operations. Created tight systems and structures that supported increased time on task for students. Put procedures in place to support teachers across the campus with technology, classroom resources, and behavioral support. Mapped out safe transition systems for students during morning arrival, passing periods, lunch transitions and dismissal.   Designed strategic Emergency Response and Crisis Management plans and communicated campus procedures to all school site staff.
- Selected as a member of a STRIVE Prep network site review team. Evaluated school campuses based on interviews, observations and reflections from the leadership teams. Analyzed all outcomes from data gathered and prioritized three recommendations for the principal.

Data
- Achieved highest math median growth percentile (MGP) in the State of Colorado (96 out of 100) on the 2011 CSAP assessment data.
- Led all Denver Public School (DPS) middle schools in academic growth on the 2012 Colorado Growth Model based on TCAP assessment data.
- Achieved the third highest academic growth of special education programs in Denver Public Schools in 2012-2013.

Breakthrough San Francisco, San Francisco Day School, San Francisco, California
Director of Instruction, October 2008 – June 2010
- Created teacher training modules used nationally at 33 sites and trained site directors in implementation
- Recruited, hired, trained and managed a staff of more than 25 summer teachers and 5 mentors teachers, who were the instructional leaders in their content areas
- Developed frameworks for classroom curricula for all summer teachers

Harold W. Smith Elementary School, Glendale, Arizona
3rd Grade Teacher, Teach For America Corps Member, July 2006 – June 2008
Leadership Experience
- Managed and facilitated the Response to Intervention (RTI) process on a K-5 campus of over 600 students and 35 teachers by monitoring student growth and teacher implementation of interventions
- Selected by the principal to join the Smith School State Mandated Improvement Plan Committee
- Elected by faculty as the school representative for the Superintendent's Advisory Committee
- Supported approximately 80 TFA Corps Members in the Glendale Elementary School District as the TFA District Policy Representative
- Created 3rd grade math curriculum used at Teach For America's Summer Institute placement school
Data (2008)
- Third grade class achieved a math proficiency rate of 74%, 23 percentage points higher than the school grade level average
- Third grade class achieved a reading proficiency rate of 69%, 17 percentage points higher than the school grade level average

Denver Public Schools, Denver, Colorado
Community Relations Intern, Summer 2007
- Recruited and enrolled students at Manual High School in preparation for the reopening of the district's first turnaround school
- Planned, coordinated and prepared materials for the kickoff of the DPS Alternative Education Taskforce
- Created marketing profiles for DPS schools to utilize during school choice process

CIVIC, COMMUNITY AND VOLUNTEER ACTIVITIES
STRIVE Prep Elementary Taskforce, Denver, Colorado
Member, 2012 – 2013
- Selected by the CEO as a member of the Elementary Taskforce to make a recommendation to the Executive Board on the viability of expanding the STRIVE Prep network to include elementary schools
- Identified best elementary school practices by visiting excellent elementary schools in Denver and nation-wide

Think Impact, Washington, D.C.
Chair of the Board of Young Trustees, 2008 – 2010
- Worked closely with the Executive Director during a major expansion period for the organization
- Facilitated the Community Selection Committee and Participant Selection Committee as the organization worked to refine both processes central to its success

Teach For America School Board Fellow, Oakland, California
Fellow, 2009 – 2010
- Helped create the West Oakland Brain Trust, a community group comprised of more than 30 stakeholders working to craft a vision for West Oakland schools while engaging communities through school closures and turnaround efforts

EDUCATION
Rio Salado Community College, Phoenix, Arizona
Elementary Education Teaching Certificate, 2008
The George Washington University, Washington, D.C.
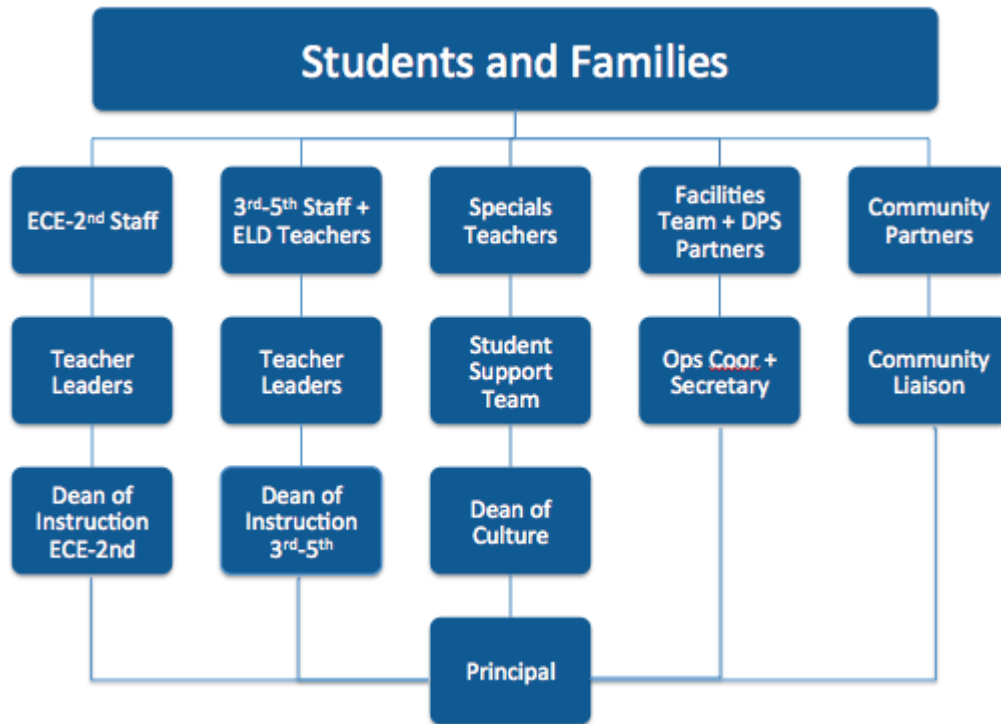B.A., Political Science with a focus in Public Policy, 2005

- Captain, Women's Varsity Squash Team, 2003 and 2004
- Communications Intern – United States Senator Evan Bayh
- Public Relations Intern – Washington Mystics, WNBA

Universidad Latina, International Center for Sustainable Human Development, San José, Costa Rica
Semester abroad, Fall 2004

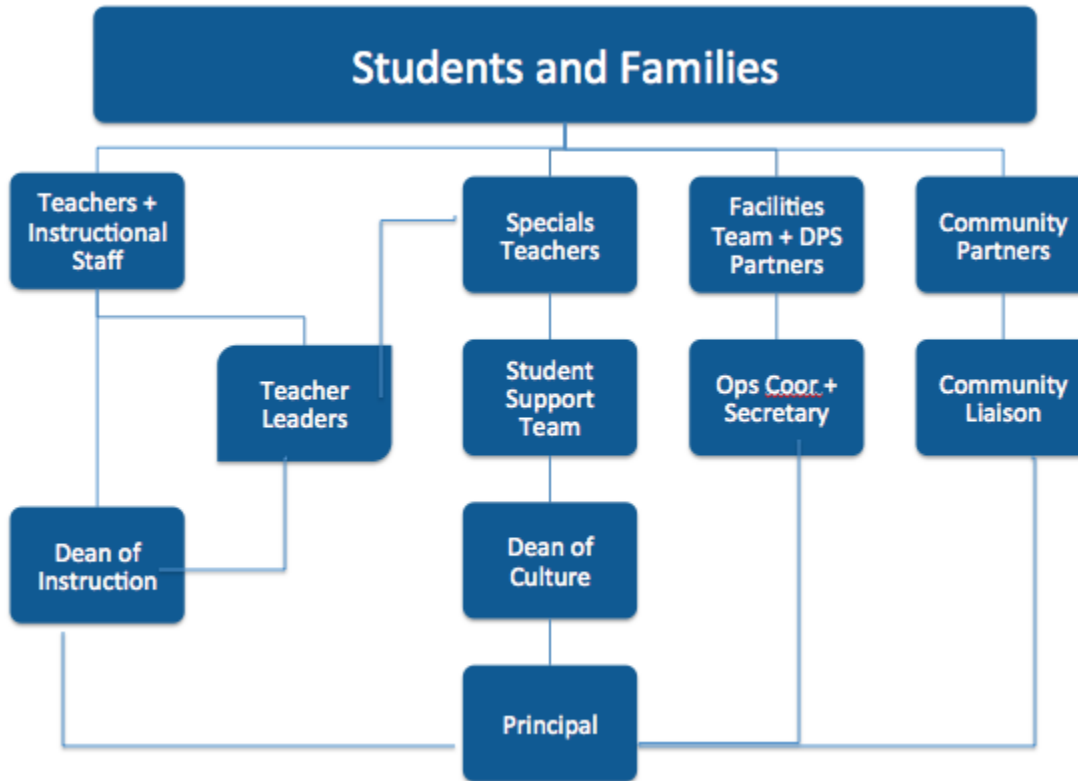Goldrick Elementary Innovation Application

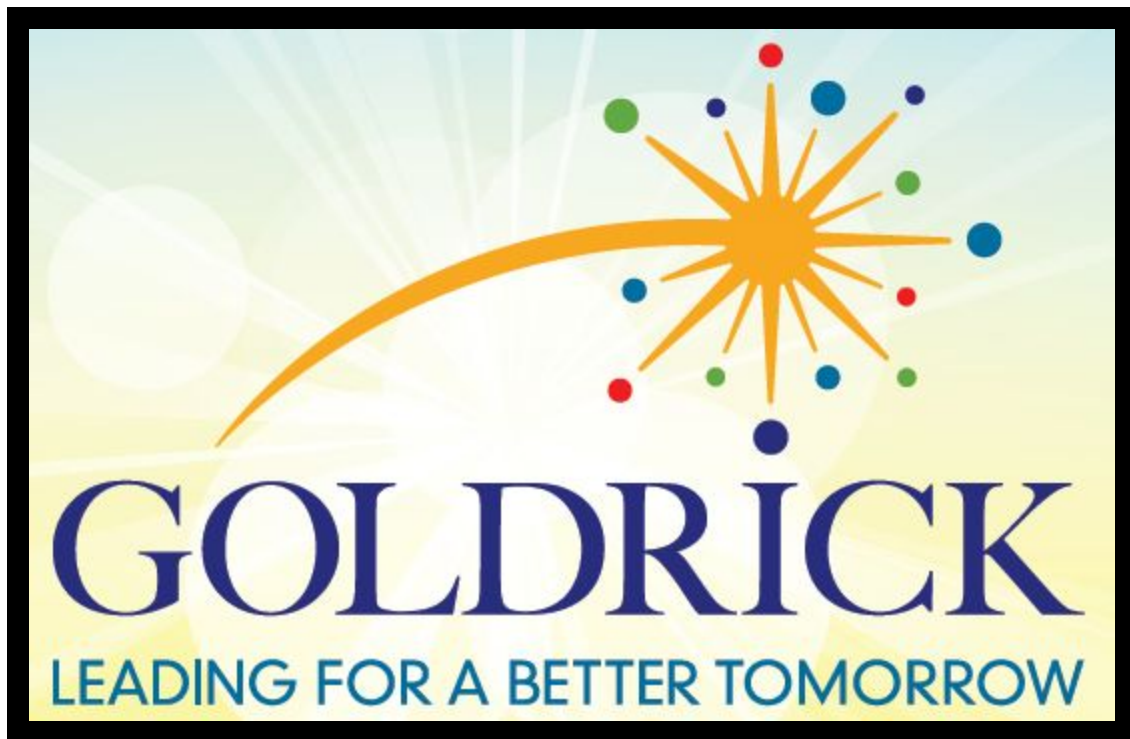Appendix H – School Organization Chart

Year 1 Structure

Students and Families

ECE-2nd Staff	3rd-5th Staff + ELD Teachers	Specials Teachers	Facilities Team + DPS Partners	Community Partners
Teacher Leaders	Teacher Leaders	Student Support Team	Ops Coor. + Secretary	Community Liaison
Dean of Instruction ECE-2nd	Dean of Instruction 3rd-5th	Dean of Culture		

Principal

Anticipated Year 4 Structure

Appendix I-
Staff Roster

Goldrick Staff Roster (based on enrollment projections)

Position	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE
Principal	1	1	1	1	1
Dean of Instruction	2	2	2	1	1
Dean of Culture	1	1	1	1	1
Dean of Operations	1	1	1	1	1
Community Liaison	1	1	1	1	1
Secretary II	1	1	1	1	1
Nurse	.2	.2	.2	.2	.2
Health Tech	1	1	1	1	1
Guidance Counselor	1	1	1		
School Psychologist	1	1	1	.6	.4
Classroom Teachers	20	18	18	17	17
Kinder Co-Educator	3	3	3	3	3
ECE Teachers	2	2	2	2	2
ECE Co-Educator	2	2	2	2	2
ELD Teachers	3.5	3	2	1	1
Specials Teachers	4	3	3	3	3
Interventionists	1	1	1	1	1
Technology STR		1	1	.5	.5
GT Specialist	.25	.25	.25	.25	.25
Associate Educator				1	1
Mild Moderate Teacher	2.5	2.5	2.5	2	2
Paraprofessionals	3	4	4	4	4

Appendix J-
Staff Handbook

Staff Handbook

Draft 2016

Contents

Goldrick Elementary Innovation Status – Waivers

- **Curriculum**
  - · To allow the school autonomy over the education program including selecting curriculum and textbooks, unit planning, pacing guides etc.
- **Professional Development**
  - · To direct more PD time for teachers and administrators to effectively implement the turnaround program at their school, and provide targeted staff development.

- To allow the school to determine the PD of its staff and allow teachers to refuse participation in district required PD that is not aligned with the school's priorities.
  - To allow peer evaluators or other designated evaluators to conduct staff evaluations. To allow for a minimum of one full LEAP observation and one partial.
  - To allow the principal flexibility from attending district PD.
- **Time**
  - To modify the annual calendar for staff to access more intensive PD offerings and extend student learning time, to implement the school's model.
  - To set collaborative planning time; extend school day with pay.
- **Human Resources**
  - To recruit and select teachers that demonstrates characteristics of the model.
  - To recruit and make offers to applicants outside the district hiring timeline & process.
  - To make Reduction in Building (RIB) decisions based on performance, professionalism, seniority.
  - To allow refusal of direct placement of teachers from the district.
  - To not require a teaching license for supplemental and enrichment instruction (not core instruction).
  - To allow the school to create unique job descriptions based on the needs of the school.
  - To allow DPS HR to remedy a grievance with representation instead of an arbitration.
  - To provide coaching and evaluation that is aligned to the model and makes use of peer observations and evaluations. To use annual contracts for all teachers, with appropriate supports to address poor performance.
- **Governance & Finance**
  - To merge responsibilities & membership of school committees into one group (CSC and SLT into one), provide CSC principal selection authority.
  - To implement a leadership model to maximize innovative leadership capacities.
  - To allow schools to seek financial sponsorships, create associated accounts, and seek 501C3 non-profit status.
  - To determine extra compensation for extended time, additional responsibilities, incentives.
  - To direct adequate resources to classroom instruction and budget on actual teacher salaries.

2016 Core Priority Areas:

Rigorous, Personalized Instruction

Our goal is to ensure the success of every scholar. Standards based instruction and extended learning time are the cornerstones of our instructional program. Our leadership strategically and intentionally staffs our programs to ensure supports are in place to deliver and support rigorous, personalized learning for all students. In addition we use technology to support and enhance student learning.

Positive School Culture

A positive school culture is essential to building a community of learners. Goldrick is committed to developing a culture of achievement and responsibility among the staff, students and surrounding community. Culturally responsive teaching and programming support the development of our school culture. We believe in a whole child and whole school approach to culture. We have staffed our support team with a Dean of Culture, a psychologist and a guidance counselor to ensure we have the time and expertise needed to build this foundational element.

Character and Leadership Development

As part of our whole child approach, Goldrick is deeply committed to supporting strong character and leadership development in our students. The Personal Success Factor program will support student development in these areas, as will additional campus wide programs such as peer mentoring. The purpose is to grow the leadership capacity of each student and for students to take a role in supporting their school community.

Inclusive Community

Goldrick Elementary School is surrounded by a diverse, involved community. Our school honors diverse perspectives and knows that diversity brings great value. Strong family and community relationships are developed through regular ongoing communication. Our school engages in community-based projects and partners with community organizations such as the Athmar Library. Our community liaison creates a link to our larger school community through regular meetings with community members.

Vision: All Goldrick students are prepared to pursue their dreams and lead for a better tomorrow.

Mission: Through excellent instruction, character and leadership development and strong relationships, Goldrick Elementary will support students to grow as critical thinkers, risk takers and leaders in the community.

Vision of a Goldrick Graduate: Our students lead through values, strengthen the community and society and are 21st century ready.

Values

Goldrick believes that values are an incredibly important component of school culture and create shared ownership of the school environment. As an entire community we will embrace several character strengths: grit, self-control, gratitude, growth mindset and zest. As a community of adults supporting our students we commit to leading student for a better tomorrow. In order to do that, we commit to building trust among community members by showing integrity and establishing clear communication with everybody.

School Culture & Student Leadership

We strive to create a positive school culture that ensures all Goldrick students will lead for a better tomorrow. Attributes of Goldrick's school culture include:

1. Commitment to the whole child
2. Celebration of academic and non-academic achievements
3. Culturally responsive teaching and programming across the school
4. Productive urgency that propels students and staff in meaningful work
5. Effective teams that are normed, consistent and work in support of each other
6. Strong and healthy relationships among all Goldrick community members

Research shows that students learn more within an environment that embraces a culture of achievement. Students need opportunities to build relationships and celebrate successes. Goldrick Elementary creates a culture of clear expectations, celebrations, pride and ownership through Family and Community Meetings. School community members and students engage in the development of academic and social-emotional competencies as they come together in support of each other. In order to support our school culture work, we intentionally staffed a strong student support team composed of a dean of culture, a guidance counselor, a psychologist, a nurse and a health teach

Morning Greetings

The halls at Goldrick Elementary become alive as soon as students arrive each day. Being greeted by school leaders and teachers, each student is welcomed with a smile and a good morning. This practice creates rituals and routines for the morning. Greetings convey students are valued and supported members of the school.   This practice sets a positive tone for the day and allows staff to model the behaviors and values that are central to our school's collaborative culture. In addition, greetings allow teachers and leaders to connect with students and identify any immediate needs. The start of the Goldrick day is engaged and purposeful. Every member is essential, valued and plays a role in the learning for the day.

Family Meetings (Classroom Meeting)

Each morning students begin their day in a Family Meeting. These community gatherings are held in classrooms. Family Meeting is a time for students to focus on social development, building community, connecting with the school values, exploring character traits and developing personal leadership skills. Students have the opportunity to participate in interactive discussions, games and role-plays. Students will also set and progress monitor individual and community goals.

Family Meetings are planned by grade level teams and modified on an as needed basis by classroom teachers. Grade level teams will create a long term planned that is aligned to the school wide data cycle to guide Family Meetings. The structure will be based on the Morning Meeting structure developed as part of the Responsive Classroom program. Goldrick will add to the content by infusing opportunities to more deeply examine our shared core values and Personal Success Factors.

Community Meetings

Community Meeting will take place every Friday to build a sense of culture and community at Goldrick. As all students strive to become leaders in our school community and the broader community, this meeting serves as a celebration of the commitment, effort and success of all students and honors those students who are setting a strong example. Example of celebrations include: recognizing achieved goals of individuals or teams, appreciating community role models, and acknowledging personal growth in our community members. Every student engages in activities that develop a sense of pride, a sense of belonging, and a connection with the larger goals of the school. We plan our meetings through a lens of cultural responsiveness and invite all students in this event, including students in special education programs and English Language Learners, to convey that all students are valued and celebrated equally on our campus. All Goldrick teammates actively engage and often lead Community Meeting.

Daily Recap

At the end of each day, students will engage in a ten-minute daily recap to revisit themes from family meeting. Students will have the opportunity to share successes and regrets from the day with their classroom community. Progress towards goals will be highlighted, as will action steps to support achieving other goals. Leadership skills

In addition to family and community meetings, a sense of school pride is a key component of successful school's culture. Several times a year, time will be allocated for students from an entire grade level to engage in team building and community development activities. Examples of what may occur during this time include: outdoor education programs, team building games, or community service projects that enhance our surrounding community.

Whole Child Supports

All Goldrick staff members are explicitly trained to support the social emotional and character development of all students. During all community meetings, school leaders and teachers teach and reinforce skills and behaviors related to the whole child approach including but not limited to the school's core values, character strengths through Personal Success Factors program, and other topics to support social emotional intelligence. At all times, Goldrick staff models the way for students.

Goldrick Leaders

Every member of the Goldrick community plays a role in developing and sustaining our school culture and leading for a better tomorrow in our school community and the broader community using a culturally responsive lens at all times.

Teacher Leadership Opportunities

All teachers help to lead work linked to Goldrick's core priorities throughout the year by participating and helping to lead a committee or team on campus. Committees and teams are created to enhance the Goldrick community, grow collective capacity and create a culture of continuous improvement. Committees and teams include:

- School Culture Committee

- Equity Team

- Parent/Family/Community/Event Engagement Committee

- Technology-Integration Committee

- Instructional Leadership Team

- School Personnel Committee

- Collaborative School Committee

Student Leadership Opportunities

All Goldrick students are leaders and have opportunities to show leadership throughout the day. Language that our staff uses reinforces that showing leadership in our actions is always a choice. A student may hold a

classroom or a school leadership position, or simply demonstrate personal leadership in helping a friend resolve a problem. All demonstrations of leadership contribute to our community.

The Goldrick is moving forward as a member of the Personal Success Factor/Character Strength work in DPS. In our first year of implementation, Goldrick will be introducing five Personal Success Factors: Gratitude, Grit, Growth Mindset, Self-Control, and Zest. All of these key vocabulary terms translated to Spanish and taught in a student's native language to ensure deep comprehension, and referred to in English and Spanish as our ELL students develop their English language skills.

Holding a student leadership positions at Goldrick provides a valuable opportunity for Goldrick students to develop skills that will benefit them both personally and academically. Student leaders develop their interpersonal and task-management abilities as they face new situations and respond to the challenges they encounter, learning from their own experiences as well as from experiences of their and peers. Leadership opportunities for all students include participating in the student mentorship program, joining student council, participating in classroom community projects, becoming a peer specialist for conflict resolution and working toward earning the Panther Award.

Fifth grade students have opportunities to participate in outdoor education and their leadership development is geared at preparing for middle school. Throughout the year 5th graders will work on a leadership team with weekly responsibilities at the school, and take on additional responsibilities on an individual level. Goldrick is currently considering how partnerships with outside organizations will support this work further.

Celebrations of student leadership occur during Community Meetings as students are acknowledged with the Panther Award to the school community for their commitment to Goldrick's shared core values, to the community and to their learning and development. Students receive a shirt when they are recognized with the Panther Award that can be worn place of the school uniform. This shirt symbolizes a student's contribution and commitment to supporting the school's greater community.

Culture of Leadership and Achievement

The culture at Goldrick supports students in their academic pursuits as well as their personal development. A culture of achievement is built by consistently reinforcing shared core values throughout the school day and celebrating the academic and personal growth and success of all community members. Aside from community meetings, other school systems will support developing this culture across the school.

Student Data and Goal Setting

Effective leaders use data to inform decisions and focus their attention. Goldrick students are owners of their data and track goals and growth to best focus their efforts. Opportunities to dive deep into personal data exist during community building times, such as Family Meeting of the Daily Recap, of the day as well as during content time when relevant data is available. Some data is tracked publically in the classroom and other data is easily accessible in students' data folders.

Wall of Achievement

A wall of achievement is one of the first things every student and every community member sees as they enter the school. This area celebrates all of our Panther Award recipients who model our core values and set a high standard for our community. Students from all demographics will have equitable opportunities to be featured on this wall.

Displays/Presentations of Learning

Students will engage in displays or presentations of learning throughout the year. These demonstrations provide a platform where students can share their personal growth and learning. The process of sharing also supports students in building public speaking, project planning, and reflection skills in support of leading for a better tomorrow. An example of a presentation of learning is at a community meeting a 5th grade student reflecting on how Esperanza Rising helped her make deeper connections to her grandparents' experiences.

Inclusive Community

Inclusive community is one of Goldrick's core turnaround priorities and impacts the program at every level. We believe that every voice matters, every person is specials and collectively we are stronger. English Language Learners are a large and valued part of our community and thus all oral and written communications with families will be translated into Spanish. In the classroom, English Language Development and Sheltered English Instructional strategies will be used to ensure all students are able to access the content and instruction. (See more in section 3.I)

Students with defined needs and those identified to receive special education services are supported through accommodations, modifications, and specialized instruction based on their individual needs. Special education teachers and the classroom teachers meet regularly to highlight the needs of all students and plan strategies for classroom lessons. Push in services for special education students are used as often as possible to ensure students have access to grade level content and feel a part of the classroom community. Classroom and special education teachers collaborate to design appropriate classroom interactions that support and enhance each students' experience.   Educators engage in continuous goals setting and progress monitoring to ensure instructional strategies and special education supports are effective.

Community Events

Monthly community events encourage students, families, community members, and staff to come together at the school. These events promote and sustain a culture of respect and success. Events include international dinners, music performances highlighting music from the school communities and cultures.   In addition, Goldrick Elementary hosts academic evenings to showcase student work and engage parents and community members in collaborative discussions and activities that promote academic understanding. The community liaison will work in partnership with Goldrick teachers and leaders to plan and lead these events.

School-Wide Systems and Structures

All students can excel and therefore we set a high bar for all students academically and behaviorally. We also recognize that continuous growth is essential for personal development, and as such, our school discipline system emphasizes opportunities for students to first learn, then grow and finally lead.

All staff on campus will be trained in Restorative Approaches and No Nonsense Nurturing to support student success in and out of the classroom. There will also be robust Positive Based Intervention and Supports on campus. All of these systems of support and socioemotional development programs have demonstrated positive effects on similar student populations.

Positive Behavior Interventions & Supports (PBIS)

PBIS at Goldrick provides systems and structures for all students. This practice defines a common language among the staff and students. PBIS systems reinforce clear expectations and serves as a means of continually investing students in their learning and achievement. The Dean of Culture, with support from members of our student services team, builds, maintains and adjusts PBIS on campus. They will also ensure there are opportunities for student feedback throughout the year to best guide our school systems.

The Core Principles of PBIS are as follows: [1]

- Teach appropriate behavior to all children
- Intervene early
- Use a multi-tiered model of service delivery
- Use research-based, scientifically validated interventions
- Monitor student progress to inform interventions
- Use data to make decisions
- Use of assessment for different purposes

No-Nonsense Nurturing (NNN)

The No-Nonsense Nurturer Program is a model of classroom management that was built based on the practices of effective teachers. Goldrick teachers will learn how to:

- Build the life-altering relationships with students that are needed to motivate them to excel academically
- Utilize proven strategies that teachers can start using the very next day to begin transforming
- their classroom culture
- Overcome cultural roadblocks that may hinder their effectiveness with their students
- Gain the vital support they need from students' family members [2]

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[1] pbis.org

[2] http://transformativeteachertraining.com/nurturer_workshop.php

NNN trainings will occur prior to the start of the year, led by the Dean of Culture and district personnel and supported with online trainings. NNN will support school wide and classroom specific systems and structures.

Restorative Approaches (RA) Research shows that "Restorative discipline practices in schools offer great opportunity to develop responsibility, accountability and self-control in our youth" and that "Discipline systems grounded in restoration have demonstrated lasting results for children and adolescents"[3]

Restorative Approaches (RA) are a set of principles and practices employed to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The RA program includes a three-tiered model of prevention/ intervention/ supported reentry in response to conflict/harm. Goldrick intends to use the RA approaches as needed throughout the building.

RA trainings will occur prior to the start of the year, led by the Dean of Culture. The Dean of Culture, Guidance Counselor and Psychologist will facilitate and support the RA processes on campus. Restorative Approaches will be used to help students and staff repair mistakes and/or make amends with their peers and learning community.

In year two of turnaround, Goldrick will have Peer RA Specialists so that students own the restorative process among each other. Support during RA conversations mediated by students will always be provided from teachers and school staff.

Student Discipline Policy
Discipline Guidelines and Procedures

Goldrick follows the DPS Discipline Policies and Matrix. Our school focuses on student accountability and the ability to regulate behavior. Our goal is to support students as they learn to control their behavior while maintaining an environment that is safe and respectful for all students to learn.   We always take an RA approach when resolving conflict or approaching a conversation about behavioral choices so that all participants in the conversation have the opportunity to consider multiple perspectives, take responsibility for their actions and take steps to repair any damage caused

A teacher or member of the student support team, all of whom are trained in RA, will facilitate restorative conversations. The goal of these conversations is to teach students how to regulate behavior and to learn techniques that can be applied to future situations. All behavioral events will be documented in Infinite Campus so that teachers and school staff have access to accurate real time behavioral data.

Infinite Campus data is used to analyze behavioral trends every 6-8 weeks (aligned to larger academic data analysis cycles) to determine if school policies are effectively supporting all students. During analysis, if it surfaces that particular sub-groups of students (race, ethnicity, gender, age) or individual students are being overly impacted by school policies, then the School Leadership Team in partnership with the Dean of Culture

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[3] A Restorative Approach to SCHOOL DISCIPLINE. Eyler, Jon. Leadership; May/Jun 2014; 43, 5; ProQuest Education Journals pg. 12

and the student support team will determine next steps to ensure equitable practices and policies for all students.

At any point when changes are made to a policy, regular data will be gathered during implementation of the new policy to ensure that identified needs are being addressed.

Parent-Teacher Home Visit Program

Goldrick is a proud member of the home visit program for the past two years. Because Goldrick highly values strong relationships between the school and community, Goldrick will continue with the program and increase participation at all grade levels in the school.

In the 2016-2017 school year, the founding Goldrick team will meet the goal of visiting 100% Goldrick families.

Leadership Team Personnel

Our school community developed a set of characteristics that we value in all of our team members at Goldrick. In particular our team values the following mindsets: valuing diversity, having high-expectations for all students and team members, leading with values, and valuing teamwork and collaboration. As a school community, we also highly-value multi-lingual, multi-cultural team members because we recognize the immense importance of diverse teams and we seek to ensure our team reflects our community.

School Leadership Team

The Goldrick leadership team is constructed to ensure that there is effective support for the staff and the students at Goldrick. The team consists of the following members who are each responsible for effective implementation and for aligning their work with the school-wide outcomes and goals.

Dean of Instruction: ECE-2nd Grade

The ECE-2nd Grade Dean of Instruction directly supports the team and individual needs of all primary teachers. Regular responsibilities will closely align to the identified school year priorities. Responsibilities of this position include but are not limited to:

- Supporting ECE-2nd teachers with planning and standards implementation

- Coaching a caseload of ECE-2nd teachers

- Supporting Teacher Leaders within ECE-2nd

- Leading/supporting grade level data teams for ECE-2nd

- Leading/supporting curricula implementation in ECE-2nd

- Supporting other teachers and instructional support partners working with ECE-2nd (ELD teachers, SPED teacher, interventionists, paraprofessionals)

- Supporting implementation of project based and discovery based learning in science and social studies

- Collaborating with leadership team to plan and deliver professional development

Dean of Instruction: 3rd-5th Grade

The 3rd-5th Grade Dean of Instruction directly supports the team and individual needs of all intermediate teachers. Regular responsibilities will closely align to the identified school year priorities. Responsibilities of this position include but are not limited to:

- Supporting 3rd 5th teachers with planning and standards implementation

- Coaching a caseload of 3rd-5th teachers

- Supporting Teacher Leaders within 3rd-5th

- Leading/supporting grade level data team for 3rd-5th

- Leading/supporting curricula implementation in 3rd-5th

- Supporting other teachers and instructional support partners working with 3rd-5th (ELD teachers, SPED teachers, interventionists, paraprofessionals)

- Supporting implementation of project based and discovery based learning in science and social studies

- Collaborating with leadership team to plan and deliver professional development

Dean of Culture

The Dean of Culture is responsible for the development of a positive school culture that reflects our shared core values. Responsibilities of this position include but are not limited to:

- Setting a school culture vision and support Goldrick staff members in achieving that vision

- Developing school routines and procedures, and training all staff

- Leading Personal Success Factors implementation

- Leading school culture on campus through community meetings

- Leading character and leadership development programming for students

- Functioning as the primary trainer and support for RA and NNN

- Coaching a caseload of teachers

- Supporting all classroom teachers on LEAP indicators LE 1-LE 4

- Managing student attendance, including interventions and incentives

- Managing student support team, including the restorative justice coordinator, psychologist, nurse, and health tech

- Collaborating with leadership team to plan and deliver professional development

Leadership Succession Plan

The Goldrick School Governing Board works with district leadership to support the principal selection process and together with the instructional superintendent they recommend two/ three candidates to the district superintendent for hiring.

The district will recruit principal candidates from a variety of national and local sources, and Goldrick will be developing internal leaders. These leaders engage in multiple aspects of the current school leadership in their roles including teacher supervision and evaluation, community engagement, vision setting and strategic plan creation. In addition, they have built relationships with staff, students, parents and the community. It is the hope that when the time comes and the school is in need of new leadership that a member of the current leadership team will possess the talents and skills needed to move the school to the next level. This would create a consistency in leadership.

The principal assumes the administrative and instructional leadership responsibility of the school under the supervision of the Instructional Superintendent (IS) and in conjunction with the identified goals of the turnaround plan.

In the event that the principal position becomes vacant, the instructional superintendent shall hire an interim principal until such time as the district approves a principal candidate.

The selection process will include:

- A work group that includes the IS works to identify characteristics and criteria of desired new leader that are consistent with the turnaround plan. .

- Posting of position on DPS's website and other external outlets as needed.

- Candidates will engage in the DPS hiring pool process and the school team will develop additional interview questions as needed

- DSP central level staff will conduct application screening and scoring.

- DPS central staff will conduct interviews, including performance tasks, and the IS will run a school based classroom observation and feedback sessions with preferred candidates.

- Reference checks of top candidates.

- Goldrick will host a community forum for the top two or three finalists.

- The IS conducts site visits to finalists' current schools.

- In collaboration with the school CSC (see CSC replacement policy) the IS submits recommendations to DPS Superintendent for hiring.

- Announce position acceptance to staff, students, parents, and community.

School Personnel Structures

Year 1 Personnel Structure
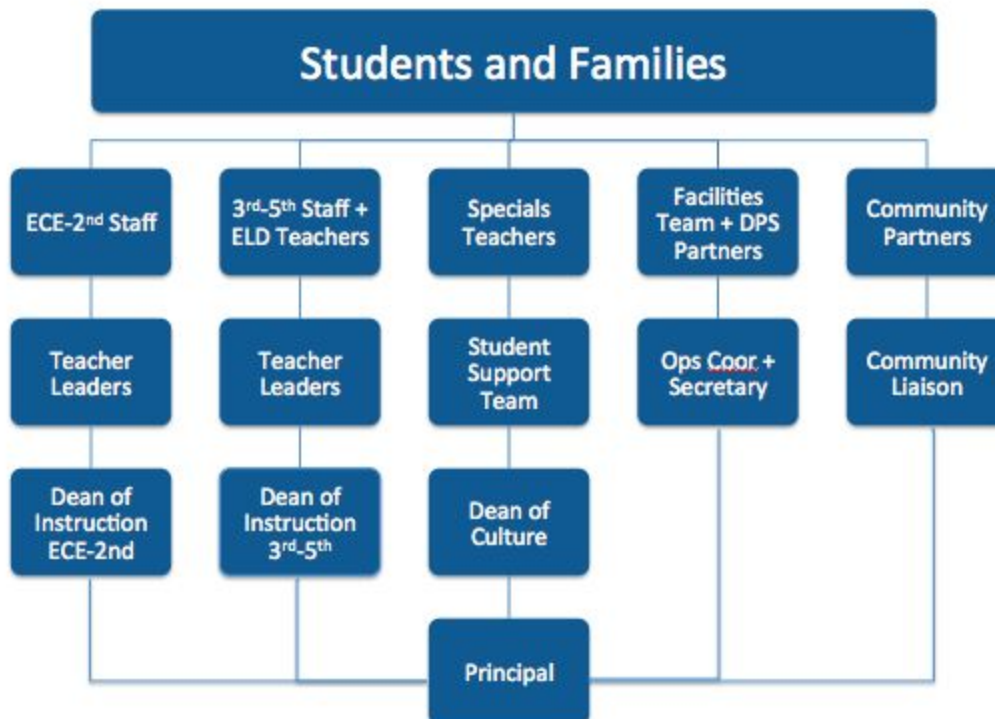
Teacher Leadership and Collaboration

To maximize the impact of teacher leadership, it is not enough to have a high-quality teaching faculty—systems have to be able to identify who is effective. Otherwise, a district could select teachers who would not have credibility as leaders of instruction or culture or who are unprepared for leadership.[4]

Goldrick continues to identify teacher leaders as we participate in the DPS Teacher Leadership and Collaboration (TLC) work. Goldrick will have two Teacher Leaders (TL) in the 2016-2017 school year and continue to grow until we reach full build-out with four Teacher Leaders in 2018-2019. Teacher Leaders will be supported directly by a member of the leadership team both in instruction and delivery as well as in coaching and leadership.   Teacher Leaders will support between 6 and 8 teachers in a coaching relationship also conduct formal evaluations for members of their caseload. All Teachers Leaders will support students for .5 FTE and then provide coaching and support for .5 FTE.

Goldrick also utilizes other TLC positions such as Team Specialists and New Teacher Ambassadors. This aligns with the school's vision and mission as leaders are developed at all levels of the organization. The TLC roles allow Goldrick to further develop Teacher Leaders who continue to serve students and support the development of their peers.

Looping

Looping, or multiyear teaching, will be a characteristic of the Goldrick personnel structure. Two grade levels will be paired together (2 & 3, 4 & 5, possibly K & 1) and teachers in the lower grade of the pair will travel with their students to the next grade level. Instituting looping at Goldrick supports several priorities determined during the redesign process. Firstly, looping supports teachers, students and families to build strong, lasting relationships, which also supports the social-emotional development of students. Secondly, as teachers and students loop together instruction in the second is maximized because strong trust and relationships are already present.

The goal for full build out for grade level looping is three years. In February of 2017, we will evaluate strategic staffing loops with students with the lens of supporting academic achievement and social-emotional growth.

Employment Policies

Goldrick is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students. Goldrick is designated as a Redesign School under the federal definition of school turnaround. As such, the school has full hiring authority of the founding staff for the 2016-17 school year. Ongoing, Goldrick will follow the employment terms and policies detailed in the innovation plan as well as those not waived and required by state statute, collective bargaining agreements, and district policy. Goldrick has engaged

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[4] http://www.leadingeducators.org/resource/1413573107000/pubs_2014_oct/AES_LE_Sharing-the-Load-Denver_101614.pdf

founding staff in identifying any necessary flexibilities required to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

In order to actualize the vision outlined in this Innovation plan, Goldrick has the following school autonomies which are further detailed in the waivers and replacement policies section of this plan. **Our employment policy waivers are specific to the following:**

- Recruiting and hiring all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's plan

- Utilizing annual employment contracts

- Posting all vacant positions, recruiting and hiring all staff as the need arises, even if such need falls outside DPS's standard hiring cycle and process

- Not being required to receive direct placements of teachers by DPS

- Creating non-traditional job descriptions, which may include adding roles and responsibilities to any job

- Establishing the calendar, work year, work week, work day, job assignments, and teaching loads to align with the plan

- Creating a governance and leadership structure that aligns with the needs of the school community

- Partnering with community organizations, without licensed educators, to provide students more enrichment opportunities during the day

- Establishing additional compensation rates and other methods of rewarding performance

Salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system are aligned and consistent with DPS. Stipends are provided as compensation for any work that is performed beyond the contract and will be paid at a rate determined annually by the school leader and CSC. There are no other modifications to employment benefits (such as health insurance and pension systems), and there are no modifications related to holidays and leave payouts.

Such flexibilities will be limited only by federal law, the statutes, the Collective Bargaining Agreement provisions and District Board policies not waived through any future waiver process.

Pedagogy

At Goldrick, our education philosophy is rooted in the idea that we learn through experience and practice. We believe that all of our students come to us with a rich set of experiences and can be successful in elementary school, middle, school, high school, college and career by developing problem solving skills, critical thinking skills, and a drive for learning. Our staff is committed to the continuum of learners, including students learning English as a second language and exceptional learners. We utilize best practices from the

workshop model of teaching, project based and discovery based instruction and direct instruction, and provide many opportunities for students to learn cooperatively. We know that not all approaches and strategies work for all students and therefore we provide opportunities to use different learning modalities throughout the day.

Workshop Model

The workshop model puts students at the center of learning and will be used during literacy and math instruction. The workshop model consists of specific components that can be used in any content area. It includes four basic parts: opening, mini-lesson, work time, and debriefing. Teachers open the lesson and share learning targets for the day and then go directly into a mini-lesson. Mini-lessons typically are instruction for the whole class. At the end of the mini-lesson, students go immediately into work time where they are applying the taught content or skill independently or in groups. Finally, the lesson concludes with a class debrief which allows student to reflect and process their learning for the day.

Inquiry Based Approaches

Project Based Learning (PBL)

The Buck Institute for Education defines PBL as "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge."[5] Through the design process, PBL has surfaced repeatedly because of the level of student ownership over learning, the degree of student choices and the authentic natured. CDT's specific interest was directed at science and social studies.

PBL will provide students with opportunities to follow their curiosity, collaborate with classmates and authentically connect learning to the real world. In year 1, both content areas will use a PBL approach.

Discovery Based Instruction (DBI)

Discovery based learning is often referred to as inquiry based or constructivist learning. In this model students are creating meaning through learning experiences combined with his/her prior knowledge and available resources. In this model students have opportunities to explore a scientific concept by conducting an experiment or find math solutions using prior knowledge and trying different strategies. This instructional approach allows students to go deeper in their learning and allows teachers to evaluate mastery of essential learning goals through authentic assessments and demonstrations of learning. DBI will be an approach to math instruction and a means to incorporate the Goldrick philosophy to math which is based CGI. Over the first three year of turnaround, Goldrick staff will participate in professional development and gradually incorporate DBI approaches into class.

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[5] http://bie.org/about/about_bie

Direct Instruction

In direct instruction, teachers are expected to plan, dictate, and guide student learning. Gradually releasing responsibility to students (e.g. I do, we do, you do) requires students to participate, think and work during a lesson plan. The typical structure starts with the teacher providing new content to students while modeling thinking and problem solving strategies in an explicit fashion. There will then be an opportunity for students to participate with the teacher on a problem similar to the one just presented. Students are encouraged to ask questions and discuss their thought process during the group dialogue. Finally, students will address a similar problem independently or as part of a small group and they are encouraged to take time with critical thinking before asking for help.

 At Goldrick, regardless of the instructional model chosen for a given lesson, students will have multiple touch points with teachers, peers and other supports.

Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.[6]

Small Group Instruction

Small group instruction is one pathway to provide more personalized instruction for students. Students will engage in daily small group reading instruction, called guided reading, with their classroom teacher. During guided reading, students will practice reading skills and strategies that coincide to an appropriate leveled book. Small group instruction will also occur during other content areas.

Goldrick is committed to ensuring that students have personalized instruction. One avenue we will pursue that is through technology based learning. This approach to personalized learning will support students needing intervention and acceleration by allowing students to pace themselves in level appropriate content. One example program in use at Goldrick is Moby Max which allow students to work at their level as teachers review data and set targets for students. Using blended learning more frequently will provide more data for teachers' use and build students' skills in navigating technology, which aligns to our vision of a Goldrick Graduate being 21st century ready. Our goal is to ensure every classroom has mobile devices to support learning in the classroom in the next three years. In the 2016-2017 school year there will be enough mobile devices to support a group of students in every classroom but Goldrick will seek grant money to support the commitment to better integrating technology into the classroom.

Flexible Grouping

Students are flexibly grouped throughout the day. Starting in literacy instruction, students will be flexibly grouped among grade level classrooms in an effort to narrow the range of instruction happening at once. The next step is that students are flexibly grouped during small group reading instruction. Both of these literacy groupings will be reviewed every 6-8 weeks, aligned with our assessment data cycle.

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[6] http://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html

Students are also flexibly grouped within a grade level for ELD instruction daily. These grouping are based on ACCESS scores initially and then consistent progress monitoring using the WIDA speaking and reading rubrics, student work products, and interims assessments. These groupings will also be reviewed every 6-8 weeks.

Flexible grouping is also a strategy that teachers will employ in the classroom to be responsive to student data. Reteach groups will occur regularly and students will be selected to participate based on their data and performance.

Culturally Responsive Teaching (CRT)

Goldrick serves an economically, culturally, and linguistically diverse population. Every Goldrick staff member shall hold the belief that it is his/her responsibility to empower students by holding them to high expectations, anchoring academics in student heritage, and becoming acquainted with students' cultures and values. The notion of culturally responsive education is premised on the idea that culture is central to student learning. Culturally responsive pedagogy at Goldrick is based on 5 major principles:

- The eradication of deficit-based ideologies of culturally diverse students.

    o Goldrick teachers believe in the school's locus of control over student achievement and never lower expectations or make excuses for low performance based on socio-economic status, race and culture, language, or disability. Teachers will consistently express a growth mindset regarding all students and their families.

- Disrupting the idea that Eurocentric or middle class forms of discourse knowledge, language, culture, and historical interpretations are normative.

    o Goldrick teachers are aware of the dominant culture's historical influence on curriculum and instruction and regularly seek to include the language, culture, and historical interpretations of people of color. The use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures.

- A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenging injustice, and disrupting inequities and oppression of any groups of people.

    o Goldrick teachers understand that education is one of the most critical civil rights issues of today, and will incorporate curricular content that champions the plight of social justice, equity, and inclusion.

- An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological and cultural well-being are promoted.

    o As detailed in the School Culture section (1.C), Goldrick is committed to serving the "whole child." Teachers embody a culturally informed notion of care through maintaining a positive, asset based mindset regarding students' families, cultures, and neighborhoods; they

understand that the greatest form of care is preparing students with the skills and knowledge they need to become self-determined learners and citizens.

- Recognition of the complexity of culture, in which educators allow students to use their personal culture to be used as an enhancement in their quest for educational excellence.

  o This link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, l996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments (Nieto, 2000). All students at Goldrick will see themselves reflected in the curriculum and learning

Characteristics of a Lesson

All Goldrick teachers are normed in essential lesson components.   All teachers begin a lesson by reviewing the lesson objective which is directly linked to a deconstructed CCSS standard. Daily classroom agendas will be posted to support students' ability to anticipate what to expect. All teachers will use frequent checks for understanding (CFUs) throughout the lesson and respond appropriately to the data gathered by choosing appropriate instructional moves. At the end of the lesson students will complete a more formal CFU such as an exit ticket or performance-based assessment so that teachers can best plan for the subsequent lesson.

Selected Curriculum

	K	1	2	3	4	5
Literacy	Benchmark	Benchmark	Benchmark	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning
Math	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges
Social Studies	TCI	TCI	TCI	TCI	TCI	TCI
Science*	Tracks	Tracks	Tracks	Tracks	Tracks	Tracks
ELD	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve

*We aim to supplement with additional curricular resources

School Schedule & Calendar

As an Innovation School we have the authority to **determine its own annual calendar** and **daily schedule**, provided it meets or exceeds minimum statutory requirements. In turn, we will determine the number of professional development days, days off, and late starts/early release days. In accordance with this innovation plan, the school's principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

In 2016-17 Goldrick will follow the district calendar and exceeds the Colorado Department of Education classroom time requirements to support the implementation of the turnaround plan.

2016-2017 Calendar

	2016-2017 Calendar
Student School Time	165.5 Days / 1,241 Hours
Teacher School Days	191 Days
Instructional Time	8:10-3:40 (450 minutes)
Professional Development	9.5 non-student contact days (including current blue/green days)

Sample Daily Schedule

Goldrick Elementary					
SAMPLE WEEKLY SCHEDULE FOR STUDENTS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am	Arrival	Arrival	Arrival	Arrival	Arrival
10 min	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
20 min	Family Meeting	Family Meeting	Family Meeting	Family Meeting	Community Meeting
150 min	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
45 min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
45 min	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)
80 min	Math Block	Math Block	Math Block	Math Block	Math Block
45 min	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
45 min	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)
10 min	Daily Recap	Daily Recap	Daily Recap	Daily Recap	Daily Recap
3:30 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Progress Monitoring and Assessment and School Performance Goals

Ongoing diagnostic, formative, summative assessment and data analysis are central to our redesign plan and school turnaround. It is essential that teachers and staff regularly monitor student data and define plans of action for moving students to the next level. This practice allows our teams to flexibly group students, to define needed supports and to determine when advanced learning opportunities are appropriate. Our team utilizes assessment as on ongoing progress monitoring tool to ensure that students are on track to meet grade level standards and concepts.

Our teachers utilize beginning-of-the-year diagnostic tests to determine where each student is entering the school year and provide insight to teachers about the initial needs of students. Throughout the year teachers use checks for understanding, quizzes, student products formative assessments and summative assessments to monitor student learning and growth.

Throughout the school year, we administer additional assessments to measure growth and progress across content. Methods of assessment will range from computer-based assessments to one-on-one administration. The technology resources at Goldrick allow for full grade levels of up to 100 students to take assessments simultaneously.

Goldrick Assessments

State assessments, including CMAS/PARCC assessments in Literacy, Math, Science, and Social Studies and WIDA-ACCESS English Language Development assessments, will be administered annually on the state assessment calendar.

Formative Assessments

Curriculum-embedded assessments, including assessments from adopted resources, curricular materials, and ANet quizzes will be administered weekly and at the end of each unit of study to monitor student mastery of standards, and to guide classroom instruction and guide interventions.

Literacy and math content areas will also have formative interim assessments, provided by ANet. These assessments will be administered three times throughout the year to assess ongoing student progress and mastery of Common Core State Standards. Interim assessment data will be used to inform instructional planning, grouping, re-teaching, and interventions.

Achievement Network (ANet)

As part of the turnaround plan Goldrick will work with ANet to support data driven instructional practices. Turnaround schools will be provided with centralized funding to support this programming for the next two years starting in the fall of 2016 and therefore the funding needed to support this program is not represented in the proposed budget.

ANet's interim assessments are being used because of their track record of creating rigorous, CCSS aligned assessments. ANet will provide several elements of support to further our work together.

Interim Assessments

ANet provides interim assessments that give educators timely, actionable, and student-specific data. Assessment questions align to the standards and reflect the demands of state summative assessments. ANet test creators meticulously develop these tests. Data from assessments help teachers understand what students know and can do, and they provide information about which students are struggling, with what, and why.

Coaching

Each partner school receives regular visits from its ANet coach over the course of the year. Coaches learn about schools' strengths and needs, then work alongside teachers and leaders to implement four cycles of planning and instruction to meet student needs. They serve as thought partners to leaders, share best practices learned from our partners over the last decade, and channel the resources of our teams of specialists.

ANet partner schools benefit from the power of the ANet network of over 500 diverse schools across the country. ANet organizes in-person events to facilitate networking and knowledge sharing among teachers and school leaders.

Tools and Instructional Resources

ANet's online platform, myANet, supports teachers and school leaders with easy to navigate interim assessment data reports, lesson plan resources, CCSS support documents and an online quiz maker. These resources are accessible to all teachers and school leaders on campus.

Network-based professional development

ANet's network-based professional development helps schools set priorities, develop a strong team of leaders, and boost student achievement. In-person and online opportunities are provided for school leaders and teachers to step back, assess their needs, and improve their practice

Performance Assessments

Performance assessments are woven into all content areas to assess a broader range of student skills and student growth. Performance assessments may look like student portfolios, constructed diagrams, long-term projects, etc. While performance assessments will be present across the curricula, science and social studies will use performance assessments as a primary means of collecting data.

Literacy Assessment and Progress Monitoring

At the beginning of the school year Goldrick students take a baseline literacy assessment. In the 2016 and 2017 school years will we use a combination of iStation, to satisfy our READ Ace requirements and DRA. In preparation of the 2018 school year we will reevaluate the STEP Assessment if K-5 Spanish and English assessments have been developed. Our literacy assessments will be administered a minimum of three times per year to measure student growth and prompt further progress monitoring as needed.

Data Warehousing

Goldrick teachers and school leaders use several different data warehouses and tracking documents for data storing and analysis purposes. The Dean of Instructions are in charge of data gathering and analysis for their grade levels.

- The online ANet platform will store all data connected to interim testing and also provides some analysis tools to support teachers' review of data.

- Infinite Campus will store all student personal information as well as historical student data connected to state required assessments such as PARCC, CMAS, and ACCESS.

- Google drive documents provide an easy to share platform for teachers to share data across grade level and schools.

- Principal, Teacher, and Parent Portal to manage student achievement data.

Data Analysis

Goldrick believes that regular and thorough data analysis is one of the most impactful levers to support student success. As such, Goldrick teachers will participate in weekly data meetings with their grade level and full Data Days aligned to the interim assessment schedule.

Weekly data teams focus on analyzing student work as a grade level team, identifying appropriate instructional moves, and planning for implementation. Since teachers have one 45-minute block reserved for team planning each day, data teams will take place once a week during that time. The Dean of Instruction, Teacher Leader or Team Specialist for the grade level facilitates all data meetings.

Data Days occur on non-student contact days and are structured to provide teachers time to analyze data as a team, determine areas needing reteaching and plan both for reteach lessons and upcoming units of study. The school leadership team, including Teacher Leaders, facilitates Data Days.

Sharing Assessment Data

Following each interim assessment cycle, Goldrick will communicate assessment results with students and families. This communication may happen via parent-teacher conferences, other school events, assessment nights or home visits. The goal of more effectively sharing assessment data is to ensure that our home-to-school partnership is strong and focused not just on attendance and behavior but also intently on grade level standards and academic achievement.

School Performance Goals

DPS defines key measures of the SPF. The new testing requirements will include academic growth, academic proficiency, college career readiness, student engagement, enrollment and parent satisfaction. The Goldrick leadership team will examine our current status and set rigorous goals aligned to the SPF framework.

Progress Monitoring Turnaround Implementation

Turnaround Shifts	Progress Monitoring Strategies
ELD specific teachers	● Student ACCESS growth annually ● ELD progress monitoring throughout the year
Regular PD	● Teachers growth on LEAP as correlated with PD topics
PBL in Science and SS	● Semi-annual performance assessment ● Student presentations of learning
Standards based achievement	● ANet interim data measured against a comparison group of similar schools and the established school goal

New leadership structure	● Twice annual teacher survey aimed at level of perceived support and leadership effectiveness

Academic Intervention & Acceleration

Goldrick Elementary has a Multi-Tiered System of Supports (MTSS) to support all students in improving outcomes. Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

Goldrick's MTSS plan aligns with Colorado Department of Education's six essential components of the MTSS framework and is led by Goldrick's Dean of Instruction in charge of data.

Shared Leadership

Goldrick coordinates training, coaching, resources, and evaluation to support the development and implementation of MTSS through shared decision-making by the school leadership team, teacher leaders and individual teachers.

Data-Based Problem Solving and Decision Making

Goldrick's process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need.

Layered Continuum of Supports

Culturally- and developmentally-relevant practices at Goldrick are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

Evidence Based Instruction, Intervention, and Assessment Practices

Goldrick uses teaching and learning approaches proven to be effective through scientifically based research studies that are used to guide educational decisions to ensure improved outcomes for students.

Universal Screening and Progress Monitoring

Universal screening at Goldrick is characterized by the administration (usually three times a year) of quick, low-cost, repeatable data collection of academic and behavioral skills of all students. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.

- Goldrick will use several data sources to conduct a regular universal screen. Sources include but are not limited to interim tests, the literacy assessment and regular universal analysis of behavioral data.

Progress monitoring at Goldrick is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

- Progress monitoring systems at Goldrick include but are not limited to the running records, regular screeners, individual behavior plan data, etc.

Family, School, and Community Partnering (FSCP)

Goldrick prioritizes the collaboration of families, schools, and communities as active partners in improving student learning.

MTSS Process at Goldrick

| MTSS Meeting 1: Universal Screening and Initial Placement

Held in third week of school during grade level team block

September 9th	- Goldrick will identify students for interventions and supports via universal screening after the 3rd week of school. - Teacher Leaders in cooperation with Instructional Deans will prepare an Excel spreadsheet document for each grade level that will include PARCC ELA and Math score, ACCESS scores, and baseline assessment data from the current school year. - Grade level MTSS teams will triangulate data points and identify students for Tier II and potentially Tier III (if they are significantly behind) interventions. Interventions may target grade-level instruction and/or "root cause" after a root cause analysis is conducted by a subset of the MTSS team. - Students in grades 3-5 will be identified for READ Plans if students have a "significant reading discrepancy". Classroom teachers will create plans and send to parents/guardians for approval. - Classroom teachers will send parents a letter alerting them of the intervention placement.
MTSS Meeting 2: Review and Adjust

Held 9 weeks into school year during grade level team block

October 21 | Staff members providing interventions will collect progress monitoring data as specified by the intervention on at least a bi-weekly basis and enter into grade-level Excel spreadsheet. Grade level teams with support from Teacher Leaders and Instructional Deans will review the first round of interim data and 6 weeks of progress monitoring data for students placed in interventions. At this time, students may exit interventions, stay in their current intervention, or be progressed to Tier III interventions. Classroom teachers will send parents a letter altering them of any changes to their student's intervention placement. |

MTSS Meeting 3: Review and Adjust *Held 17 weeks into the school year during grade level team block* *December 21*	● Grade level teams with support from Teacher Leaders and Instructional Deans will review updated assessment data. ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● Students that have not made adequate growth after 12 weeks of a research-based intervention will have their own Student Intervention Team (SIT) that will consist of the appropriate Instructional Dean, the classroom teacher, the parent/guardian, and potentially special service providers. They will also receive a SIT* plan at this time that will include additional data collection, student strengths, targeted area(s) of need, intervention plan, accommodation plan, and an academic goal with a progress monitoring plan. *SIT Plans for ELs will include usage of the DPS Cultural Linguistic Diversity (CLD) and African American Boys Checklist (developed by DPS' Dr. Darlene Sampson) to ensure an anti-biased, culturally competent process.
MTSS Meeting 4: Review and Adjust *Held 23 weeks into the school year during grade level team block* *February 17*	● Grade level teams with support from Teacher Leaders and Instructional Deans will review updated assessment data. ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● More students may be progressed to an individual SIT team. ● SIT Plans will be evaluated and adjusted; special education consultant may be invited to join the student's team. ● A student with a SIT Plan that has not made adequate growth for the duration of their intervention period and remains significantly behind grade level (12th percentile or lower) may be referred to a Special Education evaluation.
MTSS Meeting 5: Review and Adjust *Held 30 weeks into the school year during grade level team block*	● Grade level teams with support from Teacher Leaders and Instructional Deans will review updated assessment data ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● More students may be progressed to an individual SIT team. ● SIT Plans will be evaluated and adjusted; special education consultant may be invited to join the student's team.

April 14	● A student with a SIT Plan that has not made adequate growth for the duration of their intervention period and remains significantly behind grade level (12th percentile or lower) may be referred to a Special Education evaluation.
MTSS Meeting 6: Review and Adjust *Held 36 weeks into the school year during grade level team block* *May 26*	● Grade level teams with support from Teacher Leaders and Instructional Deans will review end of year assessments data ● Teams will package SIT plans and intervention recommendations for individual students and provide them to the ascending grade level team. ● Teams will use assessment data to evaluate the efficacy of their selected intervention programs.

Academic Interventions

Tier	Interventions and Supports	Identification Points
Tier I	● Standards based curriculum delivered with DDI and differentiation ● Sheltered English teaching strategies ● Extended school day ● Extended math and literacy instruction ● Accelerated Reader ● Small group instruction of grade level material ● Guided Reading ● Moby Max	● All students
Tier II	*In-class interventions and supports delivered by classroom teacher, paraprofessionals, volunteers, and City Year Corps Members may include:*	● Designated ELLs ● Students that are "UNSAT" or "PP" on PARCC/ANet

	● Phonics Program for Older Students 25Min/5Days ● REWARDS Reading Program (Morphology) 25Mins/5Days ● RAZ Kids Blended Learning (Fluency and Comprehension) 25Min/5Days ● Step Up 2 Writing 30Min/5Days ● IXL Math Intervention 25Mins/5days	● Students that are up to 3 years below grade level in literacy or math ● Students that are between the 13-25th percentile on benchmark literacy and math CBMs
Tier III	*Interventions provided outside of gen ed class by interventionist or other trained staff member may include:* ● Lexia (Basic Reading Skills) 45Min/5Days ● Read LIVE Blended Learning (Reading Fluency) 40Min/5Days ● Intensive Guided Reading w/LLI (Comprehension) 45Min/5Days ● Handwriting Without Tears 30Min/5Days ● Bridges Intervention Program ● Origo Math Program 45Min/5Days	● Students that are 3 or more years below in literacy or math ● Students that are below the 13th percentile on benchmark literacy and math CBMs ● Students that are not making adequate progress in Tier II interventions

Teacher Coaching

The purpose of regular teacher coaching is to support teacher growth and ensure excellent instruction in every classroom. Goldrick will adopt frequent coaching cycles as outlined in *Leverage Leadership* and taught at Relay Graduate School's National Principal Academy Fellowship. Coaching is focused on improving teacher skill and elevating student learning through frequent bite size feedback.

Instructional Leadership Team (ILT)

The ILT is composed of the Principal, Dean(s) of Instruction and Teacher Leaders. This team will meet weekly to analyze and guide Goldrick's instructional program, including but not limited to, instruction, assessment, planning, and data. All ILT members act as coaches to other Goldrick team members and engage in weekly coaching sessions with them. ILT members, including the principal, also have an opportunity to experience a weekly coaching session as a participant to further develop as leaders and build their own capacity. Classroom norming with another ILT member will happen on an eight-week cycle, at minimum, to support

consistent alignment across the team. On a monthly basis, our team specialists will join to ensure that we have representation from all grade levels.

Coaching at Goldrick (aligned to Leverage Leadership Coaching)

The primary purpose is to *coach* teachers toward professional growth, much like a basketball coach works with each player, and at the same time, improve student learning. Teachers are observed and given feedback *every week*. In these weekly feedback meetings, teachers receive feedback along with opportunities to practice and improve. Leaders commit to 15-minute observations and 15-minute feedback meetings for every teacher every week.

There are four key components in conducting the observation and feedback cycle:

Key 1 – *Scheduled observations*

Lock in frequent and regular observations. If leaders want to provide regular feedback to teachers like coaches do, they need to be in classrooms regularly. To do this they must keep visits short – around 15 minutes. Furthermore, they must lock these observation times into their schedules and plan other events *around* these priorities.

Key 2 – *Key action steps*

Identify the one or two most important areas for growth. Because an instructional leader is now observing each teacher weekly, that leader no longer needs to provide a "laundry list" of what went wrong with the lesson. Instead, the leader can focus on one or two key areas to improve over the next week. Furthermore, people are able to internalize feedback much more effectively if it is given in small pieces.

Key 3 – *Effective feedback*

Schedule time for and give direct face-to-face feedback. While an instructional leader must be clear in his or her mind what action steps will help the teacher improve instruction, unless the leader can *deliver* that message effectively, it will be useless. Below is an overview of how to deliver effective feedback:

Step 1: Give precise praise connected to the previous feedback

Step 2: Ask a probing question about the core issue

Step 3: Identify the problem and the concrete action step

Step 4: Practice

Step 5: Plan a timeline for implementation

Key 4 – *Direct accountability*

Create systems to ensure feedback translates to practice. How do you ensure that feedback gets turned into practice? Observation and feedback are only *fully effective* when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice. [7]

Coaching Support and Data

All observation and coaching sessions will be entered in an excel tracker and in order to monitor growth from week to week. The tracker will be reviewed at least once a month in the ILT meeting. If a teacher is identified as making little to no growth, ILT members will brainstorm next steps and new approaches for the coach and the principal will prioritize spending time with that coach and teacher pair.

Our coaching and feedback process is intensive and individualized for each teacher. In an effort to further support new teachers to the profession and new to DPS teachers Goldrick will introduce the New Teacher Ambassador program and cohort model. In this one-year program, new teachers will have tailored support ranging from technical support in DPS processes to emotional support for professional related challenges.

Teacher Evaluation

Goldrick leadership and staff support teachers at all stages of their professional learning and growth. Teacher evaluation is meant to identify the current strengths, support growth areas for teachers, and to monitor progress toward becoming highly effective teachers.

The evaluation and support of professional growth of our teachers is the responsibility of Goldrick's instructional leadership team. Each teacher is assigned an evaluator from the instructional leadership team (principal, dean, or teacher leader). The assigned evaluator also observes each educator formally two times a year, completing a detailed observation protocol for a full-period observation. Twice a year, teachers formally meet with their assigned evaluator for mid-year and end-of-year reviews, where performance is discussed with respect to the formal evaluations, including student performance data and the LEAP teacher effectiveness rubric.

ILT members will input all observations connected to both coaching and evaluation into a excel tracker. The observation tracker will be used both to monitor development of a teacher over time and to identify school wide trends that may inform needs PD opportunities. ILT members will also schedule observations and debriefs a month in advance and share their schedule with team members, including the principal. The principal will schedule times with each ILT member to join observation and debriefs.

When a teacher or staff member is identified during observations (formal or informal), LEAP evaluations and/or LEAP professionalism as not meeting expectations in an area(s) or not making adequate growth in a given time period, additional conferences are held with the assigned evaluator and principal to determine:

1.   If a plan of improvement with regular monitoring is needed;

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[7] (*Leverage Leadership,* Jossey-Bass) ©

2. What targeted areas within LEAP and/or Professionalism Frameworks need improvement;

If it is determined that a plan of improvement plan is needed, the staff member is provided 30-60 days to make needed improvements. Any teacher recommended for a plan of improvement is provided additional coaching, feedback, release time for targeted observations, and additional professional development resources. The principal consults with his/her district supervisor and district HR partner regarding performance management plans and any possible termination of an employee. In order to fully align with the guidelines of Colorado SB-191, Goldrick follows the DPS LEAP policies and procedures for the annual evaluation of teachers. Teachers fully participate in the observation, professionalism, student perception survey, and student data components of the LEAP system. The student data component of LEAP will constitute 50% of the overall evaluation of teachers.

Professional Development

Goldrick Elementary School is committed to offering comprehensive professional development to staff prior to and throughout the academic school year. Our time together starts with a school staff retreat in order to build relationships. To best support our plan, we would like a two-week orientation prior to the start of school and continues with ongoing professional learning that targets school-wide, content specific and individual needs on a weekly basis.

Goldrick leadership believes that professional development starts with a clear knowledge of what teachers need. Instructional leaders regularly observe teachers, analyze data and define school-wide trends. Three types of data are regularly gathered to determine common or persistent needs across classrooms: observational data, interim assessment data, and school culture data.

After deciding the professional development area of focus, leaders define a clear, measurable, bite-sized objective or outcome. Leaders identify concrete goals and communicate exactly what teachers need to know and be able to do at the end of the PD session. This process models the expectations of teachers in their own classrooms by incorporating a practice section into every PD session.

School Governance

Goldrick is an Innovation School, and the Goldrick Principal reports to a District Instructional Superintendent.

Goldrick parents/guardians, teachers and community members will be active participants in the school's governance structure through the Collaborative School Committee (CSC) and other school committees. These committees seek input from school stakeholders on school decisions, empower the school community voice, identify and address concerns, hold school leaders accountable for progress toward school goals, celebrate and publicize successes, and raise money and advocate for the school.

Collaborative School Committee (CSC)

The CSC is a school accountability committee that provides strategic direction in support of the school's mission, vision, and school improvement plan. The School Leadership Team and School Collaborative Committee will be replaced with the Goldrick Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 7 voting members, with parents constituting the largest group.

Positions assigned by the principal:

- 1 Principal (or designee)
- 1-4 Others optional (Support Staff/ Classified Staff Member(s), parent(s) to ensure equity, parent association member(s), local community or business person)

Positions elected by majority vote (serving 1 year terms):

- 1-3 Teachers (selected by a vote of teachers)
- 3-4 Parents (selected by a vote of parents)

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following:
- Advising on the school's annual budget
- Advising on the school's master calendar and schedule
- Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

Other School Committees:

Goldrick will implement other school committees to engage teachers, parents, and community members in school decision-making, improving student achievement and building a strong school culture. Other school committees will include:

- School Personnel Committee

- School Culture Committee (PBIS/Discipline)

- Equity Team

- Technology-Integration Committee

- Development Team (Grants, financial partnerships, etc)

- Parent/Family/Community Events and Engagement Committee (will work closely with Community Liaison)

- Goldrick Parent Organization (facilitated by Community Liaison)

- Teacher Appreciation Committee (composed of partners and parents)

Appendix K-
Scope and Sequence

Grade 2 Literacy Scope and Sequence (SY16-17)
Unit: Literacy/Language Arts , Grade(s) 02

Grade 2 Year at a Glance

Duration: 0 Minute

Unit

Year at a Glance

Course Name	Literacy	Grade Level	2nd Grade
Yearlong Focus Standards			
Reading: Literature	CCSS.ELA-Literacy.RL.2.1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.		
Reading: Informational Texts	CCSS.ELA-Literacy.RI.2.1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.		
Writing	CCSS.ELA-Literacy.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,*because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.		
	CCSS.ELA-Literacy.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
Speaking and Listening	CSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.		
Language	CCSS.ELA-Literacy.L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*).		

Suggested Student Learning Objective (SLO) Statements

- All students will be able to respond orally and in writing to who, what, when, where, why, and how questions in order to demonstrate understanding and participate in peer and adult conversations; as well as write opinion pieces. (RL.2.1, RI.2.1, W.2.1)
- All students will be able to participate in collaborative conversations, expressing their opinions about complex informational texts, and write multi-paragraph opinion pieces about said texts using words and phrases from texts and conversations, and including: introduction of topics, use of facts and definitions to develop points, and concluding statements. (RI.2.2, W.2.2, SL.2.1, L.2.6)
- All students will be able to engage with text by applying grade level phonics and word analysis skills in conjunction with meaning and language structure, to read grade level text accurately, fluently and with thorough understanding. (RF 2.3, RF 2.4, RA.10)

Colorado 21st Century Skills	**College- and Career-Ready Capacities**
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*	1. Demonstrate independence.
	2. Build strong content knowledge.
Information Literacy: *Untangling the Web*	3. Respond to the varying demands of audience, task, purpose, and discipline.
Collaboration: *Working Together, Learning Together*	4. Comprehend as well as critique.
Self-Direction: *Own Your Learning*	5. Value evidence.
	6. Use technology and digital media strategically and capably.
Invention: *Creating Solutions*	7. Come to understand other perspectives and cultures.

Units of Study		**Length of Unit**	**Time Frame**
ELA-E	**ELA-S**		
Review and Foundations	Fundamentos y rutinas	20 days	August 22-September 16, 2016
1: Government at WZxcork	1: El gobierno en acción	15 days	September 19-October 7, 2016
2: Characters Facing Challenges	2: Los personajes enfrentan retos	15 days	October 10-November 1, 2016
3: Plants and Animals in Their Habitat	3: Las plantas y los animales en su hábitat	15 days	November 2–November 30, 2016

4: Many Characters, Many Points of View	4: Muchos personajes, muchos puntos de vista	15 days	December 1–December 21, 2016
5: Solving Problems Through Technology	5: Resolver problemas a través de la tecnología	15 days	January 9–January 31, 2017
6: Tales to Live By	6: Cuentos para la vida	15 days	February 1–February 24, 2017
7: Investigating the Past	7: Investigar el pasado	15 days	February 27–March 17, 2017
8: Wind and Water Change the Earth	8: El viento y el agua modifican la Tierra	15 days	March 20–April 14, 2017
9: Buyers and Sellers	9: Compradores y vendedores	15 days	April 17–May 5, 2017
10: States of Matter	10: Estado de la materia	15 days	May 8–June 2, 2017

ELA-S Language of Instruction

According to the Language Allocation Guidelines, approximately 80% of literacy is taught in Spanish and 20% of literacy in second grade is taught in English across the year. In order to meet these guidelines, units 6 and 9 in second grade will be taught in English. All components of the literacy block during these units (Reading Mini-Lesson, Shared Reading, Writing Mini-Lesson, and Phonics) will be taught in English with formal Bridges to connect what students have learned during Spanish literacy instruction to English literacy instruction.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5		Unit 6	Unit 7	Unit 8		Unit 9	Unit 10

Spanish	English	Bridge

Grade 2 Common Core State Standards Map

	Reading: Literature										Reading: Informational Text										Reading: Foundational Skills		Writing										Language					
	RL.1	RL.2	RL.3	RL.4	RL.5	RL.6	RL.7	RL.8	RL.9	RL.10	RI.1	RI.2	RI.3	RI.4	RI.5	RI.6	RI.7	RI.8	RI.9	RI.10	RF.3	RF.4	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	W.9	W.10	L.1	L.2	L.3	L.4	L.5	L.6
Unit 1		✓			✓	✓						✓	✓			✓			✓		✓									✓				✓		✓		
Unit 2		✓	✓						✓												✓				✓								✓				✓	
Unit 3		✓			✓						✓	✓		✓			✓		✓		✓									✓			✓	✓		✓	✓	
Unit 4		✓	✓	✓	✓	✓			✓												✓		✓							✓			✓	✓			✓	
Unit 5											✓	✓				✓	✓		✓		✓		✓				✓							✓		✓		
Unit 6		✓	✓		✓	✓			✓												✓				✓					✓			✓					
Unit 7												✓	✓			✓			✓					✓			✓						✓		✓	✓		
Unit 8												✓	✓					✓	✓					✓			✓						✓	✓	✓		✓	
Unit 9		✓			✓		✓					✓	✓			✓			✓								✓			✓								
Unit 10												✓	✓			✓	✓		✓		✓						✓							✓		✓	✓	

*This standards map outlines the standards that will be assessed throughout the units.

End-of-Year Reading Expectation	*Lexile/SRI (with scaffolding as needed at high end of range): 420-650L* *DRA2/EDL2: 30* *Fountas and Pinnell: N*
Supplementary Resources	• Elementary Language and Literacy Google Community • Elementary ELA-S Online Community • CCSS Appendix C: Student Writing Samples • Common Core State Standards • Common Core State Standards español • DRA/EDL2 & Running Record Aim Line • EDL2/DRA2 & Running Record Biliteracy Aim Line

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DENVER PUBLIC SCHOOLS

Align Curricular Unit
Report Description

Curricular Unit Grade 2 Scope and Sequence (SY16-17)	Subject: Mathematics

Instructional Unit	Year at a Glance
Grade 2 Scope and Sequence (SY16-17)	

Content Area	Mathematics	Grade Level	2

Grade 2 Common Core State Standards

Domain	Cluster/Essential Learning Goals
Operations and Algebraic Thinking (2.OA)	ELG.MA.2.OA.A: Represent and solve problems involving addition and subtraction. (Major)
	ELG.MA.2.OA.B: Add and subtract within 20.
	ELG.MA.2.OA.C: Work with equal groups of objects to gain foundations for multiplication. (Major)
Number and Operations in Base Ten (2.NBT)	ELG.MA.2.NBT.A: Understand place value. (Major)
	ELG.MA.2.NBT.B: Use place value understanding and properties of operations to add and subtract. (Major)
Measurement and Data (2.MD)	ELG.MA.2.MD.A: Measure and estimate lengths in standard units. (Major)
	ELG.MA.2.MD.B: Relate addition and subtraction to length. (Major)
	ELG.MA.2.MD.C: Work with time and money. (Supporting)
	ELG.MA.2.MD.D: Represent and interpret data. (Supporting)
Geometry (2.G)	ELG.MA.2.G.A: Reason with shapes and their attributes. (Additional)

Major clusters require greater emphasis based on depth of ideas, time they take to master, and their importance to future mathematics. An intense focus on these clusters allows in-depth learning carried out through the Standards for Mathematical Practice. **Supporting** clusters are closely connected to the major clusters and strengthen areas of major emphasis. **Additional** clusters may not tightly or explicitly connect to the major work of the grade. **All** standards should be taught as **all** will be assessed.

Yearlong Focus Essential Learning Goals

Operations and Algebraic Thinking (1.OA)	ELG.MA.2.OA.A: Represent and solve problems involving addition and subtraction.
	ELG.MA.2.OA.B: Add and subtract within 20.
	ELG.MA.2.NBT.B: Use place value understanding and properties of operations to add and subtract.
Standards for Mathematical Practice	3. Construct viable arguments and critique the reasoning of others.
	4. Model with mathematics.

Suggested Student Learning Objective (SLO) Statements

- All students will fluently add and subtract within 100, apply addition and subtraction within 100 to solve one- and two-step word problems, and justify their reasoning orally and in writing.
- All students will model and explain the meaning of the digits in three-digit numbers as the amount of hundreds, tens, and ones, apply this understanding to compare two three-digit numbers, use the symbols >, <, and = to record comparison results, and justify their reasoning orally and in writing.

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Unit of Study	Length of Unit*	Time Frame
1: Figure the Facts	22 days	August 22–September 21, 2016
2: Place Value & Measurement with Jack's Beanstalks	22 days	September 22–October 21, 2016
3: Addition and Subtraction Within One Hundred	22 days	October 24–December 2, 2016
4: Measurement	22 days	December 5, 2016–January 20, 2017
5: Place Value to One Thousand	21 days	January 23–February 22, 2017
6: Geometry	22 days	February 23–March 24, 2017
7: Measurement, Fractions & Multi-Digit Computation with Hungry Ants	21 days	April 4–May 2, 2017
8: Measurement, Data and Multi-Digit Computation with Marble Rolls	21 days	May 3–June 1, 2017

*Number of days includes time for review, unit assessment, and interim assessment.

End-of-Year Fluency Expectations

- Add and subtract within 20 using mental strategies. By the end of second grade, know from memory all sums of two one-digit numbers. (2.OA.B.2)
- Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.B.5)

DENVER PUBLIC SCHOOLS
2016-2017 School Year Calendar

The school will review the district calendar annually to determine modifications needed to implement the innovation plan. The calendar will be reviewed and revised by the CSC annually as detailed through the process in the waivers.

JULY 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	17	28	29	30	

NON-STUDENT CONTACT DAYS

Planning/Professional Days (No classes for student
August 15,16,17,18, 19; October 27; January 5; June 2 (half day)
Total of 4.5 Planning days - teacher self-directed planning. Total of 4 professional days - principal/district directed. SLT/Principal to determine which non-student contact days are planning and which are professional.

Parent/Teacher Conference Day (No classes for studen

November 4 (Schools may modify the daily schedule for parent/teacher conferences to meet the needs of the school community. Schools will also determine dates and times for parent/teacher conferences during 2nd semester.)

Planning and Assessment Days (No classes for studen
February 3; April 3

MS/HS WALK-IN REGISTRATION

August 11, 12.

VACATION/NO CLASSES

HOLIDAY/NO CLASSES

Labor Day - September 5
Thanksgiving Day - November 24
Martin Luther King Jr. Day - January 1
Presidents' Day - February 20
Cesar Chavez Day - March 31
Memorial Day - May 2

SEMESTER DATES

First Semester Begins 8/22; Ends 12/2
Second Semester Begins 1/9; Ends 6/

STUDENT REPORT DAY

79	Days 1st Semester
94.5	Days 2nd Semeste
173.5	Total Days

TEACHER REPORT DAY

	87	Days 1st Semester
	99	Days 2nd Semeste
Assessment Days (No classes for students)	186	Total Days

All Schools; assessment and data analysis day - no classes October 28; January 6

END OF TERM-TO BE FOLLOWED BY REPORT CARDS

ES, ECE-8 and MS Trimester: November 14; February 27; May

6-12, High School 6 Weeks: September 30; November 4; December 21; February 17; April 7; J

6-12, High School 9 Weeks: October 21; December 21; March 10; June

Goldrick Elementary Innovation Application

Appendix M – School Calendar

Goldrick Elementary					

Goldrick Elementary
SAMPLE WEEKLY SCHEDULE FOR STUDENTS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am	Arrival	Arrival	Arrival	Arrival	Arrival
10 min	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
20 min	Family Meeting	Family Meeting	Family Meeting	Family Meeting	Community Meeting
150 min	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
45 min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
45 min	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)	ELD (Grade level meeting for teachers)
80 min	Math Block	Math Block	Math Block	Math Block	Math Block
45 min	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
45 min	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)	Elements (Individual plan for teachers)
10 min	Daily Recap	Daily Recap	Daily Recap	Daily Recap	Daily Recap
3:30 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Appendix N-
Teacher Evaluation
Tool

LEAP
Handbook

LEAP
LEADING EFFECTIVE
ACADEMIC PRACTICE

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CONTENTS

STUDENT PERCEPTION SURVEY OVERVIEW

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

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

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

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

The SPS is *not*:
- ☒ A popularity contest. The SPS questions focus on teachers' instructional behaviors in the classroom and measure the extent to which students feel supported when learning.
- ☒ An opportunity for students to manipulate teachers' performance ratings. The SPS includes specific items that are designed to ensure students respond authentically. Denver Public Schools (DPS) removes student data from a teacher's effectiveness ratings if a student responds to questions with one universal answer ("Always" or "Never") when the cross-check question requires the opposite response.

ADMINISTERING THE SPS

The SPS is administered online once per year in late fall to students in grades 3–12. Early Childhood Education (ECE) – 2nd grade students do not participate in the SPS.

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

A late fall survey is ideal given the heavy workload and assessment schedule facing many teachers in the spring. Another benefit of a fall administration is that it allows teachers more time to use their SPS results to adjust and improve instructional practices in the classroom over the course of the school year. A spring make-up administration window is provided which is intended for late hire teachers or teachers on leave during the fall.

Preparing for the SPS

1

Review Instructions:
- Review the SPS handbook information and administration guides (sent to the school 1–2 weeks prior to the survey window).
- Become familiar with the SPS administration guidelines and instructions.
- Allow time to ask any questions or clarify anything that may be unclear.
- Talk to the Site Assessment Leader (SAL) at your school for any questions.

2

Understand When Students Take the SPS:
- Work with the SAL to determine the date(s) of the SPS.
- The SPS can be given at any time during the class period; the beginning of class is recommended.
- Allot 45 minutes to complete the survey administration.

3

Understand How Students will Access the Survey:
- Know which devices students will use to complete the survey and how to use those devices.
- Bookmark the survey website links on devices, if is not already done.
- The survey link is *sps.dpsk12.org* (do NOT type "www." before the link).
- Become familiar with the browser students will use to access the survey.

4

Identify Survey Proctors:
- It is highly recommended that someone other than the teacher being surveyed proctor the SPS administration. This is to ensure that students feel completely comfortable answering the survey questions and that the results are as accurate as possible.
- If a teacher must act as proctor in administering the SPS to his or her own students, the guidance outlined within the *SPS Proctor Guidelines* section of this handbook on page 6 should be followed.

5

Identify Accommodations and Exceptions:
- Review the *Accommodations and Exceptions* section of this handbook on page 6.
- The SAL will have a report that identifies any students who require accommodations.
- Ensure all students that need accommodations are listed on this report.
- Ensure that appropriate accommodations are provided for all students that need them.

Accommodations and Exemptions for the SPS

The SPS should not unnecessarily burden students. In some cases, it is not an effective way to collect student feedback.

Accommodations

If a student has assessment accommodations specified in an Individualized Education Program (IEP), Individual Learning Plan (ILP) or Assessment Accommodation Plan, those accommodations should be followed when administering the SPS. These can include additional time, a paper/pencil survey, assistance with using devices, etc.

Exemptions

Special education students with severe cognitive disabilities or other extenuating physical circumstances that make taking a survey unnecessarily burdensome are exempt from completing the SPS. All schools will be provided an accommodation/exemption report identifying which students are exempt from the SPS and which students need accommodations.

English Language Learners (ELL) Students

The online SPS is provided in Spanish, Arabic, Vietnamese and Mandarin as well as English (additional languages may be added in future years). Students can select a language other than English at the beginning of the survey. The entire survey and all instructions are then provided in that language. ELL students who are at ACCESS levels 1, 2 or 3 AND do not speak Spanish, Arabic, Vietnamese or Mandarin are exempt from taking the survey. The vocabulary on the survey is accessible to students at these ACCESS levels who speak English, Spanish, Arabic, Vietnamese or Mandarin.

Student Absences

Students who are absent on SPS administration days are NOT required to do a make-up. If there are only one or two students absent, a make-up probably isn't necessary, but is allowable. If there are three or more students absent, a make-up should be considered, but it isn't required. Make-ups for absent students must occur during the same administration window (fall or spring).

Teacher Absences

If the teacher is absent on the SPS administration day, it does NOT have to be rescheduled. Another teacher or school staff member can proctor the administration. However, if a teacher has been on leave for more than one week prior to the scheduled survey date, the SPS should NOT be administered. Teachers absent for more than one week prior to administration can make up the survey during the spring make-up window.

Proctoring Guidelines

SALs, principals and teachers/staff should make every effort to schedule SPS administration so that a proctor, other than the teacher whom the students are taking the survey for, administers the SPS to students. If that is not possible, 3rd–5th grade teachers are permitted to proctor the SPS to their own students as long as ALL of the following guidelines are observed. These guidelines apply to all SPS proctors.

• If needed, to help facilitate the survey process, proctors may read all survey questions aloud, giving students time to respond between each question. It is highly recommended that questions are read aloud to lower elementary classrooms.
• All proctors must maintain a reasonable distance from students while the SPS is being administered. Students should feel confident that their teachers cannot read their individual responses.
• Proctors may answer questions about the meaning of certain words on the survey using the list of definitions included in SPS *Vocabulary Definitions for Students* (located in the SPS Administration Guide).
• The proctor may not discuss or interpret the intent behind survey questions with students. If a student cannot answer a question or would prefer to not answer a question, the student should leave the question blank and move on. Students are not required to provide a response to questions they do not understand.
• Teachers may assist students in using devices to complete the survey, and in troubleshooting any problems as students complete the survey, but should not answer questions for students or guide them toward particular responses in the process.

Acceptable proctors include class paraprofessionals, other teachers or school administrators. If using a proctor, teachers are responsible for providing them with all the materials necessary to administer the SPS.

SPS SCORING AND REPORTING

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

• **Overall SPS Score—**The overall SPS score provides information that indicates how well the teacher performed across all SPS items and categories. The overall score is a "percent positive", or the percent of responses that are "Most of the Time" and "Always".
• **Category-level SPS Scores—**The category-level results provide information to help teachers identify areas of strength and growth. Category-level scores are also reported as "percent positive" scores. Categories are Facilitates Learning, Supports Students and High Expectations of Learning.
• **Item-level SPS Results—**The item-level results provide teachers with a more detailed picture of how students perceive them in the classroom. Item-level results are reported as the percent of responses in each response option ("Never", "Some of the Time", "Most of the Time", "Always").
• **Demographic Breakdowns—**The report includes breakdowns of student responses by characteristics such as gender, ethnicity, English Language Acquisition (ELA) status, disability status and grade. These demographic breakdowns allow teachers and school leaders to identify specific sub-groups of students on which the teacher may want to focus instructional efforts.

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

In order to ensure SPS results are a reliable and valid source of teacher performance, DPS applies additional requirements prior to calculating an SPS score for a teacher:
• Teachers are required to have at least ten "complete" surveys in order to receive a score; a complete survey is defined as a survey where the majority of survey items are complete. Surveys that are found to be inauthentic are removed from the analysis. DPS has built in checks to ensure student responses are genuine.
• Students and teachers must have valid IDs entered on the survey so survey authenticity can be verified and responses for different student demographic groups can be reported. Students must also be assigned to teachers in Infinite Campus in order to complete the survey for that teacher.

USING SPS RESULTS

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

This section includes tools and strategies that teachers can use to understand their results and create action plans based on them, including:
• How the questions are organized when reporting on results of the SPS.
• The Teacher Self-Assessment Tool that teachers can use to compare their perceptions of their classroom with those of their students.
• Guiding questions and strategies for reflecting on SPS results.
• The SPS Reflection Tool to help teachers unpack their SPS results.
• Guidance about how teachers can share their SPS results with their students.

How is the SPS Organized?

The SPS questions fall into the following categories:

Facilitates Learning

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

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

Supports Students

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

Examples: *I like the way my teacher treats me.*
My teacher listens to me.

High Expectations of Students

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

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

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

| Never | Some of the Time | Most of the Time | Always |

Teacher Self-Assessment Tool

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

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

SPS Item	Self-Assessment Item
My teacher listens to me.	I listen to my students.
My teacher explains what we are learning and why.	I explain to my students what we are learning and why.

How to Use the Self-Assessment Tool

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

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

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

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

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

Reflecting on Your SPS Results

- Set aside sufficient time to review and reflect on the SPS results from your students. Your SPS results encompass questions grouped into three categories. The SPS report, located in the LEAP Application Tool, includes breakdowns of students' responses to each question and category, as well as breakdowns by student demographics and comparisons to teachers in your peer group and school. There is a wealth of information, so ensure you have sufficient time to review and understand it.
- When reviewing your SPS results, think about the following questions: (The following *SPS Reflection Tool* section can also guide you through this process.)
  ‣ What are your initial thoughts about your results? Does anything surprise you? What are you most proud of?
  ‣ What do students seem to be saying? What trends do you notice?
  ‣ How do your students' responses confirm or change your instructional choices?
  ‣ How can you incorporate this information in developing your teaching practice? How do these results inform your progress toward your Professional Growth Plan?
  ‣ How do your results compare to your own perceptions of your classroom? (The SPS teacher self-assessment tool can be informative here.)
  ‣ What support do you need to grow based on these results?
- Collaborate with a trusted colleague or with your team to help you think about your results and how to use them in your practice. Discussing similarities and differences in your results with colleagues is a powerful way to identify common strengths as well as strategies for improvement.
- Consider sharing and discussing your results with your students. Your students are the best people to clarify results that are confusing or to elaborate on your strengths. Your students can also help you create effective strategies to address areas for growth. By sharing your SPS results with your students, you demonstrate that you take their feedback seriously and value their input and their role in the learning process.

SPS Reflection Tool

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

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

How to Use the SPS Reflection Tool

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

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

After completing your reflection, create an action plan to identify next steps for your professional growth that includes the following:
- What are your next steps?
- What are your goals?
- Who will you need support from?
- How will you know if you have met your next steps?
- How and when will you monitor and assess progress?

SPS Reflections: Areas of Strength

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

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

Sharing SPS Results with Students

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

Tips for talking with your students about the SPS before it is administered.
• Start with the WHY—Let students know that you value their opinions and that you recognize that they are the experts on their own learning. Explain that the Student Perception Surveys are a way for them to give helpful feedback on what is working and not working for them.
• Let students know that the surveys are confidential—teachers do NOT see individual student responses.
• Encourage students to provide honest and specific feedback to help you become the best teacher you can be.
• Explain and demonstrate the difference between criticism and helpful, actionable feedback.
• Tell students that you plan to take the feedback seriously and use their suggestions to help improve the classroom experience for everyone.
• Let students know when the results will be available and promise to share your results with them.

Tips for talking with your students about your SPS results.
After you receive your results and have had the chance for reflection, discuss your results with your students and create the space for follow-up, and perhaps more in-depth feedback.
Some questions you can ask are:
• In what ways could I improve _____ .(area of growth)
• What works well in this classroom?
• What could we do differently in this classroom?
• What can I do to improve your experience in this class?

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

RESEARCH AND RESOURCES

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

You can find resources for Professional Learning aligned to SPS categories and the *Framework for Effective Teaching* indicators at: *leap.dpsk12.org/Grow-Our-Educators/Teacher-Support*

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

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

Asking Students about Teaching Summary

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

Student Survey Teacher Q&A

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

John W. Gardner Center at Stanford University

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

Caring and Motivating Middle School Classrooms
jgc.stanford.edu/resources/publications/Motivation%20-%20Feb%202012.pdf

Practices that Promote Middle School Students' Motivation and Achievement
jgc.stanford.edu/resources/publications/JGC_IB_Motivation2010.pdf

Colorado Education Initiative

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

Tripod

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

Edutopia

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

Project Voyce

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

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There's More Online!

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Questions?

Email us at LEAP@dpsk12.org

LEAP Handbook

LEAP
LEADING EFFECTIVE
ACADEMIC PRACTICE

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DCTA
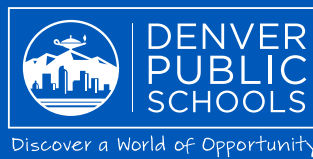
PROFESSIONALISM

- **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.

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

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

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

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

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

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

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

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

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

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

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

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

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
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/Advanced Learning Plans (ALPs) in a timely manner that is responsive to students' needs. Provides IEP/ALP documents to all professionals working with students (Special Educators and/or Gifted and Talented Educators only).	*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** • ★s **Spanish Native Language Instruction** • ✝ **Students with Disabilities or Gifted/Talented** • ▭ **Information Literacy/Technology** • **C CCSS Shifts**

INDICATOR P.2: Uses students' work and data to plan, adjust and differentiate instruction ★ ★s ↑ ▭ ☾

| 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. ▦ ★ ★s ↑ ▭ ☾ • 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). ★ ★s ↑ • 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. ★ ★s ↑ • Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals. ★ ★s ↑

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.). ★ ★s ↑ ▭
• Progress monitoring reports (e.g., graphs/charts, students' data binders/digital portfolios, etc.). ★ ★s ↑
• Students' work that has been scored and/or reviewed with other teachers.
• Formative language assessments. ★ ★s ▭
• Minutes from data team meetings. ▭
• Re-teaching plans and/or revised lesson plans. ★ ★s ↑ ▭
• Action plans with notes/progress records. ▭
• Flexible grouping records, charts, lesson plans, rubrics, etc. ★ ★s ↑ ▭
• Schedules/notes regarding consultation meetings with special educators, interventionists, language acquisition experts, parents, etc. ▦ ★ ★s ↑ ▭
• School Intervention Team (SIT) forms showing data analysis, plans, progress monitoring information, etc. ↑

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

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

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

▦ Cultural Competency • ★ ELLs • ★s Spanish Native Language Instruction • ★ 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, Gifted and Talented (GT) teacher, English Language Acquisition (ELA) teacher, etc.) collaborate, making adjustments to daily lessons where applicable. • Collaboratively examines and thoughtfully implements school and district policies/procedures. • Acts professionally, expresses disagreement tactfully, and exemplifies DPS Shared Core Values when engaging colleagues.	*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 • ★ˢ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • ⬚ Information Literacy/Technology • C CCSS Shifts

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

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

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

Cultural Competency • **★** • **ELLs** • **★**s **Spanish Native Language Instruction** • **↑** **Students with Disabilities or Gifted/Talented** • **Information Literacy/Technology** • **C** **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/Assistant Principal (AP), peer observer, coach, specialist, colleagues, students) to increase her/his effectiveness. • Consistently reflects on own biases/perceptions/pedagogical practices and mitigates the negative impact on students through culturally responsive practices. ▓▓	*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** • ★ˢ **Spanish Native Language Instruction** • ↑ **Students with Disabilities or Gifted/Talented** • ▯ **Information Literacy/Technology** • **ⓒ CCSS Shifts**

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.

• Professional Development (PD) certificates/transcripts from Schoolnet (e.g., English Language Development (ELD) trainings, English Language Acquisition-Spanish (ELA-S) cohort work, Bridging Languages training, Creating Connections, etc.). ★ ★ˢ ▯

• Registrations/agendas from attendance at conferences.

• New qualifications that have a direct impact on instructional improvement (e.g., Masters, PhD, ELA certification, National Board for Professional Teaching Standards certification). ★ ★ˢ

• Leading PD with other teachers.

• Leading courageous conversations about difficult questions regarding inequity and change (e.g., deficit thinking, color-blind racism, marginalized groups, etc.) with staff, families and students. ▦ ★ ★ˢ ★ ✝

▦ **Cultural Competency** • ★ **ELLs** • ★ˢ **Spanish Native Language Instruction** • ✝ **Students with Disabilities or Gifted/Talented** • ▯ **Information Literacy/Technology** • Ⓒ **CCSS Shifts**

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

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

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
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 for P.7.

Sources of evidence *may* include:
• Schoolnet transcripts of attendance at Teacher Leader meetings and DPSAspire.
• Mentoring/support records.
• Meeting minutes, notes, schedules from after school activities.
• Blogs, articles, PD plans, presentations, professional organization membership, etc.
• Leading courageous conversations about difficult questions regarding inequity and change (e.g., deficit thinking, color-blind racism, marginalized groups, etc.) with staff, families and students. ▦ ★ ★ˢ ↑
• 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** • ★ˢ **Spanish Native Language Instruction** • ↑ **Students with Disabilities or Gifted/Talented** • ▯ **Information Literacy/Technology** • **C CCSS Shifts**

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Visit leap.dpsk12.org for the latest news
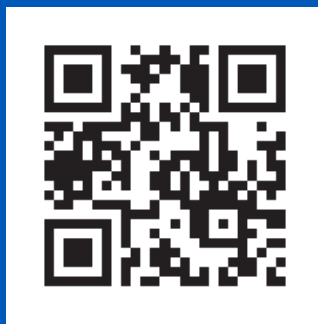
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Email us at LEAP@dpsk12.org

LEAP
Handbook

Growing as an Educator

LEAP
LEADING EFFECTIVE ACADEMIC PRACTICE

DENVER PUBLIC SCHOOLS
Discover a World of Opportunity™

DCTA

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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 to assess teacher performance. As a fully-functioning system, LEAP helps teachers identify areas of strength and growth by providing guidelines for more meaningful feedback conversations, 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 ensure all students receive the academic knowledge, language and skills they need to be successful in college, career choices and life. LEAP supports how the standards are taught using research-based instructional practices and is aligned to the standards shifts.

When measuring teacher effectiveness and prescribing professional learning opportunities, LEAP incorporates multiple measures, including:
• Observation: the opportunity for peer and school leader observations of classroom practice, the "on-stage" performance indicators.
• Professionalism: the measurements of each teacher's "off-stage" contributions outside of instructional time.
• Student Perception Survey: students' perception feedback.
• Assessments: students' academic growth data.

By assessing multiple areas of each teacher's performance, LEAP creates a more robust way of capturing a teacher's performance effectiveness, and this process helps identify strengths and areas for growth. More information on all of these measures is available in the other LEAP Handbook booklets.

Rooted in our shared core value of 'Students First', the LEAP system provides a framework for recognizing 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.

NOTE: *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 educators. It also needed to be comprised of multiple measures in order to provide a more complete and comprehensive picture of a teacher's performance. Consequently, DPS and DCTA stakeholders designed LEAP with input from our teachers, school leaders and national research. The measures that contribute to LEAP were heavily informed by the Measures of Effective Teaching (MET) study, which was conducted in multiple districts across the United States (including Denver) from 2009–2011. The MET study identified the importance of using **multiple measures of a teacher's performance** to gain a more accurate measure of each teacher's practice.

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

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.

To understand the effectiveness of each teacher, LEAP is constructed of the following measures:

Professional Practice

- Observation
- Professionalism
- Student Perceptions

Student Growth

Student Growth measures include performance on statewide assessments, school-wide academic growth and other evidence that allows for holistic evaluations of student progress toward mastery of standards (e.g., interim assessments, performance tasks, unit assessments).
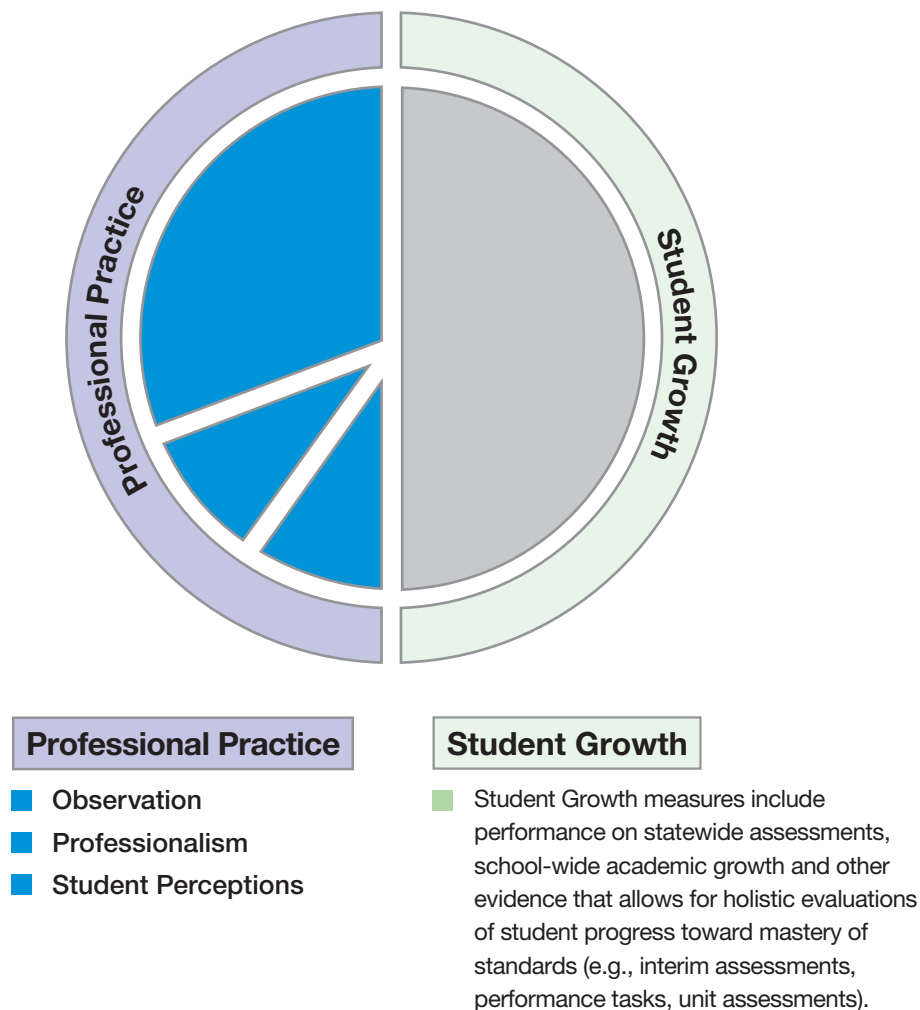
PROFESSIONAL PRACTICE
- **Observation**—Using the first two domains of the DPS Framework for Effective Teaching, *Learning Environment* and *Instruction,* school leaders and/or peers observe a teacher's classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching (FET) 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 the teacher's growth and suggests further professional learning opportunities. All teachers will have scored observations by a school-based observer (e.g., principal, assistant principal, principal resident or intern, teacher leader, internal peer observer, 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 "off-stage" and 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 students' voices regarding their teacher's classroom and practice. It includes three categories of teachers' practice as perceived by their students: Facilitates Learning, Supports Students and Communicates High Expectations.

STUDENT GROWTH
- Student Growth measures are important to review, discuss and consider in support of students' growth. This process affords teachers and school leaders an opportunity to reflect upon the connection between data-driven lesson plans formulated collaboratively with data teams and individually by teachers, teaching of the lessons employing best instructional practices and students' mastery of content as measured by different types of formal and informal assessments.

The LEAP system includes both classroom and school level measures of students' progress.
- **State Measures**—Measures the growth of a teacher's own students on state tests. This applies to teachers who instruct grades 4–10 in the state-tested subject areas of reading, writing and math.
- **School Measures**—Academic growth on the district's School Performance Framework (SPF) is applied to all teachers who were assigned to teaching positions in the previous year. Progress toward students' learning goals includes a range of evidence, such as interim assessments, performance tasks and unit assessments.
- **District Measures**—District growth on the state's District Performance Framework (DPF). This measure reflects the growth of all students in the district on state tests and ACCESS.

School-Year Timeline

September
Set School-wide Area of Focus and individual Professional Growth Plan (PGP); Observations begin

October/November
Administer Student Perception Survey

December/January
Mid-Year feedback conversations

Early May
Observations deadline

April/May
End-of-Year feedback conversations, including overall LEAP ratings
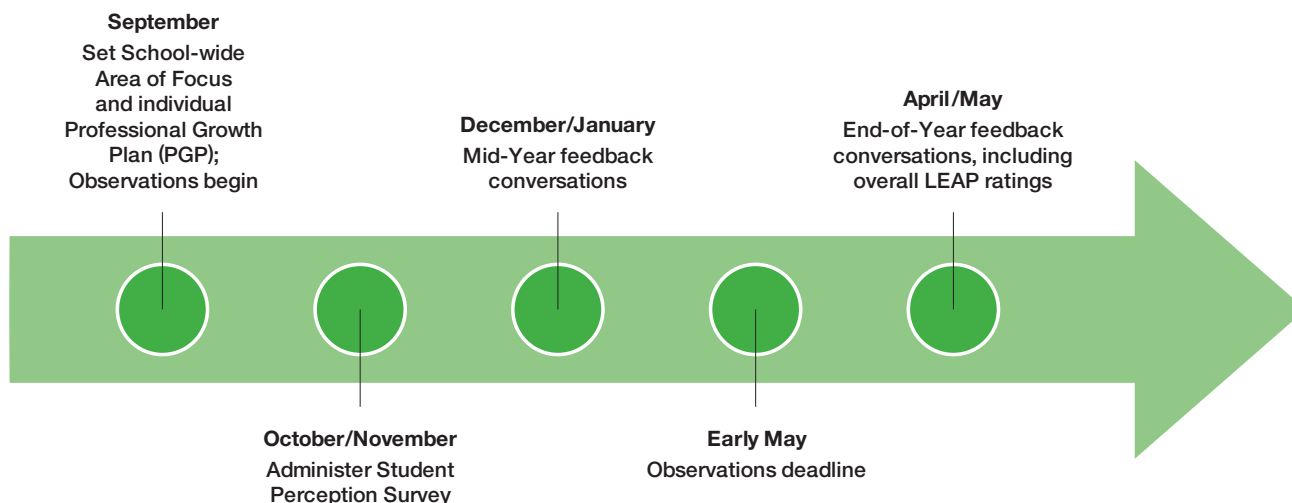
LEAP AS PART OF THE BROADER DPS VISION

The Denver Plan

The Denver Plan 2020 is Denver Public Schools' five-year strategic plan. With the vision of great schools in every neighborhood, DPS is committed to closing academic achievement gaps and preparing all students for success in college and careers.

In order to have great schools in every neighborhood, DPS needs strong leaders and teachers in every school. All leaders deserve to be empowered to meet the unique needs of their schools. All teachers deserve the resources and professional development needed to be the best educator they can be. Ultimately, all students deserve quality teachers, leaders and schools to prepare them for success, and LEAP provides the way for empowering excellent educators to raise students' achievement.

LEAP plays an integral role in establishing great schools by providing the coaching and feedback our teachers and leaders need to reach our Denver Plan goals and ensure that Every Child Succeeds.

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

Our Vision: Every Child Succeeds

Great Schools in Every Neighborhood

A Foundation for Success in School

Support for the Whole Child

GOALS

Ready for College & Career

Close the Opportunity Gap

Leadership
Teaching
Flexibility

STRATEGIES

Invest Early
Culture

Every child has talent and potential.

Our diversity is a community treasure.

We can and will eliminate the opportunity gap.

CORE BELIEFS

We must dramatically accelerate our progress.

Every family deserves choice and access.

Our kids need all of us.

Students First
Integrity
Equity

**SHARED
CORE VALUES**

Collaboration
Accountability
Fun

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

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 students' 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 instructional 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 them to engage in 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 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.

Supporting Teachers 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. It also requires more focus on professional learning for teachers and School Leaders to support teachers as they shift instructional practices to help students meet the new standards.

Teacher Leaders play a key role in supporting teachers as they implement the standards by providing teachers with feedback and coaching to support standards-aligned instruction. Feedback and coaching through LEAP will play an integral role as educators continue evolving how they teach to the academic standards.

What are Differentiated Roles?

DPS launched Differentiated Roles as a pilot program in 14 schools in the 2013–14 school year. The program quickly expanded to 40 schools in 2014–15 and in 2015–16, 72 DPS schools will have hybrid teacher leadership roles. Differentiated Roles teachers support continuous learning for all teachers by extending the reach of great teachers as instructional leaders in their schools.

Teacher Leaders, known as Team Leads, serve in a hybrid role that includes both teaching and non-teaching time. In their time without students, they serve as instructional leaders supporting a team of teachers through coaching, co-planning lessons, observing instruction and providing feedback. Over the summer and throughout the year, Team Leads participate in extensive Professional Development to sharpen the skills they need in their new leadership roles.

How do schools join the program?

School design teams—comprised of teachers and school leaders—spent the fall developing a strong vision and plan regarding teacher leadership at their schools. Schools with strong plans are awarded funding to bring Differentiated Roles to their schools. Teacher teams are established around specific areas that support the school's goals for students. The program is not one-size-fits-all. Every school develops its own unique design. Learn more at: teacherleader.dpsk12.org

There are two Differentiated Roles: *Senior Team Leads* fulfill responsibilities for LEAP much like those of School Leaders [Principals and Assistant Principals (APs)] by conducting observations, rating Professionalism, reviewing available Student Perception Surveys (SPSs) and Student Growth data 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.

Professional Growth Plans (PGPs)

Teachers and School Leaders will review previous years' LEAP Observation, Professionalism, SPS data and Student Growth data and 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 Teaching, or within the *Professionalism* domain. School Leadership Teams (SLTs) will then collaborate on the design of Professional Learning (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 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.
• In addition to identifying these indicators, teachers will state their personal area of focus in their own words regarding what they would like to focus their growth on as a professional learner throughout the year.
• Lastly, each teacher and his or her School Leader will finalize PGPs. The selected PGP focus areas will guide the feedback conversations, interventions, communities of practice 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. However, a teacher should rely most heavily on the school's specific Professional Learning Plan created by the School Leadership Team 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, instructional leaders should provide teachers with frequent, shorter-duration conversations throughout the school year to reflect on their performance and to ensure continuous professional improvement opportunities. Some examples of scenarios when School Leaders should provide feedback conversations include: 1) after a full, partial, or walkthrough 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, teachers and School Leaders will have comprehensive conversations about their performance and recommended courses of action for continued Professional Development and learning (Mid-Year Conversations occur from December through February and End-of-Year Conversations from April through May). These conversations will provide an opportunity for School Leaders and teachers to reflect and discuss professional progress and adjust the teachers' Professional Growth Plans 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 state-wide standard assessments 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 and progress toward students' learning goals (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 to improve on areas for development?

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) _____. • I can build on my strengths and address areas for growth in students' perceptions by _____. *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 _____. • My interests/passions for _____ will support my areas of growth by _____.
Student Growth	• My area(s) of strength in Student Growth is/are _____. • My area(s) of growth in Student Growth is/are _____. • I can build on my strengths and address areas for growth in students' learning by _____.
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. Although we still have work to do in developing and improving these resources, our commitment is that every teacher will have every opportunity to meet the shared goals that we've set for supporting the academic success of our students.

With the guidance of the principal acting as the instructional leader for the school, each School Leadership Team (SLT) collaborates and determines in-school Professional Learning based on the school-wide area of focus. From this foundation, teachers receive school-based Professional Learning. For more information on roles supporting data and instruction, please contact your principal and/or members of your School Leadership Team.

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, all of which are outlined on the LEAP website: leap.dpsk12.org. Check back for newly added resources.

• The Teacher Professional Learning Catalog is a comprehensive list of both required and optional Professional Learning courses that are offered online and in-person. Access the comprehensive catalog through the 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 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: docs.google.com/document/d/1fcKHQxGeImXnoZQ_icLaTk7JigBncaOlIAn2SP0SHH4/edit?usp=sharing

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For more information on the educator resources and technology guides to support LEAP, please visit the LEAP website at: leap.dpsk12.org.

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(reverse side of resources page)

There's More Online!
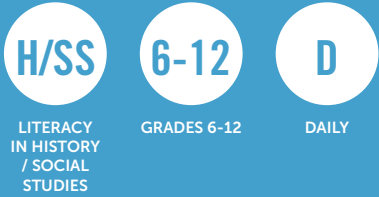
Visit leap.dpsk12.org for the latest news

Questions?

Email us at LEAP@dpsk12.org

CCSS INSTRUCTIONAL PRACTICE GUIDE

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in History/Social Studies look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in History/Social Studies (corestandards.org/ELA-Literacy).

H/SS LITERACY IN HISTORY / SOCIAL STUDIES

6-12 GRADES 6-12

D DAILY

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:
1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	**1** **2** **3** **4** 1: There is no text under consideration in this lesson. 4: A text (or multiple texts) is directly addressed in this lesson. Notes:
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	**1** **2** **3** **4** 1: The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. 4: The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) are clear and build knowledge relevant to the content being studied.	**1** **2** **3** **4** 1: The quality of the text(s) is low – they are unclear and are not relevant to the content being studied. 4: The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.

STUDENT ACHIEVEMENT PARTNERS Find additional resources at achievethecore.org

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	**1** Questions and tasks do not refer directly to the text and instead elicit opinion answers. **2** **3** **4** Questions and tasks repeatedly return students to the text to build understanding.	Notes:
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	**1** Questions and tasks can be answered without reference to evidence from the text or data. **2** **3** **4** Questions and tasks require students to cite evidence from the text or data.	
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	**1** Questions and tasks do not explicitly require use of academic or domain-specific language. **2** **3** **4** Questions and tasks intentionally support students in developing facility with academic and domain-specific language.	
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.	**1** Questions do not follow a clear sequence or are all at the same level of depth. **2** **3** **4** Questions are sequenced to support and challenge students in deep examination of the text.	

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

Scale:
1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED	
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	1 2 3 4	Notes:
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1 2 3 4	
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1 2 3 4	
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1 2 3 4	

CCSS INSTRUCTIONAL PRACTICE GUIDE

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in Science and Technical Subjects look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in Science and Technical Subjects (corestandards.org/ELA-Literacy) for the grade being taught.

SC-T
LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

6-12
GRADES 6-12

D
DAILY

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:
1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	**1 2 3 4** — 1: There is no text under consideration in this lesson. 4: A text (or multiple texts) is directly addressed in this lesson. **Notes:**
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	**1 2 3 4** — 1: The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. 4: The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) are clear and build knowledge relevant to the content being studied.	**1 2 3 4** — 1: The quality of the text(s) is low – they are unclear and are not relevant to the content being studied. 4: The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.

STUDENT ACHIEVEMENT PARTNERS

Find additional resources at achievethecore.org

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	**1** **2** **3** **4** Questions and tasks do not refer directly to the text and instead elicit opinion answers. Questions and tasks repeatedly return students to the text to build understanding.	Notes:
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	**1** **2** **3** **4** Questions and tasks can be answered without reference to evidence from the text or data. Questions and tasks require students to cite evidence from the text or data.	
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	**1** **2** **3** **4** Questions and tasks do not explicitly require use of academic or domain-specific language. Questions and tasks intentionally support students in developing facility with academic and domain-specific language.	
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.	**1** **2** **3** **4** Questions do not follow a clear sequence or are all at the same level of depth. Questions are sequenced to support and challenge students in deep examination of the text.	

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

Scale:
1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED	
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	**1** **2** **3** **4**	Notes:
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	**1** **2** **3** **4**	
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	**1** **2** **3** **4**	
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	**1** **2** **3** **4**	

INSTRUCTIONAL PRACTICE GUIDE: COACHING

MATH
SUBJECT

K–8
GRADES

LESSON
GUIDE TYPE

_____

Date

_____

Teacher Name

_____

School

_____

Grade / Class Period / Section

_____

Topic / Lesson / Unit

_____

Standard(s) Addressed in this Lesson

_____

Observer Name

Circle the aspect(s) of rigor targeted in the standard(s) addressed in this lesson[1]:

Conceptual understanding

Procedural skill and fluency

Application

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS) aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for Mathematics provide the framing for this tool[1].

Focus: Focus strongly where the Standards focus.

Coherence: Think across grades, and link to major topics within grades.

Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

The guide provides examples of what implementing the CCSS for Mathematics looks like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the CCSS for Mathematics (corestandards.org/math) as necessary.

Companion tools for Instructional Practice include:
- Instructional Practice Guide: Coaching (Digital) - a digital version of this print tool, view at achievethecore.org/coaching-tool.
- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons aligned to the CCSS, view at achievethecore.org/ lesson-planning-tool.

The guide should be used in conjunction with the Beyond the Lesson discussion questions. Both tools are available at achievethecore.org/instructional-practice.

STUDENT ACHIEVEMENT PARTNERS

CORE ACTION 1: Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. The lesson focuses on the depth of grade-level cluster(s), grade-level content standard(s) or part(s) thereof.	Yes - The lesson focuses only on mathematics within the grade-level standards and fully reflects the depth of the grade-level cluster(s), grade-level content standard(s) or part(s) thereof. No - The lesson focuses on mathematics outside the grade-level standards or superficially reflects the grade-level cluster(s), grade-level content standard(s) or part(s) thereof.
B. The lesson intentionally relates new concepts to students' prior skills and knowledge.	Yes - The lesson explicitly builds on students' prior skills and knowledge and students articulate these connections. No - The lesson contains no meaningful connections to students' prior skills and knowledge.
C. The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Circle the aspect(s) of rigor targeted in this lesson: Conceptual understanding Procedural skill and fluency Application Yes - The lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed. No - The lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.

CORE ACTION 2: Employ instructional practices that allow all students to learn the content of the lesson.

INDICATORS[2] / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples. ☐ NOT OBSERVED	4 - A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. 3 - Examples are used to make the mathematics of the lesson clear. 2 - Instruction is limited to showing students how to get the answer. 1 - Instruction is not focused on the mathematics of the lesson.

CONTINUED FROM PREVIOUS PAGE

INDICATORS² / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR

RATING

B. The teacher provides opportunities for students to work with and practice grade-level problems and exercises.

4 - Students are given extensive opportunities to work with grade-level problems and exercises.
3 - Students are given opportunities to work with grade-level problems and exercises.
2 - Students are given limited opportunities to work with grade-level problems and exercises.
1 - Students are not given opportunities to work with grade-level problems and exercises.

☐ NOT OBSERVED

C. The teacher strengthens all students' understanding of the content by sharing a variety of students' representations and solution methods.

4 - A variety of student solution methods are shared and examined together to support mathematical understanding for all students.
3 - Student solution methods are shared to support mathematical understanding for some students.
2 - Student solution methods are shared.
1 - Student solution methods are not shared.

☐ NOT OBSERVED

D. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.

4- There are checks for understanding used throughout the lesson to assess progress of all students and adjustments to instruction are made in response, as needed.
3- There are checks for understanding used throughout the lesson to assess progress of some students, minimal adjustments are made to instruction, even when adjustments are appropriate.
2- There are few checks for understanding, or the progress of only a few students is assessed. Instruction is not adjusted based on students' needs.
1- There are no checks for understanding, therefore no adjustments are made to instruction

☐ NOT OBSERVED

E. The teacher summarizes the mathematics with references to student work and discussion in order to reinforce the focus of the lesson.

4 - The lesson includes a summary with references to student work and discussion that reinforces the mathematics.
3 - The lesson includes a summary with a focus on the mathematics.
2 - The lesson includes a summary with limited focus on the mathematics.
1 - The lesson includes no summary of the mathematics.

☐ NOT OBSERVED

Name:

Date:

Observer Name:

CORE ACTION 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.[3]

INDICATORS[4] [5] / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4 – Teacher provides many opportunities, and most students take them.
3 – Teacher provides many opportunities and some students take them; or teacher provides some opportunities and most students take them.
2 – Teacher provides some opportunities and some students take them.
1 – Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The **teacher** poses high-quality questions and problems that prompt students to share their developing thinking about the content of the lesson.

  Students share their developing thinking about the content of the lesson.

4 3 2 1
☐ NOT OBSERVED

B. The **teacher** encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.

  Students persevere in solving problems in the face of initial difficulty.

4 3 2 1
☐ NOT OBSERVED

C. The **teacher** establishes a classroom culture in which students explain their thinking.

  Students elaborate with a second sentence (spontaneously or prompted by the teacher or another student) to explain their thinking and connect it to their first sentence.

4 3 2 1
☐ NOT OBSERVED

D. The **teacher** creates the conditions for student conversations where students are encouraged to talk about each other's thinking.

  Students talk about and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.

4 3 2 1
☐ NOT OBSERVED

E. The **teacher** connects and develops students' informal language to precise mathematical language appropriate to their grade.

  Students use precise mathematical language in their explanations and discussions.

4 3 2 1
☐ NOT OBSERVED

F. The **teacher** establishes a classroom culture in which students choose and use appropriate tools when solving a problem.

  Students use appropriate tools strategically when solving a problem.

4 3 2 1
☐ NOT OBSERVED

G. The **teacher** asks students to explain and justify work and provides feedback that helps students revise initial work.

  Student work includes revisions, especially revised explanations and justifications.

4 3 2 1
☐ NOT OBSERVED

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3. There is not a one-to-one correspondence between the indicators for this Core Action and the Standards for Mathematical Practice. These indicators represent the Standards for Mathematical Practice that are most easily observed during instruction.
4. Some portions adapted from 'Looking for Standards in the Mathematics Classroom' 5x8 card published by the Strategic Education Research Partnership (math.serpmedia.org/tools_5x8.html)
5. Some or most of the indicators and student behaviors should be observable in every lesson, though not all will be evident in all lessons.
For more information on teaching practices, see NCTM's publication Principles to Actions: Ensuring Mathematical Success for All for eight Mathematics Teaching
Practices listed under the principle of Teaching and Learning. http://www.nctm.org/principlestoactions
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the needs of any audience — they may be modified, reproduced, and disseminated without prior permission.

INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT
SUBJECT

3-12
GRADES

LESSON
GUIDE TYPE

_____

Date

_____

Teacher Name

_____

School

_____

Grade / Class Period / Section

_____

Topic / Lesson / Unit

_____

Standard(s) Addressed in this Lesson

_____

Observer Name

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS) aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for ELA/Literacy provide the framing for this tool.[1]

1. Regular practice with complex text and its academic language.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.

3. Building knowledge through content-rich nonfiction.

The guide provides examples of what implementing the CCSS for English Language Arts and Literacy in grades 3-12 looks like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy) as necessary.

Companion tools for Instructional Practice include:
- Instructional Practice Guide: Coaching (Digital) - a digital version of this print tool, view at achievethecore.org/coaching-tool.
- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons aligned to the CCSS, view at achievethecore.org/lesson-planning-tool.

The guide should be used in conjunction with the Beyond the Lesson discussion questions. Both tools are available at achievethecore.org/instructional-practice.

1. Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) and the 3-12 Publishers' Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria) for additional information about the Shifts required by the CCSS.

Name:

Date:

Observer Name:

CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. A majority of the lesson is spent reading, writing, or speaking about text(s).	Yes- The lesson is focused on a text or multiple texts. No- There is no text under consideration in this lesson.
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	Yes- The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year. No- The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	Yes- The quality of the text(s) is high – they are well written and/or provide useful information. No- The quality of the text(s) is low – they are poorly written or do not provide useful information.

CORE ACTION 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details. ☐ NOT OBSERVED	4- Most questions and tasks return students to the text to build understanding. 3- Many questions and tasks return students to the text to build understanding. 2- Few questions and tasks return students to the text to build understanding. 1- Questions and tasks do not refer to the text.

Name:

Date:

Observer Name:

CONTINUED FROM PREVIOUS PAGE

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. ☐ NOT OBSERVED	4- Most questions and tasks require students to cite evidence from the text. 3- Many questions and tasks require students to cite evidence from the text. 2- Few questions and tasks require students to cite evidence from the text. 1- Questions and tasks can be answered without evidence from the text.
C. Questions and tasks attend to the words, phrases and sentences within the text. ☐ NOT OBSERVED	4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text. 3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. 2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text. 1- No questions and tasks focus students on the words that matter most and how they are used in the text.
D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics. ☐ NOT OBSERVED	4- Most questions are intentionally sequenced to support building knowledge. 3- Some questions are intentionally sequenced to support building knowledge. 2- Few questions are intentionally sequenced to support building knowledge. 1- Questions seem random and are not intentionally sequenced to support building knowledge.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4 – Teacher provides many opportunities, and most students take them.
3 – Teacher provides many opportunities and some students take them; or teacher provides some opportunities and most students take them.
2 – Teacher provides some opportunities and some students take them.
1 – Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The **teacher** keeps all students persevering with challenging tasks.

Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

4 3 2 1
☐ NOT OBSERVED

B. The **teacher** expects evidence and precision from students and probes students' answers accordingly.

Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.

4 3 2 1
☐ NOT OBSERVED

C. The **teacher** encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

Students persevere in solving questions and tasks in the face of initial difficulty.

4 3 2 1
☐ NOT OBSERVED

D. The **teacher** demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

When appropriate, **students** demonstrate progress toward independence in reading and writing.

4 3 2 1
☐ NOT OBSERVED

E. When appropriate, the **teacher** explicitly attends to strengthening students' language and reading foundational skills.

Students demonstrate use of language conventions and decoding skills[3], activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

4 3 2 1
☐ NOT OBSERVED

3. The CCSS for Reading: Foundational Skills are applicable for grades 3-5 only.

INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT
SUBJECT

3-12
GRADES

LESSON
GUIDE TYPE

_____

Date

_____

Teacher Name

_____

School

_____

Grade / Class Period / Section

_____

Topic / Lesson / Unit

_____

Standard(s) Addressed in this Lesson

_____

Observer Name

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS) aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for ELA/Literacy provide the framing for this tool.[1]

1. Regular practice with complex text and its academic language.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.

3. Building knowledge through content-rich nonfiction.

The guide provides examples of what implementing the CCSS for English Language Arts and Literacy in grades 3-12 looks like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy) as necessary.

Companion tools for Instructional Practice include:
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- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons aligned to the CCSS, view at achievethecore.org/lesson-planning-tool.

The guide should be used in conjunction with the Beyond the Lesson discussion questions. Both tools are available at achievethecore.org/instructional-practice.

INSTRUCTIONAL PRACTICE GUIDE: COACHING

Name:

Date:

Observer Name:

CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. A majority of the lesson is spent reading, writing, or speaking about text(s).	Yes- The lesson is focused on a text or multiple texts. No- There is no text under consideration in this lesson.
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	Yes- The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year. No- The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	Yes- The quality of the text(s) is high – they are well written and/or provide useful information. No- The quality of the text(s) is low – they are poorly written or do not provide useful information.

CORE ACTION 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details. ☐ NOT OBSERVED	4- Most questions and tasks return students to the text to build understanding. 3- Many questions and tasks return students to the text to build understanding. 2- Few questions and tasks return students to the text to build understanding. 1- Questions and tasks do not refer to the text.

Name: Date: Observer Name:

CONTINUED FROM PREVIOUS PAGE

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. ☐ NOT OBSERVED	4- Most questions and tasks require students to cite evidence from the text. 3- Many questions and tasks require students to cite evidence from the text. 2- Few questions and tasks require students to cite evidence from the text. 1- Questions and tasks can be answered without evidence from the text.
C. Questions and tasks attend to the words, phrases and sentences within the text. ☐ NOT OBSERVED	4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text. 3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. 2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text. 1- No questions and tasks focus students on the words that matter most and how they are used in the text.
D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics. ☐ NOT OBSERVED	4- Most questions are intentionally sequenced to support building knowledge. 3- Some questions are intentionally sequenced to support building knowledge. 2- Few questions are intentionally sequenced to support building knowledge. 1- Questions seem random and are not intentionally sequenced to support building knowledge.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4 – Teacher provides many opportunities, and most students take them.
3 – Teacher provides many opportunities and some students take them; or teacher provides some opportunities and most students take them.
2 – Teacher provides some opportunities and some students take them.
1 – Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The **teacher** keeps all students persevering with challenging tasks.

  Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

4 3 2 1
☐ NOT OBSERVED

B. The **teacher** expects evidence and precision from students and probes students' answers accordingly.

  Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.

4 3 2 1
☐ NOT OBSERVED

C. The **teacher** encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

  Students persevere in solving questions and tasks in the face of initial difficulty.

4 3 2 1
☐ NOT OBSERVED

D. The **teacher** demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

  When appropriate, **students** demonstrate progress toward independence in reading and writing.

4 3 2 1
☐ NOT OBSERVED

E. When appropriate, the **teacher** explicitly attends to strengthening students' language and reading foundational skills.

  Students demonstrate use of language conventions and decoding skills[3], activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

4 3 2 1
☐ NOT OBSERVED

3. The CCSS for Reading: Foundational Skills are applicable for grades 3-5 only.

This tool is for teachers, those providing support to teachers, and all educators working to implement the CCSS for ELA/Literacy – it is not designed for use in evaluation. The guide should be used in conjunction with the CCSS Instructional Practice Guide: Supplement for Reflection Over the Course of the Year. Both tools are available at achievethecore.org/instructional-practice.
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Any and all components may be customized to meet the needs of any audience — they may be modified, reproduced, and disseminated without prior permission.

INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT
SUBJECT

K–2
GRADES

LESSON
GUIDE TYPE

_____
Date

_____
Teacher Name

_____
School

_____
Grade / Class Period / Section

_____
Topic / Lesson / Unit

_____
Standard(s) Addressed in this Lesson

_____
Observer Name

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS) aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for ELA/Literacy provide the framing for this tool.[1]

1. Regular practice with complex text and its academic language.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.

3. Building knowledge through content-rich nonfiction.

The guide provides examples of what implementing the CCSS for English Language Arts and Literacy in grades K-2 looks like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy) as necessary.

Companion tools for Instructional Practice include:
- Instructional Practice Guide: Coaching (Digital) - a digital version of this print tool, view at achievethecore.org/coaching-tool.
- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons aligned to the CCSS, view at achievethecore.org/lesson-planning-tool.

The guide should be used in conjunction with the Beyond the Lesson discussion questions. Both tools are available at achievethecore.org/instructional-practice.

Name:

Date:

Observer Name:

CORE ACTION 1 FOR READING/LISTENING COMPREHENSION: Focus each lesson on a high-quality text (or multiple texts).

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. A majority of the lesson is spent listening to reading, writing, or speaking about text(s). ☐ NOT OBSERVED	Yes- The lesson is focused on a text or multiple texts. No- There is no text under consideration in this lesson.
B. The text(s) are above the complexity level expected for the grade and time in the school year.[2] ☐ NOT OBSERVED	Yes- The text(s) are above both the qualitative and quantitative complexity expected for the grade and time in the school year. No- The text(s) are not above both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated. ☐ NOT OBSERVED	Yes- The quality of the text(s) is high – they are well written and/or provide useful information. No- The quality of the text(s) is low – they are poorly written or do not provide useful information.

CORE ACTION 1 FOR FOUNDATIONAL SKILLS: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. The foundational skills being taught are aligned to the standards for this grade. ☐ NOT OBSERVED	Yes- Foundational skills addressed fully align with the standards for the grade. No- Foundational skills addressed do not align with the standards for the grade.

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2. Intended for texts read aloud by the teacher in grades K – 2. Evaluations of text complexity are only applicable to student reading materials beginning in grade 2. Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for resources to help analyze the complexity of texts.

www.achievethecore.org/instructional-practice   Published 08.24.2015. Send feedback to info@studentsachieve.net   2

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INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
B. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.) ☐ NOT OBSERVED	Yes- Instruction and materials address appropriate foundational skills for the grade. No- Instruction and materials do not address appropriate foundational skills for the grade.
C. Instruction and materials provide sufficient opportunities for all students to practice reading and writing newly acquired foundational skills. ☐ NOT OBSERVED	4- Instruction and materials provide continuous opportunity to practice reading and writing newly acquired foundational skills for the range of students in the classroom. 3- Instruction and materials provide many opportunities to practice reading and writing newly acquired foundational skills for the range of students in the classroom. 2- Instruction and materials provide few opportunities to practice reading and writing newly acquired foundational skills for the range of students in the classroom. 1- Instruction and materials do not provide opportunity to practice reading and writing newly acquired foundational skills for the range of students in the classroom.
D. Instruction and materials connect acquisition of foundational skills to making meaning from reading. ☐ NOT OBSERVED	4- Instruction and materials consistently connect foundational skills to making meaning from reading. 3- Instruction and materials sometimes connect foundational skills to making meaning from reading. 2- Instruction and materials rarely connect foundational skills to making meaning from reading. 1- Instruction and materials do not connect foundational skills to making meaning from reading.
E. Instruction and materials provide opportunities for students to demonstrate understanding of the skills being taught through frequent monitoring of student progress. ☐ NOT OBSERVED	4- Instruction and materials consistently monitor and respond flexibly to student progress. 3- Instruction and materials sometimes monitor and respond flexibly to student progress. 2- Instruction and materials rarely monitor and respond flexibly to student progress. 1- Instruction and materials do not monitor and respond flexibly to student progress.

CORE ACTION 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details. ☐ NOT OBSERVED	4- Most questions and tasks return students to the text to build understanding. 3- Many questions and tasks return students to the text to build understanding. 2- Few questions and tasks return students to the text to build understanding. 1- Questions and tasks do not refer to the text.
B. Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g. drawing, writing, dramatic play, speaking). ☐ NOT OBSERVED	4- Most questions and tasks require students to cite evidence from the text. 3- Many questions and tasks require students to cite evidence from the text. 2- Few questions and tasks require students to cite evidence from the text. 1- Questions and tasks can be answered without evidence from the text.
C. Questions and tasks attend to the words, phrases and sentences within the text. ☐ NOT OBSERVED	4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text. 3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. 2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text. 1- No questions and tasks focus students on the words that matter most and how they are used in the text.
D. Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics. ☐ NOT OBSERVED	4- Most questions are sequenced to support building knowledge. 3- Some questions are sequenced to support building knowledge. 2- Few questions are sequenced to support building knowledge. 1- Questions seem random and are not intentionally sequenced to support building knowledge.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4 – Teacher provides many opportunities, and most students take them.
3 – Teacher provides many opportunities and some students take them; or teacher provides some opportunities and most students take them.
2 – Teacher provides some opportunities and some students take them.
1 – Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The **teacher** keeps all students perservering with challenging tasks.

   Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

4 3 2 1
☐ NOT OBSERVED

B. The **teacher** encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

   Students persevere in solving questions and tasks in the face of initial difficulty.

4 3 2 1
☐ NOT OBSERVED

C. The **teacher** guides students to read with purpose and understanding by making frequent connections between acquisition of foundational skills and making meaning from reading.

   Students demonstrate comprehension while developing foundational skills in reading.

4 3 2 1
☐ NOT OBSERVED

D. The **teacher** demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

   When appropriate, **students** demonstrate progress toward independence in reading and writing.

4 3 2 1
☐ NOT OBSERVED

E. The **teacher** focuses on explicitly and systematically strengthening students' reading foundational skills.[3]

   Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

4 3 2 1
☐ NOT OBSERVED

3. Indicator 3E is only applicable during a Foundational Skills lesson.

This tool is for teachers, those providing support to teachers, and all educators working to implement the CCSS for ELA/Literacy – it is not designed for use in evaluation.
The guide should be used in conjunction with the CCSS Instructional Practice Guide: Supplement for Reflection Over the Course of the Year.
Both tools are available at achievethecore.org/instructional-practice.
To the extent possible under law, we have waived all copyright and related or neighboring rights to this work.
Any and all components may be customized to meet the needs of any audience — they may be modified, reproduced, and disseminated without prior permission.

Appendix O-
School Leader
Evaluation Tool

DENVER PUBLIC SCHOOLS

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LEAD IN DENVER

DEVELOP ★ ADVANCE ★ ACHIEVE

School Leadership Framework

DOMAIN	EXPECTATION	INDICATOR *(foundational indicators are in shaded boxes)*	
	CULTURE AND EQUITY LEADERSHIP	CEL 1	Leads for equity toward college and career readiness
		CEL 2	Leads for a culture of empowerment, continuous improvement, and celebration
	INSTRUCTIONAL LEADERSHIP	IL 1	Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft
		IL 2	Leads for the academic and social-emotional success of diverse student populations in support of the Whole Child
		IL 3	Leads for effective English Language Acquisition programming (ELA Program School Leaders)
	HUMAN RESOURCE LEADERSHIP	HRL 1	Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability
		HRL 2	Implements strong systems for identifying, recognizing, and distributing talent
	STRATEGIC LEADERSHIP	SL 1	Leads the school's values, vision, mission, and strategic goals to support college and career readiness for all students
		SL 2	Distributes leadership to inspire change in support of an empowered school culture
	ORGANIZATIONAL LEADERSHIP	OL	Strategically aligns people, time, and money to drive student achievement
	COMMUNITY LEADERSHIP	CL	Actively advocates for and engages families and members of the school community

Domain: School Leadership		Expectation: Culture and Equity Leadership	
Indicator CEL 1: Leads for equity toward college and career readiness			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• School vision is unclear and lacks stakeholder input/investment • Rarely hosts courageous conversations when expectations for student achievement are not met • Only shares general information about student learning expectations and only identifies general ways to participate in and support their children's learning • Rarely disaggregates data to uncover gaps	• Communicates a vision for high student achievement and college and career readiness for *all* students • Builds expectations that success is possible for *all* students, but only sometimes hosts courageous conversations when those expectations are not met • Shares some explicit information about student learning expectations and identifies some ways to participate in and support their children's learning • Inconsistently disaggregates data to uncover gaps, only sometimes bringing key stakeholders together to create and monitor plans to address gaps	• Engages stakeholders in developing a vision for high student achievement and college and career readiness for *all* students • Builds expectations for students, staff, and families that success is possible for *all* students, and hosts courageous conversations when those expectations are not met • Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning • Disaggregates data to uncover gaps, and consequently brings key stakeholders together to create and monitor plans to address gaps	*In addition to "Effective":* • Ensures the presence of structures for equity-based conversations • Ensures that the student voice and student action drive equity efforts • Ensures that a college- and career-bound culture for all students exists in the school and is embraced by stakeholders (especially staff members, families, and students)
School Behaviors	• Adults and students in the school community are unclear about the unified vision • Curriculum provides limited, if any, opportunities to learn about diverse groups • Representation of the diversity of the community is rarely evident in school activities/engagements • Systems in place to support the needs of students with differing abilities lack impact and structure	• Some adults and students in the school community feel ownership of the unified vision and work with the leadership team • The curriculum provides some opportunities to learn about diverse groups • There is some representation of the diversity of the community in the school activities/engagements • Systems are in place to support the needs of students with differing abilities	• Adults and students in the school community feel ownership of the unified vision and work with the leadership team to implement effective strategies to achieve their vision • The curriculum presents integrated opportunities for students to learn about the histories, experiences, and contributions of diverse groups • School artwork and performances represent all groups; student clubs capture the diversity of the students; family groups and engagement activities honor and represent the diversity of the community • Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency – their needs are supported in an environment of high expectations	*In addition to "Effective":* • Staff members take risks and innovate in an effort to ensure equity gaps are eliminated and college and career readiness is a reality for all students • Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community • Students understand that college is an option for their future and when asked can discuss it as an option

*Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental/physical abilities (students with disabilities, gifted and talented), religion, age, and political beliefs. 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.

Domain: School Leadership	Expectation: Culture and Equity Leadership

Indicator CEL 1: Leads for equity toward college and career readiness

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Written values and beliefs reflect high expectations for all students
- School vision is clearly articulated and understood by all staff
- School vision includes a focus on student academic achievement and social/emotional development
- There is visible alignment between school goals, the instructional program, and the vision
- School is building the capacity of adults to support diverse student needs and diverse groups of students through professional learning
- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
- Classroom objectives and activities show respect for and inclusion of the histories, experiences, and cultures of diverse groups
- Instructional methods are differentiated to meet individual needs and cultural learning styles
- Students of varying abilities and cultural/linguistic backgrounds have equal access to learning engagements
- Efforts are made to ensure equity in student placement in higher level groupings/courses and exploratory experiences
- Omissions, misrepresentations, and stereotyping are discussed during learning engagements
- Building visuals and artifacts portray diverse gender, race/ethnic, disability, class, and language groups
- Teachers and staff with varying backgrounds and experiences are encouraged to take on leadership roles
- Structures are in place to provide families with information about their child's progress and how they can prepare him or her for college and career

Domain: School Leadership			Expectation: Culture and Equity Leadership

Indicator CEL 2: Leads for a culture of empowerment, continuous improvement and celebration			
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Rarely represents the shared core values of the district • Structures and routines are lacking, leading to lost instructional time and a lack of focus on the vision • Lacks connections among students and adults showing inconsistent effort to foster relationships • Staff rarely provided opportunity to share opinions in a safe environment, limiting opportunities for personal reflection • Behavior management systems rarely demonstrate cultural responsiveness	• Speaks to the shared core values of the district in some interactions with the school community • Structures and routines are in place but are inconsistent in their ability to maximize instructional time and drive achievement of the vision • Makes an effort to foster connections among students and adults but relationships are not yet developed • Occasionally models personal reflection and provides opportunities for staff to do the same, though sparingly • Behavior management systems attempt to be culturally responsive but are typically reactive in nature with inconsistent effectiveness	• Represents the shared core values of the district (Students First, Integrity, Equity, Collaboration, Accountability, and Fun) in all interactions with students, families, colleagues, and community • Implements structures and routines to maximize instructional time, support smooth transitions, foster collaboration, and maintain focus on achieving the school's vision • Respects and values each individual in the school and fosters strong connections among students and adults to ensure the school environment is safe and secure • Consistently models personal reflection by admitting to mistakes and acknowledging areas of strength and personal growth, fostering a safe environment for staff members to do the same—including opportunities for staff to express opinions contrary to those of authority • Implements behavior management systems that are proactive and culturally responsive, respecting diverse communication styles and the socio-emotional needs of students	*In addition to "Effective":* • Ensures that successful innovations by students and staff are represented in the work of the school and shared with other school leaders • Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to value-based leadership and professional learning • Sets up processes and systems for action research and systemic learning
School Behaviors	• Inclusionary efforts of school are inconsistent and garner minimal participation • Lesson plans that demonstrate cultural responsiveness are rarely implemented by teachers • Opportunities for staff to reflect openly to support growth and development are limited • Action plans are drafted but implementation and execution are lacking	• School culture and climate demonstrate efforts to be inclusive but engage only some stakeholders in the process of education • Cultural responsiveness of lesson plans is inconsistent from class to class • Staff members occasionally collaborate to reflect on areas of strength and growth • Celebrations typically only focus on broader school-level achievements • Action plans are developed and implemented with inconsistent fidelity and impact	• The school's culture and climate promote inclusionary practices and encourage visitors, families, staff, and students to participate freely in the process of education • Teachers develop and implement lesson plans that are culturally responsive and relevant for all students • Staff members regularly reflect openly on their areas of strength and growth and share with the principal and one another what support they need to grow professionally • School celebrations mark individual, team, and school-wide achievements • Leadership team creates and implements short- and medium-term action plans to address on-going areas of concern and celebrate areas of success	*In addition to "Effective":* • Structures are in place for staff and leadership to be highlighted as lead learners, allowing them time to publicly reflect on their strengths, growth areas, and journey as professionals • Teacher leaders, teachers, students, and staff collaborate to lead school celebrations

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Domain: **School Leadership**	Expectation: **Culture and Equity Leadership**

Indicator CEL 2: Leads for a culture of empowerment, continuous improvement and celebration

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- School leader knows student and staff names and greets them regularly
- Staff members respect the school leader as a learner
- Staff members can articulate the school leader's strengths and areas of growth
- Students from diverse backgrounds feel that their opinions are welcomed, heard, and included in the decision-making process
- Classroom activities provide opportunities for students to become critical of content being presented
- Staff models behavior they expect of students and one another using a variety of techniques
- School rules are explicit leaving minimal opportunities for misinterpretations or misunderstandings
- A system of positive and negative consequences is consistent with school values
- Routines and procedures are discussed and implemented
- Classroom objectives and activities show respect for and inclusion of the histories, experiences, and cultures of diverse groups

	Domain: **School Leadership**		Expectation: **Instructional Leadership**	
Indicator IL 1: Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft				
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
School Leader Behaviors	• Inconsistently supports staff in standards-based instructional strategies or methods • Seldom tailors teacher observations based on teacher need • Seldom provides individualized feedback or connects teachers to learning opportunities • Data use expectations are unclear • Systems and structures for collaborative planning time rarely utilize data and standards • School-wide instructional decisions are rarely based on data	• Supports staff in a limited number of rigorous standards-based instructional strategies or methods • Conducts formal and informal observations and occasionally tailors teacher observations based on teacher need • Occasionally provides individualized feedback and connects teachers to relevant resources and learning opportunities • Inconsistently communicates expectations for effective data use • Systems and structures for collaborative planning time sometimes utilize data and standards • School-wide instructional decisions are occasionally, but not always, based on data	• Supports staff in effectively implementing a variety of rigorous standards-based instructional strategies, pedagogical methods, and tasks that meet student needs and drive student learning • Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need • Provides frequent, individualized feedback based on evidence collected from observations and student learning data; ensures feedback shifts instructional practice; connects teachers to relevant resources and learning opportunities • Clearly and continually communicates expectations for effective data use, aligning resources and structures to support expectations that all students can learn • Implements consistent systems and structures for collaborative planning time that facilitate the use of data and standards to drive planning, align to school-wide goals, and build the capacity of teachers and instructional leaders to better differentiate instruction and provide appropriate interventions for students • School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data	*In addition to "Effective":* • Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies, and reduce achievement gaps • Shares his/her use of data and strategies for supporting staff through data-driven decisions with other leaders in the district • Provides teachers with opportunities to observe one another and reflect on their practice together
School Behaviors	• Collaborative teams are inconsistently built into the master schedule • Teachers monitor student performance but rarely adjust instruction and interventions • Meaningful and relevant data is rarely reviewed • Students do not have a clear idea of data that identifies their strengths • Instructional delivery modes typically remain the same in and across classrooms	• Teachers occasionally take part in horizontal and/or vertical teams • Teachers consistently monitor student performance and reflect on feedback but may struggle to adjust instruction and interventions • Meaningful and relevant data is occasionally reviewed at various types of school meetings • Students occasionally utilize data identifying their strengths to set goals for growth • Students experience limited personalization of instructional delivery modes	• Teachers take part in horizontal and/or vertical teams built into the master schedule that use meeting objectives to support the facilitation of time, leading to solutions-oriented problem solving and instructional action plans • Teachers consistently monitor student performance, reflect on feedback, and adjust instruction and interventions accordingly to align with student needs, the pedagogy outlined in the Framework for Effective Teaching, and Standards Implementation • Meaningful and relevant data is reviewed regularly at various types of school meetings (e.g. School Leadership Team, Collaborative Planning, Grade Level, etc.) • Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need	*In addition to "Effective":* • Evidence of consistent best instructional practice exists from classroom to classroom • Teachers independently engage in data-driven conversations that include using district online data sources and teacher-developed formative assessments • Students consistently and explicitly engage in and/or are aware of data that identifies their strengths to set goals for growth • Instructional delivery modes evolve based on the personalized needs of students

Domain: **School Leadership**	Expectation: **Instructional Leadership**

Indicator IL 1: Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Staff members can identify the school-wide area of focus for their Professional Growth Plan (PGP) as well as their individual area of focus
- Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests
- Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.
- Data is used and reviewed in collaborative planning meetings to determine differentiation, to drive re-teaching, and to measure performance against short- and long-term instructional goals, including Student Learning Objectives (SLOs)
- Students receive rapid, data-driven interventions matched to current needs
- Lesson plans, unit plans, and curricular materials demonstrate coordination and alignment to Colorado Academic Standards (CAS)
- Rigorous course content is accessible to all students
- There is a school-wide understanding of the purpose of collaborative planning time, and a shared, common goal for that time
- Teachers receive actionable observation feedback focused on the implementation of standards through data-driven instructional plans
- Teachers and school leaders regularly access Teacher and Principal Portals to review relevant student data

Domain: School Leadership			Expectation: Instructional Leadership

Indicator IL 2: Leads for the academic and social-emotional success of diverse* student populations in support of the Whole Child

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Rarely demonstrates a commitment to ensuring access to developmental learning opportunities • Relevant professional learning opportunities for staff education are rarely made available • Rarely creates and maintains an environment that fosters the development of the Whole Child • Resources and opportunities for diverse student populations are rarely leveraged effectively through application of legal and policy-driven requirements	• Inconsistently or unevenly demonstrates a commitment to ensuring access to developmental learning opportunities for diverse student populations • Relevant professional learning opportunities for staff education are occasionally made available • Inconsistently or unconsciously creates and maintains an environment that fosters the development of the Whole Child • Resources and opportunities for diverse student populations are inconsistently leveraged to maximize impact through application of legal and policy-driven requirements	• Demonstrates a commitment to ensuring access to the core instruction for diverse student populations by leading staff in providing appropriate differentiated instruction, accommodations, remediation, and/or advancement opportunities • Applies best practices for identification of, assessment of, and program placement for all student populations by empowering and educating staff through relevant professional learning opportunities and resources for instruction • Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected to foster the development of the Whole Child • Applies knowledge of legal and policy-driven requirements to maximize resources and opportunities for diverse student populations	*In addition to "Effective":* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders
School Behaviors	• Limited integration of students with exceptional needs** with typical peers • Limited differentiated/specially designed instructional practice for students with exceptional needs	• Occasional integration of students with exceptional needs with typical peers • Some teachers differentiate and/or specially design instructional practice for students with exceptional needs	• School community embraces diverse student populations as evidenced by every effort to ensure students with exceptional needs are regularly integrated into classrooms with their typical peers • Teachers understand disaggregated data for students with exceptional needs through differentiated and/or specially designed instructional practice as a result	*In addition to "Effective":* • Staff shares a sense of urgency to address school-level achievement gaps for diverse student populations and the Unified Improvement Plan (UIP) reflects strategies to support all students with high levels of academic achievement

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**Students with exceptional needs* refers to students Pre-K through age 21 with any condition defined as a disability under IDEA 2004 and students identified as gifted and talented in the ECEA, regardless of the setting(s) in which they are served.

Domain: **School Leadership**	Expectation: **Instructional Leadership**

Indicator IL 2: Leads for the academic and social-emotional success of diverse student populations in support of the Whole Child

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Students with disabilities have appropriate space/location in the building and in classrooms to support their learning
- Staff understands and can articulate school-level achievement gaps for diverse student populations
- Unified Improvement Plan (UIP) reflects strategies to support all students with high levels of academic achievement
- Interactions among students cross racial, gender, and disability groups
- Inclusionary practices for students with exceptional needs are evident/present (i.e. students in a center-based classroom environment are regularly included in general education classrooms and school-wide activities)
- Students of all backgrounds and abilities are encouraged and supported during learning experiences (i.e. Universal Design for Learning principles are evident in all classrooms and staff have been provided aligned professional learning opportunities)
- A wide variety of authentic assessments are used to ensure that students have multiple opportunities to demonstrate learning
- Learning engagements call attention to and celebrate the differences among us

Domain: **School Leadership**			Expectation: **INSTRUCTIONAL LEADERSHIP**	
Indicator IL 3: Leads for effective English Language Acquisition programming *(ELA Program School Leaders)*				
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Teachers rarely apply pedagogical best practices for supporting ELLs • DPS best practices for identification of, instruction of, assessment of, and program evaluation for English language proficiency are rarely executed • Provides teachers general feedback on how to best support language transition progress • Rarely enforces consequences for teachers who are not effectively implementing language allocation guidelines • Rarely provides families information/communications in appropriate native language(s)	• Teachers inconsistently apply pedagogical best practices for the effective implementation of English language development standards • DPS best practices for identification of, instruction of, assessment of, and program evaluation for English language proficiency are executed inconsistently • Occasionally provides teachers targeted feedback on how to best support language transition progress • Inconsistently holds teachers accountable for implementing language allocation guidelines • Occasionally provides families information/communications in appropriate native language(s)	• Leads teachers in applying pedagogical best practices for the effective implementation of English language development standards in all content areas to support English Language Learners (ELLs) • Ensures DPS best practices for identification of, instruction of, assessment of, and program evaluation for English language proficiency are executed effectively and consistently • Provides teachers targeted feedback on how to best support language transition progress, ensuring research-based resources that support native language instruction for ELLs and newcomers are available and utilized • Ensures teachers implement English language development, sheltered English language, and native language instruction when available • Provides families information/communications in appropriate native language(s)	*In addition to "Effective":* • Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess, and provide instruction aligned to language proficiencies and effective transition • Has developed systems of best practice and distributed leadership for families of linguistically diverse students to take leadership roles in the school community and play an advocacy role for their students

Domain: **School Leadership**			Expectation: **INSTRUCTIONAL LEADERSHIP**	
Indicator IL 3: Leads for effective English Language Acquisition programming (continued)				
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
School Behaviors	• English Language Learners rarely have access to effective curricula and resources • Systems and structures for appropriately designating individuals and classes are lacking • Teachers rarely participate in collaborative data conversations that discuss students' level of English language acquisition • Few teachers recognize that language proficiency levels may be different in the four language domains • Few staff share responsibility for ensuring progress in ELLs and have access to and utilize English language acquisition curriculum and curriculum for home language • Families of linguistically diverse students are rarely empowered to advocate for the best interest of their students	• English Language Learners have occasional access to effective curricula and resources • Appropriate designation and place of classes, teachers, and students is inconsistent • Teachers occasionally participate in collaborative data conversations that discuss students' level of English language acquisition • Some teachers recognize that language proficiency levels may be different in the four language domains • Some staff share responsibility for ensuring progress in ELLs and have access to and utilize English language acquisition curriculum and curriculum for home language • Families of linguistically diverse students are occasionally empowered to advocate for the best interest of their students	• English Language Learners have access to effective curricula and resources to support their development of English proficiency • Classes and teachers are appropriately designated ensuring students are accurately enrolled in an English Language Development (ELD) block • Teachers participate in collaborative data conversations that regularly discuss students' level of English language acquisition (focused on ACCESS data) including listening, speaking, reading, and writing progress to guide planning and instruction • Teachers recognize that language proficiency levels may be different in the four language domains and ensure appropriate practice in speaking, listening, reading, and writing as separate and integrated activities to promote progress in each • All staff share responsibility for ensuring progress in ELLs and have access to and utilize English language acquisition curriculum and curriculum for home language when available • Families of linguistically diverse students are empowered to advocate for the best interest of their students	*In addition to "Effective":* • High-quality strategies for ELD instruction are integrated into Professional Learning Communities (PLCs) • Data Quality Management Team (DQMT) is frequently monitored for missing Parent Permission Forms and Home Language Questionnaires to ensure that there are no gaps

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Domain: **School Leadership**	*Expectation:* **INSTRUCTIONAL LEADERSHIP**
Indicator IL 3: Leads for effective English Language Acquisition programming *(ELA Program School Leaders)*	

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Both explicit and integrated (sheltered English) ELD practices are evident in the master schedule, walk-throughs, observations, and feedback conversations
- An effective process is in place for initial intake and placement of students
- A separate ELD block is evident in the master schedule for students who are at ACCESS levels 1-5
- Highly qualified ELD teachers use language development best practices in instruction of ELD
- Leaders explicitly identify Major Improvement Strategies (MIS) on UIP to target English language achievement
- MIS is visible throughout school and is clearly used as a guiding document for instruction (including PLC work, staff meetings, and instructional planning)
- All staff members, including office support roles, are appropriately trained on ELL components
- ELD professional learning is identified in the UIP for all staff
- Allocation for ELD instructional materials is evident in the school budget
- Strategic scheduling of English language learning is evident
- The designated admin on Instructional Services Advisory (ISA) is actively involved in decision-making
- 15-day timeline is met for administration of WIDA-ACCESS Placement Test (W-APT) and identification of ELLs
- Differentiation and/or enrichment for ELLs is clearly called out in teacher lesson plans

Domain: **School Leadership**		Expectation: **Human Resource Leadership**	
Indicator HRL 1: Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability			
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Rarely captures appropriate/accurate evidence of staff practice • Performance conversations rarely provide staff with appropriately differentiated feedback • Professional learning opportunities are rarely informed by data and/or differentiated • Rarely acknowledges and/or recognizes individuals for performance and professional growth • Struggling staff members are rarely identified and supported through improvement plans • Poor-performing staff members are rarely held accountable	• Captures evidence of staff practice that is sometimes inadequate for making effective performance management decisions • Conducts staff performance conversations that occasionally provide appropriately differentiated feedback • Provides professional learning opportunities and coaching that are inconsistently informed by data and/or differentiated to meet teachers' learning styles and growth needs • Inconsistently implements systems that acknowledge and/or recognize individuals for performance and professional growth • Identifies struggling staff members but provides inadequate supports outlined in improvement plans • Inconsistently holds poor-performing staff members accountable through a defined process	• Accurately captures evidence of staff practice to make effective performance management decisions • Conducts differentiated staff performance conversations based on individuals' areas for growth, providing immediately applicable, bite-sized feedback, support, and modeling • Provides professional learning opportunities and coaching that are consistently informed by student and teacher data, and differentiated to meet teachers' learning styles and growth needs • Consistently implements systems that acknowledge and recognize individuals for performance and professional growth • Identifies and supports struggling staff members through targeted improvement plans when appropriate • Holds poor-performing staff members immediately accountable through a thoughtful, fair, and transparent process	*In addition to "Effective":* • Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just with the school leader(s) • Ensures the professional development system is structured to provide a highly differentiated set of learning opportunities that are refined over time in response to data and teacher feedback
School Behaviors	• Staff members lack opportunities to engage in collaborative growth and development opportunities • Professional growth plan process is compliance-driven and rarely leads to teacher improvement • Struggling teachers rarely demonstrate improvement as a result of the improvement plan	• Staff members sometimes participate in collaborative structures that support growth and development • Teachers participate in the professional growth plan process but outcomes are inconsistent • Struggling teachers sometimes demonstrate improvement when implementing the improvement plan	• Staff members regularly participate in established collaborative structures that support their growth and development • Teachers effectively utilize the professional growth plan process to continuously refine their instructional practice • Struggling teachers demonstrate improvement when implementing the actionable feedback and next steps established in the improvement plan	*In addition to "Effective":* • Collaborative structures are teacher-driven and improve teacher practice • Staff professional growth plans are self-directed

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Domain: **School Leadership**	Expectation: **Human Resource Leadership**

Indicator HRL 1: Applies teacher and staff performance management systems in a way that
ensures a culture of continuous improvement, support, and accountability

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Each staff position has clear performance expectations aligned with school mission; school-wide expectations aligned with school mission; and school-wide expectations for instruction and culture
- Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement
- Instructional feedback builds effective teacher practice observable in changes in teacher practice
- Staff is aware of evaluation components, timeline, and processes
- Evidence of staff performance is gathered through classroom observations and in informal interactions with students, staff, and families
- School staff development plan addresses difficult conversations to improve and enhance student learning
- Leader connects teachers to resources and opportunities for further development
- Leader frequently recognizes teacher achievement publicly in schools (i.e. bulletin boards, newsletters, etc.)
- Leader collects and accurately documents evidence of low performance

Domain: **School Leadership**			Expectation: **Human Resource Leadership**	
Indicator HRL 2: Implements strong systems for identifying, recognizing, and distributing talent				
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Open positions are rarely filled in a timely manner and leave school in challenging situations • Rarely able to recruit an effective, diverse staff aligned to the goals of the school • Roles and teams are filled/assembled in an ineffective manner leading to minimal impact • Selection model lacks a systematic structure and has minimal, if any, alignment to the Framework for Effective Teaching • Structure for supporting new staff members is lacking, unclear, and/or ineffective	• Positions are often filled in reaction to openings, and unanticipated vacancies are not consistently filled in a timely, effective manner • Recruitment approaches are limited in scope and see limited effectiveness in recruiting a diverse staff • Staff members are placed into roles and teams, however approach lacks evidence of strategy and alignment • Selection model includes multiple activities but lacks alignment to the Framework for Effective Teaching • Onboarding for new staff members is inconsistent and does not always set them up for success	• Proactively plans for open positions, including leadership opportunities, and responds to unanticipated vacancies with creativity and flexibility • Uses multiple channels to identify, recruit, and hire an effective, diverse staff aligned with the goals of the school's Unified Improvement Plan (UIP) • Strategically places staff members into roles and teams based on their strengths, areas for growth, and experiences • Implements a systematic, rigorous selection model that includes multiple activities informed by the Framework for Effective Teaching (e.g. performance based activities, demonstration lessons, panel interviews, etc.) • Proactively places new employees and staff in roles with aligned supports to ensure they are successful in their new position	*In addition to "Effective":* • Uses innovative performance- and competency-based selection processes • Creates systems of support and development for all staff members acknowledging that support for high performance is as important as support for low performance
School Behaviors	• Hiring process is run predominantly by School Leaders and lacks staff input • Opportunities for staff to develop as leaders are limited • Opportunities and support for growth are rarely available to all staff • Teacher leader roles are unclear and seem ambiguous to colleagues	• Opportunity exists for some staff members to take part in the hiring process • Leadership development opportunities are inconsistently opened up to all interested staff members • Opportunities and support for growth are accessible for only some staff • Teacher leaders' role in supporting colleagues is not consistently defined	• Staff members actively participate in the hiring process • Staff members of all backgrounds/performance levels have the opportunity to develop as leaders • Staff members of all performance levels have opportunity and support for growth • Teacher leaders have clear role in supporting colleagues	

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Domain: **School Leadership**	Expectation: **Human Resource Leadership**

Indicator HRL 2: Implements strong systems for identifying, recognizing, and distributing talent

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Selection process is managed by the leadership team and includes input from other key stakeholders
- School has intensive recruitment, selection, induction, and mentoring process for any new staff
- Selection and assignment processes match staff to specific positions based on skill
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning
- High-performing teachers are committed to and remain at the school over time
- Leader connects high-performing staff members to well-suited opportunities, even if they are outside of the school
- Leader pushes high-performing staff members to develop particular skills to allow them "stretch" career opportunities
- Leader discusses other opportunities with low performing staff members that may be a better "fit" for their qualifications

Domain: **School Leadership**			Expectation: **Strategic Leadership**

Indicator SL 1: Leads the school's values, vision, mission, and strategic goals to support college and career readiness for all students

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Engages only school leadership to set UIP priorities and goals and/or uses incomplete/inaccurate student learning data • Strategic plan incorporates limited staff input • Unclear alignment of professional development plan to staff capacity needs • Rarely reviews and responds to attendance and disciplinary data	• Engages limited stakeholder group to set UIP priorities and goals and/or uses limited student learning data • Strategic plan engages staff in identifying quarterly and yearly milestones • Professional development plan is inconsistently aligned to staff capacity needs • Occasionally reviews and responds to attendance and disciplinary data	• Engages broad stakeholder group to set Unified Improvement Plan (UIP) priorities and goals using student learning data to identify root causes of performance problems • Develops and implements a strategic plan aligned to the UIP that engages staff in identifying weekly and monthly school- and grade-level milestones using disaggregated data • Strategically develops and executes a professional development plan aligned to UIP goals that effectively builds the capacity of staff to implement standards and drive student acquisition of 21st century skills • Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success	*In addition to "Effective":* • Ensures that the school's values, vision, mission, and goals drive decision-making • Ensures that problem-solving and strategic planning are fully inclusive of the diversity of stakeholders in the school and community • Creates a sense of co-accountability and shared responsibility with students, staff, families, and community members for the achievement of goals
School Behaviors	• Stakeholders lack clarity of short- and long-term milestones and their role • School staff rarely engage in a comprehensive diagnosis of strength and growth areas • Limited protocols and processes exist to diagnose the current state of the school	• Stakeholders share a common understanding of milestones and goals but are unclear of their role in achieving targets • School staff use limited measures to assess progress, inform action planning, and update the community • Protocols and processes are inconsistently utilized to diagnose the current state of the school	• School's UIP and strategic plan priorities are public—stakeholders share a common understanding of short- and long-term milestones and goals and their role in achieving targets • School staff, committees, and teams regularly engage in a comprehensive diagnosis of the schools' strengths and growth areas using multiple measures to assess progress towards goals, inform action planning, and update the school community on school status • Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff	*In addition to "Effective":* • All school stakeholders are able to talk about the values (Students First, Integrity, Equity, Collaboration, Accountability, and Fun), vision, mission and goals of the school • School community members understand that individual contributions will lead to the collective success of the school

Domain: School Leadership	Expectation: Strategic Leadership

Indicator SL 1: Leads the school's values, vision, mission, and strategic goals to support college and career readiness for all students

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- UIP and strategic plan specify clear student outcome targets, milestones, and benchmarks aligned to goals and major improvement strategies
- School mission and vision are visible around the school and present in school-level conversations that include staff and community members
- Clear and useable tracking systems for student attendance and disciplinary actions
- Communications to staff, families, and students about strategic goals and/or progress toward goals
- Clear and useable tracking systems for strategic goals
- Documentation of alignment between vision/mission, strategic goals, student learning needs, instructional program strategies, and professional development plans

	Domain: **School Leadership**		Expectation: **Strategic Leadership**	
Indicator SL 2: Distributes leadership to inspire change in support of an empowered school culture				
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
School Leader Behaviors	• Teacher leaders rarely support other teachers • Sharing of knowledge and expertise is rare • Demonstrates discomfort with change, open dialogue, and conflict • Systems and structures for collaborative decision-making are incomplete/rarely utilized	• Teacher leaders occasionally work collaboratively with school leaders to support other teachers • Sharing of knowledge and expertise is limited to certain environments/times • Demonstrates willingness to change, but may struggle with engaging in open dialogue and managing conflict • Systems and structures for collaborative decision-making exist but are only occasionally utilized	• Provides structures through which teacher leaders extend their impact by working collaboratively with school leaders to inform strategic decisions and share best practices to support other teachers in the building • Seeks out and provides feedback to others, promoting growth of others through the sharing of knowledge and expertise • Demonstrates adaptability and a positive attitude towards change by asking questions to ensure understanding, engaging in open dialogue, and managing conflict in a way that honors the perspectives of others and reflects DPS Core Values • Implements systems and structures for collaborative decision-making that exhibit transparency in self-reflection and accountability, aligning people and resources to achieve results	*In addition to "Effective":* • Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities • Creates a culture that embraces change and is supportive of appropriate levels of risk-taking • Systematically challenges the status quo by leading change initiatives in alignment with the UIP • Creates a responsive and flexible culture that encourages and gains value from innovation
School Behaviors	• Staff and community members rarely feel empowered to make decisions • Staff and community members rarely feel supported • Communication is rarely transparent and proactive	• Staff and community members sometimes feel empowered to make decisions • Staff and community members sometimes feel comfortable and supported • Communication regarding some decisions is transparent and proactive	• Staff and community members collaboratively lead various processes within the school and are empowered to make decisions • Staff and community members feel comfortable and supported raising questions, doubts, and feelings about change as they adapt, and embrace changes that are in the best interest of students • Communication regarding decisions is transparent and proactive	*In addition to "Effective":* • Stakeholders understand change as an opportunity to create a context of excellence • Staff members and families provide feedback to one another and the principal about the degree to which certain change strategies are working or not working • Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school

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Domain: **School Leadership**	*Expectation:* **Strategic Leadership**
Indicator SL 2: Distributes leadership to inspire change in support of an empowered school culture	

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Multiple staff members serve as instructional leaders in the school
- Staff members proactively assume leadership roles
- Leadership team is composed of fully aligned and highly skilled staff
- Protocols and processes to diagnose the current state of the school are clear and transparent to all staff
- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes
- Leader remains solution-oriented when faced with a challenge
- Leader solicits feedback from peers, staff, families, district, and state stakeholders
- Leader offers staff members in-school opportunities in a deliberate way that connects to their long-term career goals

Domain: School Leadership			Expectation: Organizational Leadership

Indicator OL: Strategically aligns people, time, and money to drive student achievement

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Staff and student learning time is rarely fully utilized • Resource decisions are rarely transparent and lack alignment to school goals • Budgetary decisions are rarely focused on equity for all students • Rationale for fiscal management decisions are unclear • Risk-management plans are poorly planned and ineffectively executed	• Scheduling and staffing approach has an inconsistent impact in maximizing time for learning • Priorities that are set lack transparency and are not always aligned to the school goals • Budgetary decisions are not always representative of the needs for all student populations • Fiscal management decisions are at times short-sited and lack connection to UIP • Risk-management plans are in place but are not executed as effectively as possible	• Applies innovative staffing and scheduling to maximize time for staff and student learning • Balances multiple and competing priorities to make transparent resource decisions aligned to the school's mission, strategies, and learning goals • Makes sound and strategic legal and budgetary decisions that represent a focus on equity for all student populations • Plans strategically to make both short and long-term fiscal management decisions that are grounded in the strategic goals of the Unified Improvement Plan (UIP) • Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown, fire, and tornado drills)	*In addition to "Effective":* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities • Proactively communicates difficult budget decisions, and secures additional resources to achieve goals
School Behaviors	• Students receiving specialized instruction rarely receive grade-level, core instruction • Instructional time is regularly interrupted • Budget decisions are rarely clearly aligned to student needs • Decision-making lacks transparency, creating doubts in staff and community • School community is underprepared to effectively respond to crises	• Students receiving specialized instruction only sometimes receive grade-level, core instruction • Interruptions to instructional time occur frequently, leading to less time for focused planning and instruction • Budget decisions are inconsistent in their connection to student needs • Decision-making is not always transparent and questions arise about decision rationale • School community has some practice in the protocols for crisis response, but overall preparation is lacking	• Students receiving specialized instruction and interventions also receive grade-level, core instruction • There are seldom interruptions to instructional time, and teachers and staff are able to focus their planning time and committee work on driving student achievement • Yearly budget decisions are anchored to current needs and student data and put the needs of students first • Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources • The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises	*In addition to "Effective":* • Stakeholders maintain confidence during times of significant financial stress • School community works collaboratively to creatively maximize funds

Domain: School Leadership	Expectation: Organizational Leadership

Indicator OL: Strategically aligns people, time, and money to drive student achievement

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Systems are in place for all school operations, such as lunchroom routines, teacher meetings, data-sharing, and hallway behavior
- Staff can clearly articulate the link between time allocation and impact on student outcomes
- Students report safety or security problems they see/experience to adults in the building
- Strategic plan priorities are public—stakeholders share a common understanding of short- and long-term milestones and goals
- Finances and other resources are aligned with strategic priorities
- School leader and teachers work collaboratively with central support service providers to ensure school requirements are clearly communicated, and providers have what they need to effectively deliver service

		Domain: School Leadership	Expectation: Community Leadership	

Indicator CL: Actively advocates for and engages families and members of the school community

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Leader Behaviors	• Efforts to engage families and community members are lacking • School leader is rarely accessible to staff, families, and community members • Rarely communicates school successes to broader community • Rarely engages local organizations to support vision and mission of the school	• School culture attempts to embrace families and community members but inconsistently allows for input to be shared freely • Occasionally demonstrates accessibility through interactions with students, staff, and families • Inconsistently communicates school successes to the broader community • Engagement of local business and non-profit partners is limited and lacks impact	• Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement to allow for concerns, ideas, and interests to be shared freely • Maintains a high degree of visibility, accessibility, and responsiveness by consistently interacting with students, staff, families, and community • Actively communicates the successes of the school to the broader community in a way that is easily and meaningfully interpreted by families • Implements best practice in outreach to engage local business and non-profit organizations to support the vision and mission of the school • Uses innovative ideas that increase student enrollment (as appropriate)	*In addition to "Effective":* • Models a sense of pride in the school that staff, students, and families share and want to communicate to the broader community • Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision • Empowers families and community members as strong leaders in the school
School Behaviors	• School updates are rarely shared with families and community members • Families are rarely engaged in strengthening student learning experiences • Community partnerships are rarely leveraged to strengthen school-based services • Families rarely communicate key elements of the school to new families and community members • Families are rarely equipped to engage in student data	• Families and community members infrequently receive updates on school successes, challenges, expectations, and events • Efforts to engage families to strengthen curriculum, student activities, and learning are inconsistent • School inconsistently engages community partnerships to strengthen school-based services • Families are inconsistent in their ability and efforts to communicate key elements of school to new families and community members • Families are not consistent in their ability to engage in student data	• Families and community members receive regular updates perceived as meaningful that include: evidence of the school's successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events • The school taps into families' talents, cultural heritage, skills, and knowledge to strengthen curriculum, student activities, and learning • The school integrates resources and services from community partnerships to strengthen school-based services for student learning and development • Families proactively communicate the values, goals, and mission of the school to new families and community members • Families are equipped to use data to identify their student's strengths and areas for growth	*In addition to "Effective":* • All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships • Staff members share the responsibility for community outreach

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Domain: **School Leadership**	*Expectation:* **Community Leadership**

Indicator CL: Actively advocates for and engages families and members of the school community

Examples of evidence for effective leader and/or school behaviors that can be observed or gathered *may* include:

- Percentage of Parent Satisfaction Surveys returned increases and ratings improve year-to-year
- School reviews its Parent Satisfaction Survey results and develops a plan to address areas in need of improvement
- School has a family engagement policy and plan developed collaboratively with families
- School has a communication plan to effectively communicate with families and the community throughout the school year, formally and informally, in the languages spoken by the families and the community
- School staff takes responsibility to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socio-economic status, family structure, religion, and families with special needs
- School offers leadership, training, and volunteer opportunities to families that empower them as decision makers in the school community
- School continuously keeps families informed about their child's academic
- School maintains an operational ELA Parent Advisory Council (PAC) and designated ELA District Advisory Council (DAC) representatives if the school provides ELA Program Services to ELLs
- School has diverse family representation in their Collaborative School Community (CSC) or School Governance Council and in the Superintendent Parent Forums
- School establishes valued partnerships with local service clubs (such as Optimist, Kiwanis, etc.) and organizations (such as museums and universities) to meet the needs of students and families in their school community