



# FRAMEWORK FOR EFFECTIVE TEACHING



DENVER  
PUBLIC  
SCHOOLS

LEAP

## TEACHER FEEDBACK ON LEAP

“Getting feedback on **how to tweak things** that I am already doing has helped me to be more effective **without me feeling overwhelmed.**”

“My LEAP coach did a great job of helping me **narrow my focus** so that **I wasn't trying to change too much at once.**”

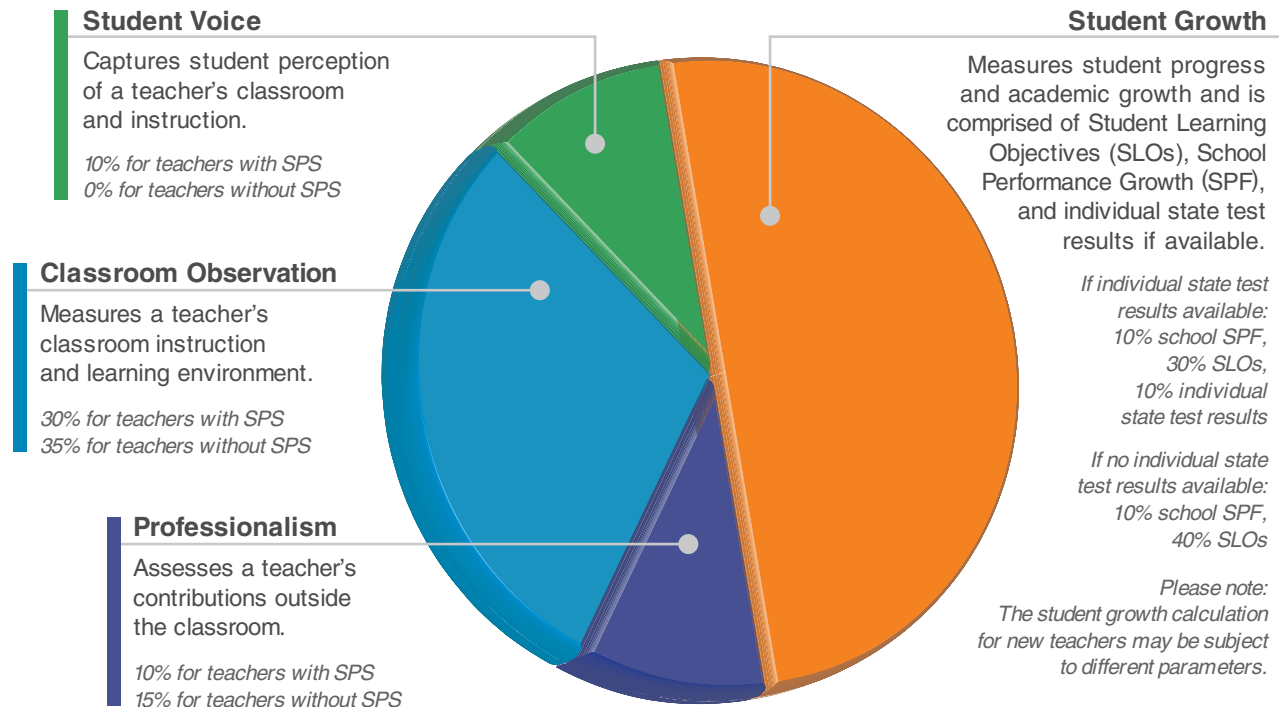
“The **reflective conversations were very supportive** and just sharing ideas helped in **furthering my teaching abilities.** The experience has definitely helped me grow and **become a better teacher.**”

# LEADING EFFECTIVE ACADEMIC PRACTICE (LEAP)

## INTRODUCTION TO LEAP

District leaders, school leaders, teachers, members of the Denver Classroom Teachers Association (DCTA) and other stakeholder groups collaborated on LEAP’s design to establish a clear set of expectations to assess teacher performance, ensuring an excellent teacher in every classroom and ensuring teacher support from highly effective school leaders. The ultimate goal is to continuously support educators’ professional growth and, in turn, accelerate student results.

Subsequently, in 2010, Senate Bill 10-191 changed the way all educators (principals/assistant principals, teachers and specialized service professionals) are evaluated in Colorado, requiring 50% of an educator’s evaluation comprised of student academic growth and the other 50% from performance data related to Professional practice. The graphic below shows how the multiple measures of LEAP come together to define and support effective teaching.



By assessing multiple areas of each teacher’s performance, LEAP creates a robust method for capturing a teacher’s performance effectiveness. Rooted in the shared core value of “Students First,” the LEAP system provides a framework for recognizing that, as professionals, teachers

and school leaders require (and deserve) clear standards of performance, honest assessments of their strengths and areas for growth, helpful feedback and support for further development.

To view the full LEAP Handbook please go to The Commons at <http://thecommons.dpsk12.org/LEAP>

# FRAMEWORK FOR EFFECTIVE TEACHING

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

## OBSERVATION

### What?

Using the first two domains of the DPS Framework for Effective Teaching, Learning Environment and Instruction, school leaders and/or peers observe a teacher's classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching, arrive at an indicator score to help capture the level of performance, and identify strengths and opportunities for growth. Then the observer reviews the evidence, plans feedback, documents the observation and feedback, conducts a meaningful feedback conversation that provides teachers with next steps for improvement, and suggests further professional learning opportunities.

### Who?

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

### Logistics & Timing:

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

## PROFESSIONALISM

### What?

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

### Who?

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

### Logistics & Timing:

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

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


## BEHAVIOR CHARACTERISTICS IN THE FRAMEWORK FOR EFFECTIVE TEACHING


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


Not Meeting	Approaching	Effective	Distinguished In addition to Effective...
<ul style="list-style-type: none"> <li>• Few or none</li> <li>• Lack absent</li> <li>• Negative examples</li> <li>• Few students</li> </ul>	<ul style="list-style-type: none"> <li>• Limited</li> <li>• Inconsistently</li> <li>• Occasionally</li> <li>• Somewhat</li> <li>• Sometimes</li> <li>• Partially</li> <li>• Infrequently</li> <li>• Lacks intentionality</li> <li>• Teacher-directed</li> <li>• No extensions</li> <li>• Lack of critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently</li> <li>• Frequently</li> <li>• Connects</li> <li>• Explicitly</li> <li>• Acknowledges</li> <li>• Interacts</li> <li>• Supports</li> <li>• Demonstrates</li> <li>• Evaluates</li> <li>• Intentional</li> <li>• Purposeful</li> <li>• Teacher-facilitated</li> <li>• Majority</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficient</li> <li>• Depth</li> <li>• Student contributors and designers</li> <li>• Executes</li> <li>• Meta-practices</li> <li>• Student ownership</li> <li>• Enables</li> <li>• Choices (with parameters)</li> <li>• Structures support students' leadership/learning</li> <li>• Collaborates</li> <li>• Interdisciplinary</li> <li>• All students</li> </ul>

## HIGH-LEVEL INDICATORS


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


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

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

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

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

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

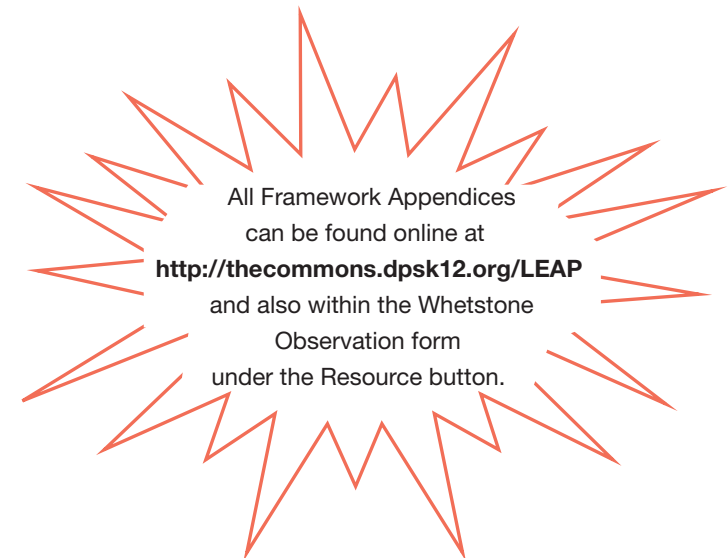
 **SS Shifts**—The six common core instructional shifts to support rigorous learning (all classrooms)

**Appendices:** Please remember to utilize appendices appropriate to the content and/or grade level in conjunction with the standard *Framework for Effective Teaching* Evidence Guide. Appendices are in the handbook and in the Growth and Performance section on The Commons.

DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in and respect for diverse <b>students' communities and cultures</b> in a manner that <b>increases equity</b> 🟩★★↑🖥️🇨🇪
		LE.2	Fosters a <b>motivational and respectful</b> classroom <b>environment</b> 🟩★↑🇨🇪
	Effective Classroom Management	LE.3	Implements <b>high, clear expectations</b> for students' behavior and routines 🟩★↑
		LE.4	Classroom <b>resources and physical environment</b> support students and their learning 🟩★↑🖥️
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the <b>standards-based content-language objective(s)</b> for the lesson, connecting to larger rationale(s) ★★↑🖥️🇨🇪
		I.2	Provides <b>rigorous tasks</b> that require critical thinking with <b>appropriate digital and other supports</b> to ensure students' success 🟩★★↑🖥️🇨🇪
		I.3	Intentionally uses <b>instructional methods and pacing</b> to teach the <b>content-language objective(s)</b> 🟩★★↑🖥️🇨🇪
		I.4	Ensures <b>all students'</b> active and appropriate <b>use of academic language</b> 🟩★★↑🖥️🇨🇪
	High-Impact Instructional Moves	I.5	<b>Checks for understanding</b> of <b>content-language objective(s)</b> 🟩★★↑🖥️🇨🇪
		I.6	Provides <b>differentiation</b> that addresses students' instructional needs and supports mastery of <b>content-language objective(s)</b> 🟩★★↑🖥️🇨🇪
		I.7	Provides students with <b>academically-focused descriptive feedback</b> aligned to <b>content-language objective(s)</b> ★★↑🇨🇪
		I.8	Promotes students' <b>communication and collaboration</b> utilizing appropriate digital and other <b>resources</b> 🟩★★↑🖥️🇨🇪
PROFESSIONALISM	Essential Knowledge of Students and Use of Data	P.1	Demonstrates and applies <b>knowledge of students'</b> developments, needs, interests and cultures to <b>promote equity</b> 🟩★★↑🖥️
		P.2	<b>Uses students' work and data</b> to <b>plan, adjust and differentiate</b> instruction 🟩★★↑🖥️🇨🇪
	Effective Collaboration and Engagement	P.3	<b>Collaborates</b> with school teams to positively impact students' outcomes 🟩★★↑
		P.4	<b>Advocates for and engages students, families and the community</b> in support of improved students' achievement 🟩★★↑🖥️🇨🇪
	Thoughtful Reflection, Learning and Development	P.5	Demonstrates self-awareness, <b>reflects</b> on practice with self and others and <b>acts on feedback</b> 🟩
		P.6	Pursues opportunities for <b>professional growth</b> and contributes to a culture of inquiry
	Masterful Teacher Leadership*	P.7	<b>Builds capacity</b> among colleagues and <b>demonstrates service</b> to students, school, district and the profession

\*All teacher leaders serving in a formal teacher leadership role should receive a rating for P.7 (as evidence applies) on the Professionalism rubric.

**ELA-S Classrooms:** An observer must be fluent in Spanish in order to conduct **scored** observations during Spanish instruction. An observer does not have to be fluent in Spanish for **unscored** observations conducted solely to provide coaching and support. During English instruction in an ELA-S classroom, an observer does not have to be fluent in Spanish and may conduct scored and unscored observations. The remaining components of LEAP and related discussions including scoring Professionalism and the overall performance rating does not require an individual be fluent in Spanish.





# FRAMEWORK FOR EFFECTIVE TEACHING

## DOMAIN: LEARNING ENVIRONMENT

## EXPECTATION: POSITIVE CLASSROOM CULTURE\* AND CLIMATE

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention and language of instruction.</li> <li>Does not demonstrate understanding of differences between native and schools' cultures; native language is discouraged and/or teacher insists on students' assimilation to schools' cultures without support or respect for native cultures.</li> <li>Does not provide representation of students' culture, the culture of disability, community, family and/or background.</li> <li>Dismisses, ignores or inappropriately handles cultural and diversity** issues.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently facilitates students' equitable access to content, participation, peer interaction, teacher attention and /or language of instruction.</li> <li>Interacts with students in ways that accept students' cultural preferences and native languages that may be different from teacher's own.</li> <li>Limited evidence of students' cultures, the culture of disability, community, family and/or background is present.</li> <li>Attempts to address cultural and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention and language of instruction.</b> 🟩★📺📺</li> <li>Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from teacher's own. 🟩★↑</li> <li>Varied cultural perspectives (e.g., students' cultures, the culture, lived experience, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts. 🟩↑</li> <li>Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. 🟩↑</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought. 🟩Ⓢ</li> <li>Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. 🟩</li> <li>Utilizes visuals and artifacts representing various cultures/world groups other than students' own. 🟩</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom.</li> <li>Students do not make positive connections between school and personal experiences.</li> <li>Students raise cultural or diversity issues in a derogatory or dismissive way.</li> </ul>	<ul style="list-style-type: none"> <li>The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom.</li> <li>Students make occasional, positive connections between school and personal experiences.</li> <li>Some students recognize, discuss and/or acknowledge cultural perspectives other than their own.</li> <li>Students utilize native languages.</li> </ul>	<ul style="list-style-type: none"> <li><b>High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom.</b> 🟩↑</li> <li>Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. 🟩↑</li> <li>Students recognize, discuss and/or acknowledge cultural perspectives other than their own. 🟩</li> <li>Students intentionally utilize native languages to enhance their learning. 🟩★📺</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students explore, share and apply their cultural perspectives. 🟩</li> <li>Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways. 🟩Ⓢ</li> </ul>



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

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

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

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

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

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

■ Cultural Competency • ★ ELLs • ★<sup>s</sup> Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • ■ Information Literacy/Technology • © CCSS Shifts

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







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


Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement.</li> <li>Solicits or acknowledges little to no student input.</li> <li>Interactions between teacher/student or student/student are not respectful.</li> <li>Does not model encouragement and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence.</li> <li>Invites student input, but teacher may rush or be dismissive about it.</li> <li>Interactions between teacher/student or student/student are generally respectful.</li> <li>Inconsistently models encouragement and enthusiasm.</li> <li>Encourages students to persevere in the face of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students (including students of color, linguistically diverse students and those with disabilities) are competent. ■■ ★ ↑</li> <li>Regularly solicits, values and acknowledges input from students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented). ■■ ★ ↑</li> <li>Interactions between teacher/student and student/student foster mutual respect. ■■ ↑</li> <li>Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. ■■ ★ ↑</li> <li>Provides strategies for students to persevere in the face of difficulty (academic or behavioral). ■■ ★ ↑ Ⓒ</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Reminds students of past challenges they have faced and overcome, pointing to students’ self-efficacy. Ⓒ</li> <li>Models and acknowledges academic risk-taking.</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Few students engage in lesson.</li> <li>Students do not persevere with tasks when they begin to struggle.</li> <li>Students are unsupportive of peers.</li> <li>Students ignore others when speaking or asking questions.</li> <li>Few students take leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>Some students engage in lesson.</li> <li>Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly.</li> <li>Students are sometimes supportive of peers and offer assistance.</li> <li>Some students listen and focus on teacher or peers when they are speaking.</li> <li>Some students take leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>Most students engage in lesson or become engaged when prompted by teacher.</li> <li>Students persevere with tasks by seeking out and using available resources*.</li> <li>Students are consistently supportive of peers and offer assistance and encouragement.</li> <li>Most students listen and focus on teacher or peers when they are speaking.</li> <li>Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. ■■ ★ ↑ Ⓒ</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. Ⓒ</li> <li>Students encourage their peers to exercise classroom leadership.</li> </ul>

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

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

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>• Expectations for students' behavior are not stated and responses to misbehavior seem random.</li> <li>• Focuses only on correcting misbehavior of students.</li> <li>• Responses to misbehavior are ineffective or inequitable and do not respect students' dignity.</li> <li>• Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students' learning goes unaddressed.</li> <li>• Rituals and routines do not exist, resulting in mishandling of resources* and/or loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for students' behavior are either inconsistently stated or applied.</li> <li>• Focuses on misbehavior of students but occasionally recognizes positive behavior.</li> <li>• Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity.</li> <li>• Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from students' learning goes unaddressed.</li> <li>• Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations for students' behavior are clearly taught, consistently communicated, equitably applied to all students.   </li> <li>• Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations.</li> <li>• Responses to misbehavior are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities).   </li> <li>• Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from students' learning is addressed.</li> <li>• Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Students' misbehavior consistently detracts from others' learning.</li> <li>• Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher.</li> <li>• Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' misbehavior sometimes detracts from others' learning.</li> <li>• Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher.</li> <li>• Students follow classroom rituals and routines with teacher prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' misbehavior rarely detracts from others' learning.</li> <li>• Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher.</li> <li>• Students follow classroom rituals and routines with minimal teacher prompting.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Students self-manage their behavior and manage others' behavior.</li> <li>• Students prompt each other to follow classroom rituals and routines.</li> </ul>

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

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

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## DOMAIN: LEARNING ENVIRONMENT

## EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT

## Gateway Skill


















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


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

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

🟩 Cultural Competency • ★ ELLs • ★<sup>s</sup> Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🖥 Information Literacy/Technology • © CCSS Shifts

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Classroom is not arranged to facilitate learning or students' interaction.</li> <li>Students' work is not posted or accessible.</li> <li>Resources, when available, are not accessible and/or not utilized by students.</li> <li>Does not provide Spanish materials when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom is partially arranged to facilitate learning and student interaction.</li> <li>Students' work is evident in the classroom, in students' materials and/or digitally.</li> <li>Resources are accessible but do not adequately support the objective(s).</li> <li>Provides limited Spanish materials when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom arrangement promotes learning and student interaction for all (including students with disabilities).  </li> <li>Current and/or relevant students' work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction.    </li> <li>Resources (including clear academic language supports***) are readily accessible to students and are utilized as needed throughout the class in support of objective(s).   </li> <li>Provides Spanish materials, including digital resources, when needed.  </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient.</li> <li>Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. </li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Students do not use resources for intended purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Some students use resources for intended purposes.</li> <li>Students maintain organization of personal materials (e.g., notebooks, pencil cases, folders).</li> </ul>	<ul style="list-style-type: none"> <li>Most students use resources for intended purposes. </li> <li>Students respect and/or maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools).</li> <li>Students independently reference examples of proficient or advanced work and criteria for the work.</li> <li>Students are proficient and comfortable interacting with classroom resources and digital tools.  </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students add to the physical environment, create and/or utilize self-generated resources.  </li> </ul>

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

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

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

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## DOMAIN: INSTRUCTION

## EXPECTATION: MASTERFUL CONTENT DELIVERY

## Gateway Skill

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Content objective(s) are not evident or clear.</li> <li>Agenda may be used in place of objective(s).</li> <li>Language objective(s) are not evident or clear.</li> <li>Objective(s) are unrelated to the specific lesson and/or not appropriate.</li> <li>Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more lesson focused.</li> </ul>	<ul style="list-style-type: none"> <li>Objective(s) are evident at the beginning of the lesson, but teacher does not make connections to objective(s) throughout the lesson.</li> <li>Objective(s) are appropriate for content, grade level and/or student needs.</li> <li>Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made.</li> <li>Language objective(s) are not evident or do not support students' practice and application of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicates the CLO(s), the content the students will learn and how they will demonstrate content using language, throughout the lesson (using Spanish when applicable and appropriate). ★★<sup>s</sup>↑</li> <li>CLO(s) are standards-based** and appropriately rigorous for grade-level content and student needs. ★↑Ⓒ</li> <li>Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. Ⓒ</li> <li>Provides a meaningful connection between the content-language objective(s) that facilitates student mastery of the content.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Invites students to collaboratively generate CLO(s) with the teacher.</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s).</li> <li>Few students demonstrate progress toward mastery of objective(s).</li> <li>Students are unable to explain how lesson tasks connect to objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments and work.</li> <li>Some students demonstrate progress toward mastery of objective(s).</li> <li>Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals and/or real-world situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate understanding of content-language objective(s) as evidenced through their questions, comments and work. ★</li> <li>Most students demonstrate progress toward mastering the objective(s).</li> <li>Students connect objective(s) to previous learning, unit goals and/or real-world situations. Ⓒ</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between content-language objective(s) and units or life).</li> </ul>

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

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

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

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

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

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

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

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

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










































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

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## DOMAIN: INSTRUCTION

## EXPECTATION: MASTERFUL CONTENT DELIVERY

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>• Tasks are not rigorous, as evidenced by few students needing to think through their work, OR tasks may be rigorous, but the teacher does not provide scaffolding as evidenced by majority of students exhibiting frustration/defeat.</li> <li>• Expects students primarily to remember and repeat facts/basic information.</li> <li>• Tasks do not require students to justify their reasoning.</li> <li>• Few questions are aligned to the objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are rigorous for some students, while others are not required to think through the work or may be frustrated by the complexity of the task and lack of scaffolds.</li> <li>• Tasks require students to use learning to solve problems or complete work in one context only.</li> <li>• Tasks require students to justify their own reasoning, but do not require them to critique that of others.</li> <li>• Some questions guide students toward mastery of the objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are appropriately rigorous (increasingly complex, challenging and/or stimulating).      </li> <li>• Tasks require students to extend their learning by analyzing increasingly complex texts/data, orally in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts.  </li> <li>• Tasks require students to justify reasoning and critique the reasoning of others, verbally and in writing. </li> <li>• Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine and explain various perspectives, evaluate and apply information or challenge routine/conventional applications.  </li> <li>• Appropriate content and language support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks.     </li> <li>• Provides digital resources/tools as a support for rigorous tasks when appropriate. </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas.     </li> <li>• Prompts students to evaluate peers' arguments and/or reasoning. </li> <li>• Provides digital resources/tools as an integrated component of the rigorous tasks.  </li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Students learn facts and execute tasks in rote ways, with little connection to ideas and issues beyond the classroom.</li> <li>• Students answer questions with limited or single-word answers.</li> <li>• Students do not share their reasoning.</li> <li>• Few students demonstrate evidence of productive struggle towards mastery of objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may execute tasks and responses with some original thought or connection to ideas and issues beyond the classroom.</li> <li>• Students' responses may include some higher-level thinking but lack sufficient evidence or contain flawed reasoning.</li> <li>• Students may acknowledge but do not evaluate others' reasoning.</li> <li>• Some students demonstrate evidence of productive struggle towards mastery of objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the CLO(s).      </li> <li>• Students use relevant evidence to construct written and verbal positions that justify their conclusions.  </li> <li>• Students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives.      </li> <li>• Students demonstrate evidence of productive struggle towards mastery of objective.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Students think in increasingly complex ways and are able to apply their knowledge to real-world situations. </li> <li>• Students think about systems, not just isolated parts, when approaching tasks. </li> <li>• Students ask each other questions aligned to the objective(s) that exhibit higher-level thinking.</li> <li>• Students provide support for one another to master the objective(s).</li> </ul>










































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

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

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

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

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

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## DOMAIN: INSTRUCTION

## EXPECTATION: MASTERFUL CONTENT DELIVERY

## Gateway Skill

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> <li>Instructional method(s), activities and materials are ineffective and do not support students' mastery of objective(s).</li> <li>Lesson structure is not coherently sequenced or appropriately paced.</li> <li>Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate.</li> <li>Does not address students' misconceptions during instruction.</li> <li>Does not use oral and/or written language that is comprehensible to students.</li> <li>Balance of teacher/student talk detracts from students' learning and is not appropriate for chosen teaching methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional method(s), activities and materials either build on students' prior knowledge or support students' mastery of objective(s), but not both.</li> <li>Lesson structure is either coherently sequenced or appropriately paced, but not both.</li> <li>Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology.</li> <li>Inconsistently addresses students' misconceptions during lesson.</li> <li>Uses oral and/or written language comprehensible to some students.</li> <li>Balance of teacher/student talk sometimes contributes to students' learning and is appropriate for chosen teaching methodology.</li> <li>Use of media, technology and/or tools does not enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s) and the use of language. 🟩★↑Ⓢ</li> <li>Lesson structure is both coherently sequenced and appropriately paced. 🟩★↑</li> <li>Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology.</li> <li>Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs including language needs. 🟩★↑</li> <li>Consistently uses oral and/or written language that is comprehensible, including strategic use of native language. ★★↑</li> <li>Balance of teacher/student talk consistently contributes to students' learning and is appropriate for chosen teaching methodology.</li> <li>Use of media, technology and/or tools enhances the lesson. ★↑🖥️</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. 🖥️Ⓢ</li> <li>Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions.</li> <li>Provides extension activities that allow students to explore essential questions. Ⓢ</li> </ul>

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






















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

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

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



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

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

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

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

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

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**DOMAIN: INSTRUCTION**    **EXPECTATION: MASTERFUL CONTENT DELIVERY**
**INDICATOR I.4: Ensures all students active and appropriate use of academic language\***

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not teach academic language.</li> <li>Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way.</li> <li>Does not acknowledge students use of academic language and/or does not address incorrect academic language usage.</li> <li>Language expectations and supports hinder academic conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently and/or indirectly teaches and models academic language.</li> <li>Provides some opportunities for students to use academic language in rigorous, authentic ways.</li> <li>Inconsistently acknowledges students use of academic language and addresses some instances when academic language is not used and/or is used incorrectly.</li> <li>Language expectations and supports inconsistently facilitate academic conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and explicitly teaches and models precise academic language connected to the content-language objective(s) using the target language** (students' Language 1 or 2, as appropriate). ★★<sup>s</sup>↑Ⓢ</li> <li>Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. ★★<sup>s</sup>↑Ⓢ</li> <li>Acknowledges students' use and attempts at using academic language to develop concepts, and coaches students when academic language is not used or is used incorrectly. ★★<sup>s</sup>↑</li> <li>Language expectations and supports consistently facilitate academic conversations. ★★<sup>s</sup>↑</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ★★<sup>s</sup></li> <li>Enables students' transfer of academic language to real-world situations. 🟩★★<sup>s</sup></li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Few students use academic language with the teacher, peers and/or in their writing.</li> <li>Students are not observed using target language.</li> <li>Students rarely use the language relevant to the objective(s) and/or use it incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Some students use academic language with the teacher, peers and/or their writing.</li> <li>Students are observed using target language, though use may not be context-embedded and/or cognitively demanding.</li> <li>Students attempt to use language relevant to the objective(s) but sometimes use it incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Students use academic language (in their native language or English) with the teacher, peers and in their writing. ★★<sup>s</sup>↑</li> <li>Students are observed using target language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. ★★<sup>s</sup></li> <li>Students regularly and accurately use content vocabulary, syntax and discourse; the language relevant to the objective(s). ★★<sup>s</sup></li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ★★<sup>s</sup></li> <li>Students appropriately transfer academic language skills from other contexts or real-life experiences.</li> </ul>

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

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

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

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

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

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

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

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

## DOMAIN: INSTRUCTION

## EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

## Gateway Skill

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Checks for completion of tasks but not on student progress toward mastery of objective(s).</li> <li>Does not adjust instruction or supports based on results of checks for understanding.</li> <li>Does not monitor student access to content.</li> <li>Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied and/or do not assess some students.</li> <li>Occasionally adjusts instruction or supports based on results of checks for understanding.</li> <li>Adjusts instruction for content or language in the objective, but not both.</li> <li>Sometimes monitors student access to content but may not determine if misunderstandings are due to language.</li> <li>Questions hold some students accountable to formulate responses.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding in content and language.    </li> <li>Frequently adjusts instruction or supports in real time based on results of checks for understanding.   </li> <li>Frequently monitors student access to content and language and if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions.    </li> <li>Questions require most students to formulate responses and be accountable for their learning in both verbal and written responses. </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Provides criteria and structures for students to assess their own and/or peers' mastery of both the content and language objective(s). </li> <li>Provides opportunities for students to reflect on their learning. </li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Few students respond to questions.</li> <li>Students do not correct misconceptions because teacher does not provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Some students respond to questions and/or questions may be consistently answered by the same students.</li> <li>Students occasionally demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction.</li> <li>Students sometimes demonstrate correcting mistakes in their language based on teacher feedback/language supports.</li> </ul>	<ul style="list-style-type: none"> <li>Most students respond to questions (with the use of communication devices, as needed). </li> <li>Students frequently demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction. </li> <li>Students frequently demonstrate correcting mistakes in their language based on teacher feedback/language supports.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students correct misconceptions through peers' critique and questioning. </li> <li>Students monitor their own progress and reflect on their growth.</li> </ul>

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

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

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

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

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

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














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

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## DOMAIN: INSTRUCTION

## EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not modify/extend instructional methods, content, lesson processes products and/or language to support students' needs.</li> <li>Questioning is not differentiated for students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Modifies/extends instructional methods, content, lesson processes, products, and/or language, but differentiation does not adequately address some students' individual needs and/or access to grade-level content.</li> <li>Questioning is inconsistently differentiated for students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Supports access to and/or extension of grade-level content by adjusting content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students (including students with interrupted formal education).    </li> <li>Questioning is consistently differentiated (including clear enunciation, language choice, additional wait time, simplified sentence structures, slower pacing/speech patterns, level) to meet the academic and linguistic needs of individual students.   </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Provides modified content, process or product in response to reasonable students' requests.</li> <li>Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Few students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products, verbal interactions, academic discussions and class participation.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students provide support to one another based on individual needs.</li> <li>Students know their learning preferences and academic goals, apply strategies that support their learning and self-advocate as needed.    </li> <li>Students actively engage in the use of technology tools to demonstrate different levels of understanding.  </li> </ul>

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

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

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

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

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

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

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

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

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

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## DOMAIN: INSTRUCTION

## EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Provides feedback to only a few students.</li> <li>Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., “good job”; “I know you can do it”).</li> <li>Does not provide next steps for students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides academically-focused descriptive feedback to some students and/or during some parts of the lesson.</li> <li>May provide timely descriptive feedback on students’ progress toward mastery of objective(s), but majority of feedback is focused on task completion.</li> <li>Feedback focused on either content or language in the objective, but not both.</li> <li>Identification of students’ next steps is not clearly evident.</li> </ul>	<ul style="list-style-type: none"> <li>Provides academically-focused descriptive feedback to most students throughout the lesson. ↑</li> <li>Provides timely academically-focused descriptive feedback allowing students to know their progress toward mastery of the content and language objective(s). ↑</li> <li>Clearly identifies students’ next steps, focusing on students’ strengths and areas for growth. ↑</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Provides academically-focused descriptive feedback to all students on both content and language in the objective. Ⓢ</li> <li>Intentionally provides opportunities for students to give one another academically-focused descriptive feedback.</li> <li>Ensures that students can identify next steps.</li> <li>Feedback inspires further thinking and can be transferred to other contexts. Ⓢ</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Few students are clear on steps needed to make progress towards mastery of objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>Some students are clear on steps needed to make progress towards objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>Most students apply academically-focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering content and language objective(s). Ⓢ</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Students provide academically-focused descriptive feedback to each other on both content and language in the objective.</li> <li>Students explain how their work/responses meet the expectations of objective(s).</li> <li>Students are able to explain steps needed to improve their work.</li> </ul>




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

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

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

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

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

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

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

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


















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

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## DOMAIN: INSTRUCTION



## EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Provides few opportunities for students to communicate their ideas.</li> <li>Provides few opportunities for students to collaborate.</li> <li>Does not establish clear expectations for communication and/or collaboration among students.</li> <li>Does not pose questions that encourage accountable talk.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some opportunities for students to communicate their ideas, but the opportunities do not promote progress toward mastery of objective(s).</li> <li>Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of content and language stated in the objective(s).</li> <li>Establishes clear expectations for communication and/or collaboration among students, but only some students are held accountable.</li> <li>Occasionally poses questions that encourage accountable talk.</li> </ul>	<ul style="list-style-type: none"> <li>Provides adequate opportunities for all students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) to communicate their ideas verbally or in written response to increasingly complex texts as a means of progress toward mastery of the objective(s).      </li> <li>Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of content and language objective(s).     </li> <li>Establishes clear expectations for communication and/or collaboration among students with protocols and tools, holding most students accountable for participation and the content of their conversations.</li> <li>Prompts students or poses questions to facilitate accountable talk discussions (listening, participating, clarifying and elaborating).    </li> <li>Utilizes assistive technology and communication devices when needed.  </li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Facilitates students choosing how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).</li> </ul>

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

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

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

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Few students effectively communicate for the intended purpose/audience in the target language****.</li> <li>• Few students ask questions.</li> <li>• Students interact inappropriately in diverse groups.</li> <li>• Few students assume personal responsibility for group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students effectively communicate for the intended purpose/audience in the target language.</li> <li>• Students ask the teacher questions and express opinions.</li> <li>• Students interact appropriately in diverse groups, but do not attempt to understand others’ perspectives.</li> <li>• Some students assume personal responsibility for group work.</li> <li>• Missed opportunities for student-to-student talk because majority is teacher-to-student talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Students effectively communicate for the intended purpose/audience in the target language. ★★<sup>s</sup>Ⓒ</li> <li>• Students ask teacher and peers questions, expand on other’s thinking and construct oral and written arguments that are supported by evidence. 🖥️Ⓒ</li> <li>• Students interact appropriately in diverse academic discussions (e.g., one-on-one, small-group or whole class settings) and come to understand others’ perspectives. 🏠</li> <li>• Most students assume personal responsibility for individual and collaborative work.</li> <li>• Students collaborate to answer questions, build understanding and solve problems. Ⓒ</li> <li>• As appropriate, students use various digital tools and resources for researching, communicating and collaborating. 🖥️Ⓒ</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>• Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s).</li> <li>• Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. Ⓒ</li> </ul>

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

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

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

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

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## DOMAIN: INSTRUCTION

## EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES


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

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

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

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

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

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

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**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)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>• Rarely values and/or acknowledges the impact that cultural/background*/ other differences can have on students' learning.</li> <li>• Rarely plans supports or supports are inadequate.</li> <li>• Rarely plans based on students' strengths.</li> <li>• Individualized Education Plan (IEP) development is perfunctory and compliance-based (Special Educators and/or Gifted and Talented Educators only).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Plans supports for some groups of students, and/or some supports do not adequately address students' needs.</li> <li>• Identifies students' areas of growth but inconsistently leverages students' strengths when planning supports.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes steps to learn about individual student's diverse cultural and linguistic heritage, interests, background, developmental stage, and learning, emotional and medical needs. </li> <li>• Plans appropriate lessons based on knowledge of students' cultural and linguistic heritage, interests, backgrounds, developmental stages, and learning, emotional and medical needs. </li> <li>• 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. </li> <li>• 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).</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Researches and plans experiences/lessons to introduce students to global diversity and foster respect for all backgrounds and cultures.</li> <li>• Leads Equity Team activities and supports equity training to promote school-wide cultural competence. </li> <li>• Encourages students to self-advocate for needed supports within the school community. </li> <li>• Supports the transitions of students with IEPs/ALPs (to different grades, buildings, etc.) (Special Educators and/or Gifted and Talented Educators only). </li> </ul>

**Sources of evidence may include:**

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

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

## DOMAIN: PROFESSIONALISM

## EXPECTATION: ESSENTIAL KNOWLEDGE OF STUDENTS AND USE OF DATA

## INDICATOR P.2: Uses students' work and data to plan, adjust and differentiate instruction 🟩★★↑🖥️🕒

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Rarely uses data inquiry cycles to inform planning.</li> <li>Collects but rarely reviews or analyzes data.</li> <li>Takes few action steps and cohesive action plans* are absent.</li> <li>Lesson plans are unrelated to students' data/goals and are not rigorous.**</li> <li>Rarely uses data to tailor lessons to students' needs.</li> <li>Rarely utilizes student support plans*** when planning instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple data inquiry cycles to inform year-long planning, unit planning and/or weekly/daily lesson planning, but not all.</li> <li>Reviews available data sources but has limited understanding of the implications of the data.</li> <li>Inconsistently uses sources of data in developing action plans.</li> <li>Sometimes lesson plans are unconnected to students' data/goals and lessons may not be rigorous.</li> <li>Inconsistently uses data to modify lesson material and supports.</li> <li>Inconsistently utilizes student support plans when planning instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple data inquiry cycles to inform year-long planning, unit planning and weekly/daily lesson planning.</li> <li>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.</li> <li>Uses data to develop rigorous action plans that lead students to growth and mastery of standards. 🟩★★↑🖥️🕒</li> <li>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). ★★↑</li> <li>Uses student support plans (that include baseline functioning, accommodations and goals) to drive instruction and support. ↑</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Evaluates the quality of formative and summative assessments in conjunction with students' performance to identify additional data sources needed for instructional decisions.</li> <li>Analyzes data to correctly identify multiple root causes of whole class and individual students' learning needs and aligns action plans accordingly.</li> <li>Utilizes research-based strategies and interventions to meet all students' needs. ★★↑</li> <li>Plans and leads a process for students to collect and analyze personal data to identify strengths/weaknesses (academic, linguistic and behavioral) and set goals. ★★↑</li> </ul>





**Sources of evidence may include:**










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

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
















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



**INDICATOR P.3: Collaborates** with school teams to positively impact students' outcomes    

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<p><b>Teacher Behaviors</b></p>	<ul style="list-style-type: none"> <li>• May attend meetings but is indifferent/inattentive to information shared.</li> <li>• Works in isolation and/or rarely shares information about students.</li> <li>• Infrequently collaborates with educational specialists when school time is provided.</li> <li>• Regularly disregards school and/or district policies/procedures.</li> <li>• Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts.</li> <li>• Actively listens and receives information but may not make instructional changes.</li> <li>• 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.</li> <li>• Generally adheres to school and district policies/procedures.</li> <li>• Typically acts professionally and exemplifies DPS Shared Core Values, but occasionally expresses disagreement tactlessly.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions.</li> <li>• 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.</li> <li>• 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.    </li> <li>• Collaboratively examines and thoughtfully implements school and district policies/procedures.</li> <li>• Acts professionally, expresses disagreement tactfully, and exemplifies DPS Shared Core Values when engaging colleagues.    </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Builds team capacity and drives team effectiveness.</li> <li>• Clear leader among peers and stakeholders.</li> <li>• Creates and actively seeks opportunities that contribute to a positive school climate and culture. </li> </ul>

**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.

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DOMAIN: PROFESSIONALISM

EXPECTATION: EFFECTIVE COLLABORATION AND ENGAGEMENT

INDICATOR P.4: Advocates for and engages students, families and the community in support of improved students' achievement



Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
Teacher Behaviors	<ul style="list-style-type: none"> <li>• Inconsistently communicates* with families and/or communicates about students in formats that may be inaccessible to families.</li> <li>• Contact with families limited to conveying concerns.</li> <li>• Rarely displays understanding or empathy toward families that are not from the same background.**</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with families about general classroom information.</li> <li>• Presents school-related celebrations and/or concerns to families.</li> <li>• Invites families and community members but inconsistently fosters a sense of belonging.</li> <li>• Listens to students' concerns but is inconsistently solution-oriented.</li> </ul>	<ul style="list-style-type: none"> <li>• 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. </li> <li>• Engages in meaningful, two-way dialogue with families where information is respectfully shared for the purpose of improving students' growth.</li> <li>• Makes families and community members feel welcome and valued. </li> <li>• Advocates for individual student's needs within the school community. </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Facilitates meaningful stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning. </li> <li>• Puts additional structures in place to regularly involve families in students' learning and achievement.</li> <li>• Advocates for school-wide structural and/or process changes to meet the needs of a diverse student population and achieve equity. </li> </ul>

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.

**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)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>• Rarely reflects on the effectiveness of a lesson.</li> <li>• Unreceptive to feedback.</li> <li>• Demonstrates minimal improvement despite valuable feedback/coaching.</li> <li>• Rarely acknowledges, in a safe environment, own biases/limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the effectiveness of lessons, but insights and/or changes in practice are limited.</li> <li>• Open to receiving valuable feedback from others.</li> <li>• Inconsistently shifts practice in response to valuable feedback.</li> <li>• Examines own biases/perceptions/pedagogical practices to understand their impact upon teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects on the effectiveness of lessons (e.g., methodology, pacing, differentiation, etc.) to guide future lesson planning/delivery.</li> <li>• Asks for and is consistently open to feedback.</li> <li>• 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.</li> <li>• Consistently reflects on own biases/perceptions/pedagogical practices and mitigates the negative impact on students through culturally responsive practices. ■■</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Models self-reflection for others, encouraging a culture of improvement.</li> <li>• Actively solicits and acts on feedback from multiple sources.</li> <li>• Helps to lead or develop cultural competence practices. ■■</li> </ul>

**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.

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## DOMAIN: PROFESSIONALISM

## EXPECTATION: THOUGHTFUL REFLECTION, LEARNING AND DEVELOPMENT

INDICATOR P.6: Pursues opportunities for **professional growth** and contributes to a culture of inquiry

Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Rarely reflects on personal performance data.</li> <li>Attends required professional development activities but is disinterested and/or rarely participates.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on personal performance data when requested, but inconsistently prioritizes personal learning.</li> <li>May participate in professional learning within the school, but inconsistently applies beneficial strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on personal performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support personal growth.</li> <li>Actively participates in professional learning activities within the school, district, and/or other organizations and implements the learning from these opportunities.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**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.). ★★<sup>s</sup> 🖥️
- 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). ★★<sup>s</sup>
- 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. 🟩★<sup>s</sup>★<sup>s</sup>↑
- Inviting marginalized groups to have a voice in planning classroom or school events. 🟩★<sup>s</sup>★<sup>s</sup>↑

**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)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>• Rarely takes an active part of defining her/his role and/or role is not implemented.</li> <li>• Rarely supports peers in reaching their goals.</li> <li>• Rarely engages teachers in learning opportunities.</li> <li>• Backs away from taking ownership on difficult issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Role is clearly defined but impact is below that expected for the role.</li> <li>• Supports some peers in reaching their goals, or support for all peers is not tied to the Professional Growth Plan (PGP), school goals, etc.</li> <li>• Provides disjointed learning opportunities that may not lead to teachers' growth.</li> <li>• Works sporadically with the school leadership team on systems with limited outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Supports peers in attaining goals set forth in their PGPs and in the school's UIP.</li> <li>• Builds capacity by engaging new and veteran teachers in communities of practice that utilize the data inquiry cycle.</li> <li>• Works in collaboration with the school leadership team to design, implement and/or improve upon systems to affect school change.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Support for colleagues has far-reaching impact on other staff members throughout the school.</li> <li>• Models effective roll-out of school/district initiatives and actively encourages other teachers' shared ownership.</li> <li>• Builds capacity among colleagues to deconstruct and reconstruct social and cultural frameworks in order to promote greater equity. ■■</li> <li>• Seeks opportunities to build a school culture reflective of the DPS Shared Core Values.</li> </ul>

\*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. ■■ ★ ★<sup>s</sup> ↑
- 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.

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